

UOE DATA COLLECTION



UNESCO
INSTITUTE
for
STATISTICS



UOE data collection on education systems

Volume 2

2013 UOE questionnaires and
instructions
for their completion and
submission

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UNESCO-UIS / OECD / EUROSTAT 2012 Data Collection on Education Statistics

UOE tables and instructions for their completion and submission

CONTENTS OF THIS VOLUME

This document contains the timeline for the 2013 UOE data collection as well as technical instructions for the completion and submission of the tables. It is specific to this data collection year and should be used together with the document “UOE manual – Concepts, definitions and classifications” and the document “UOE electronic questionnaires – user guide”.

It includes 2 parts:

Part I Timing and instructions for submission of tables covers the reference years, the changes from the previous data collection year as well as the instructions for the *submission* of the 2013 UOE and WEI-specific data collection questionnaires on students enrolled, entrants, new entrants, repeaters, graduates, finance, class-sizes and educational personnel.

Part II Instructions concerning the completion of the tables provides detailed instructions for the coding of missing data, for data documentation, for data verification and other technical instructions which are necessary for the data providers to complete correctly the UOE tables.

All data collection tools are available on the Eurostat Education, Training and Culture Statistics public web site at the address:

<https://circabc.europa.eu/w/browse/a394a6a5-6255-4935-9032-7048a9dc8fea>

<p>WEI specific tables are available online at http://www.uis.unesco.org/UISQuestionnaires</p>

PART I: TIMING AND INSTRUCTIONS FOR SUBMISSION OF QUESTIONNAIRES

1 REFERENCE YEARS

This document describes the UNESCO-UIS/OECD/EUROSTAT (UOE) data collection instruments for the *school / academic year 2011/2012*. The reference is then the academic year **2011/2012** for all tables of the data collection, with 2 exceptions:

- The reference is calendar year 2012 or school/academic year **2011/2012** at the convenience of the country for graduates and
- The reference is financial year 2011 for data on expenditure.

2 TIMELINE AND SUBMISSION OF ALL QUESTIONNAIRES

The completed data collection questionnaires are to be sent to the data requesters in electronic format only, according to the *timeline* agreed between *data providers* and *data requesters* (see table 2.1). The questionnaires can be sent by e-mail to a **unique** address or via eDAMIS. UOE data providers in EU Member-States are requested to use eDAMIS.

The data submitted to the unique e-mail address, estat-ueo-joint@ec.europa.eu, which is managed by Eurostat on behalf of the three data requesters, are then forwarded to all data requesters.

eDAMIS (electronic Data files Administration and Management Information System) is the Eurostat standard system to exchange data files. It guarantees secure (encrypted) transmission of all data and offers services such as traffic monitoring, acknowledgements and reminders. It can be accessed via the web in the following address: <https://webgate.ec.europa.eu/edamis>. All data submitted via eDAMIS are automatically forwarded to all data requesters. UOE data providers in countries outside of the EU can also send the questionnaires via eDAMIS.

Choice of data file year in eDAMIS

When sending data files via eDAMIS, the year chosen as reference is not the UOE data collection year. When the data refers to the school or academic year, the questionnaire should be sent as referring to the year in which the reference period ends. For example, if the school year runs from 1 October 2011 to 31 July 2012, the questionnaire should be sent as referring to 2012. For the FINANCE questionnaire, where the data refers to the financial year, the questionnaire should be sent as referring to the year in which the financial year ends. For example, if the financial year runs from 1 April 2010 to 31 March 2011, the FINANCE questionnaire should be sent as referring to 2011. When the reference period is the calendar year, questionnaires should be sent as referring to the calendar year.

For **WEI participating countries**, data should be submitted to the UIS by email (uis.survey@unesco.org) by 31 August 2013 as outlined in Table 2.1.

Table 2.1 Timeline and addresses for data submission and validation

Questionnaires	Deadline for data providers to return the completed questionnaires	Where to send questionnaires	Deadline for data requesters to complete validation
Enrolment, Entrance, Personnel, Class size, Demography, ISCED mapping	<u>30 September 2013</u>	estat-uo-joint@ec.europa.eu For EU, EFTA and EU Candidate countries: https://webgate.ec.europa.eu/edamis	December 2013
EU specific questionnaires and table*: Foreign Languages, Regional Enrolment, Graduations according to the Bachelor-Master structure, *: only for countries marked as having EU relevance in table 2.2	<u>30 September 2013</u>	estat-uo-joint@ec.europa.eu For EU, EFTA and EU Candidate countries: https://webgate.ec.europa.eu/edamis	
Finance, Graduates	<u>30 November 2013</u>	estat-uo-joint@ec.europa.eu For EU, EFTA and EU Candidate countries: https://webgate.ec.europa.eu/edamis	
Enrolment, Entrance, Finance, Graduates, Personnel, Class size, Curriculum, ISCED mapping	<u>31 August 2013</u> for WEI participants	uis.survey@unesco.org	On a rolling basis depending upon receipt

OECD will be responsible for processing data and metadata from OECD countries and countries which have joined INES (Brazil and Russian Federation), Eurostat will be responsible for processing data and metadata from EU, EEA and candidate countries that are not OECD Member countries and UNESCO for WEI countries. As a result of the application of Commission Regulation (EU) No 88/2011, OECD and Eurostat will jointly validate the data of the EU 24 countries that are also OECD countries.

The data requesters will take the necessary steps to share the data validation work and avoid duplication of requests to countries.

For this purpose, all messages exchanged between data providers and data requesters during the verification processes as well as any new data submissions following corrections to data submitted should **be copied to the unique address.**

For WEI participating countries, data should be submitted by email to uis.survey@unesco.org.

The international organisations will *process and verify data* once they have been received and inform you about all steps undertaken. The initial verification will be based on common agreed checking rules and should be completed by December 2013. The subsequent separate processing of data for analytical purposes will follow the priorities of each organisation. Also in this period requests to participating countries will be co-ordinated so as to avoid duplicate or simultaneous solicitation as much as possible.

Table 2.2 List of countries by EU and OECD relevance

OECD relevance	EU relevance	Which countries	Number
OECD Member	-	Australia, Canada, Chile, Israel, Japan, Korea, Mexico, New Zealand, United States	9
OECD Member	EU Member	Austria, Belgium, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Italy, Ireland, Luxembourg, Netherlands, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, United Kingdom	21
-	EU Member	Bulgaria, Croatia, Cyprus, Lithuania, Latvia, Malta, Romania	6
OECD Member	EFTA ¹ country	Iceland, Norway, Switzerland	3
OECD Member	Candidate	Turkey	1
-	Candidate	FYR of Macedonia	2
-	EEA country	Liechtenstein	1
UNESCO-UIS WEI participant		Argentina, China, Egypt, India, Indonesia, Jamaica, Jordan, Malaysia, Paraguay, Peru, Philippines, Sri Lanka, Thailand, Uruguay	14
Non-OECD member but INES participant		Brazil, Russian Federation	2

3 THE 2013 UOE DATA COLLECTION TABLES

The UOE data collection is *organised by questionnaire, with each questionnaire focusing on a specific topic and/or statistical unit for which data are collected* (students enrolled, entrants, new entrants, graduates, repeaters, educational personnel, class size, curriculum, demography, expenditure and ISCED).

The preparation of the data collection was guided by the search for a common denominator between OECD, EUROSTAT, and UNESCO-UIS. This common denominator is reflected in the UOE tables on enrolment, new entrants, graduates, educational personnel, finance, class size and the ISCMAP tables. In addition there are two sets of EU specific tables introduced by the European Commission (Eurostat) for the collection of data on *enrolments at the regional level* and

¹ European Free Trade Association. Iceland is an EU candidate country since 2010.

data on *foreign language learning*. This EU-specific part of the UOE data collection is managed by Eurostat.

Similarly **for WEI countries**, WEI-specific tables have been introduced by UNESCO-UIS to address data needs for the *Education For All Global Monitoring Report* on new entrants in the first grade of primary education (Table ENTR-4, information on teachers by qualifications (Table PERS-4) and on graduates in lower-secondary education (Table GRAD-6). These tables should only be filled by WEI participants and this part of the WEI data collection is managed by UNESCO-UIS. WEI countries complete also some additional tables on teachers and curriculum (Tables CURR).

The tables are **colour-coded**. The colours indicate cells that have been pre-coded with formulas. All non-colour-coded cells should be filled in manually. **However coloured cells only need to be filled out manually in cases where data provided in corresponding sub-categories do not add up to totals.** Please read the instructions in Part 2 of this document carefully before starting with the completion of the tables.

EU Member-States and countries candidate to EU membership do not have to deliver DEM-1: "Total population by sex and age-group" as the demographic data used for these countries will come from the Eurostat Demographic database at national and regional level.

Please note that the list of tables below refers to the UOE common data collection. WEI-specific adjustments within tables are documented in the grey box below and recalled throughout this manual in grey boxes.

The **ENRL questionnaire** includes the following data collection tables:

- ENRL_Bologna: Number of students enrolled (tertiary level) by sex and detailed field of education reporting in accordance with the Bologna three-cycles Bachelor, Master and Ph.D degree structure
- ENRL-1: Number of students by level of education, programme orientation, programme destination, intensity of participation, sex and age.
- ENRL-1_ADULT: Number of students in adult education programmes reported in ENRL-1 by level of education, programme orientation, programme destination, intensity of participation, sex and age.
- ENRL-1a: Number of students by level of education, programme orientation, programme destination, type of institution, intensity of participation and sex.
- ENRL-1a_ADULT: Number of students in adult education programmes reported in ENRL-1a by level of education, programme orientation, programme destination, type of institution, intensity of participation and sex.
- ENRL-3: Number of students and repeaters (ISCED 123) in general programmes by level of education, sex and grade.
- ENRL-4: Number of students in Grade 1 by sex and age.
- ENRL-5: Number of students (ISCED 5/6) by level of education, programme destination, field of education and sex.
- ENRL-6: Number of international/mobile and foreign students (ISCED 5/6) by level of education, programme destination and field of education.
- ENRL-7: Number of international/mobile and foreign students by level of education, programme destination, EU/non EU/unknown membership and sex.

- ENRL-8: Number of students (ISCED 5/6) by level of education, programme destination and country of citizenship.
- ENRL-9: Number of students (ISCED 5/6) by level of education, programme destination and country of origin

The **ENTR questionnaire** includes the following data collection tables:

- ENTR-1: Annual intake by level of education and programme destination.
- ENTR-2: Number of new entrants by level of education, sex and age.
- ENTR-3: Number of new entrants by level of education, sex and field of education.

The **GRAD questionnaire** includes the following data collection tables:

- GRAD_Bologna: Number of graduates/graduations (tertiary level) by sex and detailed field of education reporting in accordance with the Bologna three-cycles Bachelor, Master and Ph.D degree structure
- GRAD-1: Number of graduates (ISCED 3 and 4) by level of education, programme destination, programme orientation, type of institution, sex and by international/mobile and foreign student status.
- GRAD-2: Number of graduates (ISCED 3 and 4) by level of education, programme destination, programme orientation, age and sex.
- GRAD-3: Number of graduates (ISCED 5 and 6) by level of education, programme destination, cumulative duration, type of institution, sex and by international/mobile and foreign student status.
- GRAD-4: Number of graduates (ISCED 5 and 6) by level of education, programme destination, cumulative duration, age and sex.
- GRAD-5: Number of graduations (ISCED 3, 4, 5 and 6) by level of education, programme orientation, sex and field of education.

The **CLASS questionnaire** includes the following data collection table:

- CLASS-1: Average class size by level of education and type of institution.

The **PERS questionnaire** includes the following data collection tables:

- PERS_ENRL-2: Number of students with coverage adjusted to statistics on educational personnel by level of education, programme orientation, programme destination, type of institution and mode.
- PERS-1: Classroom teachers (ISCED 0-4) and academic staff (ISCED 5/6) by level of education, programme orientation, sex, age, type of institution and employment status.
- PERS-2: School level management personnel and teacher aids (ISCED 0-3) by type of institution and employment status.

The **FINANCE questionnaire** includes the following data collection tables:

- FIN_ENRL-2: Number of students with coverage adjusted to statistics on educational finance by level of education, programme orientation, programme destination, type of institution and mode.

- FINANCE-1: Education expenditures by level of education and source and type of transaction.
- FINANCE-2: Education expenditures by level of education, nature and resource category.
- FINANCESUP-2: Expenditure for debt service.
- FINANCESUP-3: Expenditure for research.

The **ISCMAP97-11 questionnaire**: Mapping of national educational programmes, qualifications and attainment levels from ISCED 1997 to ISCED 2011.

The **DEM questionnaire** includes the following data collection table, to be completed only by non EU countries:

- DEM-1: Total population by sex and age-group.

For WEI participants:

- UOE tables ENRL5, ENRL-6, ENRL-7, ENTR-1, ENTR-3, GRAD-4 and GRAD-5 are optional.
- DEM-1 is not requested as the demographic data used for these countries will come from the UN Population Division.
- FINANCE-1 collects additional WEI-specific information on Total public expenditure.
- ENTR-4 collects new entrants in the first grade of primary education (ISCED 1).
- GRAD-6 extends GRAD-2 data collection to ISCED level 2.
- PERS-4 collects information on teachers by qualifications.
- CURR collects information on curriculum.

4 CHANGES FROM THE UOE 2012 TO THE UOE 2013 DATA COLLECTION

4.1 NEW TABLES

There are no new tables between the 2012 and 2013 data collection.

4.2 MAJOR CHANGES IN TABLES

The only change concerns the ISCED mappings. The questionnaire 13ISCMAP97-11 will include two spread-sheets: one for the mapping of programmes and qualifications covered by UOE data collection (as in 12ISCMAP97-11) and a separate spread-sheet to provide information (less than for the UOE part) on the **current main formal qualifications** outside the UOE scope. See section [13.29](#) for more details).

WEI participants are not required to fill in the table ISCMAP97-11.

4.3 CHANGES AND CLARIFICATION IN METHODOLOGY

There are no major changes between the 2012 and 2013 data collection.

5 THE UOE DATA REQUESTERS

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All *inquiries concerning the WEI data collection* should be sent to:

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PART II: INSTRUCTIONS CONCERNING THE COMPLETION OF THE TABLES


6 ESSENTIALS

Please always keep in mind the following while completing the UOE tables:


1. **Do not leave any cell blank.** Each cell in a table must be filled out either with a valid data value or with one of the codes described below.

Note that some cells in the tables have been pre-coded with certain default values. You can leave these default codes or overwrite them as required.

2. Do not enter any value other than numbers or the codes (a, n, m or x). Do not insert any strings (e.g. do not use "8" or '8' but only 8).
3. Please note that '0' is not a valid number and there should be no '0s' in the tables when transmitted to the data requesters. Therefore, do not enter 0 (zero) in any cell, use the missing codes "category not applicable" or "magnitude nil" instead (see below).
4. Please note that all shaded cells contain automatic formulas or have been pre-coded. Therefore data should be entered starting in the white (or unshaded) cells of the questionnaire.
5. In situations where formulas are not appropriate you must ensure that the results of these formulas are overwritten with the correct data values. This applies also to formulas which have been pre-coded internationally. Please provide us with further information as to why the formula was not appropriate.
6. When you specify formulas, please ensure that missing data are handled correctly. Please refer to the addition rules on page 24.

 For example, if data are missing for certain sub-categories, the data from these sub-categories may not add up to the corresponding totals and formulas for such totals may therefore result in underestimates.

7. Verify the consistency of the data within and between the tables. You will find indications for such checks in the data collection tables (see section 12).

 For example, for sub-totals it will usually be indicated through the UOE column- and row-codes which data categories they comprise. Links of sub-totals between different tables are indicated in a similar way.

... and:

8. Do not insert any extra rows or columns anywhere in the data collection tables. If you need extra rows/columns for calculation purposes, please ensure that these are placed after that last row or column of the tables.
9. Do not change or delete any of the pre-defined EXCEL[®] range names.
10. Do not save the data files under a different name. The system will otherwise no longer recognise them.

7 CODING OF MISSING DATA

The correct use of codes is an essential condition to ensure the integrity of the data. Different reasons why there are no data in a particular instance need to be distinguished in the statistical analyses and the reports and must therefore be distinguished in the data tables.

No cell of the tables should remain blank or contain “0”. Please provide estimated figures where data are missing.

Codes used in all tables should be consistent across tables and questionnaires. **All codes should be consistent with ENRL1a, especially as far as the category not applicable is concerned.**

Each cell for which there is no valid data value must be assigned one of the following five codes:

- category not applicable (**a**);
- data included in other categories (**x**, **xr**:..., **xc**:..., **xa**:...);
- data not available (**m**); and
- data value nil (**n**).

Category not applicable (a)

If a certain category or cell in the tables generically 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’ data do not even hypothetically exist.

☝ However, if a category applies but there are no data available or if the data for this category are included in another category then do *not* use this code.

☞ For example, if in a country there are no independent private schools, then for all variables the cells referring to independent private schools should be assigned the code “a”. If, on the other hand, independent private schools do exist but data are not available for these, then one of the other codes must be used. For example, if the data for independent private schools are included in the data referring to the total of all private schools then the sub-categories referring independent private schools should be coded to “included in another category”..

You should provide an annotation to categories which are not applicable to your education system (✓ see section 11 “Any other notes”).

Data included in other categories (x...)

Sometimes certain data are not available (even though the corresponding categories apply) but the data are included in other categories of the tables. Most frequently this occurs in situations where data are not available for certain sub-categories and can be provided for sub-totals or totals only.

The correct analytic treatment of data that are included in other categories is not possible without the knowledge in which category these data are included. In addition, the coverage of sub-totals or totals can only be determined through the use of inclusion codes. The target category may thereby be in another row of the table, in another column of the table, or in another row *and* column. In order to process such instances in a computerised way, the target category must be identified as described below:

Data included in sub-total (x)

If data are not available for certain sub-categories but the data for these sub-categories are included in the corresponding nearest row- and column totals of the data collection tables (but not in any other sub-categories which are not sub-totals) then enter the code “x” into all of the corresponding cells.

☞ For example, central government expenditures on student loans (row-code C11 in table FINANCE1) may not be available separately for the, primary, lower secondary, and upper secondary level of education (UOE column-codes,2,3, and 4) but may be available for the total of these levels (column-code 5). In such a case the code “included in nearest sub-total (x)” would be assigned to the cells with the UOE row- and column-codes in C11/2, C11/3, and C11/4.

However, there are other situations where data are not available for a sub-category but these data are included in another sub-category other than a sub-total or total.

☞ For example, the data on government expenditures on student loans may not be available separately for the pre-primary and primary level of education but only for the total of both (for which table FINANCE1 does not offer a separate sub-total).

In such cases you should use one of the following four codes:

Data included in another row (xr:...)

Use the code **xr: row_code** if the data for this category are included in another row of the same column but not in a cell of any other column (other than a column total). *row_code* thereby refers to the UOE row-code of the target row which is indicated in each table (and which is usually different from the internal EXCEL[®] sequential row-number).

☞ For example, if at the upper secondary level (column-code 4 in table FINANCE1) the expenditures on student loans from local sources (UOE row-code L11) are not available separately from the expenditures on student loans from regional sources (row-code R11) you may report the total of local and regional expenditures in the row referring to regional sources (row-code R11) and insert the code “xr:R11” in the row referring to local sources (row-code L11).

☑ For any such cases it is assumed that the data value is also included in the row- and column totals which belong to the target category. This must therefore not be indicated separately elsewhere, so that row and column totals remain representative of their actual magnitude.


☞ In the preceding example, one would assume from the xr:R11 coding of the missing value that the column referring to the total financial aid to students from regional sources (row-code R12) also contains the expenditures on student loans from local sources (row-code L11).

☑ Whenever the data of two rows need to be merged, choose the row for which you expect the larger numeric value as the target row.


☞ If a category is not applicable, then do not use any of the “x” codes but use the code “a” instead.


Data included in another column (xc:...)

Use the code **xc: column_code** if the data for this category are included in another column of the same row but not in a cell of any other row (other than a row total). *Column_code* thereby refers to the UOE column-code of the target column which is indicated in each table (and which is usually different from the internal EXCEL[®] sequential column-number).


 For example, a country may not be able to distinguish between expenditures on student loans (UOE row-codes C11, L11, R11, G11 in table FINANCE1) at the lower secondary level (column-code 3) and the upper secondary level (column-code 4) but still may have data for the total of both levels. In such a case you may report the combined expenditures for the upper secondary level and code the cells C11/3, L11/3, R11/3, and G11/3 to xc:4 respectively.


For any such cases it is assumed again that the data value is also included in the row- and column totals which belong to the target category. This must therefore not be indicated elsewhere.


 Whenever the data of two columns need to be merged, choose the column for which you expect the larger numeric value as the target column.

 If a category is not applicable, then do not use any of the “x” codes but use the code “a” instead.

Data included in another or multiple cells (xa:…)


Use the code **xa: row_code :c column_code: annotation** if the data for a category are included in another cell (which does not belong to the same row or column) or if the data are included in another category but none of the above situations applies ( for example, because the data are included in multiple rows and/or columns). In this case you need to supply a separate textual annotation which indicates in which category or categories the data are included.

 For example, in table FINANCE1 for local government expenditures there may be no data available at the primary level of education (UOE column-code 2) for direct expenditures for independent private institutions (UOE row-code L3). However, if these data are included in the total of expenditures for all types of institutions over all levels (row-code L5, column-code 17) but not in the total of expenditures for pre-primary, primary, and secondary, then assign the code xa:L5:C17 to the cell L3/2 and provide a corresponding annotation.

 If a category is not applicable, then do not use any of the “x” codes but use the code “a” instead.


Data not available (m)


Data are sometimes 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. If corresponding sub-categories are coded as 'm', please note that the total is then considered to be missing or incomplete with respect to these categories.

 However, if the data for these classification categories are included in other categories of the tables or in the corresponding row- and column totals, then do not use the code “m” but use one of the “x”-codes instead.

Magnitude nil (n)

If a data value is nil 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.

Hierarchy of cell values

The following hierarchy of the codes in cells is implemented:

a → n → v (numeric value) → x → m

In cases where cells including these values/codes are aggregated the result is the value or code as per the following rules:


a+a=a	a+m=m	n+v=v	v+m=m	x+m =m
x+x=x	a+n=n	n+m=m	v+x=x	
n+n=n	a+x=x	n+x=x		
m+m=m	a+v=v			

8 PROVISIONAL OR ESTIMATED DATA


In some situations, countries may not have data available for certain categories of certain variables but it may still be possible to provide an estimate or a provisional substitute for these data.

Countries should make every effort to provide complete data. As such they are strongly encouraged to make estimations of missing or incomplete data.

In case of provisional or estimated data, please document the exact location in the UOE questionnaire: questionnaire name (excel file), table name, row and column and a sufficient description of the estimation methods used.

 *Examples of estimations are:*

- *a country may collect no data on a variable but can create an estimate based on assumed relationships with other variables;*
- *a country may not have data on the desired level of aggregation but may be able to provide aggregate figures on the basis of assumed relationships to other variables (for example, data may not be available at the national level, but can be aggregated from state or provincial figures);*
- *data may be available only for certain sub-populations but estimates can be provided for the remainder (for example, certain data may be available for public schools and government-dependent private schools but not for independent private schools); or*
- *data may not be available for the year of the data collection but it may be possible to provide a provisional estimate on the basis of data from previous years.*

 **It is essential that data providers make their best effort to estimate the data in such instances.** This is because if data are missing for a particular classification category, this often means that the data for the whole variable cannot be used for that country or that crude assumptions about the missing data have to be made when analysing the data. It is clear that such assumptions, if made centrally without the supplementary information that may be available in the countries, are often problematic.

☞ For example, if in a country there are independent private schools but there are no data for these, and therefore the country includes in the data only the data for public schools and government-dependent private schools, then the data for that country will be biased and there is no way how this can be accounted for and adjusted in the international analyses. If, on the other hand, the country can provide an estimate for the independent private schools then corresponding adjustments can be made in the international comparative analyses.

9 DATA DOCUMENTATION IN THE UOE TABLES

The *information about the data provided*, its metadata, (reference periods, data sources, data collection methods, theoretical starting, ending, graduation ages, etc.) *is an integral part of the UOE data collection*. Data providers are requested to fill in the information described below in the corresponding fields of the data collection tables (note that some of this information has been pre-coded with default values).

To fill in UOE questionnaires, you need to complete the following metadata information for some of the tables (where indicated at the top of the table):

- Beginning and end of the school year;
- Data collection period;
- Reference date for ages;
- Reporting method and references to data sources should be provided in the corresponding green field at the right hand side of the table. Please use the note/comment attachment feature of EXCEL or provide references to the corresponding documents.

The table below shows the required metadata and their location within the questionnaires followed by some explanations and definitions relating to the information requested.

Table 9.1: Data documentation relating to students, graduates, entrants and personnel

	Reference period	Data collection period	Reference date for students/personnel ages	Starting, ending ages or graduation ages	Conversion factor into full-time equivalent	Other students/returnees included	Reporting method	Sources
ENRL-1a	Col. Q, rows 2, 3 and rows S3-S4	Col. U, Row 3 and Row S6	Col. U, row 2 and Row S5	Rows S1 and S2	Row S7	-	Col. AM, row 3	Col. AM, row 2
GRAD-1	Col. M, rows 4, 5	Col. Q, row 4	Col. Q, row 5	Rows S1 and S2	-	-	Col. U, row 5	Col. U, row 4
GRAD-3	Col. P, rows 4, 5	Col. T, row 4	Col. T, row 5	Rows S1 or S2	-	-	Col. W, row 5	Col. W, row 4
ENTR-2	Col. G, rows 6, 8	Col. G, row 10	Note if differs from	-	-	Rows SE1, SE2, SE3	Col. L, row 6	Col. L, row 4

	Reference period	Data collection period	Reference date for students/personnel ages	Starting, ending ages or graduation ages	Conversion factor into full-time equivalent	Other students/returnees included	Reporting method	Sources
			ENRL1a					
PERS-1	Col. J, row 5: Note if differs from ENRL1a	Col. J, row 5: Note if differs from ENRL1a	Col. J, row 7	-	-	-	Col. Y, row 5	Col. Y, row 2
PERS-2	Col. K, row 4: Note if differs from ENRL1a	Col. K, row 4	-	-	-	-	Col. M, row 3	Col. M, row 2

Other tables: ENRL-1, ENRL-1_Adult, ENRL-1a_Adult, ENRL-3, ENRL-4, ENRL-5; ENRL-6, ENRL-7, ENRL-8, ENRL-9, ENTR-1, ENTR-3, GRAD-2, GRAD-4, GRAD-5 and CLASS-1 should include:

- The reference period (if different from other tables),
- The data collection period (if different from other tables),
- The sources,
- The reporting methods.

Notes should be added to report differences in methods with other tables.

Table 9.2: Data documentation relating to the Finance questionnaire

	Reference period	Data collection period	Currency unit	Reporting method	Sources
FINANCE-1	Col. G and M, row 2	Col. S, row 2	Col. U, row 2	Col. X, row 3	Col. X, row 2
FINANCE-2	Col. G and M, row 2	Col. S, row 2	Col. U, row 2	Col. X, row 3	Col. X, row 2

9.1 REFERENCE PERIOD

- ♦ Data providers must indicate the start and end of the school year (note that the term “school year” is synonymous with “academic year” in this document)
 - ♦ If reference periods differ across data collection tables, this should be noted in the header of each table (in Table ENRL-1a, a note should be provided accordingly).
 - ♦ Similarly, differences in the starting and ending dates of the school year across levels of education and/or types of educational programmes should be documented (rows S3 and S4 of Table ENRL-1a).
- ☞ For example, the school year might start and end at different times for different levels of education. If such differences occur, then the correct reference periods for each level and type of programme of education should be reported in rows S3 and S4 of table ENRL-1a. If the reference period differs by type of service provider or if there are regional differences, then weighted averages should be reported.

The intended reference periods for the 2013 data collection are:

- for finance tables: financial year 2011
- for graduate tables: calendar year 2012 or school/academic year 2011/2012
- for the rest of the tables: *school/academic year 2011/2012*.

9.2 DATA COLLECTION PERIOD

- ♦ The date when students and educational personnel were counted must be indicated in each table. If a table contains estimated data, this should be the *target date* to which the estimates refer.
- ♦ The data collection period may differ across levels of education and/or types of educational programmes. Where such differences occur, corresponding annotations should be made table in ENRL1a, row S6.

☞ For example, the enrolment data at the secondary and ISCED 5B level of education for Australia are reported on the basis of a census carried out in July whereas enrolments at the ISCED 5A of education are counted on 31 March. These should be the dates to be entered into the “data collection period” of the corresponding levels of education.

9.3 REFERENCE DATE FOR STUDENT AND PERSONNEL AGES

- ♦ The reference date for student ages should be indicated (in the header of the tables ENRL-1a, ENTR-2, GRAD-1, GRAD-3) and the reference date for personnel ages should be indicated (in PERS-1). By default, this is the 1 January 2012.

9.4 THEORETICAL STARTING, ENDING, AND GRADUATION AGES

The theoretical starting and ending ages of the underlying educational programmes should be indicated (in rows S1-S2 of table ENRL-1a).

The theoretical graduation ages for ISCED 3, 4, 5A, 5B and 6 by type of programmes and duration of study should be indicated (row S1 of tables GRAD-1 and GRAD-3).

- The *theoretical age* refers to the ages as *established by law and regulation* for the entry and ending of a cycle of education. The theoretical ending ages thereby relate to the theoretical duration assuming full-time attendance in the regular education system and assuming that no year is repeated. The assumption is made that, at least for the regular education system, a student can proceed through the educational programme in a standard number of years which is referred to as the theoretical duration of the programme. Note that the *theoretical ages* may differ significantly from the *typical ages*.
- The *theoretical starting age* should be the age at the *beginning* of the *first* school/academic year of the corresponding level and programme.
- The *theoretical ending age* should be the age at the *beginning* of the *last* school/academic year of the corresponding level and programme.
- The *theoretical graduation age* should be the age at the *end* of the *last* school/academic year of the corresponding level and programme when the degree is obtained. (Note that at some levels of education the term “graduation age” may not translate literally and would be equivalent to a “completion age”; it is used here purely as a convention).

If data on theoretical ages are different (and available) by type of educational programme within levels of education, then these should be reported at the programme level in rows S1 and S2 of Table ENRL-1a and row S1 of tables GRAD-1 and GRAD-3. If data are not available by programme, but only by level of education, then the theoretical ages should be reported in the fields “Total, all educational programmes” of rows S1 and S2 of the table ENRL-1a and row S1 of tables GRAD-1 and GRAD-3. The remaining fields should be coded to “m”.

- ♦ If there are regional differences in the theoretical ages or if these differ by type of institution or other criteria, then weighted averages should be reported for the theoretical ages.
- ♦ In some cases, even within a type of educational programme/field of education, graduation can be achieved at different age levels depending on the particular programme and type of diploma. In such cases, weighted averages for all such occurrences should be reported.

9.5 TYPICAL GRADUATION AGES (ROW S2 OF TABLES GRAD-1 AND GRAD-3)

The typical graduation age is the age at the end of the last school/academic year of the corresponding level and programme when the degree is obtained. The age is the age that normally corresponds to the age of graduation. (Note that at some levels of education the term “graduation age” may not translate literally and is used here purely as a convention).

The difference between typical age and theoretical age of graduation is mainly due to the repetition rates. When a country has a high proportion of repeaters, the typical age of graduation is superior to the theoretical age of graduation.

Please note that the typical graduation age in row S2 is used to calculate the gross graduation age when countries fail to fill in the number of graduates by age. The typical age should be calculated taking into account the reference date for students’ ages, which is by default 1 January 2011. As students normally graduate at the end of the school year, the typical age in row S2 may be 6 months before the normal age of graduation.


9.6 CONVERSION FACTORS FOR CONVERTING PART-TIME DATA INTO FULL-TIME EQUIVALENT DATA

The coefficients for converting part-time students into full-time students should be provided by level of education and type of educational programme (coefficients should be

recorded in row S7 of Table ENRL-1a). Where data refer to totals over different educational programmes, weighted aggregates for the conversion coefficients need to be created.

These coefficients equal the number of part-time students that correspond to one full-time student (with one decimal place).

- ♦ For the preparation of weighted averages, the same principles apply as for the theoretical ages.

 As an example of the creation of an estimate of such conversion factors, enrolment statistics in the United Kingdom are collected on a single day early in the academic year for the upper secondary level. They are classified according to ten categories of attendance (full-time full-year, full-time part-year, full-time short courses, block release, sandwich, day release, other part-day, evening only, open or distance learning, mixed). Each mode of attendance has its own full-time equivalence conversion factor, based on hours of actual attendance over the year. A weighted average of these factors is then created for the reporting in table ENRL-1a.

9.7 RETURNEES TO A LEVEL OF EDUCATION

- ♦ If national statistics include students enrolled in any programme at the same level of education at an earlier reference period, then please record "YES" for that level of education in row [SE-1] of Table ENTR-2.

These students are further sub-classified into entrants who previously obtained a certification at that level (and who are referred to as *returnees to a second programme*) and those who did not obtain a certification at that level (who are referred to as *returnees to a first programme*). If national statistics include such returnees, please record "YES" in rows [SE-2] and [SE-3] for the corresponding levels of education in Table ENTR-2.

9.8 REFERENCES TO DATA SOURCES


- References to data sources should be indicated in each table. Data sources include information on the type of source, the references to publication, the publication date, the publisher; the estimation/imputation methods; and the documentation regarding missing data.

9.9 REPORTING METHODS

- References to data collection methods should be provided for each data collection table (e.g. estimation/imputation methods, treatment of missing data). For data on the number of students, data providers should indicate whether the data refer to the count of individuals at a particular date or to the average count during the year.

9.10 AGGREGATION OF DATA: WEIGHTED AVERAGES

Data producers may need to aggregate data. For example, if the theoretical ages differ between public and private educational institutions, then data providers should fill in the weighted average. Furthermore, national data sources may provide information on a regional or sub-regional level. In such cases, data providers would need to create corresponding weighted national averages. Similarly, programmes may be of varying duration between different tracks or fields of education within the same type of programme and level of education. Here again, weighted national averages should be created. In all such cases, the *procedures used should be documented*.

 In the Netherlands, for example, there may be ISCED 2 programmes of 3 to 4 years duration followed by ISCED 3 programmes of 2, 3, or 4 years duration. In such cases, data providers should create corresponding weighted averages of theoretical and typical duration over all of these programmes.

10 THE “CHANGES” WORKSHEET

For each workbook, ISCMAP97-11.XLS, ENRL.XLS, ENTR.XLS, GRAD.XLS, PERS.XLS and FINANCE.xls, **specific worksheets provide room for the documentation of changes in coverage or methodology** compared to the previous year. These worksheets are indicated with the name CHANGES added next to the work sheet. This collection of meta-data is integral part of the UOE data collection and will help to establish reliable and well documented time series.

The CHANGES worksheet distinguishes between three possible reasons for significant changes in the data compared to the previous year.

- 1) Changes in the *educational system*. This refers to "real" changes in the data due to changing conditions of the educational system, such as the implementation of reforms that lead to an increase in the stock of students.
- 2) Changes in the *coverage* of the data collection. This refers to changes introduced due to ex/inclusion of programmes compared to last year's edition. Inclusion of adult literacy programmes, or private schools could be examples.
- 3) Changes in the *methodology* used (except for ISCMAP97-11.XLS). This refers to significant changes in the data due to new/modified methodologies in data collection, to changes in scope (improved data collections) or improved estimations. Estimated data which are replaced by collected data should also be indicated.

11 ANY OTHER NOTES

The questionnaires allow the annotation of textual notes at cell, row, column levels, in each table (using specific buttons on the worksheet: “CellNote”, “RowNote” and “ColumnNote”). This allows data providers, for example:

- To document national deviations from the international definitions of underlying variables and classification categories;
- To provide information on the kind of estimation undertaken and the estimation procedure used in case provisional or estimated data are reported (in particular, an indication of the methods of calculation undertaken if the values are aggregates or derived from other variables);
- To provide an evaluation of the accuracy of the estimates.

The UOE ELECTRONIC QUESTIONNAIRES also allows visualising all annotations reported in the questionnaire tables, by using the sheet NOTES included in each questionnaire.

This sheet provides an overview of all the notes reported in the questionnaires to facilitate consistency checks or these notes. Data providers are asked to limit the length of their notes as much as possible to facilitate their use in the data processing and database management.

12 REVISION OF UOE DATA

12.1 SCOPE AND DEFINITIONS

UOE data, including the Eurostat specific tables, which have been delivered can be revised on countries request at any moment according to the guidelines as described below.

The UOE revision policy covers the UOE data collection as it is defined at any given moment according to the UOE data collection manuals including the Eurostat specific tables.

A revision is defined as the ex-post change in the UOE data where the data have previously been made publicly available or that the underlying data for the publicly available indicators have changed.

As long as data from the current collection are in the production phase then they can be changed according to the results of the controls and checks of the data and through a communication between data providers and requesters. As soon as a data set is declared ready for publication and published then further changes in the published data are revisions.

A revision is necessary when:

- I. New or up-dated data or information become available.
- II. Mistakes are discovered which have to be corrected. In principle, any mistake due to whatever reason should be corrected without delay.
- III. Changes in the coverage of the data collection occur.
- IV. Changes in national or international methodology occur: This refers to significant changes in the data due to new/modified methodologies in the data collection or estimation.

No revisions are necessary when changes in the education system occur: when data change because the education system is evolving, no revision is necessary. Hence, if an educational programme appears or disappears from the ISCED mapping, no revision is necessary back in time.

12.2 PRACTICAL GUIDELINES

It is recommended that transmission of revised data should be done as soon as possible.

For the EU countries, the principles as adapted in the European Statistical Code of Practice (Com(2005)217) apply.

Revisions should be transmitted to the data requesters using the **latest questionnaire available** for transmitting the revised data. Years for which revisions should be provided are 1995, 2000, 2005 and all subsequent years if relevant and possible. When revised data are sent to the data requesters, they should be clearly marked as being revisions of previously sent and published data.

For example, if a country discovers it needs to revise the enrolment data for 2005/2006 in autumn 2013 then it should take the latest available empty questionnaire from the UOE data collection 2013 and revise the affected cells in this questionnaire and indicate which year the revision concerns and that it is a revision of previously sent data. Please note that the whole questionnaire including the cells not affected by the revision should be completed. In this way the

data providers can control that the revisions of affected cells add up to the totals as expected in the questionnaire.

Similarly, if a country discovers it needs to revise the enrolment data for the school years 2002/2003 until 2005/2006 in autumn 2013 then it should take the latest available empty questionnaire from the UOE data collection 2013, copy it to cover the relevant years and revise the affected cells in the questionnaire, indicating clearly which data belongs to which years. Completed questionnaires including both the cells containing the revised data and the cells not revised shall be sent to the data requesters. By sending completed questionnaires including the revisions the data providers can control that revisions are made to sub-totals and totals and to ensure consistency between questionnaires.

Revisions should be sent to the common 'estat-ueo-joint' email address and processed according to each data requester's responsibilities at the time at which the revision takes place.

For *WEI participants* revisions should be updated following the principles above and sent to the UIS.

13 COMPLETION OF THE UOE TABLES – INSTRUCTIONS AND VERIFICATION RULES

13.1 TABLE ENRL-1A

Table ENRL-1a collects data on student enrolment by level of education, type of programme (orientation and destination), type of institution, gender and intensity of participation. The full break-down by age is collected in table ENRL-1.

13.1.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

If all students are classified by type of institutions, complete the rows for public and private institutions. If data are available for independent private institutions and government dependent private institutions and if the sum of these equals the totals for all private institutions, then complete the sub-categories only (white cells B2-B4, C6-C8, C10-C12). The totals for all private institutions (rows C1-C4) and all types of education (rows A1, A5, A10, A12 (yellow)) will then be calculated automatically. Similarly, if data are available for all types of educational programmes at the ISCED levels 2 to 5 and if the sum of their sub-categories represents the unduplicated total, then complete the sub-categories only (white cells).

Data providers are asked to enter the number of full-time plus part-time students (head counts) that are in combined school and work-based programmes into row A4.

The number of full-time students in combined school and work-based programmes should be entered into row A8, the number of part-time students (head counts) that are in combined school and work-based programmes into row A11. Please note that in order to distinguish between full-time and part-time students both components of the educational programme, the work-based as well as the school-based should be taken into consideration.

Data providers are requested to report full-time equivalents. The reported number of full-time equivalents should include both, the full-time equivalents of the part-time students as well as the full-time equivalents of the full-time students, which usually is equal to the number of full-time students. 📄 For example, if a country reports 1000 full-time students participating in a programme and

200 part-time students with a study load of 50 per cent, the number of full-time equivalents would be 1100, 1000 full-time equivalents representing the full-time students and 100 full-time equivalents representing the part-time students.

Data providers are requested to provide data for the work-based component of the combined school-and work based programmes for full-time equivalent students enrolled in row A13. Here only the part of the actual study load that takes place at the work place should be taken into consideration. .

☞ For example, if a programme takes place for 70 per cent of the instruction time at the school and for 30 per cent at the work place and there are 100 full-time students attending this programme, then ALL 100 full-time equivalents (FTEs) should be included in the total of all FTEs, reported in row A12 and the 30 FTEs that take place at the work place should be included in row A13: “Of which work-based component of combined school and work-based programme”.

13.1.2 DATA VERIFICATION

The enrolment of ISCED 3 and ISCED 4 is broken down by two independent dimensions, programme destination (A, B, C) and type of programme (general, pre-vocational and vocational). The sum of both dimensions should add up to the same total. For ISCED 3 the sum of columns 11 to 13 should equal the sum of columns 14 to 16. For ISCED 4 the sum of columns 18 to 20 should equal the sum of columns 21 to 23. Any deviation from this rule should be explained.

13.2 TABLE ENRL-1A_ADULT

See section 13.4 relating to table ENRL-1_Adult.

13.3 TABLE ENRL-1

Table ENRL-1 collects data on the student enrolment by age and sex. Data by age are only requested for the total of all institutions, for the total of full-time and part-time students and for full-time students.

13.3.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

13.3.2 DATA VERIFICATION

Missing codes, especially the category “not applicable” (“a”) should be consistent with missing codes included in ENRL-1a.

Undertake the cross-checks indicated in the second column of the table. If you use formulas for the calculation of totals, check the correctness of the totals (marked in yellow in the table). In particular, check the correctness of the cells that have been marked in red. Ensure that columns 8, 11, 13, 16, 18, 22, and 24 represent unduplicated counts.

Explain any deviations from the following rules:

Table	Row	Column	=	Table	Row	Column
ENRL-1	A1	1-7, 9, 10, 12, 14, 15, 17-21	=	ENRL-1a	A1	1-6, 10, 13, 14, 17, 20, 21, 24, 25, 28, 31, 32
ENRL-1	A37	1-7, 9, 10, 12, 14, 15, 17-21	=	ENRL-1a	A2	1-6, 10, 13, 14, 17, 20, 21, 24, 25, 28, 31, 32
ENRL-1	A73	1-7, 9, 10, 12, 14, 15, 17-21	=	ENRL-1a	A3	1-6, 10, 13, 14, 17, 20, 21, 24, 25, 28, 31, 32
ENRL-1	A109	1-7, 9, 10, 12, 14, 15, 17-21	=	ENRL-1a	A5	1-6, 10, 13, 14, 17, 20, 21, 24, 25, 28, 31, 32
ENRL-1	A145	1-7, 9, 10, 12, 14, 15, 17-21	=	ENRL-1a	A6	1-6, 10, 13, 14, 17, 20, 21, 24, 25, 28, 31, 32
ENRL-1	A181	1-7, 9, 10, 12, 14, 15, 17-21	=	ENRL-1a	A7	1-6, 10, 13, 14, 17, 20, 21, 24, 25, 28, 31, 32

13.4 TABLE ENRL-1_ADULT (AND TABLE ENRL-1A_ADULT)

For WEI countries, WEI National Co-ordinators agreed in 2005 in Santiago to collect data on enrolments in adult education programmes. Therefore the ENRL-1_Adult and ENRL-1a_Adult questionnaires should be filled in.

Table ENRL-1a_Adult and ENRL-1_Adult collect details about the enrolments in adult education programmes **which have already been reported in Tables ENRL-1a and ENRL-1**. Their purpose is to enable the “netting out” of enrolments in adult education from ENRL-1a and ENRL-1 so that certain enrolment indicators can be calculated both including and excluding adult education programmes.

It is recognised that in some countries there are, in addition, adult education programmes which are NOT reported in the UOE. Details of enrolments in such programmes should NOT be included in Tables ENRL-1a_Adult and ENRL-1_Adult.

Therefore, these tables are not an attempt to collect comparable data on all adult education in countries. The UOE includes only partly the adult education which exists in countries: The adult education with subject content similar to initial education, leading to similar qualifications as corresponding initial programmes. These tables will mainly be used to exclude adult education from initial education for specific uses. These tables are also necessary in order to ensure the comparability of data between UOE respondents and non-UOE respondents since the UIS data collection instruments do not include adult education.

13.4.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

13.4.2 DATA VERIFICATION

Missing codes, especially the category “not applicable” (“a”) should be consistent with missing codes included in ENRL-1a and ENRL-1 respectively.

Table	Row	Column	=	Table	Row	Column
ENRL-1_Adult	A1	1, 2, 3, 4, 6, 7	=	ENRL-1a_Adult	A1	1, 2, 6, 7, 10, 11
ENRL-1_Adult	A25	1, 2, 3, 4, 6, 7	=	ENRL-1a_Adult	A2	1, 2, 6, 7, 10, 11
ENRL-1_Adult	A49	1, 2, 3, 4, 6, 7	=	ENRL-1a_Adult	A3	1, 2, 6, 7, 10, 11
ENRL-1_Adult	A73	1, 2, 3, 4, 6, 7	=	ENRL-1a_Adult	A4	1, 2, 6, 7, 10, 11
ENRL-1_Adult	A97	1, 2, 3, 4, 6, 7	=	ENRL-1a_Adult	A5	1, 2, 6, 7, 10, 11
ENRL-1_Adult	A121	1, 2, 3, 4, 6, 7	=	ENRL-1a_Adult	A6	1, 2, 6, 7, 10, 11

13.5 TABLE ENRL-3

Table ENRL-3 collects data on the number of students enrolled and the number of repeaters at the primary level, lower secondary level (general programmes) and upper secondary level (general programmes) by sex and grade.

13.5.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

At the secondary level of education only enrolment in general educational programmes should be reported.

Grades are counted within levels of education. For example, at the primary level "Grade 1" refers to the first grade in the primary level of education, whereas at the upper secondary level "Grade 1" refers to the first grade of the upper secondary level of education, which might be the 10th or 11th grade in the school career of the students.

Students not classifiable by grade or in residual grades should be reported under "grade unknown".

If in a country different programmes at the primary and secondary level have a different number of grades, e.g. in consequence of structural differences between states or regions, it might be necessary to complete one version of ENRL-3 for each structure in order to reflect the system the structure of the system properly and to allow a correct calculation of repetition, survival, completion and transition rates.

13.5.2 DATA VERIFICATION

Missing codes, especially the category "not applicable" ("a") should be consistent with missing codes included in ENRL-1a.

The number of grades reported in ENRL-3 should be consistent with the durations reported in ENRL-1a.

The total of all grades plus the number of students not classifiable by grade, reported in column A1, should be equal to the equivalent cells in the table ENRL-1a. Undertake the cross-checks indicated in the table below. Explain any deviations from the following rules:

Table	Row	Column	=	Table	Row	Column
ENRL-3	A1	1, 2, 3	=	ENRL-1a	A1	4, 7, 14
ENRL-3	A13	1, 2, 3	=	ENRL-1a	A2	4, 7, 14
ENRL-3	A25	1, 2, 3	=	ENRL-1a	A3	4, 7, 14

13.6 TABLE ENRL-4

Table ENRL-4 collects data on student enrolment in Grade 1 at the primary level of education by sex and age. A distinction between the different age groups is made.

13.6.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

13.6.2 DATA VERIFICATION

Undertake the cross-checks indicated in the table below. Explain any deviations from the following rules:

Table	Row	Column	=	Table	Row	Column
ENRL-4	A1	1	=	ENRL-3	A2	1
ENRL-4	A1	2	=	ENRL-3	A14	1
ENRL-4	A1	3	=	ENRL-3	A26	1

13.7 TABLE ENRL-5

For WEI countries, this table should be considered optional .

However WEI countries - especially those planning to join the INES programme - are strongly encouraged to fill in this information since international comparisons in this area are highly relevant.

Table ENRL-5 collects data on student enrolment at the tertiary level of education by level of education * destination of ISCED 5 educational programme * sex * field of education.

13.7.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

Students enrolled in more than one field should be reported only once and prorated between fields (a different methodology compared to when reporting graduates and entrants by fields).

13.7.2 DATA VERIFICATION

Missing codes, especially the category "not applicable" ("a") should be consistent with missing codes included in ENRL-1a.

Ensure that un-duplicated counts are reported. Undertake the cross-checks indicated in the table below. Explain any deviations from the following rules:

Table	Row	Column	=	Table	Row	Column
ENRL-5	A1	1, 2, 3, 4	=	ENRL-1a	A1	24, 25, 28, 31
ENRL-5	A34	1, 2, 3, 4	=	ENRL-1a	A2	24, 25, 28, 31
ENRL-5	A67	1, 2, 3, 4	=	ENRL-1a	A3	24, 25, 28, 31

13.8 TABLE ENRL-6

Table ENRL-6 collects data on international/mobile students and foreign students at the tertiary level of education by level of education * destination of ISCED 5 educational programme * sex * field of education.

- Columns 1 to 4 cover international/mobile students; and
- Columns 5 to 8 cover foreign students.

For WEI countries, this table should be considered optional.

However WEI countries with highly internationalised tertiary education systems are strongly encouraged to fill in this information since international comparisons in this area are highly relevant. WEI countries planning to join the INES programme are also encouraged to submit these data in preparation for their integration into INES.

13.8.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

Students enrolled in more than one field should be reported only once and prorated between fields (the same methodology as for ENRL5, but different compared to when reporting graduates and entrants by fields):

13.8.2 DATA VERIFICATION

Missing codes, especially the category “not applicable” (“a”) should be consistent with missing codes included in ENRL-1a.

Undertake the cross-checks indicated in the table below. Explain any deviations from the following rules:

Table	Row	Column	=	Table	Row	Column
ENRL-7	A1	8, 9, 12, 15	=	ENRL-6	A1	1, 2, 3, 4
ENRL-7	B1	8, 9, 12, 15	=	ENRL-6	A1	5, 6, 7, 8

13.9 TABLE ENRL-7

For WEI countries, this table should be considered optional.

Table ENRL-7 collects data on enrolments of international/mobile students and students with foreign citizenship by level of education * destination of educational programme (ISCED 5 only)* sex * EU/non-EU origin/origin unknown or country of citizenship.

13.9.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

13.9.2 DATA VERIFICATION

Missing codes, especially the category “not applicable” (“a”) should be consistent with missing codes included in ENRL-1a.

Table	Row	Column	=	Table	Row	Column
ENRL-7	A1	8, 9, 12, 15	=	ENRL-6	A1	1, 2, 3, 4
ENRL-7	B1	8, 9, 12, 15	=	ENRL-6	A1	5, 6, 7, 8


13.10 TABLE ENRL-8


The table collects data on the number of students at the tertiary level of education by level of education, programme destination and country of citizenship. Students that do not have the reporting country as country of citizenship are foreign students.

Students with multiple citizenships/nationalities (for example dual nationality) are recorded as citizens of the reporting country if they have citizenship of that country regardless of other citizenships they might hold. Consequently, those students should not be reported as students with foreign citizenship.

The list of countries is provided by UNESCO-UIS and is based on the naming convention and three-digit alphabetical codes presented in the classification issued by the UN Statistics Division: <http://unstats.un.org/unsd/methods/m49/m49alpha.htm>

In case of geopolitical changes countries are requested to provide estimates for the countries that are reported in this table.

 Please note that contrary to the ENRL-6 and ENRL-7 tables which collect data **ONLY** on international/mobile and foreign students excluding students with unknown origin who are not known to be foreign or international/mobile, table ENRL-8 refers to ALL students enrolled

 The total number of students in ENRL-8 should be equal to the corresponding totals in the ENRL-1a table.

Note that the category 'Not specified' is further distinguished into two categories: 'from abroad but country of origin not specified' includes enrolment for which it is certain that students are not domestic students while 'origin not specified' includes enrolment for which it is uncertain whether the enrolment is domestic or not.

13.10.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

13.10.2 DATA VERIFICATION

Row A1 collects data on total number of citizens, including the citizens of the reporting country (as well as the students with foreign citizenships). In addition, a row is introduced for foreign students at the end of the table. In row A223, each country should subtract the number of citizens of the reporting country from the total number of citizens in order to derive the number of foreign students.

Missing codes, especially the category "not applicable" ("a") should be consistent with missing codes included in ENRL-1a.

Ensure that un-duplicated counts are reported: as for other tables in the ENRL questionnaire, head counts (rather than the number of registrations) should be reported in ENRL-8.


Undertake the cross-checks indicated in the table below. Explain any deviations from the following rules:

Table	Row	Column	=	Table	Row	Column
ENRL-8	A1	1, 2, 3, 4	=	ENRL-1a	A1	24, 25, 28, 31
ENRL-8	A223	1, 2, 3, 4	=	ENRL-7	B1	8, 9, 12, 15
ENRL-8	A223	1, 2, 3, 4	=	ENRL-6	A1	5, 6, 7, 8

13.11 TABLE ENRL-9

The table collects data on the number of students at the tertiary level of education by level of education, programme destination and country of origin. Columns 1 to 4 record all students by country of origin. Students that do not have the reporting country as country of origin and country of citizenship are international/mobile students.

This means that international/mobile students who are citizens of the reporting country (homecoming nationals) are in practice not considered as international/mobile students because of being citizens of the reporting country.

 Please note that in contrast to the ENRL-6 and ENRL-7 tables which collect data **ONLY** on international/mobile and foreign students excluding students with unknown origin who are not known to be foreign or international/mobile, table ENRL-9 refers to **ALL** students enrolled.



The total number of students in ENRL-9 should be equal to the corresponding totals in the ENRL-1a table.

The list of countries is provided by UNESCO-UIS and is based on the naming convention and three-digit alphabetical codes presented in the classification issued by the UN Statistics Division: <http://unstats.un.org/unsd/methods/m49/m49alpha.htm>

In case of geopolitical changes countries are requested to provide estimates for the countries that are reported in this table.

WEI countries should give preference to the completion of table ENRL-9 over the completion of table ENRL-8. If available, WEI countries should define international/mobile students as students who are not usual residents of their country of study to ensure comparability with other UIS work on international/mobile students.

Note that the category 'Not specified' is further distinguished into two categories: 'from abroad but country of origin not specified' includes enrolment for which it is certain that students are not domestic students while 'origin not specified' includes enrolment for which it is uncertain whether the enrolment is domestic or not.

13.11.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

[Please see section 9.]

13.11.2 DATA VERIFICATION

Row A1 collects data on total number of students, including the international/mobile students. In addition, a row is introduced for international/mobile students at the end of the table. In row A223, each country should subtract the number of students where the country of origin and the country of citizenship is the reporting country from the total number of students in order to derive the number of international/mobile students.

Missing codes, especially the category "not applicable" ("a") should be consistent with missing codes included in ENRL-1a.

Ensure that un-duplicated counts are reported: as for other tables in the ENRL questionnaire, head counts (rather than the number of registrations) should be reported in ENRL-9

Undertake the cross-checks indicated in the table below. Explain any deviations from the following rules:

ENRL-9	A1	1, 2, 3, 4	=	ENRL-1a	A1	24, 25, 28, 31
ENRL-9	A223	1, 2, 3, 4	=	ENRL-7	A1	8, 9, 12, 15
ENRL-9	A223	1, 2, 3, 4	=	ENRL-6	A1	5, 6, 7, 8

13.12 TABLE ENRL BOLOGNA

The table 'ENRL-Bologna' should have the same coverage as the UOE table 'ENRL5'. The content of the columns is similar to the sheet GRAD-Bologna (please see section 13.16).

The table ENRL-BOLOGNA should not be completed by WEI participants.

13.13 TABLE ENTR-1

For WEI countries, this table should be considered optional since it was not part of the WEI data collection until now.

Table ENTR-1 collects data on entrants to ISCED 3, 4, 5A, 5B and 6 by level of education. These data on new entrants should reflect the number of students who are new entrants at any point during the reference year.

13.13.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

13.13.2 DATA VERIFICATION

Missing codes, especially the category “not applicable” (“a”) should be consistent with missing codes included in ENRL-1.

Ensure that unduplicated counts are reported. Explain any deviations from the following rules:

Table	Row		Table	Row
ENTR-1	A1		ENRL-1	A1
ENTR-1	A2	=	ENTR-2	A1
ENTR-1	A2		ENTR-3	A1
ENTR-1	B1		ENTR-1	B2+B3

13.14 TABLE ENTR-2

Table ENTR-2 collects data on new entrants to ISCED 3, 4, 5A, 5B and 6 by level of education, sex and age.

13.14.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

- Complete the information on Other students/returnees included (rows SE1, SE2 and SE3). The following types of students should not be included in the statistics on new entrants. If, however, the national statistics available do not allow the separation of these from the statistics on new entrants, then please check the check-boxes in Table ENTR-2 indicated below. Provide additional information where necessary.

Typical age of entry: data on the typical age of entry should be reported in row S2

New entrants to an ISCED level

If your statistics include students who were enrolled in an earlier reference period in any programme at the same ISCED level (and which, in principle, should not be included in the statistics of new entrants), then please record “YES” in the according column of row [SE-1] of Table ENTR-2.

These students are further sub-classified into entrants which previously obtained a qualification at this level (and who are referred to as *returnees to a second programme*) and those who did not obtain a qualification at this level (and who are referred to as *returnees to a first programme*). If possible, provide the following additional information: If your statistics include returnees to a second programme, please record “YES” in the according column of row [SE-2]. If your statistics include returnees to a first programme, please record “YES” in row [SE-3].

13.14.2 DATA VERIFICATION

Missing codes, especially the category “not applicable” (“a”) should be consistent with missing codes included in ENRL-1a.

Ensure that unduplicated counts are reported. Explain any deviations from the following rules:

Table	Row	=	Table	Row
ENTR-2	A1	=	ENTR-1	A2
ENTR-2	A1	=	ENTR-3	A1

13.15 TABLE ENTR-3

For WEI countries, this table should be considered.

WEI countries should also fill in the WEI-specific ENTR-4 Table.

Table ENTR-3 collects data on new entrants into ISCED 5A, 5B and 6 by level of education, sex and field of education. This table will allow analysis of the future potential of graduates in different fields, available for the labour market.

Entrants to ISCED 5A, 5B and ISCED 6 should be reported separately, that is, a student who previously has studied for example Engineering and engineering trades in ISCED 5B, and the actual reference year has entered an ISCED 5A programme into the same field, should be counted as a new entrant in ISCED 5A, Engineering and engineering trades. In ISCED 6, the new entrant into a field is probably most often also a new entrant into the level ISCED 6. He or she should of course be counted as a new entrant into the field even if the field is the same as he or she was enrolled in and graduated from in ISCED 5A.

13.15.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

The table covers the number of new entrants into the different fields of education during the reference academic year.

An individual who is entering into more than one field for the first time during the reference year is counted as an entrant into each of these fields. A student who is entering into two or more narrow fields within the same broad field is counted only once in the broad field. The number of entrants within narrow fields may therefore not sum up to the number of entrants within the broad field. The same applies to the row 'Total: All fields of education': The individual is counted only once per ISCED level 5A, 5B and 6.

13.15.2 DATA VERIFICATION

Explain any deviations from the following rules:

Table	Row	=	Row	
ENTR-3	A1	=	A34+A67	
Table	Row	=	Table	Row
ENTR-3	A1	=	ENTR-1	A2
ENTR-3	A1	=	ENTR-2	A1
Table	Column	=	Column	
ENTR-3	Col. 1	=	Col. 2 + col. 3 + col. 4	

For *WEI participants*, an additional table, ENTR4, collects data on new entrants in the first grade of primary school (ISCED 1), by type of institution, sex and age. This data allows UNESCO-UIS to produce indicators on gross and net intake rates for the Education for All monitoring report.

The method of reporting new entrants and data collection period should be documented in the header of the table ENTR4.

The questionnaire also documents the number of new entrants who previously attended pre-primary or early childhood programmes.

13.16 TABLE GRAD BOLOGNA

13.16.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

The table 'GRAD-Bologna' should have the same coverage as the UOE table 'GRAD5'. Also the particular treatment of graduates and graduations should be followed (see Volume 1). Therefore, the 'GRAD-Bologna' table collects data on the number of graduations during the school year 2008-2010 or calendar year 2010 in the sense that students graduating more than once in different fields should be counted in each of these fields. It is assumed that a student which has been enrolled in a Bologna structured programme will also graduate in a Bologna programme. E.g. in principle the programmes and qualifications will be defined within the same structure.

Columns 2-7: The coverage of education programmes for columns 2-7 for countries which are part of the Bologna Higher Education area should in principle correspond to what has been decided in each country to be programmes included in the Bologna process. Education programmes which have the same structure as the Bologna structures but which are not part of the defined Bologna process in a given country should not be reported under columns 2-7. Countries that are not involved in the Bologna process should report the number of graduates/graduations in the programmes that lead to a similar degree to the different categories described in the Bologna structure.

More specifically:

Column 3: Qualifications which at completion has a duration of less than 3 years (<180 ECTS credits) but which are still considered to be part of the Bologna process and structures at national level.

Column 4: Bachelor degrees which lasts between 3 to 4 years (180 to 240 ECTS points). Many countries as for example Belgium, Croatia, Switzerland, Denmark, Estonia, Finland, France, Iceland, Italy, Liechtenstein, Luxembourg, Norway, Poland and Slovakia have implemented three-years programmes whereas others as Bulgaria, Cyprus, Greece, Spain, Lithuania, Russia, Turkey and United-Kingdom – Scotland have mainly 4 years programmes. Most other countries have a mix of 3 and 4 years programmes depending on field of education.

Column 5: Master degrees which lasts between 1 and 3 years depending on having finished/completed a bachelor degree (cumulative duration 4 to 6 years, ECTS points range from 60 to 180). At the end a completed master programme corresponds to between 240 to 360 ECTS points.

Column 6: Long programmes and degrees with a single structure and that are considered to be part of the Bologna structure and process. The duration is minimum 5 years and at least 300 ECTS points are accredited.

Column 7: Degrees at doctorate/Ph.d. level. This level would normally correspond to ISCED level 6 and the duration is 3 to 4 years of study depending on programme and country. Ph.d. programs are being restructured in many countries and would now often include a part with taught courses.

They normally last at least three years. Countries which have licentiate programmes of 2 years duration, and cumulatively upon finishing a master's degree (as in SE and FI) should indicate their classification in the notes.

Columns 8 to 14: These columns correspond to similar column headings in table 'GRAD5'. The numbers to be reported should correspond to the graduates - graduations which are qualifying from programmes which are not part of the Bologna structures (or from programmes leading to other degrees for countries that are not involved in the bologna process). Instructions for filling in the columns correspond to the instructions for filling in 'GRAD5'.

The table GRAD-BOLOGNA should not be completed by WEI participants.

13.17 TABLE GRAD-1

For WEI countries, rows A1 to A3, B1 to B3 and C1 to C9 of this table should be filled since the breakdown of graduates between public and private institutions is no longer requested in GRAD-2.

However, rows A4 to A9 requesting the number of international/mobile graduates and graduates with a foreign citizenship can be considered optional since this content is new and it was not part of the WEI data collection until now. However WEI countries with highly internationalised education systems are strongly encouraged to fill in this information since international comparisons in this area are highly relevant. WEI countries planning to join the INES programme are also encouraged to submit these data in preparation for their integration into INES.

Table GRAD-1 collects data on the number of graduates at the upper secondary (ISCED 3) and post-secondary non-tertiary (ISCED 4) levels of education by type of educational programmes (orientation and destination), type of institutions and sex.

Data are also collected on graduated international/mobile and foreign students by level of education and type of educational programmes (orientation and destination). There is no breakdown by sex or type of institutions.

13.17.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9 and complete the following information:

- Theoretical graduation ages: data on the theoretical graduation ages should be reported in row S1.
- Typical graduation ages: data on the typical graduation ages should be reported in row S2. Please note that the typical age at ISCED 3 or 4 level (cells col E, row 13 and Col M row 13) will be used to calculate the gross first-time graduation rates (if necessary). See section on Reference date for ages and typical/theoretical ages.

13.17.2 DATA VERIFICATION

Missing codes, especially the category "not applicable" ("a") should be consistent with missing codes included in ENRL-1a.

13.18 TABLE GRAD-2

Table GRAD-2 collects data on the number of graduates at the upper secondary (ISCED 3) and post-secondary non-tertiary (ISCED 4) levels of education by type of educational programmes (orientation and destination), age and sex.

13.18.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

The table requests figure for first-time graduates. For definition of first-time graduates, please refer to the section 3.4 of the volume 1 “UOE manual”.

Many countries do not have exact data on the number of first-time graduates. In practice, only countries with individual registers will probably have exact numbers. Other countries have not the possibility to trace students individually during subsequent years, so the number of first-time graduates has to be estimated. An estimate of the number of first-time graduates can however be provided by many different ways. National estimates could be obtained using information from student follow-up surveys; information about students’ previous education might be available at and possible to collect from the education institutions; estimates could be based on data on new entrants and information or reasonable assumptions on duration and drop-outs; estimates could be based on the number of graduates and reasonable assumptions about the pathways and the international comparability. Countries are encouraged to make efforts to estimate the number of first-time graduates if the data are not available, and to provide information about the estimation methods used.

GRAD2 also asks for first-time graduates by age. These data are necessary to be able to calculate accurate graduation rates (“net” graduation rates). When data on first-time graduates have to be estimated, the ages will have to be estimated as well, by taking into account the ages for all graduates and assumptions about pathways and duration of second and further degrees. If estimates on first-time graduates by age seem not possible to reach with accuracy, it is however important to estimate the total number of first-time graduates, include the appropriate codes for the age-break downs and to fill in the typical age in the row S2

Reporting first-time graduates in GRAD-2:

○ At the upper-secondary level of education, data providers are requested to provide first-time graduates for three different aggregated categories of qualifications (columns):

Column 9 (all first-time ISCED 3 graduates) asks for the number of persons that graduate in the reference calendar year from ISCED 3 programmes and had not obtained any ISCED 3 (A, B or C) qualification in previous calendar years.


☞ For example, students that graduated from an ISCED 3A programme in the reference calendar year but had obtained a short ISCED 3C graduation in an earlier year should be included as ISCED 3A graduates in columns 1, 2, 10 and 11, but should be excluded from the first-time graduates in column 9.

Column 10 (all first-time graduates from “ISCED 3A and ISCED 3B programmes”) asks for the number of persons that have graduated in the reference calendar year from ISCED 3A or 3B programmes and had not obtained any qualification in one of these destinations (A or B) in previous calendar years. This means that in this case a graduate that had previously earned an ISCED 3C qualification should be included in the count.

☞ For example, students that have graduated from an ISCED 3A programme in the period of reference but had obtained an ISCED 3B graduation in an earlier year should (correctly) be reported as ISCED 3A graduates in columns 1 and 2, but should be excluded from the first-time graduates in columns 10 and 11. On the contrary, students who have graduated from an ISCED 3A or 3B programme in the year of reference


and had obtained an ISCED 3C qualification during an earlier reference year should be included in the count of column 10.

Column 11 (all first-time graduates from “ISCED 3A, 3B and ISCED 3C programmes of similar duration as 3A or 3B programmes”) asks for the number of persons that have graduated in the reference calendar year from ISCED 3A or 3B programmes or from 3C programmes of a duration that is *similar to the typical cumulative duration of a standard national ISCED 3A or 3B programme in the reporting country*. This means that graduates who have previously earned one of the three types of qualifications should be excluded from the count in column 11. On the contrary, graduates who had earned an ISCED 3C qualification from a programme of significant shorter duration as standard national 3A or 3B programmes (i.e. more than one year shorter) should be included in the count in column 11.

 For example, if in a country ISCED 3A and 3B programmes have a typical duration of three years, graduates who have previously completed an ISCED 3C programmes of less than 3 years duration must be handled differently than graduates from ISCED 3C programmes of 3 years duration. Students who earned a degree from a less than 3 years programme at ISCED 3C in a previous year and graduated from a ISCED 3A programme in the reference year should be included in the count in column 11. Students who earned a degree from a 3-year programme at ISCED 3C or from a 3B programme in a previous year and graduated from an ISCED 3 A programme in the reference year should be excluded from the count in column 11.

○ At the post-secondary, non-tertiary level of education, data providers are requested to provide first-time graduates for one aggregated category of qualifications (column):

Column 19 (all first-time ISCED 4 graduates) asks for the number of students who have graduated in the reference calendar year for the first time from ISCED 4 programmes and had not completed any qualification at this level in previous reference periods.

 For example, students who graduated from an ISCED 4A programmes in the period of reference but obtained a short ISCED 4C graduation in an earlier year should be reported as ISCED 4A graduates in columns 12 and 13, but have to be excluded from the first-time graduates in column 19.

13.18.2 DATA VERIFICATION

Missing codes, especially the category “not applicable” (“a”) should be consistent with missing codes included in ENRL-1a.

Explain any deviations from the following rules:

Table	Row	=	Table	Row
GRAD-2	A1	=	GRAD-1	A1
GRAD-2	A29	=	GRAD-1	A2
GRAD-2	A57	=	GRAD-1	A3

13.19 TABLE GRAD-3

For WEI countries, rows A1 to A3, B1 to B3 and C1 to C9 of this table should be filled since the breakdown of graduates between public and private institutions corresponds to what was previously reported in GRAD-4.

However, rows A4 to A9 requesting the number of international/mobile graduates can be considered optional since this content is new and it was not part of the WEI data collection until now. However WEI countries with highly internationalised tertiary education systems are strongly encouraged to fill in this information since international comparisons in this area are highly relevant. WEI countries planning to join the INES programme are also encouraged to submit these data in preparation for their integration into INES.

Please note that previous WEI-specific Table GRAD-3 has been renumbered GRAD-6 and should be filled in by WEI countries.

Table GRAD-3 collects data on the number of graduates at the tertiary (ISCED 5A, 5B and 6) level of education by programme destination, cumulative duration, type of institutions and sex.

Data are also collected on graduated international/mobile and foreign students by level of education and cumulative duration. There is no breakdown by sex or type of institutions.

13.19.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9 and complete the following information:

- Theoretical graduation ages: If data on the theoretical graduation ages are different (and available) by type of educational programmes within the levels of education, then these should be reported at the programme level in row S1 (white). If data are not available by programme but only by level of education, then the theoretical ages should be reported in the fields "All educational programmes" of row S1 (grey) and the remaining fields should be coded to "m".
- Typical graduation ages: data on the typical graduation ages should be reported in row S2. Please note that the typical age at first degrees (Col. E to H, row 13 and col. M row 13) will be used to calculate the gross first-time graduation rates at ISCED 5A and 5B (if necessary).

13.19.2 DATA VERIFICATION

Missing codes, especially the category "not applicable" ("a") should be consistent with missing codes included in ENRL-1a.

13.20 TABLE GRAD-4

For WEI countries, this table should be considered optional since it was not part of the WEI data collection until now.

Table GRAD-4 collects data on the number of graduates at the tertiary level of education by programme destination, cumulative duration, age and sex.

13.20.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

The table requests figure for first-time graduates. For definition of first-time graduates, please refer to the section 3.4 of the vol. 1 "UOE manual".

Many countries do not have exact data on the number of first-time graduates. In practice, only countries with individual registers will probably have exact numbers. Other countries have not the possibility to trace students individually during subsequent years, so the number of first-time graduates has to be estimated. An estimate of the number of first-time graduates can however be provided by many different ways. National estimates could be obtained using information from student follow-up surveys; information about students' previous education might be available at and possible to collect from the higher education institutions; estimates could be based on data on new entrants and information or reasonable assumptions on duration and drop-outs; estimates could be based on the number of graduates and reasonable assumptions about the pathways, the degree structure and the international comparability. Countries are encouraged to make efforts to estimate the number of first-time graduates if the data are not available, and to provide information about the estimation methods used.

First-time graduates by age are necessary to be able to calculate accurate graduation rates ('net' graduation rates). When data on first-time graduates have to be estimated, the ages will

have to be estimated as well, by taking into account the ages for all graduates and assumptions about pathways and duration of second and further degrees. If estimates on first-time graduates by age seem not possible to reach with accuracy, it is however important to estimate the total number of first-time graduates, include the appropriate codes for the age breakdowns and to fill in the typical age in the row S2

Reporting first-time graduates in GRAD-4:

First-time graduates should be provided under the following aggregated categories of qualifications (columns):

- Column 19 (**all first-time graduates, ISCED 5A**) asks for the number of students who have graduated from an ISCED 5A degree for the first time in the reference calendar year. All graduates from programmes at ISCED 5A that obtained an ISCED 5A degree in an earlier year should be excluded from this count. Figures reported in this column need to be based on unduplicated count of graduates in order to take into account differences in national structures (see examples below).

To help countries fill in the first-time graduates by cumulative duration, a sheet has been including in the GRAD questionnaire which contains the unduplicated count method and a table with the 6 main categories explained below.

- Column 20 to 22 (**all first-time graduates by cumulative duration, ISCED 5A**): Reporting by cumulative duration raises several problems related to double-counting of students. Whereas for the other unduplicated counts only graduates who obtained a degree within the same category in previous years must be netted out, the reporting of graduation by cumulative duration of studies alone requires the netting out of graduates across duration categories.

In order to complete columns 20 to 22 properly, information is needed for each graduate regarding whether or not the graduation is the first graduation at ISCED level 5A, and if not, what the cumulative duration was for the ISCED 5A programme the student previously graduated from. In cases where the student graduated from a shorter 5A programme in a prior year, this graduation must be netted out from the count in the column corresponding to the prior graduation. If a student graduated from two programmes before completing a long programme, *i.e.* a short programme and a medium programme, only the graduation from the medium programme needs to be taken into account. Six main categories of graduates from first and second programmes need to be distinguished:

1. First-time graduates from 3 to <5 years programmes;
2. First-time graduates from 5 to 6 years programmes, who have never graduated from a 3 to <5 years programme;
3. Graduates for the first time in a programme of 5 to 6 years duration, who have graduated from a 3 to <5 years programme in an earlier reference period;
4. First-time graduates from more than 6 years programmes, who have never graduated from a 3 to <5 years or 5 to 6 years programme;
5. Graduates for the first time in a programme of more than 6 years duration, who have graduated from a 3 to <5 years programme in an earlier reference period, but never from a 5 to 6 years programme; and
6. Graduates for the first time in a programme of more than 6 years duration, who graduated from a 5 to 6 years programme in an earlier reference period.

Each of the above categories needs to be “unduplicated”.

☞ For example, graduates receiving second university degrees of less than 5 years cumulative duration (medium), who graduated previously from a 3 to <5 first university programmes in a previous reference period have to be netted out (i.e. unduplicated) from this first category of graduates, since they are not first-time graduates in this category.

♦ For the calculation of the *unduplicated count of graduates from 3 to <5 years (column 20)*, the number of graduates that fall in category 3 and 5 need to be subtracted from the number of graduates from 3 to <5 programmes, category 1.

♦ For the calculation of the *unduplicated count of graduates from 5 to 6 years programmes (column 21)*, the number of graduates that fall in the category 6 has to be subtracted from the total number of graduates from 5 to 6 years programmes, the sum of categories 2 and 3.

♦ For the calculation of the *unduplicated count of graduates from more than 6 years programmes (column 22)*, the number of graduates from more than 6 years, categories 4, 5 and 6 should be reported.

☞ Note: some countries may have other categories they should take into account (example of Finland where a graduate has a previous degree whose duration is longer than now attained. The most usual case is a medium duration graduate who has already graduated from a long degree.)

- Column 23 (*all first-time graduates, 5B*) asks for the number of students who have graduated from an ISCED 5B qualification for the first time in the reference calendar year.

☞ **Country examples on reporting ISCED 5A graduates and first-time graduates**, when individual registers are not available but the number of multiple graduations can be estimated and the cumulative duration of the final degrees of the first-time graduates can be estimated from the degree structure.

Example A:

col	All graduates								First-time graduates (first and second degree) (unduplicated count)			
	ISCED 5A								ISCED 5A			
	First degree by cumulative duration				Second and further degrees by cumulative duration				Total	Total		
	Total	3 to <5 years	5 to 6 years	More than 6 years	Total	Less than 5 years	5 to 6 years	More than 6 years		3 to <5 years	5 to 6 years	More than 6 years
1	2	3	4	5	6	7	8	19	20	21	22	
Total	143813	139518	4295 ^a		18841 ^a		16433	2408	143813	123085	18320	2408
		A. Bachelor 4years	B. Bachelor in Veterinary Medicine/ Dentistry 5 years			D. Postgraduate 2 years	E. Specialisation in Medicine 4 years			All remaining A graduates who would not go on to further ISCED 5A education, second degrees	Graduates from D and graduates from B and C who did not continue to E	Graduates from E, previously graduated from B or C.
In the country there is a negligible number of students completing an ISCED 5A programme and graduate any other ISCED 5A programme again. So between the same category duplication is negligible.												

Example B:

col	All graduates								First-time graduates (first and second degree) (unduplicated count)			
	ISCED 5A								ISCED 5A			
	First degree by cumulative duration				Second and further degrees by cumulative duration				Total	Total		
	Total	3 to <5 years	5 to 6 years	More than 6 years	Total	Less than 5 years	5 to 6 years	More than 6 years		3 to <5 years	5 to 6 years	More than 6 years
1	2	3	4	5	6	7	8	19	20	21	22	
Total	23588	7372	16216 ^a		3932 ^a		3732	200	23116	3168	19748	200
	A. Bachelor 3-4 years	C. Master in Engineering 5-5,5 years				E. Supplementary Educational Study 2 years	F. Teaching an additional subject 2-4 years	To be netted out: Graduates already holding an A, B, C or D qualification. The percentage of multiple graduates are estimated to 2% (472 graduates out of 23588) in the Graduate Survey.	All A+B graduates, net of graduates from further ISCED 5A programmes where A or B qualifications are required (7372-472-3732=3168)	C+D+E+G graduates net of those graduates from F who already hold a qualification C or D or E and from E or G who already hold a qualification C or D	F graduates	

13.20.2 DATA VERIFICATION

Missing codes, especially the category “not applicable” (“a”) should be consistent with missing codes included in ENRL-1a.

Explain any deviations from the following rules:

Table	Row	=	Table	Row
GRAD-4	A1	=	GRAD-3	A1
GRAD-4	A25	=	GRAD-3	A2
GRAD-4	A49	=	GRAD-3	A3

13.21 TABLE GRAD-5

Table GRAD-5 collects data on the number of **graduations** at the upper secondary (ISCED 3), at the post-secondary non-tertiary (ISCED 4) and at the tertiary (ISCED 5A, 5B and 6) levels of education by field of education and sex. Information is collected for prevocational/vocational programmes for ISCED 3 and 4, and by programme destination for tertiary programmes.

For WEI countries, this table should be considered optional as was the case in previous WEI data collections.

13.21.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

The table covers the number of **graduations** from the different fields of education during the calendar year.

An individual who has graduated from more than one field during this year is counted as a graduate from each of these fields. A student who has graduated from two or more narrow fields within the same broad field is counted only once in the broad field. The number of graduates

within narrow fields may therefore not sum up to the number of graduates within the broad field. The same applies to the row 'Total: All fields of education': The individual is counted only once per ISCED level 5A, 5B and 6.

13.21.2 DATA VERIFICATION

Missing codes, especially the category "not applicable" ("a") should be consistent with missing codes included in ENRL-1a.

Explain any deviations from the following rules:

Table	Row	=	Row
GRAD-5	A1	=	A34+A67
Table	Column	=	Column
GRAD-5	Col. 4	=	Col. 5 + col. 6 + col. 7
GRAD-5	Col. 3	=	Col. 4 + col. 8

The row 'Total: All fields' should not include the same individual more than once, which means that this row include graduates and not graduations and that the numbers should be equal to the corresponding totals in GRAD-2 and GRAD-3 (for ISCED 3 and 4) and in GRAD-3 and GRAD-4 (for ISCED 5 and 6). Row 'Total: All fields', column 1, should be equal to column 10 + column 11 in GRAD-1, and to column 7 + column 8 in GRAD-2. Row 'Total: All fields', column 4, should be equal to column 2 in GRAD-3 and in GRAD-4 etc.

In some countries, it is possible to obtain joint degrees which include more than one field. This can presumably in some cases be similar to two degrees in other countries. Joint degrees should in the data collection be reported in one of the fields for the joint degree, the main field. If no field can be considered as the main field, the graduations should be pro-rated between fields. This may cause incomparability between countries and has to be examined further however. Countries, which experience lots of joint degrees, are asked to make annotations for a further discussion on how to solve the reporting.

13.22 TABLES PERS-1, PERS-2

Table PERS-1 collects data on Classroom teachers (ISCED 0-4) and academic staff (ISCED 5-6) by level of education, programme orientation, sex, age, type of institution and employment status.

Table PERS-2 collects data on School level management personnel and teacher aides (ISCED 0-3) by sex and employment status.

For WEI countries, table PERS-2 should be filled since its content corresponds to part of the previous PERS-1 table. **However, only rows A1, B1, B5 and B9 should be filled.**

Other rows can be considered optional since this content is new and it was not part of the WEI data collection until now. WEI countries planning to join the INES programme are encouraged to submit these data in preparation for their integration into INES.

Besides, WEI countries need to fill in PERS-4, a WEI-specific table on teachers qualifications.

13.22.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

In table PERS-1, data by age are requested for all full-time and part-time teachers in all institutions. Classroom Teachers and Academic Staff with some school management responsibilities should be reported by gender and age in the table PERS-1 (then PERS-1 **excludes only staff whose primary function is not teaching**). Personnel for whom the teaching function and the management function are equally important should be treated as teachers and recorded in PERS-1 only.

For example: a full-time teacher teaching for 60% of the teaching time of a full-time teacher and having some management responsibilities should be reported in PERS-1 (and not reported in PERS-2): as 1 Full-time teacher, and as 0.6 in Full-time equivalent.

For example: a full-time teacher teaching for 40% of the teaching time of a full-time teacher and having management responsibilities should NOT be reported in PERS-1 (and is reported in PERS-2).

Table PERS-2 includes school level management personnel and teachers aides. It **includes all personnel whose primary activity is either school level management or teachers aides**. It excludes personnel whose main activity is teaching but has some management responsibilities.

The number of educational personnel for combined school and work-based programmes should *exclude* personnel in the work-based component.

When no exact data on personnel in pre-primary programmes of mixed institutions are available, the number of personnel should be estimated based on the distribution of students and preferably also taking into account differing student/staff ratios in the programmes offered by the mixed institution.

When no exact data are available on personnel working in the education component in programmes combining education and day-care, personnel working in the day-care component should be estimated and excluded. If this is not possible on the basis of personnel categories, the estimation could be based on the proportion of the programme considered day-care, excluding the same proportion of personnel in the UOE PERS tables. The best available national information should be used for the estimation of the day-care and educational components and the corresponding personnel.

In PERS2, if data are available and possible to split on ISCED 1, 2 and 3, report the school level management personnel and / or the teacher aides for these levels in columns 3, 4 and 5. Columns 6 and 7 collect data on ISCED 1&2 and ISCED 2&3 combined in cases where the schools include both levels and the personnel works with pupils in both levels. Countries should not duplicate counts between columns 3, 4 and 5 and columns 6 and 7.

This table also includes school level management personnel and teachers aides. For these categories, data for ISCED levels 0 to 3 should be consistent with data reported in PERS2.

13.22.2 DATA VERIFICATION

Missing codes, especially the category "not applicable" ("a") should be consistent between PERS-1 and PERS-2, and with missing codes included in PERS_ENRL2 and consequently in ENRL-1a.

13.23 TABLE PERS_ENRL-2

Table PERS_ENRL-2 aligns the coverage of the data on enrolments and educational personnel. It contains data on student enrolment by level of education*type of educational programme (destination and orientation) *type of institution*mode.

The rows “**aligned to data on educational personnel**” should be completed with enrolment statistics for which the coverage is reduced to the coverage reported in table PERS-1.

☞ For example if the data on educational personnel do not cover certain types of programmes or delivery mechanism (e.g. distance education), then the students enrolled in these programmes should be excluded from Table PERS_ENRL-2.

13.23.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

Table PERS_ENRL2 should be completed with the number of pupils or students enrolled in the programmes for which personnel data was reported in tables PERS-1 and PERS-2. This alignment may imply that enrolment figures in PERS_ENRL2 include pupils or students which were not included in ENRL1a. It may also imply that enrolment figures in PERS_ENRL2 exclude some pupils or students which were included in ENRL1a.

This implies that:

- If data on educational personnel are not available for adult education, then the corresponding students should be excluded from the alignment figures in the alignment Table PERS_ENRL-2; when the estimation of personnel numbers at pre-primary level in mixed institutions or in programmes combining education and day-care is not possible, the corresponding enrolment figures should be excluded from the UOE alignment table Pers_ENRL2.

- As the number of educational personnel for combined school and work-based programmes should *exclude* personnel in the work-based component, thus the number of students should be properly adjusted to educational personnel in the table PERS_ENRL-2 (to get a correct calculation of the students to teaching staff ratio);

- If personnel data include personnel for programmes shorter than one semester (which from 2005 are excluded from the enrolment tables), and if it is not possible to exclude also the expenditure and personnel on these programmes, the students have to be included in PERS_ENRL-2 in full-time equivalents (FTE).

- If a breakdown is not possible for teachers (for example a split on ISCED 2 and ISCED 3, with ISCED 2 teachers being included in the column for ISCED 3 in PERS-1), the students should be reported in the same way in PERS_ENRL-2

- If data on teachers are not available with break-downs on each ISCED level, countries should make efforts to estimate. If estimation is not possible and data for one ISCED level include also another level, report the data in the column for the highest ISCED level. ISCED 0&1 combined should be reported in ISCED 1, ISCED 1&2 combined in ISCED 2 and ISCED 2&3 combined in ISCED 3. However, if ISCED 4 is included in ISCED 3, teachers and students should be reported in ISCED 3.

13.24 TABLE CLASS-1

Table CLASS-1 collects data on numbers of classes and students in primary and lower secondary education by type of institutions. From these figures are calculated the average class size (number of students divided by the number of classes).

Special needs programmes should be excluded from the data collection.

13.24.1 **TECHNICAL NOTES ON COMPLETION OF DATA CELLS**

Please see section 9.

13.24.2 **DATA VERIFICATION**

Missing codes, especially the category “not applicable” (“a”) should be consistent with missing codes included in ENRL-1a.

The number of students reported in CLASS-1 should diverge from the number of students reported in ENRL-1a only because of students enrolled in special need programmes (these students are not included in CLASS-1 but are included in ENRL-1a).

13.25 **TABLE FINANCE-1**

Table FINANCE-1 collects data on Education expenditures by level of education and source and type of transaction.

See vol. 1 “UOE manual, concepts, definitions and classifications” for instructions on how to fill the table.

13.25.1 **TECHNICAL NOTES ON COMPLETION OF DATA CELLS**

Please see section 9.

13.25.2 **DATA VERIFICATION**

Missing codes, especially the category “not applicable” (“a”) should be consistent with missing codes included in FIN_ENRL2 (and consequently in ENRL-1a).

13.26 **TABLE FINANCE-2**

Table FINANCE-2 collects data on Education expenditures by level of education, nature and resource category.

See vol. 1 “UOE manual, concepts, definitions and classifications” for instructions on how to fill the table.

13.26.1 **TECHNICAL NOTES ON COMPLETION OF DATA CELLS**

Please see section 9.

13.26.2 **DATA VERIFICATION**

Missing codes, especially the category “not applicable” (“a”) should be consistent with missing codes included in FIN_ENRL2 (and consequently in ENRL-1a).

Undertake the cross-checks indicated in the table below. Explain any deviations from the following rules:


Table	Row	=	Table	Row
FINANCE-2	X20+X21	=	FINANCE-1	N1
FINANCE-2	Y20+Y21	=	FINANCE-1	N2
FINANCE-2	Z20+Z21	=	FINANCE-1	N3
FINANCE-2	w22	=	FINANCE-1	N4
FINANCE-2	A22	=	FINANCE-1	N5
FINANCE-2	A30	=	FINANCE-1	N5b
FINANCE-2	A40	=	FINANCE-1	N5c

13.27 TABLE FIN_ENRL2

For WEI countries, this table should be filled since it is **essential** to calculate indicators on expenditure per student. This table was previously part of the ENRL-2 table.

Table FIN_ENRL2 aligns the coverage of the data on enrolments and educational finance. It contains data on student enrolment by level of education*type of educational programme (destination and orientation) *type of institution*intensity of participation.

The rows “**aligned to data on educational finance**” should be completed with the enrolment statistics for which the coverage of the statistics is aligned to the coverage reported in the tables FINANCE-1 and FINANCE-2.

 For example, if the statistics on educational finance do not cover expenditures for a particular type of service provider, then the students enrolled in this type of service providers should be excluded from Table FIN_ENRL-2.

13.27.1 TECHNICAL NOTES ON COMPLETION OF DATA CELLS

Please see section 9.

Table Fin_Enrl2 should be completed with the number of pupils or students enrolled in the programmes for which financial data was reported in tables FINANCE1 and FINANCE2. This alignment may imply that enrolment figures in Fin_ENRL2 include pupils or students which were not included in ENRL1a. It may also imply that enrolment figures in Fin_ENRL2 exclude some pupils or students which were included in ENRL1a.

This implies that:

- If data on educational finance are not available for adult education, then the corresponding students should be excluded from the figures in Table FIN_ENRL2;
- If data on educational finance are not available for educational institutions organised by Ministries other than the Ministry of Education on a comparable basis, then these students should be excluded from the alignment figures in the alignment tables FIN_ENRL-2;
- If finance data include also expenditure for programmes shorter than one semester (which from 2005 are excluded from the enrolment tables), and if it is not possible to exclude also the expenditure on these programmes, the students have to be included in FIN_ENRL-2.

13.27.2 DATA VERIFICATION

Missing codes in Fin_ENRL2 should be consistent with missing codes in FINANCE 1 and FINANCE2 and are the same in the majority of countries. However, if they differ, countries should provide an explanation. A consistent code here means that when financial data is provided in FINANCE 1 and FINANCE2 for a certain level of education, type of educational programme (destination and orientation) and type of institution, enrolment data should be provided in Fin_ENRL2. If a certain level of education, type of educational programme (destination and

orientation) and type of institution is coded with any of the codes “m”, “a” or “n”, then the same code should be used in the corresponding cells in Fin_ENRL2.

Undertake the cross-checks indicated in the table below. Explain any deviations from the following rules:

Table	Row		Table	Rows
Fin_ENRL2	B3	code consistent with	FINANCE-2	Block X
Fin_ENRL2	C6	code consistent with	FINANCE-2	Block Y
Fin_ENRL2	C9	code consistent with	FINANCE-2	Block Z
Fin_ENRL2	C3	code consistent with	FINANCE-2	Block W
Fin_ENRL2	A3	code consistent with	FINANCE-2	Block A

13.28 TABLE DEM

The UOE collection covers all of a country's domestic educational activity (see section 2.1 of volume 1) and DEM-1 should be filled in for the population residing within the domestic territory of a country. Foreign students and/or international/mobile students are normally included in the population numbers when they reside in the host country for one year or more and should therefore also be included in the DEM-1 table (see also section 2.7 of volume 1). However, there are differences from one country to another in how students entering from abroad are registered and/or how fast they obtain residence status. In principle, a student enrolled should only be counted once and that should be in the country where he/she at a given point in time covering a period of one year or more is enrolled in the educational system. Students in exchange programmes are excluded from the UOE collection (see end of section 2.7 of volume 1) and should neither be included in the DEM-1 table. There should be no double counting or no-counting between host and home country.

WEI countries do not have to deliver DEM-1 as the demographic data used for these countries will come from the UN Population Division.

13.29 THE ISCMAP97-11 QUESTIONNAIRE

13.29.1 OVERVIEW

The ISCED programme mappings were introduced in connection with implementing ISCED 1997 in the UOE data collection during the period 1999 to 2000. Subsequently, starting from the UOE 2005 data collection, a mapping of qualifications was also introduced ISCMAP-QUAL.

The ISCED mappings are published on Circa:

<https://circabc.europa.eu/w/browse/37bcd810-2d09-4ac6-8d27-55d4c052d662>

The latest mappings published (programmes and qualifications) relate to the UOE 2008 data collection.

ISCED programme mappings (a simplified version of ISCMAP-PROGR) are published on the UIS-UNESCO website:

<http://www.uis.unesco.org/Education/ISCEDMappings/Pages/default.aspx>

The ISCED mappings are a central tool in the new ISCED and will guide the process of implementing ISCED 2011 at national level.

The ISCMAP97-11 serves three purposes: firstly, to facilitate the transition between ISCED 1997 and 2011; and secondly, the proposed ISCED mapping would also connect the programme and qualification/attainment information following ISCED 2011 and thereby linking source information beyond the UOE data collection. Thirdly, the intention is also to publish the part of the ISCMAP97-11 information which relates to ISCED 1997 as a more user-friendly version compared to what is presently published.

ISCMAP97-11 allows linking programme, qualification and attainment information and gives a first view on how the classification of these will be following ISCED 2011. ISCMAP97-11 will therefore provide information on the expected changes going from ISCED 1997 to 2011. It is consequently an important tool of transparency in the process of converting UOE and other education data from ISCED 1997 to the 2011 version.

13.29.2 INSTRUCTIONS FOR THE COMPLETION OF THE TABLE ISCMAP97-11

The table *ISCMAP97-11* *should be completed whether or not changes have occurred* since the last data collection. The following procedures should be followed in order to complete it:

- Each programme is/should be assigned an individual identification number
- The current mapping should be checked for needs to update in accordance with the ISCED-97 classification (see vol. 1 “UOE manual – concept definitions and classifications”, chapter 2 for the implementation of ISCED-97).

Please note that what is important is to know both the theoretical classification of programmes available in each country, but also the way these were operationally implemented in the UOE/WEI data collection.

For instance, if a country distinguishes between programmes at ISCED 3A and 4A levels accordingly with the ISCED 1997 criteria, but was not able to distinguish between the two for the provision of data, then the ISCED mapping should present the 2 programmes separately, and the comments column should document that point.

Scope: ISCMAP97-11 should cover the scope of the UOE collection as defined in the UOE manuals. A separate spread-sheet has been included to provide information also on current qualifications not covered by the UOE data collection.

The following changes have been implemented in the 2013 version of ISCMAP97-11 with respect to the 2012 ISCMAP97-11, on the spread-sheet concerning programmes and qualifications covered by UOE :

- Three columns have been deleted: ‘Enrolments (% of ISCED level)’, ‘Number of graduates’ and ‘Level of graduation (ISCED-2011 level)’.
- Four columns have been added: ‘Minimum entry requirement’, ‘Position in national degree structure’, ‘Full-time or part-time programme’ and ‘EQF level’, the last-one as a pilot exercise.
- The order of the columns has been changed in order to make more logical and some guidelines for completing the ISCED mappings have also been reviewed to make them fully in-line with ISCED.

As mentioned above, this year, a separate spread-sheet has been added to collect information on current formal qualifications outside the UOE scope. These are:

- formal qualifications, obtained through formal education programmes not covered in UOE (i.e. obtained from formal programmes shorter than 6 months)

or

- qualifications recognized as equivalent to qualifications from formal education but that are obtained from non-formal programmes or by validation of competencies. Such recognition is the basic condition for the qualification to be classified in ISCED.

This new spread-sheet should be filled in only for the most important current formal qualifications outside the scope of UOE and only the basic information (i.e. if the number of qualifications awarded in the reference period are about a certain threshold, ...).

The EU countries can find at the following link to the restricted CIRCABC site, their own 13ISCMAP97-11 sheet pre-filled with the information provided in 12ISCMAP97-11:

<https://circabc.europa.eu/w/browse/4660304a-6c63-4388-95cb-68e2051970df>

Please refer to the excel file '13ISCMAP97-11' for filling in the information as explained into the instructions sheet.



ANNEX I

DATA COLLECTION ON FOREIGN LANGUAGE LEARNING AND REGIONAL ENROLMENT

Last update to this document: 17 May 2013

[This guide is available in PDF from CIRCA](#)

INTRODUCTION TO THE DATA COLLECTION

This data collection consists of two questionnaires:

- ENRLLNG: Foreign Language Learning
- REGIO: Regional Enrolment.

The Foreign Language Learning questionnaire includes two tables (ENRLLNG1 and ENRLLNG2) and two metadata-sheets (ENRLLNG-CHANGES and ENRLLNG-METADATA).

- ENRLLNG1: number of pupils/students learning specific foreign languages.
- ENRLLNG2: number of pupils/students by number of foreign languages studied and age.

The Regional Enrolment questionnaire includes two tables (REGIO1 and REGIO2) and one metadata-sheet (REGIO-CHANGES).

- REGIO1: number of pupils/students by level of education, gender and region.
- REGIO2: number of pupils/students by age, gender and region.

REFERENCE PERIOD

The data collection launched on year Y has as reference period the school year Y-2 / Y-1. For example, for the 2013 data collection, the reference period is 2011 / 2012.

SCOPE OF THE DATA COLLECTION

This data collection is closely linked to the UOE data collection. The scope and the definitions used in the UOE data collection, such as level of education, programme orientation and age, apply to the language and regional questionnaires.

Detailed methodological information on the scope of the UOE data collection and the definitions adopted can be found on the CIRCA site:

[UOE data collection](#)

FOREIGN LANGUAGE LEARNING

The aim of this questionnaire is to measure the extent of language study in education as the scope is defined in the UOE data collection. The purpose is to evaluate the degree of availability of and contact with *spoken living languages* during education/training.

The ENRLLNG questionnaire collects data on the number of pupils/students learning foreign languages which are taught as subjects of instruction. Such languages should be taken into account, even if they are also used as instruction languages in the country. A language is considered as an instruction language when it is not the subject of instruction but rather the medium to transmit content.

For example, in Luxembourg, in ISCED 1, German is used as an instruction language by all students. In addition, it is taught as a subject of instruction.

The questionnaire includes all modern spoken living languages that are taught as "*foreign languages*". Ancient Greek, Latin, Esperanto and sign languages should therefore be excluded. The educational curriculum drawn up by the central education authorities in each country defines the languages, which are to be considered as "foreign languages" in the country. Regional or minority languages (for example, Basque, Catalan, Galician and Valencian in Spain) should be taken into account and reported into the row "Other modern languages", if they are considered as alternatives to foreign languages in the curriculum.

The cases of taught foreign languages to be included in the data collection are those where they are studied as *compulsory subject* or as a *compulsory curriculum option*. See definitions in the box below.

Foreign languages studied as *extra-curricula subject* have to be excluded as well as the following categories:

- Non-nationals studying their native language in special classes or those studying the language of the host country;
- Pupils/students from international schools that are not under authority of the Ministry of Education.
- Pupils/students with special education needs enrolled in special schools.

<p>Compulsory subject: The study of foreign language(s) is included in the <i>minimum curriculum</i>; i.e. the pupils are obliged to study it/them.</p>
--

Some examples:

- *in the Netherlands, English is imposed as a first foreign language from the age of 10.*
- *in the French-speaking Community of Belgium, the study of a first foreign language (to be chosen among German, English or Dutch) is imposed from the age of 10.*
- *in Greece, the study of a second foreign language (to be chosen among German, French or English) is imposed from the age of 12.*

Compulsory curriculum option: Refers to a case when pupils are obliged to choose from several subjects in order to cover part of their minimum curriculum and to complete the required number of hours specified in the curriculum. Foreign languages are proposed as compulsory curriculum option (among other subjects).

For example, in Portugal, 12-year-old students are offered the possibility to study English, French or German among a choice of various options (e.g. sciences etc...).

A further distinction can be made between two cases: either the institution is obliged to offer a foreign language among the range of compulsory options or the institution is free to include a foreign language among the compulsory options. Both should fall in this category.

Institutions can also be at liberty to impose a foreign language as compulsory subjects or compulsory options. In this case, it is not possible to distinguish between compulsory subjects and compulsory curriculum options.

The study of languages in all the above cases is **INCLUDED** in the data collection.

Extra-curricula subject: A subject that is offered in addition to the *minimum curriculum*, i.e. the pupil is not obliged to study it. The study of these languages in these cases is **EXCLUDED** from the data collection.

For example, if Spanish is chosen to be studied as an extra-curricular activity, i.e. in addition to the required number of hours specified in the curriculum, it should be considered as an optional elective subject.

REGIONAL ENROLMENT

Data in the REGIO questionnaire are to be provided by region according to NUTS 2010/EU-27 classification (Nomenclature of Territorial Units for Statistics) at level II, available at the following address:

[NUTS classification](#)

Pupils/students should be counted in the region in which they study and not in the region where they are resident.

CHANGES IN THE QUESTIONNAIRES FROM 2012 TO 2013

There are no major changes to the questionnaires used for the 2013 data collection, except the addition of Croatian to the list of individual foreign languages in table ENRLLNG1.

INSTRUCTIONS FOR THE COMPLETION OF THE TABLES

GETTING AND OPENING THE QUESTIONNAIRES

The electronic questionnaires are available in CIRCA:

[ENRLLNG](#)

[REGIO](#)

The Excel questionnaires contain macros which provide automatic computation of subtotals which take into account the codes introduced in the basic cells. They also provide some basic validation of the values and codes inserted in the tables.

In order to allow the macros to work properly, before opening the file, please make sure that Excel is set up as "**medium**" protection.

How to do it? If you are running an English version of Excel 2003, you can do it going to the 'Tools' menu, pointing to 'Macros', then to 'Security' and then choosing the 'Medium' security level.

In order to start completing the questionnaires, the procedure is slightly different between the Foreign Language Learning and the Regional Enrolment questionnaires.

FOREIGN LANGUAGE LEARNING TABLES

1. Open the file selecting "enable macros";
2. fill in the cell 4D with the name of the country in ENRLLNG-METADATA sheet, then it will be automatically copied in the other sheets;
3. the Reference school year is already set up by default. Change it if necessary in ENRLLNG-METADATA sheet, then it will be automatically copied in the other sheets;
4. start compiling the questionnaire.

REGIONAL ENROLMENT TABLES

1. Open the file selecting "enable macros";
2. choose your country from the list;
3. push the button 'create questionnaire';
4. the Reference school year is already set up by default. Change it if necessary in ENRLLNG-METADATA sheet, then it will be automatically copied in the other sheets;
5. start compiling the questionnaire.

AUTOMATIC COMPUTATION OF SUB-TOTALS

The automatic computation of sub-totals in the tables is done via the use of a special sum function. The sum function (SUM_UOE) treats properly the codes according to the rules defined in the UOE manual. The purpose of the use of such sum function is to facilitate the process of completing the tables for the data providers.

Without this function, in the presence of 'm' and 'x' codes, data providers would have to overwrite the '0' resulting from the sum formula. The current version of the sum function is able to face with the codes returning as a result the correct code according to the following rules as defined into the UOE manual:

a+a=a	a+m=m	n+v=v	v+m=m	x+m =m
x+x=x	a+n=n	n+m=m	v+x=x	
n+n=n	a+x=x	n+x=x		
m+m=m	a+v=v			

AUTOMATIC VALIDATION OF VALUES INSERTED

The Excel questionnaires do some pre-validation of the values introduced in the cells. It checks for the introduction of a correct code ('a', 'n', 'm' and 'x') and zeros. It also checks the validity of the row or column codes used in the 'x' code. When an invalid code is introduced the user is warned with a message and he/she can cancel or confirm the introduction of the code. If the invalid code is confirmed the concerned cell is coloured in red and the sub-total returns an error.

Currently, in some cases the sum function can not treat properly the case with an 'x' code. Because of that, the data provider should check the result in the sub-total and if needed overwrite it with the correct sum according to the rules.

ENRLLNG1

Number of pupils/students by level of education, programme orientation and foreign language studied

Table ENRLLNG1, which collects data on the number of pupils/students learning specific languages, includes all 24 official EU languages as well as other languages taught such as Arabic, Chinese, Japanese and Russian. A category (OTH) is available for specifying other modern languages being learned and one (UNK) for those cases where the specific language studied is not known.

Each pupil/student studying a modern foreign language should be counted once for each language he/she is studying; this means that students studying more than one language should be counted as many times as the number of languages studied in the educational level they are in. Row TOTAL includes double counting of students who study more than one language.

The number of students studying other modern foreign spoken languages should be specified in row OTH. The student should be counted in OTH as many times as the number of other modern foreign languages he/she studies.

The number of students for whom it is known that he/she studies a modern foreign spoken language, but it is not known which specific language, should be reported in row UNK. It is not to be reported in category OTH. The student should be counted as many times as the number of languages he studies and which are not known.

ENRLLNG2

Number of pupils/students by level of education, programme orientation, number of modern foreign languages studied and age

The information in ENRLLNG2 is reported broken down by age. Row UNK allows recording the number of students which cannot be reported according to their age.

The number of students studying 'no foreign languages', 'one foreign language' and 'two or more foreign languages' should add up to the total number of students studying at a given level. The total number of pupils reported in row TOTAL for each ISCED level should correspond to the total recorded in row TOTAL of ENRL1 table. The totals in table ENRLLNG2 and ENRL1 differ by the number of pupils with special needs education enrolled in special schools (SNE), as in the table below:

Table	Row	Column	=	Table	Row	Column	
ENRLLNG2	TOTAL	ED1:TOTAL	=	ENRL1	A1	4	- SNE pupils in level 1
ENRLLNG2	TOTAL	ED2:TOTAL	=	ENRL1	A1	6	- SNE pupils in level 2
ENRLLNG2	TOTAL	ED3G:TOTAL	=	ENRL1	A1	10	- SNE pupils in level 3GEN
ENRLLNG2	TOTAL	ED3VPV:TOTAL	=	ENRL1	A1	11	- SNE pupils in level 3PVVOC

If the totals are not equal, provide an explanation in the footnotes.

REGIO1

Number of pupils/students by level of education, programme orientation, gender and region

The total number of students reported in the first row should correspond to the total number of students recorded in row A1 of the ENRL1 table. If the totals are not equal, provide an explanation in the footnotes.

REGIO2

Number of pupils/students by age, gender and region

The total number of students reported in the first row should correspond to the total number of students recorded in column 1 of the ENRL1 table. If the totals are not equal, provide an explanation in the footnotes.

RETURN OF COMPLETED QUESTIONNAIRES TO EUROSTAT

The regional questionnaire should be completed by 22 Member States of the European Union (Estonia, Cyprus, Latvia, Lithuania, Luxembourg and Malta are not required to provide regional data) as well as for Turkey and two EFTA countries (Switzerland and Norway). Iceland, Liechtenstein, Montenegro and Former Yugoslav Republic of Macedonia are not required to provide regional data.

The completed tables should be returned to Eurostat via eDAMIS by the

30th September

of the year when the data collection is launched.

eDAMIS (electronic Data files Administration and Management Information System) is Eurostat standard system to exchange data files. It guarantees secure (encrypted) transmission of all data and offers services such as traffic monitoring, acknowledgements and reminders. It can be accessed via the web in the following address: [eDAMIS](#).

If you are not able to send it via eDAMIS you can use in alternative the following email address:

estat-ue-joint@ec.europa.eu

Please put this address in copy for all message exchanges during the verification process for these tables.

An indication of the data collection year is introduced in the name of the file. For example, for the data collection year 2012 and Language questionnaire it should bear the name "12Lang". "12Regio" would stand for "Data collection year 2012 - Regional questionnaire".

Please, do not change the name of the file.

CONTACT EUROSTAT

For any for further clarification, technical issue and any other problem related to ENRLLNG and REGIO questionnaires do not hesitate to contact us:

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Education, health and social protection	
Office BECH-B3/429	
L-2920 Luxembourg	

ANNEX II: UNESCO-UIS / OECD / EUROSTAT 2013 QUESTIONNAIRES

- ENROLMENTS
- ENTRANTS
- GRADUATES
- CLASS SIZE
- EDUCATIONAL PERSONNEL
- EDUCATIONAL EXPENDITURE
- ISCED MAPPINGS
- DEMOGRAPHY
- REGIONAL ENROLMENT
- FOREIGN LANGUAGE LEARNING

UOE 2013

ENRL-CHANGES

Change in times series compared to the previous UOE-Data Collection

Country

The aim of this questionnaire is to allow countries to provide information on changes in the educational system, in coverage and in methodology from the last UOE Data Collection that may have affected data collected in this survey.

This information will help the international organisation to keep track of breaks in time series in a standardised way.

The questionnaire distinguishes between three possible reasons for significant changes in the data compared to the previous year.

- 1.) **Changes in the educational system.** This refers to "real" changes in the data due to changing conditions of the educational system.
- 2.) **Changes in coverage of the data collection.** This refers to changes introduced due to ex/inclusion of programmes compared to last year's edition.
- 3.) **Changes in methodology used.** This refers to significant changes in the data due to new/modified methodologies in data collection or estimation.

1. Changes in the EDUCATIONAL SYSTEM leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's educational system leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: The duration of certain programmes is extended and the number of students has increased.

If "Yes"

please describe the nature of the change in the box below:

please indicate "C" for the questionnaire(s) affected by these changes in the educational system:

ENRL1	<input type="checkbox"/>
ENRL1a	<input type="checkbox"/>
ENRL3	<input type="checkbox"/>
ENRL4	<input type="checkbox"/>

ENRL1_Adult	<input type="checkbox"/>
ENRL1a_Adult	<input type="checkbox"/>

ENRL5	<input type="checkbox"/>
ENRL6	<input type="checkbox"/>
ENRL7	<input type="checkbox"/>
ENRL8	<input type="checkbox"/>
ENRL9	<input type="checkbox"/>

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 0 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 1/2 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 3 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 4 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 5/6 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>

2. Changes in COVERAGE leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's COVERAGE for the UOE leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: Adult literacy programmes, which were not included last year, are now reported.

Some private pre-primary institutions are now included. Reclassification of programmes according to ISCED-97.

If "Yes"

please describe the nature of the change in the box below:

please indicate "C" for the questionnaire(s) affected by these changes in the educational system:

ENRL1	
ENRL1a	
ENRL3	
ENRL4	

ENRL1_Adult	
ENRL1a_Adult	

ENRL5	
ENRL6	
ENRL7	
ENRL8	
ENRL9	

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 0 (yes/no): Impact (% , absolute numbers, ..):

Comments:

ISCED 1/2 (yes/no): Impact (% , absolute numbers, ..):

Comments:

ISCED 3 (yes/no): Impact (% , absolute numbers, ..):

Comments:

ISCED 4 (yes/no): Impact (% , absolute numbers, ..):

Comments:

ISCED 5/6 (yes/no): Impact (% , absolute numbers, ..):

Comments:

3. Changes in METHODOLOGY leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's METHODOLOGY leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: The assumptions for the calculation of FTEs were changed.

Data that were estimated in previous data submissions are now based on census data.

If "Yes"

please describe the nature of the change in the box below:

please indicate "C" for the questionnaire(s) affected by these changes in the educational system:

ENRL1	
ENRL1a	
ENRL3	
ENRL4	

ENRL1_Adult	
ENRL1a_Adult	

ENRL5	
ENRL6	
ENRL7	
ENRL8	
ENRL9	

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 0 (yes/no): Impact (% , absolute numbers, ..):

Comments:

ISCED 1/2 (yes/no): Impact (% , absolute numbers, ..):

Comments:

ISCED 3 (yes/no): Impact (% , absolute numbers, ..):

Comments:

ISCED 4 (yes/no): Impact (% , absolute numbers, ..):

Comments:

ISCED 5/6 (yes/no): Impact (% , absolute numbers, ..):

Comments:

*Please attach additional documentation where necessary, if possible in electronic form.

Sources:
Methods:
UOE version:

ENRL Bologna structure

NUMBER OF STUDENTS ENROLLED BY LEVEL OF EDUCATION (tertiary level), BY SEX AND DETAILED FIELD OF EDUCATION - REPORTING IN ACCORDANCE WITH THE BOLOGNA TWO-CYCLE (BACHELOR-MASTER) and Ph.D DEGREE STRUCTURE

Missing Value Codes:

Country

School year, data collection period:

Put a code here, if they are not the same as in ENRL2.

[Block Check](#)

[RowNotes](#)

[ColumnNotes](#)

[CellNotes](#)

Total number of students ISCED level 5 and 6 including Bologna structure	Number of students following the Bologna structures (or in programmes that lead to a similar degree in non european countries)						Number of students from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)						
	Total number of Students following the Bologna structures	Programmes less than 3 years but considered to be at tertiary level and part of the Bologna structure (leading to a first degree)	Programmes leading to a bachelor degree, 3-4 years of duration leading to a first degree	Master degree 4-6 years of cumulative duration (leading to a second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates programmes (leading to a third degree - post doctorate degree)	Total number of students outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A, 3 to <5 years, (leading to a first degree)	ISCED 5A, 5 or more years, (leading to a first degree)	ISCED 5A (leading to a second degree)	ISCED 5B (leading to a first qualification)	ISCED 5B (leading to a second qualification)	ISCED 6 (Ph.D/Doctor's degrees)
1	2	3	4	5	6	7	8	9	10	11	12	13	14

**TOTAL PUBLIC AND PRIVATE INSTITUTIONS
TOTAL FULL-TIME AND PART-TIME**

Total males and females

Field of education

A1	Total: All fields of education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A2	Education (ISC 14)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A3	Education science (ISC 142)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A4	Training for pre-school teachers (ISC 143)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A5	Training for teachers at basic levels (ISC 144)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A6	Training for teachers with subject specialisation (ISC 145)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A7	Training for teachers of vocational subjects (ISC 146)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A8	Humanities and Arts (ISC 2)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A9	Arts (ISC 21)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A10	Fine arts (ISC 211)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A11	Music and performing arts (ISC 212)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A12	Audio-visual techniques and media production (ISC 213)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A13	Design (ISC 214)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A14	Craft skills (ISC 215)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A15	Humanities (ISC 22)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A16	Religion (ISC 221)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A17	Foreign languages (ISC 222)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A18	Mother tongue (ISC 223)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A19	History and archaeology (ISC 225)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A20	Philosophy and ethics (ISC 226)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A21	Social sciences, business and law (ISC 3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A22	Social and behavioural science (ISC 31)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A23	Psychology (ISC 311)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A24	Sociology and cultural studies (ISC 312)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A25	Political science and civics (ISC 313)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A26	Economics (ISC 314)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A27	Journalism and information (ISC 32)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A28	Journalism and reporting (ISC 321)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A29	Library, information and archive (ISC 322)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A30	Business and administration (ISC 34)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A31	Wholesale and retail sales (ISC 341)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A32	Marketing and advertising (ISC 342)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A33	Finance, banking, insurance (ISC 343)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A34	Accounting and taxation (ISC 344)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A35	Management and administration (ISC 345)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A36	Secretarial and office work (ISC 346)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A37	Working Life (ISC 347)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A38	Law (ISC 38)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A39	Science (ISC 4)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A40	Life sciences (ISC 42)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A41	Biology and biochemistry (ISC 421)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A42	Environmental science (ISC 422)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A43	Physical sciences (ISC 44)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

		Number of students following the Bologna structures (or in programmes that lead to a similar degree in non european countries)						Number of students from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)							
		Total number of students ISCED level 5 and 6 including Bologna structure	Total number of Students following the Bologna structures	Programmes less than 3 years but considered to be at tertiary level and part of the Bologna structure (leading to a first degree)	Programmes leading to a bachelor degree, 3-4 years of duration leading to a first degree	Master degree 4-6 years of cumulative duration (leading to a second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates programmes (leading to a third degree - post doctorate degree)	Total number of students outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A, 3 to <5 years, (leading to a first degree)	ISCED 5A, 5 or more years, (leading to a first degree)	ISCED 5A (leading to a second degree)	ISCED 5B (leading to a first qualification)	ISCED 5B (leading to a second qualification)	ISCED 6 (Ph.D/Doctor's degrees)
TOTAL PUBLIC AND PRIVATE INSTITUTIONS															
TOTAL FULL-TIME AND PART-TIME															
A44	Physics (ISC 441)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A45	Chemistry (ISC 442)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A46	Earth science (ISC 443)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A47	Mathematics and statistics (ISC 46)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A48	Mathematics (ISC 461)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A49	Statistics (ISC 462)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A50	Computing (ISC 48)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A51	Computer science (ISC 481)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A52	Computer use (ISC 482)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A53	Engineering, manufacturing and construction (ISC 5)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A54	Engineering and engineering trades (ISC 52)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A55	Mechanics and metal work (ISC 521)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A56	Electricity and energy (ISC 522)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A57	Electronics and automation (ISC 523)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A58	Chemical and process (ISC 524)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A59	Motor vehicles, ships a,d aircraft (ISC 525)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A60	Manufacturing and processing (ISC 54)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A61	Food processing (ISC 541)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A62	Textiles, clothes, footwear, leather (ISC 542)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A63	Materials (wood, paper, plastic glass) (ISC 543)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A64	Mining and extraction (ISC 544)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A65	Architecture and building (ISC 58)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A66	Architecture and town planning (ISC 581)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A67	Building and civil engineering (ISC 582)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A68	Agriculture (ISC 6)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A69	Agriculture, forestry and fishery (ISC 62)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A70	Crop and livestock production (ISC 621)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A71	Horticulture (ISC 622)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A72	Forestry (ISC 623)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A73	Fisheries (ISC 624)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A74	Veterinary (ISC 64)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A75	Health and welfare (ISC 7)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A76	Health (ISC 72)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A77	Medicine (ISC 721)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A78	Nursing and caring (ISC 723)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A79	Dental studies (ISC 724)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A80	Medical diagnostic and treatment technology (ISC 725)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A81	Therapy and rehabilitation (ISC 726)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A82	Pharmacy (ISC 727)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A83	Social services (ISC 76)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A84	Child care and youth services (ISC 761)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A85	Social work and counselling (ISC 762)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A86	Services (ISC 8)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A87	Personal services (ISC 81)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A88	Hotel, restaurant and catering (ISC 811)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A89	Travel, tourism and leisure (ISC 812)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A90	Sports (ISC 813)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A91	Domestic Services (ISC 814)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A92	Hair and beauty services (ISC 815)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A93	Transport services (ISC 84)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

		Number of students following the Bologna structures (or in programmes that lead to a similar degree in non european countries)					Number of students from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)								
		Total number of students ISCED level 5 and 6 including Bologna structure	Total number of Students following the Bologna structures	Programmes less than 3 years but considered to be at tertiary level and part of the Bologna structure (leading to a first degree)	Programmes leading to a bachelor degree, 3-4 years of duration leading to a first degree	Master degree 4-6 years of cumulative duration (leading to a second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates programmes (leading to a third degree - post doctorate degree)	Total number of students outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A, 3 to <5 years, (leading to a first degree)	ISCED 5A, 5 or more years, (leading to a first degree)	ISCED 5A (leading to a second degree)	ISCED 5B (leading to a first qualification)	ISCED 5B (leading to a second qualification)	ISCED 6 (Ph.D/Doctor's degrees)
TOTAL PUBLIC AND PRIVATE INSTITUTIONS															
TOTAL FULL-TIME AND PART-TIME															
A94	Environmental protection (ISC 85)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A95	Environmental protection technology (ISC 851)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A96	Natural environments and wildlife (ISC 852)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A97	Community sanitation services (ISC 853)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A98	Security services (ISC 86)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A99	Protection of persons and property (ISC 861)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A100	Occupational health and safety (ISC 862)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A101	Military and defence (ISC 863)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A102	Not known or unspecified	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Males															
Field of education															
A103	Total: All fields of education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A104	Education (ISC 14)	0	0					0							
A105	Education science (ISC 142)	0	0					0							
A106	Training for pre-school teachers (ISC 143)	0	0					0							
A107	Training for teachers at basic levels (ISC 144)	0	0					0							
A108	Training for teachers with subject specialisation (ISC 145)	0	0					0							
A109	Training for teachers of vocational subjects (ISC 146)	0	0					0							
A110	Humanities and Arts (ISC 2)	0	0					0							
A111	Arts (ISC 21)	0	0					0							
A112	Fine arts (ISC 211)	0	0					0							
A113	Music and performing arts (ISC 212)	0	0					0							
A114	Audio-visual techniques and media production (ISC 213)	0	0					0							
A115	Design (ISC 214)	0	0					0							
A116	Craft skills (ISC 215)	0	0					0							
A117	Humanities (ISC 22)	0	0					0							
A118	Religion (ISC 221)	0	0					0							
A119	Foreign languages (ISC 222)	0	0					0							
A120	Mother tongue (ISC 223)	0	0					0							
A121	History and archaeology (ISC 225)	0	0					0							
A122	Philosophy and ethics (ISC 226)	0	0					0							
A123	Social sciences, business and law (ISC 3)	0	0					0							
A124	Social and behavioural science (ISC 31)	0	0					0							
A125	Psychology (ISC 311)	0	0					0							
A126	Sociology and cultural studies (ISC 312)	0	0					0							
A127	Political science and civics (ISC 313)	0	0					0							
A128	Economics (ISC 314)	0	0					0							
A129	Journalism and information (ISC 32)	0	0					0							
A130	Journalism and reporting (ISC 321)	0	0					0							
A131	Library, information and archive (ISC 322)	0	0					0							
A132	Business and administration (ISC 34)	0	0					0							
A133	Wholesale and retail sales (ISC 341)	0	0					0							
A134	Marketing and advertising (ISC 342)	0	0					0							
A135	Finance, banking, insurance (ISC 343)	0	0					0							
A136	Accounting and taxation (ISC 344)	0	0					0							
A137	Management and administration (ISC 345)	0	0					0							
A138	Secretarial and office work (ISC 346)	0	0					0							
A139	Working Life (ISC 347)	0	0					0							
A140	Law (ISC 38)	0	0					0							
A141	Science (ISC 4)	0	0					0							

			Number of students following the Bologna structures (or in programmes that lead to a similar degree in non european countries)					Number of students from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)								
			Total number of students ISCED level 5 and 6 including Bologna structure	Total number of Students following the Bologna structures	Programmes less than 3 years but considered to be at tertiary level and part of the Bologna structure (leading to a first degree)	Programmes leading to a bachelor degree, 3-4 years of duration leading to a first degree	Master degree 4-6 years of cumulative duration (leading to a second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates programmes (leading to a third degree - post doctorate degree)	Total number of students outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A, 3 to <5 years, (leading to a first degree)	ISCED 5A, 5 or more years, (leading to a first degree)	ISCED 5A (leading to a second degree)	ISCED 5B (leading to a first qualification)	ISCED 5B (leading to a second qualification)	ISCED 6 (Ph.D/Doctor's degrees)
TOTAL PUBLIC AND PRIVATE INSTITUTIONS																
TOTAL FULL-TIME AND PART-TIME																
A142	Life sciences (ISC 42)		0	0					0							
A143	Biology and biochemistry (ISC 421)		0	0					0							
A144	Environmental science (ISC 422)		0	0					0							
A145	Physical sciences (ISC 44)		0	0					0							
A146	Physics (ISC 441)		0	0					0							
A147	Chemistry (ISC 442)		0	0					0							
A148	Earth science (ISC 443)		0	0					0							
A149	Mathematics and statistics (ISC 46)		0	0					0							
A150	Mathematics (ISC 461)		0	0					0							
A151	Statistics (ISC 462)		0	0					0							
A152	Computing (ISC 48)		0	0					0							
A153	Computer science (ISC 481)		0	0					0							
A154	Computer use (ISC 482)		0	0					0							
A155	Engineering, manufacturing and construction (ISC 5)		0	0					0							
A156	Engineering and engineering trades (ISC 52)		0	0					0							
A157	Mechanics and metal work (ISC 521)		0	0					0							
A158	Electricity and energy (ISC 522)		0	0					0							
A159	Electronics and automation (ISC 523)		0	0					0							
A160	Chemical and process (ISC 524)		0	0					0							
A161	Motor vehicles, ships and aircraft (ISC 525)		0	0					0							
A162	Manufacturing and processing (ISC 54)		0	0					0							
A163	Food processing (ISC 541)		0	0					0							
A164	Textiles, clothes, footwear, leather (ISC 542)		0	0					0							
A165	Materials (wood, paper, plastic glass) (ISC 543)		0	0					0							
A166	Mining and extraction (ISC 544)		0	0					0							
A167	Architecture and building (ISC 58)		0	0					0							
A168	Architecture and town planning (ISC 581)		0	0					0							
A169	Building and civil engineering (ISC 582)		0	0					0							
A170	Agriculture (ISC 6)		0	0					0							
A171	Agriculture, forestry and fishery (ISC 62)		0	0					0							
A172	Crop and livestock production (ISC 621)		0	0					0							
A173	Horticulture (ISC 622)		0	0					0							
A174	Forestry (ISC 623)		0	0					0							
A175	Fisheries (ISC 624)		0	0					0							
A176	Veterinary (ISC 64)		0	0					0							
A177	Health and welfare (ISC 7)		0	0					0							
A178	Health (ISC 72)		0	0					0							
A179	Medicine (ISC 721)		0	0					0							
A180	Nursing and caring (ISC 723)		0	0					0							
A181	Dental studies (ISC 724)		0	0					0							
A182	Medical diagnostic and treatment technology (ISC 725)		0	0					0							
A183	Therapy and rehabilitation (ISC 726)		0	0					0							
A184	Pharmacy (ISC 727)		0	0					0							
A185	Social services (ISC 76)		0	0					0							
A186	Child care and youth services (ISC 761)		0	0					0							
A187	Social work and counselling (ISC 762)		0	0					0							
A188	Services (ISC 8)		0	0					0							
A189	Personal services (ISC 81)		0	0					0							
A190	Hotel, restaurant and catering (ISC 811)		0	0					0							
A191	Travel, tourism and leisure (ISC 812)		0	0					0							

		Number of students following the Bologna structures (or in programmes that lead to a similar degree in non european countries)					Number of students from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)								
		Total number of students ISCED level 5 and 6 including Bologna structure	Total number of Students following the Bologna structures	Programmes less than 3 years but considered to be at tertiary level and part of the Bologna structure (leading to a first degree)	Programmes leading to a bachelor degree, 3-4 years of duration leading to a first degree	Master degree 4-6 years of cumulative duration (leading to a second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates programmes (leading to a third degree - post doctorate degree)	Total number of students outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A, 3 to <5 years, (leading to a first degree)	ISCED 5A, 5 or more years, (leading to a first degree)	ISCED 5A (leading to a second degree)	ISCED 5B (leading to a first qualification)	ISCED 5B (leading to a second qualification)	ISCED 6 (Ph.D/Doctor's degrees)
TOTAL PUBLIC AND PRIVATE INSTITUTIONS															
TOTAL FULL-TIME AND PART-TIME															
A192	Sports (ISC 813)	0	0					0							
A193	Domestic Services (ISC 814)	0	0					0							
A194	Hair and beauty services (ISC 815)	0	0					0							
A195	Transport services (ISC 84)	0	0					0							
A196	Environmental protection (ISC 85)	0	0					0							
A197	Environmental protection technology (ISC 851)	0	0					0							
A198	Natural environments and wildlife (ISC 852)	0	0					0							
A199	Community sanitation services (ISC 853)	0	0					0							
A200	Security services (ISC 86)	0	0					0							
A201	Protection of persons and property (ISC 861)	0	0					0							
A202	Occupational health and safety (ISC 862)	0	0					0							
A203	Military and defence (ISC 863)	0	0					0							
A204	Not known or unspecified	0	0					0							
Females															
Field of education															
A205	Total: All fields of education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A206	Education (ISC 14)	0	0					0							
A207	Education science (ISC 142)	0	0					0							
A208	Training for pre-school teachers (ISC 143)	0	0					0							
A209	Training for teachers at basic levels (ISC 144)	0	0					0							
A210	Training for teachers with subject specialisation (ISC 145)	0	0					0							
A211	Training for teachers of vocational subjects (ISC 146)	0	0					0							
A212	Humanities and Arts (ISC 2)	0	0					0							
A213	Arts (ISC 21)	0	0					0							
A214	Fine arts (ISC 211)	0	0					0							
A215	Music and performing arts (ISC 212)	0	0					0							
A216	Audio-visual techniques and media production (ISC 213)	0	0					0							
A217	Design (ISC 214)	0	0					0							
A218	Craft skills (ISC 215)	0	0					0							
A219	Humanities (ISC 22)	0	0					0							
A220	Religion (ISC 221)	0	0					0							
A221	Foreign languages (ISC 222)	0	0					0							
A222	Mother tongue (ISC 223)	0	0					0							
A223	History and archaeology (ISC 225)	0	0					0							
A224	Philosophy and ethics (ISC 226)	0	0					0							
A225	Social sciences, business and law (ISC 3)	0	0					0							
A226	Social and behavioural science (ISC 31)	0	0					0							
A227	Psychology (ISC 311)	0	0					0							
A228	Sociology and cultural studies (ISC 312)	0	0					0							
A229	Political science and civics (ISC 313)	0	0					0							
A230	Economics (ISC 314)	0	0					0							
A231	Journalism and information (ISC 32)	0	0					0							
A232	Journalism and reporting (ISC 321)	0	0					0							
A233	Library, information and archive (ISC 322)	0	0					0							
A234	Business and administration (ISC 34)	0	0					0							
A235	Wholesale and retail sales (ISC 341)	0	0					0							
A236	Marketing and advertising (ISC 342)	0	0					0							
A237	Finance, banking, insurance (ISC 343)	0	0					0							
A238	Accounting and taxation (ISC 344)	0	0					0							
A239	Management and administration (ISC 345)	0	0					0							

		Number of students following the Bologna structures (or in programmes that lead to a similar degree in non european countries)						Number of students from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)							
		Total number of students ISCED level 5 and 6 including Bologna structure	Total number of Students following the Bologna structures	Programmes less than 3 years but considered to be at tertiary level and part of the Bologna structure (leading to a first degree)	Programmes leading to a bachelor degree, 3-4 years of duration leading to a first degree	Master degree 4-6 years of cumulative duration (leading to a second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates programmes (leading to a third degree - post doctorate degree)	Total number of students outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A, 3 to <5 years, (leading to a first degree)	ISCED 5A, 5 or more years, (leading to a first degree)	ISCED 5A (leading to a second degree)	ISCED 5B (leading to a first qualification)	ISCED 5B (leading to a second qualification)	ISCED 6 (Ph.D/Doctor's degrees)
TOTAL PUBLIC AND PRIVATE INSTITUTIONS															
TOTAL FULL-TIME AND PART-TIME															
A240	Secretarial and office work (ISC 346)	0	0					0							
A241	Working Life (ISC 347)	0	0					0							
A242	Law (ISC 38)	0	0					0							
A243	Science (ISC 4)	0	0					0							
A244	Life sciences (ISC 42)	0	0					0							
A245	Biology and biochemistry (ISC 421)	0	0					0							
A246	Environmental science (ISC 422)	0	0					0							
A247	Physical sciences (ISC 44)	0	0					0							
A248	Physics (ISC 441)	0	0					0							
A249	Chemistry (ISC 442)	0	0					0							
A250	Earth science (ISC 443)	0	0					0							
A251	Mathematics and statistics (ISC 46)	0	0					0							
A252	Mathematics (ISC 461)	0	0					0							
A253	Statistics (ISC 462)	0	0					0							
A254	Computing (ISC 48)	0	0					0							
A255	Computer science (ISC 481)	0	0					0							
A256	Computer use (ISC 482)	0	0					0							
A257	Engineering, manufacturing and construction (ISC 5)	0	0					0							
A258	Engineering and engineering trades (ISC 52)	0	0					0							
A259	Mechanics and metal work (ISC 521)	0	0					0							
A260	Electricity and energy (ISC 522)	0	0					0							
A261	Electronics and automation (ISC 523)	0	0					0							
A262	Chemical and process (ISC 524)	0	0					0							
A263	Motor vehicles, ships and aircraft (ISC 525)	0	0					0							
A264	Manufacturing and processing (ISC 54)	0	0					0							
A265	Food processing (ISC 541)	0	0					0							
A266	Textiles, clothes, footwear, leather (ISC 542)	0	0					0							
A267	Materials (wood, paper, plastic glass) (ISC 543)	0	0					0							
A268	Mining and extraction (ISC 544)	0	0					0							
A269	Architecture and building (ISC 58)	0	0					0							
A270	Architecture and town planning (ISC 581)	0	0					0							
A271	Building and civil engineering (ISC 582)	0	0					0							
A272	Agriculture (ISC 6)	0	0					0							
A273	Agriculture, forestry and fishery (ISC 62)	0	0					0							
A274	Crop and livestock production (ISC 621)	0	0					0							
A275	Horticulture (ISC 622)	0	0					0							
A276	Forestry (ISC 623)	0	0					0							
A277	Fisheries (ISC 624)	0	0					0							
A278	Veterinary (ISC 64)	0	0					0							
A279	Health and welfare (ISC 7)	0	0					0							
A280	Health (ISC 72)	0	0					0							
A281	Medicine (ISC 721)	0	0					0							
A282	Nursing and caring (ISC 723)	0	0					0							
A283	Dental studies (ISC 724)	0	0					0							
A284	Medical diagnostic and treatment technology (ISC 725)	0	0					0							
A285	Therapy and rehabilitation (ISC 726)	0	0					0							
A286	Pharmacy (ISC 727)	0	0					0							
A287	Social services (ISC 76)	0	0					0							
A288	Child care and youth services (ISC 761)	0	0					0							
A289	Social work and counselling (ISC 762)	0	0					0							

		Number of students following the Bologna structures (or in programmes that lead to a similar degree in non european countries)						Number of students from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)							
		Total number of students ISCED level 5 and 6 including Bologna structure	Total number of Students following the Bologna structures	Programmes less than 3 years but considered to be at tertiary level and part of the Bologna structure (leading to a first degree)	Programmes leading to a bachelor degree, 3-4 years of duration leading to a first degree	Master degree 4-6 years of cumulative duration (leading to a second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates programmes (leading to a third degree - post doctorate degree)	Total number of students outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A, 3 to <5 years, (leading to a first degree)	ISCED 5A, 5 or more years, (leading to a first degree)	ISCED 5A (leading to a second degree)	ISCED 5B (leading to a first qualification)	ISCED 5B (leading to a second qualification)	ISCED 6 (Ph.D/Doctor's degrees)
TOTAL PUBLIC AND PRIVATE INSTITUTIONS															
TOTAL FULL-TIME AND PART-TIME															
A290	Services (ISC 8)	0	0					0							
A291	Personal services (ISC 81)	0	0					0							
A292	Hotel, restaurant and catering (ISC 811)	0	0					0							
A293	Travel, tourism and leisure (ISC 812)	0	0					0							
A294	Sports (ISC 813)	0	0					0							
A295	Domestic Services (ISC 814)	0	0					0							
A296	Hair and beauty services (ISC 815)	0	0					0							
A297	Transport services (ISC 84)	0	0					0							
A298	Environmental protection (ISC 85)	0	0					0							
A299	Environmental protection technology (ISC 851)	0	0					0							
A300	Natural environments and wildlife (ISC 852)	0	0					0							
A301	Community sanitation services (ISC 853)	0	0					0							
A302	Security services (ISC 86)	0	0					0							
A303	Protection of persons and property (ISC 861)	0	0					0							
A304	Occupational health and safety (ISC 862)	0	0					0							
A305	Military and defence (ISC 863)	0	0					0							
A306	Not known or unspecified	0	0					0							

Row Instructions Missing Value Codes: <input type="text"/> Block Check Global Check & Save RowNotes ColumnNote CellNotes		TOTAL ALL LEVELS OF EDUCATION	PRE-PRIMARY (ISC 0)	TOTAL PRIMARY+ SECONDARY (ISC 123)	PRIMARY (ISC 1)	Participation in early childhood programmes not in ISC 0 or 1	LOWER SECONDARY (ISC 2)	UPPER SECONDARY (ISC 3)				POST SECONDARY, NON-TERTIARY (ISC 4)				TOTAL ALL TERTIARY (ISC 5+6)	LEVEL 5 - FIRST STAGE OF TERTIARY EDUCATION		ADVANCED RESEARCH PROGRAMMES (ISC 6)	NOT ALLOCATED BY LEVEL	
		Total all educational programmes	All educational programmes	All educational programmes	All educational programmes	Non-educational programmes	All educational programmes	All educational programmes	Educational/Labour Market Destination		Programme orientation		Educational/Labour Market Destination		Programme orientation		All educational programmes	5A	5B	All educational programmes	All educational programmes
									3A/B	3C	General	Pre-vocational / Vocational	4A/B	4C	General	Pre-vocational / Vocational					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
(2+3+12+17+21)		(4+6+7)		(8+9) Must equal (10+11)				(13+14) must equal (15+16)				(18+20)									
Females																					
Age group																					
A206	Total: All age groups	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
A207	Under 3 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
A208	3 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A209	4 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A210	5 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A211	6 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A212	7 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A213	8 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A214	9 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A215	10 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A216	11 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A217	12 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A218	13 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A219	14 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A220	15 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A221	16 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A222	17 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A223	18 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A224	19 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A225	Subtotal: 15-19 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
A226	20 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A227	21 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A228	22 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A229	23 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A230	24 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A231	Subtotal: 20-24 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
A232	25 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A233	26 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A234	27 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A235	28 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A236	29 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A237	Subtotal: 25-29 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
A238	30 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A239	31 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A240	32 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A241	33 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A242	34 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A243	Subtotal: 30-34 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
A244	Subtotal: 35-39 years	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
A245	40 years and over	0	0	0	0	a	0	0	0	0	0	0	0	0	0	0	0	0	0	n	
A246	Age unknown	0	n	0	n	a	n	0	n	n	n	0	n	n	n	n	0	n	n	n	

Levels of education: ISC-12 ISC-34 Total full-time and part-time Full-time

ENRL1 ADULT NUMBER OF STUDENTS IN ADULT EDUCATION PROGRAMMES REPORTED IN ENRL1 BY LEVEL
Country OF EDUCATION, PROGRAMME ORIENTATION, INTENSITY OF PARTICIPATION, SEX AND AGE

School year, data collection period: *Please indicate the values in table ENRL1.a*

Sources: Methods: UOE version:

Row Instructions Missing Value Codes: Block Check Global Check & Save RowNotes ColumnNote CellNotes

LEVEL OF EDUCATION	LEVEL OF EDUCATION							
	PRIMARY (ISC 1)	LOWER SECONDARY (ISC 2)	UPPER SECONDARY (ISC 3)		POST SECONDARY NON TERTIARY (ISC 4)			
	All educational programmes	All educational programmes	All educational programmes	Programme orientation		All educational programmes	Programme orientation	
1	2	3	4	5	6	7	8	
			(4+5)		(7+8)			

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the total of full-time+part-time+unclassified)
Total males and females

Age group

A1	Total: All age groups	(A2+A8+A14+A20+A26toA29)	0	0	0	0	0	0	0
A2	Under 15 years	(A31+A360)	0	0	0	0	0	0	0
A3	15 years	(A32+A361)	0	0	0	0	0	0	0
A4	16 years	(A33+A362)	0	0	0	0	0	0	0
A5	17 years	(A34+A363)	0	0	0	0	0	0	0
A6	18 years	(A35+A364)	0	0	0	0	0	0	0
A7	19 years	(A36+A365)	0	0	0	0	0	0	0
A8	Subtotal: 15-19 years	(A3 to A7)	0	0	0	0	0	0	0
A9	20 years	(A38+A367)	0	0	0	0	0	0	0
A10	21 years	(A39+A368)	0	0	0	0	0	0	0
A11	22 years	(A40+A369)	0	0	0	0	0	0	0
A12	23 years	(A41+A370)	0	0	0	0	0	0	0
A13	24 years	(A42+A371)	0	0	0	0	0	0	0
A14	Subtotal: 20-24 years	(A8 to A13)	0	0	0	0	0	0	0
A15	25 years	(A44+A373)	0	0	0	0	0	0	0
A16	26 years	(A45+A374)	0	0	0	0	0	0	0
A17	27 years	(A46+A375)	0	0	0	0	0	0	0
A18	28 years	(A47+A376)	0	0	0	0	0	0	0
A19	29 years	(A48+A377)	0	0	0	0	0	0	0
A20	Subtotal: 25-29 years	(A15 to A19)	0	0	0	0	0	0	0
A21	30 years	(A50+A379)	0	0	0	0	0	0	0
A22	31 years	(A51+A380)	0	0	0	0	0	0	0
A23	32 years	(A52+A381)	0	0	0	0	0	0	0
A24	33 years	(A53+A382)	0	0	0	0	0	0	0
A25	34 years	(A54+A383)	0	0	0	0	0	0	0
A26	Subtotal: 30-34 years	(A21 to A25)	0	0	0	0	0	0	0
A27	Subtotal: 35-39 years	(A56+A385)	0	0	0	0	0	0	0
A28	40 years and over	(A57+A386)	0	0	0	0	0	0	0
A29	Age unknown	(A58+A387)	0	0	0	0	0	0	0

Males

A30	Total: All age groups	(A31+A37+A43+A49+A55toA58)	0	0	0	0	0	0	0
A31	Under 15 years		0	0	0	0	0	0	0
A32	15 years		0	0	0	0	0	0	0
A33	16 years		0	0	0	0	0	0	0
A34	17 years		0	0	0	0	0	0	0
A35	18 years		0	0	0	0	0	0	0
A36	19 years		0	0	0	0	0	0	0
A37	Subtotal: 15-19 years	(A32 to A36)	0	0	0	0	0	0	0
A38	20 years		0	0	0	0	0	0	0
A39	21 years		0	0	0	0	0	0	0
A40	22 years		0	0	0	0	0	0	0
A41	23 years		0	0	0	0	0	0	0
A42	24 years		0	0	0	0	0	0	0
A43	Subtotal: 20-24 years	(A38 to A42)	0	0	0	0	0	0	0
A44	25 years		0	0	0	0	0	0	0
A45	26 years		0	0	0	0	0	0	0
A46	27 years		0	0	0	0	0	0	0
A47	28 years		0	0	0	0	0	0	0
A48	29 years		0	0	0	0	0	0	0
A49	Subtotal: 25-29 years	(A44 to A48)	0	0	0	0	0	0	0
A50	30 years		0	0	0	0	0	0	0
A51	31 years		0	0	0	0	0	0	0
A52	32 years		0	0	0	0	0	0	0
A53	33 years		0	0	0	0	0	0	0
A54	34 years		0	0	0	0	0	0	0
A55	Subtotal: 30-34 years	(A50 to A54)	0	0	0	0	0	0	0
A56	Subtotal: 35-39 years		0	0	0	0	0	0	0
A57	40 years and over		0	0	0	0	0	0	0
A58	Age unknown		n	n	0	n	n	0	n

Females

A59	Total: All age groups	(A60+A66+A72+A78+A84toA87)	0	0	0	0	0	0	0
A60	Under 15 years		0	0	0	0	0	0	0
A61	15 years		0	0	0	0	0	0	0
A62	16 years		0	0	0	0	0	0	0
A63	17 years		0	0	0	0	0	0	0
A64	18 years		0	0	0	0	0	0	0
A65	19 years		0	0	0	0	0	0	0
A66	Subtotal: 15-19 years	(A61 to A65)	0	0	0	0	0	0	0
A67	20 years		0	0	0	0	0	0	0
A68	21 years		0	0	0	0	0	0	0
A69	22 years		0	0	0	0	0	0	0
A70	23 years		0	0	0	0	0	0	0
A71	24 years		0	0	0	0	0	0	0
A72	Subtotal: 20-24 years	(A67 to A71)	0	0	0	0	0	0	0
A73	25 years		0	0	0	0	0	0	0
A74	26 years		0	0	0	0	0	0	0
A75	27 years		0	0	0	0	0	0	0
A76	28 years		0	0	0	0	0	0	0
A77	29 years		0	0	0	0	0	0	0
A78	Subtotal: 25-29 years	(A73 to A77)	0	0	0	0	0	0	0
A79	30 years		0	0	0	0	0	0	0
A80	31 years		0	0	0	0	0	0	0
A81	32 years		0	0	0	0	0	0	0
A82	33 years		0	0	0	0	0	0	0
A83	34 years		0	0	0	0	0	0	0
A84	Subtotal: 30-34 years	(A79 to A83)	0	0	0	0	0	0	0
A85	Subtotal: 35-39 years		0	0	0	0	0	0	0
A86	40 years and over		0	0	0	0	0	0	0
A87	Age unknown		n	n	0	n	n	0	n

LEVEL OF EDUCATION		PRIMARY (ISC 1)	LOWER SECONDARY (ISC 2)	UPPER SECONDARY (ISC 3)		POST SECONDARY NON TERTIARY (ISC 4)			
		All educational programmes	All educational programmes	All educational programmes	Programme orientation		All educational programmes	Programme orientation	
		1	2	3	4	5	6	7	8
		(4+5)			(7+8)				
FULL-TIME									
Total males and females									
Age group									
A88	Total: All age groups	(A89+A95+A101+A107+A113toA116)	0	0	0	0	0	0	0
A89	Under 15 years	(A118+A147)	0	0	0	0	0	0	0
A90	15 years	(A119+A148)	0	0	0	0	0	0	0
A91	16 years	(A120+A149)	0	0	0	0	0	0	0
A92	17 years	(A121+A150)	0	0	0	0	0	0	0
A93	18 years	(A122+A151)	0	0	0	0	0	0	0
A94	19 years	(A123+A152)	0	0	0	0	0	0	0
A95	Subtotal: 15-19 years	(A90 to A94)	0	0	0	0	0	0	0
A96	20 years	(A125+A154)	0	0	0	0	0	0	0
A97	21 years	(A126+A155)	0	0	0	0	0	0	0
A98	22 years	(A127+A156)	0	0	0	0	0	0	0
A99	23 years	(A128+A157)	0	0	0	0	0	0	0
A100	24 years	(A129+A158)	0	0	0	0	0	0	0
A101	Subtotal: 20-24 years	(A96 to A100)	0	0	0	0	0	0	0
A102	25 years	(A131+A160)	0	0	0	0	0	0	0
A103	26 years	(A132+A161)	0	0	0	0	0	0	0
A104	27 years	(A133+A162)	0	0	0	0	0	0	0
A105	28 years	(A134+A163)	0	0	0	0	0	0	0
A106	29 years	(A135+A164)	0	0	0	0	0	0	0
A107	Subtotal: 25-29 years	(A102 to A106)	0	0	0	0	0	0	0
A108	30 years	(A137+A166)	0	0	0	0	0	0	0
A109	31 years	(A138+A167)	0	0	0	0	0	0	0
A110	32 years	(A139+A168)	0	0	0	0	0	0	0
A111	33 years	(A140+A169)	0	0	0	0	0	0	0
A112	34 years	(A141+A170)	0	0	0	0	0	0	0
A113	Subtotal: 30-34 years	(A108 to A112)	0	0	0	0	0	0	0
A114	Subtotal: 35-39 years	(A143+A172)	0	0	0	0	0	0	0
A115	40 years and over	(A144+A173)	0	0	0	0	0	0	0
A116	Age unknown	(A145+A174)	0	0	0	0	0	0	0
Males									
Age group									
A117	Total: All age groups	(A118+A124+A130+A136+A142toA145)	0	0	0	0	0	0	0
A118	Under 15 years		0	0	0	0	0	0	0
A119	15 years		0	0	0	0	0	0	0
A120	16 years		0	0	0	0	0	0	0
A121	17 years		0	0	0	0	0	0	0
A122	18 years		0	0	0	0	0	0	0
A123	19 years		0	0	0	0	0	0	0
A124	Subtotal: 15-19 years	(A119 to A123)	0	0	0	0	0	0	0
A125	20 years		0	0	0	0	0	0	0
A126	21 years		0	0	0	0	0	0	0
A127	22 years		0	0	0	0	0	0	0
A128	23 years		0	0	0	0	0	0	0
A129	24 years		0	0	0	0	0	0	0
A130	Subtotal: 20-24 years	(A125 to A129)	0	0	0	0	0	0	0
A131	25 years		0	0	0	0	0	0	0
A132	26 years		0	0	0	0	0	0	0
A133	27 years		0	0	0	0	0	0	0
A134	28 years		0	0	0	0	0	0	0
A135	29 years		0	0	0	0	0	0	0
A136	Subtotal: 25-29 years	(A131 to A135)	0	0	0	0	0	0	0
A137	30 years		0	0	0	0	0	0	0
A138	31 years		0	0	0	0	0	0	0
A139	32 years		0	0	0	0	0	0	0
A140	33 years		0	0	0	0	0	0	0
A141	34 years		0	0	0	0	0	0	0
A142	Subtotal: 30-34 years	(A137 to A141)	0	0	0	0	0	0	0
A143	Subtotal: 35-39 years		0	0	0	0	0	0	0
A144	40 years and over		0	0	0	0	0	0	0
A145	Age unknown		n	n	0	n	n	0	n
Females									
Age group									
A146	Total: All age groups	(A147+A153+A159+A165+A171toA174)	0	0	0	0	0	0	0
A147	Under 15 years		0	0	0	0	0	0	0
A148	15 years		0	0	0	0	0	0	0
A149	16 years		0	0	0	0	0	0	0
A150	17 years		0	0	0	0	0	0	0
A151	18 years		0	0	0	0	0	0	0
A152	19 years		0	0	0	0	0	0	0
A153	Subtotal: 15-19 years	(A148 to A152)	0	0	0	0	0	0	0
A154	20 years		0	0	0	0	0	0	0
A155	21 years		0	0	0	0	0	0	0
A156	22 years		0	0	0	0	0	0	0
A157	23 years		0	0	0	0	0	0	0
A158	24 years		0	0	0	0	0	0	0
A159	Subtotal: 20-24 years	(A154 to A158)	0	0	0	0	0	0	0
A160	25 years		0	0	0	0	0	0	0
A161	26 years		0	0	0	0	0	0	0
A162	27 years		0	0	0	0	0	0	0
A163	28 years		0	0	0	0	0	0	0
A164	29 years		0	0	0	0	0	0	0
A165	Subtotal: 25-29 years	(A160 to A164)	0	0	0	0	0	0	0
A166	30 years		0	0	0	0	0	0	0
A167	31 years		0	0	0	0	0	0	0
A168	32 years		0	0	0	0	0	0	0
A169	33 years		0	0	0	0	0	0	0
A170	34 years		0	0	0	0	0	0	0
A171	Subtotal: 30-34 years	(A166 to A170)	0	0	0	0	0	0	0
A172	Subtotal: 35-39 years		0	0	0	0	0	0	0
A173	40 years and over		0	0	0	0	0	0	0
A174	Age unknown		n	n	0	n	n	0	n

Levels of Education

 ISC-012
 ISC-34
 ISC-56

ENRL 1a NUMBER OF STUDENTS BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION, PROGRAMME DESTINATION, TYPE OF INSTITUTION, INTENSITY OF PARTICIPATION, AND SEX

Country

Row Instructions

Missing Value Codes:

Block Check Global Check & Save

RowNotes ColumnNotes CellNotes

	LEVEL OF EDUCATION										
	TOTAL ALL LEVELS OF EDUCATION	PRE-PRIMARY (ISC 0)	TOTAL PRIMARY+SECONDARY (ISC 123)	PRIMARY (ISC 1)	Participation in early childhood programmes not in ISC 0 or 1	LOWER SECONDARY (ISC 2)					
	Total all educational programmes	All educational programmes	All educational programmes	All educational programmes	Non-educational programmes	All educational programmes	Programme orientation			All educational programmes	Educational/L
	1	2	3	4	5	6	7	8	9	10	11
										(11+12+13) Must equal (14+15+16)	
SYSTEM LEVEL INFORMATION											
S1	Theoretical starting age		a		a						
S2	Theoretical ending age		a		a						
Please complete the reference periods at the top of the table, if it is equal for all programmes. If it is different for some programmes, please complete the rows											
S3	School year start		a		a						
S4	School year end		a		a						
S5	Reference date for ages		a		a						
S6	Data collection period		a		a						
S7	FTEs conversion factor		a		a						
TOTAL PUBLIC AND PRIVATE INSTITUTIONS											
TOTAL FULL-TIME AND PART-TIME (This is the total of full-time+part-time+unclassified)											
A1	Total: Males and females (A2+A3)	0	0	0	0	a	0	0	0	0	0
A2	Males	0				a	0				0
A3	Females	0				a	0				0
A4	Of which: Students in combined school and work-based programme.	x	x	x	x	a	x	x	x	x	0
FULL-TIME											
A5	Total: Males and females (A6+A7)	0	0	0	0	a	0	0	0	0	0
A6	Males	0				a	0				0
A7	Females	0				a	0				0
A8	Of which: Students in combined school and work-based programme.	x	x	x	x	a	x	x	x	x	0
PART-TIME											
A10	Total: Males and females (B3+C3)	0	0	0	0	a	0	0	0	0	0
A11	Of which: Students in combined school and work-based programme.	x	x	x	x	a	x	x	x	x	0
FULL-TIME EQUIVALENTS											
A12	Total: Males and females (B4+C4)	0	0	0	0	a	0	0	0	0	0
A13	Of which work-based component of combined school and work-based programme	x	x	x	x	a	x	x	x	x	0
PUBLIC INSTITUTIONS											
TOTAL FULL-TIME AND PART-TIME (This is the total of full-time+part-time+unclassified)											
B1	Total: Males and females (B2+B3)	0	0	0	0	a	0	0	0	0	0
FULL-TIME											
B2	Total: Males and females	0				a	0				0
PART-TIME											
B3	Total: Males and females	0				a	0				0
FULL-TIME EQUIVALENTS											
B4	Total: Males and females	0				a	0				0
ALL PRIVATE INSTITUTIONS											
TOTAL FULL-TIME AND PART-TIME (This is the total of full-time+part-time+unclassified)											
C1	Total: Males and females (C2+C3)	0	0	0	0	a	0	0	0	0	0
FULL-TIME											
C2	Total: Males and females (C6+C10)	0	0	0	0	a	0	0	0	0	0
PART-TIME											
C3	Total: Males and females (C7+C11)	0	0	0	0	a	0	0	0	0	0
FULL-TIME EQUIVALENTS											
C4	Total: Males and females (C8+C12)	0	0	0	0	a	0	0	0	0	0
GOVERNMENT DEPENDENT PRIVATE INSTITUTIONS											
TOTAL FULL-TIME AND PART-TIME (This is the total of full-time+part-time+unclassified)											
C5	Total: Males and females (C6+C7)	0	0	0	0	a	0	0	0	0	0
FULL-TIME											
C6	Total: Males and females	0				a	0				0
PART-TIME											
C7	Total: Males and females	0				a	0				0
FULL-TIME EQUIVALENTS											
C8	Total: Males and females	0				a	0				0
INDEPENDENT PRIVATE INSTITUTIONS											
TOTAL FULL-TIME AND PART-TIME (This is the total of full-time+part-time+unclassified)											
C9	Total: Males and females (C10+C11)	0	0	0	0	a	0	0	0	0	0
FULL-TIME											
C10	Total: Males and females	0				a	0				0
PART-TIME											
C11	Total: Males and females	0				a	0				0
FULL-TIME EQUIVALENTS											
C12	Total: Males and females	0				a	0				0

LEVELS OF EDUCATION

ISC-012
 ISC-34
 ISC-56

School year start (mm/yy):
 School year end (mm/yy):
 Reference date for ages (dd/mm/yy):
 Data collection period (dd/mm/yy):

Row Instructions

Missing Value Codes:

Block Check **Global Check & Save**

RowNotes **ColumnNotes** **CellNotes**

LEVEL OF EDUCATION

UPPER SECONDARY (ISC 3)						Post secondary, non-tertiary (ISC 4)					
Educational/Labour Market Destination			Programme orientation			Educational/Labour Market Destination			Programme orientation		
3B	3C	General programmes	Pre-vocational programmes	Vocational programmes	All educational programmes	4A	4B	4C	General programmes	Pre-vocational programmes	Vocational programmes
12	13	14	15	16	17	18	19	20	21	22	23

(18+19+20)
Must equal
(21+22+23)

SYSTEM LEVEL INFORMATION

S1 Theoretical starting age

S2 Theoretical ending age

S3 School year start

S4 School year end

S5 Reference date for ages

S6 Data collection period

S7 FTEs conversion factor

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the sum of S3 to S6)

A1 Total: Males and females (A2+A3)

A2 Males

A3 Females

A4 Of which: Students in combined school and work-based programme.

FULL-TIME

A5 Total: Males and females (A6+A7)

A6 Males

A7 Females

A8 Of which: Students in combined school and work-based programme.

PART-TIME

A10 Total: Males and females (B3+C3)

A11 Of which: Students in combined school and work-based programme.

FULL-TIME EQUIVALENTS

A12 Total: Males and females (B4+C4)

A13 Of which work-based component of combined school and work-based programme

PUBLIC INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the sum of B1 to B4)

B1 Total: Males and females (B2+B3)

B2 Total: Males and females

B3 Total: Males and females

B4 Total: Males and females

ALL PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the sum of C1 to C4)

C1 Total: Males and females (C2+C3)

C2 Total: Males and females (C6+C10)

C3 Total: Males and females (C7+C11)

C4 Total: Males and females (C8+C12)

GOVERNMENT DEPENDENT PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the sum of C5 to C8)

C5 Total: Males and females (C6+C7)

C6 Total: Males and females

C7 Total: Males and females

C8 Total: Males and females

INDEPENDENT PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the sum of C9 to C12)

C9 Total: Males and females (C10+C11)

C10 Total: Males and females

C11 Total: Males and females

C12 Total: Males and females

LEVELS OF EDUCATION

ISC-012
 ISC-34
 ISC-56

Sources: _____
 Methods: _____
 UOE version: _____

Row Instructions

LEVEL OF EDUCATION

Missing Value Codes: _____

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RowNotes ColumnNotes CellNotes

	TOTAL ALL TERTIARY (ISC 5+6)	LEVEL 5 - FIRST STAGE OF TERTIARY EDUCATION						ADVANCED RESEARCH PROGRAMMES (ISC 6)	NOT ALLOCATED BY LEVEL
		5A		5B					
	All educational programmes	All educational programmes	First degree	Second and further degrees	All educational programmes	First qualification	Second and further qualifications	All educational programmes	All educational programmes
	24	25	26	27	28	29	30	31	32

SYSTEM LEVEL INFORMATION

	(25+28+31)	(26+27)	(29+30)	
S1	Theoretical starting age			a
S2	Theoretical ending age			a
S3	School year start			a
S4	School year end			a
S5	Reference date for ages			a
S6	Data collection period			a
S7	FTEs conversion factor			a

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the sum of rows A1 to A13)

	Total:Males and females (A2+A3)										
A1	Total:Males and females (A2+A3)	0	0	0	0	0	0	0	0	0	0
A2	Males	0	0			0					n
A3	Females	0	0			0					n
A4	Of which: Students in combined school and work-based programme.	x	x	x	x	x	x	x	x	x	n
A5	Total:Males and females (A6+A7)	0	0	0	0	0	0	0	0	0	0
A6	Males	0	0			0					n
A7	Females	0	0			0					n
A8	Of which: Students in combined school and work-based programme.	x	x	x	x	x	x	x	x	x	n
A10	Total:Males and females (B3+C3)	0	0	0	0	0	0	0	0	0	0
A11	Of which: Students in combined school and work-based programme.	x	x	x	x	x	x	x	x	x	n
A12	Total: Males and females (B4+C4)	0	0	0	0	0	0	0	0	0	0
A13	Of which work-based component of combined school and work-based programme	x	x	x	x	x	x	x	x	x	n

PUBLIC INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the sum of rows B1 to B4)

	Total: Males and females (B2+B3)										
B1	Total: Males and females (B2+B3)	0	0	0	0	0	0	0	0	0	0
B2	Total: Males and females	0	0			0					n
B3	Total:Males and females	0	0			0					n
B4	Total:Males and females	0	0			0					n

ALL PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the sum of rows C1 to C4)

	Total:Males and females (C2+C3)										
C1	Total:Males and females (C2+C3)	0	0	0	0	0	0	0	0	0	0
C2	Total:Males and females (C6+C10)	0	0	0	0	0	0	0	0	0	0
C3	Total:Males and females (C7+C11)	0	0	0	0	0	0	0	0	0	0
C4	Total:Males and females (C8+C12)	0	0	0	0	0	0	0	0	0	0

GOVERNMENT DEPENDENT PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the sum of rows C5 to C8)

	Total:Males and females (C6+C7)										
C5	Total:Males and females (C6+C7)	0	0	0	0	0	0	0	0	0	0
C6	Total:Males and females	0	0			0					n
C7	Total:Males and females	0	0			0					n
C8	Total:Males and females	0	0			0					n

INDEPENDENT PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the sum of rows C9 to C12)

	Total:Males and females (C10+C11)										
C9	Total:Males and females (C10+C11)	0	0	0	0	0	0	0	0	0	0
C10	Total:Males and females	0	0			0					n
C11	Total:Males and females	0	0			0					n
C12	Total:Males and females	0	0			0					n

Levels of education

ISC-12

ISC-34

ENRL1a ADULT NUMBER OF STUDENTS IN ADULT EDUCATION REPORTED IN ENRL1a BY LEVEL OF EDUCATION,
Country PROGRAMME ORIENTATION, TYPE OF INSTITUTION, INTENSITY OF PARTICIPATION AND SEX
 School year, data collection period: *Please indicate the dates in table ENRL1a.*

Sources:
 Methods:
 UOE version:

Row Instructions

Missing Value Codes:

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RowNotes **ColumnNotes** **CellNotes**

LEVEL OF EDUCATION

LEVEL OF EDUCATION	PRIMARY (ISC 1)	LOWER SECONDARY (ISC 2)				UPPER SECONDARY (ISC 3)				POST SECONDARY NON TERTIARY (ISC 4)			
	All educational programmes	All educational programmes	Programme orientation			All educational programmes	Programme orientation			All educational programmes	Programme orientation		
			General programmes	Pre-vocational programmes	Vocational programmes		General programmes	Pre-vocational programmes	Vocational programmes		General programmes	Pre-vocational programmes	Vocational programmes
	1	2	3	4	5	6	7	8	9	10	11	12	13
		(3+4+5)				(7+8+9)				(11+12+13)			

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the total of full-time+part-time+unclassified)

A1	Total:Males and females	(A2+A3)	0	0	0	0	0	0	0	0	0	0	0	0
A2	Males		0				0			0				
A3	Females		0				0			0				

FULL-TIME

A4	Total:Males and females	(A5+A6)	0	0	0	0	0	0	0	0	0	0	0	0
A5	Males		0				0			0				
A6	Females		0				0			0				

PART-TIME

A7	Total:Males and females	(B3+C3)	0	0	0	0	0	0	0	0	0	0	0	0
----	-------------------------	---------	---	---	---	---	---	---	---	---	---	---	---	---

PUBLIC INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the total of full-time+part-time+unclassified)

B1	Total: Males and females	(B2+B3)	0	0	0	0	0	0	0	0	0	0	0	0
----	--------------------------	---------	---	---	---	---	---	---	---	---	---	---	---	---

FULL-TIME

B2	Total: Males and females		0				0			0				
----	--------------------------	--	---	--	--	--	---	--	--	---	--	--	--	--

PART-TIME

B3	Total:Males and females		0				0			0				
----	-------------------------	--	---	--	--	--	---	--	--	---	--	--	--	--

ALL PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the total of full-time+part-time+unclassified)

C1	Total:Males and females	(C2+C3)	0	0	0	0	0	0	0	0	0	0	0	0
----	-------------------------	---------	---	---	---	---	---	---	---	---	---	---	---	---

FULL-TIME

C2	Total:Males and females	(C5+C8)	0	0	0	0	0	0	0	0	0	0	0	0
----	-------------------------	---------	---	---	---	---	---	---	---	---	---	---	---	---

PART-TIME

C3	Total:Males and females	(C6+C9)	0	0	0	0	0	0	0	0	0	0	0	0
----	-------------------------	---------	---	---	---	---	---	---	---	---	---	---	---	---

GOVERNMENT DEPENDENT PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the total of full-time+part-time+unclassified)

C4	Total:Males and females	(C5+C6)	0	0	0	0	0	0	0	0	0	0	0	0
----	-------------------------	---------	---	---	---	---	---	---	---	---	---	---	---	---

FULL-TIME

C5	Total:Males and females		0				0			0				
----	-------------------------	--	---	--	--	--	---	--	--	---	--	--	--	--

PART-TIME

C6	Total:Males and females		0				0			0				
----	-------------------------	--	---	--	--	--	---	--	--	---	--	--	--	--

INDEPENDENT PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME (This is the total of full-time+part-time+unclassified)

C7	Total:Males and females	(C8+C9)	0	0	0	0	0	0	0	0	0	0	0	0
----	-------------------------	---------	---	---	---	---	---	---	---	---	---	---	---	---

FULL-TIME

C8	Total:Males and females		0				0			0				
----	-------------------------	--	---	--	--	--	---	--	--	---	--	--	--	--

PART-TIME

C9	Total:Males and females		0				0			0				
----	-------------------------	--	---	--	--	--	---	--	--	---	--	--	--	--

Row Instructions

ENRL3

NUMBER OF STUDENTS AND REPEATERS (ISC123) IN GENERAL PROGRAMMES BY LEVEL OF EDUCATION, SEX AND GRADE

Missing Value Codes:

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RowNotes

ColumnNote

CellNotes

School year, data collection period: Please indicate the dates in table ENRL1a.

Sources:

Methods:

UOE version:

LEVEL OF EDUCATION

	Number of students		
	PRIMARY (ISC 1)	LOWER SECONDARY (ISC 2)	UPPER SECONDARY (ISC 3)
All educational programmes	1	2	3
All general programmes			

	Number of repeaters		
	PRIMARY (ISC 1)	LOWER SECONDARY (ISC 2)	UPPER SECONDARY (ISC 3)
All educational programmes	4	5	6
All general programmes			

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME

Total males and females

Grade groups

A1	Total: All grade groups (within ISC-Level)	(A2toA12)	0	0	0	0	0	0
A2	Grade 1 (within ISC-Level)	(A14+A26)	0	0	0	0	0	0
A3	Grade 2 (within ISC-Level)	(A15+A27)	0	0	0	0	0	0
A4	Grade 3 (within ISC-Level)	(A16+A28)	0	0	0	0	0	0
A5	Grade 4 (within ISC-Level)	(A17+A29)	0	0	0	0	0	0
A6	Grade 5 (within ISC-Level)	(A18+A30)	0	0	0	0	0	0
A7	Grade 6 (within ISC-Level)	(A19+A31)	0	0	0	0	0	0
A8	Grade 7 (within ISC-Level)	(A20+A32)	0	0	0	0	0	0
A9	Grade 8 (within ISC-Level)	(A21+A33)	0	0	0	0	0	0
A10	Grade 9 (within ISC-Level)	(A22+A34)	0	0	0	0	0	0
A11	Grade 10 (within ISC-Level)	(A23+A35)	0	0	0	0	0	0
A12	Grade unknown (within ISC-Level)	(A24+A36)	0	0	0	0	0	0

Males

Grade groups

A13	Total: All grade groups (within ISC-Level)	(A14toA24)	0	0	0	0	0	0
A14	Grade 1 (within ISC-Level)							
A15	Grade 2 (within ISC-Level)							
A16	Grade 3 (within ISC-Level)							
A17	Grade 4 (within ISC-Level)							
A18	Grade 5 (within ISC-Level)							
A19	Grade 6 (within ISC-Level)							
A20	Grade 7 (within ISC-Level)							
A21	Grade 8 (within ISC-Level)							
A22	Grade 9 (within ISC-Level)							
A23	Grade 10 (within ISC-Level)							
A24	Grade unknown (within ISC-Level)		n	n	n	n	n	n

Females

Grade groups

A25	Total: All grade groups (within ISC-Level)	(A26toA36)	0	0	0	0	0	0
A26	Grade 1 (within ISC-Level)							
A27	Grade 2 (within ISC-Level)							
A28	Grade 3 (within ISC-Level)							
A29	Grade 4 (within ISC-Level)							
A30	Grade 5 (within ISC-Level)							
A31	Grade 6 (within ISC-Level)							
A32	Grade 7 (within ISC-Level)							
A33	Grade 8 (within ISC-Level)							
A34	Grade 9 (within ISC-Level)							
A35	Grade 10 (within ISC-Level)							
A36	Grade unknown (within ISC-Level)		n	n	n	n	n	n

ENRL4 NUMBER OF STUDENTS IN GRADE 1 BY
Country SEX AND AGE

Row Instructions

Missing Value Codes:

Block Check Global Check & Save

RowNotes ColumnNote CellNotes

School year, data collection period: _____

Please indicate the dates in table ENRL1a.

Sources: _____

Methods: _____

UOE version: _____

GRADE 1 IN PRIMARY (ISC 1)

Total males + females	Males	Females
1	2	3
(2+3)		

**TOTAL FULL-TIME AND PART-TIME
TOTAL PUBLIC AND PRIVATE INSTITUTIONS**

Age group

A1	Total: All age groups (A2toA15)	0	0	0
A2	Under 4 years	0		
A3	4 years	0		
A4	5 years	0		
A5	6 years	0		
A6	7 years	0		
A7	8 years	0		
A8	9 years	0		
A9	10 years	0		
A10	11 years	0		
A11	12 years	0		
A12	13 years	0		
A13	14 years	0		
A14	15 years and over	0		
A15	Age unknown	0	n	n

Row Instructions		ENRL5 NUMBER OF STUDENTS (ISC 56) BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, FIELD OF EDUCATION AND SEX				Sources:
Missing Value Codes: <input type="text"/>		Country				Methods:
Block Check		Global Check & Save				UOE version:
RowNotes		ColumnNote				UOE version:
		CellNotes				

TERTIARY (ISC 56)					
TOTAL ALL TERTIARY (ISC 5+6)	5A	5B	6		
All educational programmes	All educational programmes	All educational programmes	All educational programmes	1	2
				3	4

TOTAL PUBLIC AND PRIVATE INSTITUTIONS
TOTAL FULL-TIME AND PART-TIME
Total males and females

Field of education		(2+3+4)				
A1	Total: All fields of education	(A2+A5+A8+A13+A18+A22+A25+A28+A33)	0	0	0	0
A2	Education (ISC 14)	(A3+A4)	0	0	0	0
A3	Teacher training (ISC 141)	(A36+A69)	0	0	0	0
A4	Education science (ISC 142)	(A37+A70)	0	0	0	0
A5	Humanities and Arts	(A6+A7)	0	0	0	0
A6	Arts (ISC 21)	(A39+A72)	0	0	0	0
A7	Humanities (ISC 22)	(A40+A73)	0	0	0	0
A8	Social sciences, business and law	(A9toA12)	0	0	0	0
A9	Social and behavioural science (ISC 31)	(A42+A75)	0	0	0	0
A10	Journalism and information (ISC 32)	(A43+A76)	0	0	0	0
A11	Business and administration (ISC 34)	(A44+A77)	0	0	0	0
A12	Law (ISC 38)	(A45+A78)	0	0	0	0
A13	Science	(A14toA17)	0	0	0	0
A14	Life sciences (ISC 42)	(A47+A80)	0	0	0	0
A15	Physical sciences (ISC 44)	(A48+A81)	0	0	0	0
A16	Mathematics and statistics (ISC 46)	(A49+A82)	0	0	0	0
A17	Computing (ISC 48)	(A50+A83)	0	0	0	0
A18	Engineering, manufacturing and construction	(A19toA21)	0	0	0	0
A19	Engineering and engineering trades (ISC 52)	(A52+A85)	0	0	0	0
A20	Manufacturing and processing (ISC 54)	(A53+A86)	0	0	0	0
A21	Architecture and building (ISC 58)	(A54+A87)	0	0	0	0
A22	Agriculture	(A23+A24)	0	0	0	0
A23	Agriculture, forestry and fishery (ISC 62)	(A56+A89)	0	0	0	0
A24	Veterinary (ISC 64)	(A57+A90)	0	0	0	0
A25	Health and welfare	(A26+A27)	0	0	0	0
A26	Health (ISC 72)	(A59+A92)	0	0	0	0
A27	Social services (ISC 76)	(A60+A93)	0	0	0	0
A28	Services	(A29toA32)	0	0	0	0
A29	Personal services (ISC 81)	(A62+A95)	0	0	0	0
A30	Transport services (ISC 84)	(A63+A96)	0	0	0	0
A31	Environmental protection (ISC 85)	(A64+A97)	0	0	0	0
A32	Security services (ISC 86)	(A65+A98)	0	0	0	0
A33	Not known or unspecified	(A66+A99)	0	0	0	0

Males

Field of education						
A34	Total: All fields of education	(A35+A38+A41+A46+A51+A55+A58+A61+A66)	0	0	0	0
A35	Education (ISC 14)	(A36+A37)	0	0	0	0
A36	Teacher training (ISC 141)		0			
A37	Education science (ISC 142)		0			
A38	Humanities and Arts	(A39+A40)	0	0	0	0
A39	Arts (ISC 21)		0			
A40	Humanities (ISC 22)		0			
A41	Social sciences, business and law	(A42toA45)	0	0	0	0
A42	Social and behavioural science (ISC 31)		0			
A43	Journalism and information (ISC 32)		0			
A44	Business and administration (ISC 34)		0			
A45	Law (ISC 38)		0			
A46	Science	(A47toA50)	0	0	0	0
A47	Life sciences (ISC 42)		0			
A48	Physical sciences (ISC 44)		0			
A49	Mathematics and statistics (ISC 46)		0			
A50	Computing (ISC 48)		0			
A51	Engineering, manufacturing and construction	(A52toA54)	0	0	0	0
A52	Engineering and engineering trades (ISC 52)		0			
A53	Manufacturing and processing (ISC 54)		0			
A54	Architecture and building (ISC 58)		0			
A55	Agriculture	(A56+A57)	0	0	0	0
A56	Agriculture, forestry and fishery (ISC 62)		0			
A57	Veterinary (ISC 64)		0			
A58	Health and welfare	(A59+A60)	0	0	0	0
A59	Health (ISC 72)		0			
A60	Social services (ISC 76)		0			
A61	Services	(A62toA65)	0	0	0	0
A62	Personal services (ISC 81)		0			
A63	Transport services (ISC 84)		0			
A64	Environmental protection (ISC 85)		0			
A65	Security services (ISC 86)		0			
A66	Not known or unspecified		0	n	n	n

Females

Field of education						
A67	Total: All fields of education	(A68+A71+A74+A79+A84+A88+A91+A94+A99)	0	0	0	0
A68	Education (ISC 14)	(A69+A70)	0	0	0	0
A69	Teacher training (ISC 141)		0			
A70	Education science (ISC 142)		0			
A71	Humanities and Arts	(A72+A73)	0	0	0	0
A72	Arts (ISC 21)		0			
A73	Humanities (ISC 22)		0			
A74	Social sciences, business and law	(A75toA78)	0	0	0	0
A75	Social and behavioural science (ISC 31)		0			
A76	Journalism and information (ISC 32)		0			
A77	Business and administration (ISC 34)		0			
A78	Law (ISC 38)		0			
A79	Science	(A80toA83)	0	0	0	0
A80	Life sciences (ISC 42)		0			
A81	Physical sciences (ISC 44)		0			
A82	Mathematics and statistics (ISC 46)		0			
A83	Computing (ISC 48)		0			
A84	Engineering, manufacturing and construction	(A85toA87)	0	0	0	0
A85	Engineering and engineering trades (ISC 52)		0			
A86	Manufacturing and processing (ISC 54)		0			
A87	Architecture and building (ISC 58)		0			
A88	Agriculture	(A89+A90)	0	0	0	0
A89	Agriculture, forestry and fishery (ISC 62)		0			
A90	Veterinary (ISC 64)		0			
A91	Health and welfare	(A92+A93)	0	0	0	0
A92	Health (ISC 72)		0			
A93	Social services (ISC 76)		0			
A94	Services	(A95toA98)	0	0	0	0
A95	Personal services (ISC 81)		0			
A96	Transport services (ISC 84)		0			
A97	Environmental protection (ISC 85)		0			
A98	Security services (ISC 86)		0			
A99	Not known or unspecified		0	n	n	n

Sources:
Methods:
UOE version:

Row Instructions

ENRL6

NUMBER OF MOBILE AND FOREIGN STUDENTS (ISC 5/6) BY LEVEL OF EDUCATION, PROGRAMME DESTINATION AND FIELD OF EDUCATION

Missing Value Codes:

Country

School year, data collection period: Please indicate the dates in table ENRL1a.

Block Check Global Check & Save

RowNotes ColumnNote CellNotes

NB Only mobile and foreign students should be recorded in this table

LEVEL OF EDUCATION

MOBILE STUDENTS			
TOTAL ALL TERTIARY (ISC 5+6)	5A	5B	6
All educational programmes	All educational programmes	All educational programmes	All educational programmes

FOREIGN STUDENTS (NON-CITIZENS OF REPORTING COUNTRY)			
TOTAL ALL TERTIARY (ISC 5+6)	5A	5B	6
All educational programmes	All educational programmes	All educational programmes	All educational programmes

1 2 3 4 5 6 7 8

TOTAL PUBLIC AND PRIVATE INSTITUTIONS
TOTAL FULL-TIME AND PART-TIME
TOTAL MALES AND FEMALES

Field of education

(2+3+4)

(6+7+8)

A1	Total: All fields of education	(A2+A5+A8+A13+A18+A22+A25+A28+A33)	0	0	0	0
A2	Education (ISC 14)	(A3+A4)	0	0	0	0
A3	Teacher training (ISC 141)		0			
A4	Education science (ISC 142)		0			
A5	Humanities and Arts	(A6+A7)	0	0	0	0
A6	Arts (ISC 21)		0			
A7	Humanities (ISC 22)		0			
A8	Social sciences, business and law	(A9toA12)	0	0	0	0
A9	Social and behavioural science (ISC 31)		0			
A10	Journalism and information (ISC 32)		0			
A11	Business and administration (ISC 34)		0			
A12	Law (ISC 38)		0			
A13	Science	(A14toA17)	0	0	0	0
A14	Life sciences (ISC 42)		0			
A15	Physical sciences (ISC 44)		0			
A16	Mathematics and statistics (ISC 46)		0			
A17	Computing (ISC 48)		0			
A18	Engineering, manufacturing and construction	(A19toA21)	0	0	0	0
A19	Engineering and engineering trades (ISC 52)		0			
A20	Manufacturing and processing (ISC 54)		0			
A21	Architecture and building (ISC 58)		0			
A22	Agriculture	(A23+A24)	0	0	0	0
A23	Agriculture, forestry and fishery (ISC 62)		0			
A24	Veterinary (ISC 64)		0			
A25	Health and welfare	(A26+A27)	0	0	0	0
A26	Health (ISC 72)		0			
A27	Social services (ISC 76)		0			
A28	Services	(A29toA32)	0	0	0	0
A29	Personal services (ISC 81)		0			
A30	Transport services (ISC 84)		0			
A31	Environmental protection (ISC 85)		0			
A32	Security services (ISC 86)		0			
A33	Not known or unspecified		0	n	n	n

0	0	0	0
0	0	0	0
0			
0			
0	0	0	0
0			
0			
0			
0	0	0	0
0			
0			
0			
0			
0	0	0	0
0			
0			
0			
0	0	0	0
0			
0			
0	0	0	0
0	n	n	n

ENRL7 NUMBER OF MOBILE AND FOREIGN STUDENTS BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, EU/NON EU/UNKNOWN CITIZENSHIP, AND SEX. Sources:
 Country School year, data collection period: *Please indicate the dates in table ENRL1a.* Methods:
 UOE version:

Row Instructions: Missing Value Codes:
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LEVEL OF EDUCATION	TOTAL ALL LEVELS OF EDUCATION	PRE-PRIMARY (ISC 0)	TOTAL PRIMARY+ SECONDARY (ISC 123)	PRIMARY (ISC 1)	LOWER SECONDARY (ISC 2)	UPPER SECONDARY (ISC 3)	POST SECONDARY, NON-TERTIARY (ISC 4)	TOTAL ALL TERTIARY (ISC 5+6)	LEVEL 5 - FIRST STAGE OF TERTIARY EDUCATION						ADVANCED RESEARCH PROGRAMMES (ISC 6)	NOT ALLOCATED BY LEVEL		
									5A			5B					All educational programmes	All educational programmes
									First degree	Second and further degrees	All educational programmes	First qualification	Second and further qualifications	All educational programmes				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			
TOTAL PUBLIC AND PRIVATE INSTITUTIONS																		
MOBILE STUDENTS																		
TOTAL FULL-TIME AND PART-TIME																		
All countries of origin																		
A1	Total: Males and females	(A2+A3)	(2+3+7+8+16)	(4+5+6)				(9+12+15)	(10+11)			(13+14)						
A2	Males	(A5+A8+A11)																
A3	Females	(A6+A9+A12)																
of which students originate from EU countries																		
A4	Total: Males and females	(A5+A6)																
A5	Males																	
A6	Females																	
of which students originate from non-EU countries																		
A7	Total: Males and females	(A8+A9)																
A8	Males																	
A9	Females																	
of which students from abroad but with unknown origin																		
A10	Total: Males and females	(A11+A12)																
A11	Males																	
A12	Females																	
FOREIGN STUDENTS (NON-CITIZENS OF REPORTING COUNTRY)																		
TOTAL FULL-TIME AND PART-TIME																		
ALL STUDENTS WHO ARE NON-CITIZENS IN REPORTING COUNTRY																		
All countries of citizenship EXCEPT reporting country																		
B1	Total: Males and females	(B2+B3)																
B2	Males	(B5+B8+B11)																
B3	Females	(B6+B9+B12)																
of which foreign students who are citizens of EU countries																		
B4	Total: Males and females	(B5+B6)																
B5	Males																	
B6	Females																	
of which foreign students who are citizens of non-EU countries																		
B7	Total: Males and females	(B8+B9)																
B8	Males																	
B9	Females																	
of which foreign students that have unknown citizenship																		
B10	Total: Males and females	(B11+B12)																
B11	Males																	
B12	Females																	

Row Instructions

ENRL8 NUMBER OF STUDENTS (ISC 5/6) BY LEVEL OF EDUCATION, PROGRAMME DESTINATION AND COUNTRY OF CITIZENSHIP

Missing Value Codes:

School year, data collection period:

Sources:
Methods:
UOE version:

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Please indicate the dates in table ENRLa.

RowNotes

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NB All students (including citizens of the reporting country) should be recorded in this table according to their country of citizenship

STUDENTS BY COUNTRY OF CITIZENSHIP			
TOTAL ALL TERTIARY (ISC 5+6)	5A	5B	6
All educational programmes	All educational programmes	All educational programmes	All educational programmes
1	2	3	4
(2+3+4)			

COUNTRY OR TERRITORY OF CITIZENSHIP
TOTAL PUBLIC AND PRIVATE INSTITUTIONS
TOTAL FULL-TIME AND PART-TIME
Total males and females

A1	Total: All countries	(A2+A57+A62+A107+A159+A206+A225+A226)	0	0	0	0
A2	Total: Africa	(A3 to A56)	0	0	0	0
A3	Algeria		0			
A4	Angola		0			
A5	Benin		0			
A6	Botswana		0			
A7	Burkina Faso		0			
A8	Burundi		0			
A9	Cameroon		0			
A10	Cape Verde		0			
A11	Central African Republic		0			
A12	Chad		0			
A13	Comoros		0			
A14	Congo		0			
A15	Côte d'Ivoire		0			
A16	Democratic Republic of the Congo		0			
A17	Djibouti		0			
A18	Egypt		0			
A19	Equatorial Guinea		0			
A20	Eritrea		0			
A21	Ethiopia		0			
A22	Gabon		0			
A23	Gambia		0			
A24	Ghana		0			
A25	Guinea		0			
A26	Guinea-Bissau		0			
A27	Kenya		0			
A28	Lesotho		0			
A29	Liberia		0			
A30	Libya		0			
A31	Madagascar		0			
A32	Malawi		0			
A33	Mali		0			
A34	Mauritania		0			
A35	Mauritius		0			
A36	Morocco		0			
A37	Mozambique		0			
A38	Namibia		0			
A39	Niger		0			
A40	Nigeria		0			
A41	Rwanda		0			
A42	Sao Tome and Principe		0			
A43	Senegal		0			
A44	Seychelles		0			
A45	Sierra Leone		0			
A46	Somalia		0			
A47	South Africa		0			
A48	Sudan		0			
A49	Swaziland		0			
A50	Togo		0			
A51	Tunisia		0			
A52	Uganda		0			
A53	United Republic of Tanzania		0			
A54	Zambia		0			
A55	Zimbabwe		0			
A56	<i>Africa not specified</i>		0	n	n	n
A57	Total: Northern America	(A58 to A61)	0	0	0	0
A58	Bermuda		0			
A59	Canada		0			
A60	United States of America		0			
A61	<i>Northern America not specified</i>		0	n	n	n
A62	Total: Latin America and the Caribbean	(A63 to A106)	0	0	0	0
A63	Anguilla		0			
A64	Antigua and Barbuda		0			
A65	Argentina		0			
A66	Aruba		0			
A67	Bahamas		0			
A68	Barbados		0			
A69	Belize		0			
A70	Bolivia (Plurinational State of)		0			
A71	Brazil		0			
A72	British Virgin Islands		0			

COUNTRY OR TERRITORY OF CITIZENSHIP		STUDENTS BY COUNTRY OF CITIZENSHIP			
		TOTAL ALL TERTIARY (ISC 5+6)	5A	5B	6
		All educational programmes	All educational programmes	All educational programmes	All educational programmes
		1	2	3	4
A73	Cayman Islands	0			
A74	Chile	0			
A75	Colombia	0			
A76	Costa Rica	0			
A77	Cuba	0			
A78	Curaçao	0			
A79	Dominica	0			
A80	Dominican Republic	0			
A81	Ecuador	0			
A82	El Salvador	0			
A83	Grenada	0			
A84	Guatemala	0			
A85	Guyana	0			
A86	Haiti	0			
A87	Honduras	0			
A88	Jamaica	0			
A89	Mexico	0			
A90	Montserrat	0			
A91	Nicaragua	0			
A92	Panama	0			
A93	Paraguay	0			
A94	Peru	0			
A95	Puerto Rico	0			
A96	Saint Kitts and Nevis	0			
A97	Saint Lucia	0			
A98	Saint Vincent and the Grenadines	0			
A99	Saint-Martin (French part)	0			
A100	Sint Maarten (Dutch part)	0			
A101	Suriname	0			
A102	Trinidad and Tobago	0			
A103	Turks and Caicos Islands	0			
A104	Uruguay	0			
A105	Venezuela (Bolivarian Republic of)	0			
A106	Latin America and the Caribbean not specified	0	n	n	n
A107	Total: Asia (A108 to A158)	0	0	0	0
A108	Afghanistan	0			
A109	Armenia	0			
A110	Azerbaijan	0			
A111	Bahrain	0			
A112	Bangladesh	0			
A113	Bhutan	0			
A114	Brunei Darussalam	0			
A115	Cambodia	0			
A116	China	0			
A117	China, Hong Kong Special Administrative Region	0			
A118	China, Macao Special Administrative Region	0			
A119	Cyprus	0			
A120	Georgia	0			
A121	India	0			
A122	Indonesia	0			
A123	Iran (Islamic Republic of)	0			
A124	Iraq	0			
A125	Israel	0			
A126	Japan	0			
A127	Jordan	0			
A128	Kazakhstan	0			
A129	Democratic People's Republic of Korea	0			
A130	Republic of Korea	0			
A131	Kuwait	0			
A132	Kyrgyzstan	0			
A133	Lao People's Democratic Republic	0			
A134	Lebanon	0			
A135	Malaysia	0			
A136	Maldives	0			
A137	Mongolia	0			
A138	Myanmar	0			
A139	Nepal	0			
A140	Oman	0			
A141	Pakistan	0			
A142	Palestine	0			
A143	Philippines	0			
A144	Qatar	0			
A145	Saudi Arabia	0			
A146	Singapore	0			
A147	Sri Lanka	0			
A148	Syrian Arab Republic	0			
A149	Tajikistan	0			
A150	Thailand	0			
A151	Timor-Leste	0			
A152	Turkey	0			
A153	Turkmenistan	0			
A154	United Arab Emirates	0			
A155	Uzbekistan	0			
A156	Viet Nam	0			
A157	Yemen	0			
A158	Asia not specified	0	n	n	n

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COUNTRY OR TERRITORY OF CITIZENSHIP		STUDENTS BY COUNTRY OF CITIZENSHIP				
		TOTAL ALL TERTIARY (ISC 5+6)	5A	5B	6	
		All educational programmes	All educational programmes	All educational programmes	All educational programmes	
		1	2	3	4	
A159	Total: Europe	(A160 to A205)	0	0	0	0
A160	Albania		0			
A161	Andorra		0			
A162	Austria		0			
A163	Belarus		0			
A164	Belgium		0			
A165	Bosnia and Herzegovina		0			
A166	Bulgaria		0			
A167	Croatia		0			
A168	Czech Republic		0			
A169	Denmark		0			
A170	Estonia		0			
A171	Finland		0			
A172	France		0			
A173	Germany		0			
A174	Gibraltar		0			
A175	Greece		0			
A176	Holy See		0			
A177	Hungary		0			
A178	Iceland		0			
A179	Ireland		0			
A180	Italy		0			
A181	Latvia		0			
A182	Liechtenstein		0			
A183	Lithuania		0			
A184	Luxembourg		0			
A185	The former Yugoslav Republic of Macedonia		0			
A186	Malta		0			
A187	Republic of Moldova		0			
A188	Monaco		0			
A189	Montenegro		0			
A190	Netherlands		0			
A191	Norway		0			
A192	Poland		0			
A193	Portugal		0			
A194	Romania		0			
A195	Russian Federation		0			
A196	San Marino		0			
A197	Serbia		0			
A198	Slovakia		0			
A199	Slovenia		0			
A200	Spain		0			
A201	Sweden		0			
A202	Switzerland		0			
A203	Ukraine		0			
A204	United Kingdom		0			
A205	<i>Europe not specified</i>		0	n	n	n
A206	Total: Oceania	(A207 to A224)	0	0	0	0
A207	Australia		0			
A208	Cook Islands		0			
A209	Fiji		0			
A210	Kiribati		0			
A211	Marshall Islands		0			
A212	Micronesia (Federated States of)		0			
A213	Nauru		0			
A214	New Zealand		0			
A215	Niue		0			
A216	Palau		0			
A217	Papua New Guinea		0			
A218	Samoa		0			
A219	Solomon Islands		0			
A220	Tokelau		0			
A221	Tonga		0			
A222	Tuvalu		0			
A223	Vanuatu		0			
A224	<i>Oceania not specified</i>		0	n	n	n
A225	From abroad but country of origin not specified		0	n	n	n
A226	Origin not specified		0	n	n	n
A227	#N/A		#N/A	#N/A	#N/A	#N/A
A228	Total: All countries - country of reference - origin not specified	#N/A	#N/A	#N/A	#N/A	#N/A

Row Instructions

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ENRL9 NUMBER OF STUDENTS (ISC 5/6) BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, AND COUNTRY OF ORIGIN (USUAL RESIDENCE AND/OR PRIOR EDUCATION)

School year, data collection period:
 Please indicate the dates in table ENRL1a.

Sources:
 Methods:
 UOE version:

NB All students (including non-mobile students of the reporting country) should be recorded in this table according to their country of origin

MOBILE STUDENTS BY COUNTRY OF ORIGIN			
TOTAL ALL TERTIARY (ISC 5+6)	5A	5B	6
All educational programmes	All educational programmes	All educational programmes	All educational programmes
1	2	3	4
(2+3+4)			

COUNTRY OR TERRITORY OF ORIGIN
TOTAL PUBLIC AND PRIVATE INSTITUTIONS
TOTAL FULL-TIME AND PART-TIME
Total males and females

A1	Total: All countries	(A2+A57+A62+A107+A159+A206+A225+A226)	0	0	0	0
A2	Total: Africa	(A3 to A56)	0	0	0	0
A3	Algeria		0			
A4	Angola		0			
A5	Benin		0			
A6	Botswana		0			
A7	Burkina Faso		0			
A8	Burundi		0			
A9	Cameroon		0			
A10	Cape Verde		0			
A11	Central African Republic		0			
A12	Chad		0			
A13	Comoros		0			
A14	Congo		0			
A15	Côte d'Ivoire		0			
A16	Democratic Republic of the Congo		0			
A17	Djibouti		0			
A18	Egypt		0			
A19	Equatorial Guinea		0			
A20	Eritrea		0			
A21	Ethiopia		0			
A22	Gabon		0			
A23	Gambia		0			
A24	Ghana		0			
A25	Guinea		0			
A26	Guinea-Bissau		0			
A27	Kenya		0			
A28	Lesotho		0			
A29	Liberia		0			
A30	Libya		0			
A31	Madagascar		0			
A32	Malawi		0			
A33	Mali		0			
A34	Mauritania		0			
A35	Mauritius		0			
A36	Morocco		0			
A37	Mozambique		0			
A38	Namibia		0			
A39	Niger		0			
A40	Nigeria		0			
A41	Rwanda		0			
A42	Sao Tome and Principe		0			
A43	Senegal		0			
A44	Seychelles		0			
A45	Sierra Leone		0			
A46	Somalia		0			
A47	South Africa		0			
A48	Sudan		0			
A49	Swaziland		0			
A50	Togo		0			
A51	Tunisia		0			
A52	Uganda		0			
A53	United Republic of Tanzania		0			
A54	Zambia		0			
A55	Zimbabwe		0			
A56	<i>Africa not specified</i>		0	n	n	n
A57	Total: Northern America	(A58 to A61)	0	0	0	0
A58	Bermuda		0			
A59	Canada		0			
A60	United States of America		0			
A61	<i>Northern America not specified</i>		0	n	n	n
A62	Total: Latin America and the Caribbean	(A63 to A106)	0	0	0	0
A63	Anguilla		0			
A64	Antigua and Barbuda		0			
A65	Argentina		0			
A66	Aruba		0			
A67	Bahamas		0			
A68	Barbados		0			
A69	Belize		0			
A70	Bolivia (Plurinational State of)		0			

		MOBILE STUDENTS BY COUNTRY OF ORIGIN			
TOTAL ALL TERTIARY (ISC 5+6)		5A	5B	6	
All educational programmes		All educational programmes	All educational programmes	All educational programmes	All educational programmes
COUNTRY OR TERRITORY OF ORIGIN		1	2	3	4
A71	Brazil	0			
A72	British Virgin Islands	0			
A73	Cayman Islands	0			
A74	Chile	0			
A75	Colombia	0			
A76	Costa Rica	0			
A77	Cuba	0			
A78	Curaçao	0			
A79	Dominica	0			
A80	Dominican Republic	0			
A81	Ecuador	0			
A82	El Salvador	0			
A83	Grenada	0			
A84	Guatemala	0			
A85	Guyana	0			
A86	Haiti	0			
A87	Honduras	0			
A88	Jamaica	0			
A89	Mexico	0			
A90	Montserrat	0			
A91	Nicaragua	0			
A92	Panama	0			
A93	Paraguay	0			
A94	Peru	0			
A95	Puerto Rico	0			
A96	Saint Kitts and Nevis	0			
A97	Saint Lucia	0			
A98	Saint Vincent and the Grenadines	0			
A99	Saint-Martin (French part)	0			
A100	Sint Maarten (Dutch part)	0			
A101	Suriname	0			
A102	Trinidad and Tobago	0			
A103	Turks and Caicos Islands	0			
A104	Uruguay	0			
A105	Venezuela (Bolivarian Republic of)	0			
A106	<i>Latin America and the Caribbean not specified</i>	0	n	n	n
A107	Total: Asia (A108 to A158)	0	0	0	0
A108	Afghanistan	0			
A109	Armenia	0			
A110	Azerbaijan	0			
A111	Bahrain	0			
A112	Bangladesh	0			
A113	Bhutan	0			
A114	Brunei Darussalam	0			
A115	Cambodia	0			
A116	China	0			
A117	China, Hong Kong Special Administrative Region	0			
A118	China, Macao Special Administrative Region	0			
A119	Cyprus	0			
A120	Georgia	0			
A121	India	0			
A122	Indonesia	0			
A123	Iran (Islamic Republic of)	0			
A124	Iraq	0			
A125	Israel	0			
A126	Japan	0			
A127	Jordan	0			
A128	Kazakhstan	0			
A129	Democratic People's Republic of Korea	0			
A130	Republic of Korea	0			
A131	Kuwait	0			
A132	Kyrgyzstan	0			
A133	Lao People's Democratic Republic	0			
A134	Lebanon	0			
A135	Malaysia	0			
A136	Maldives	0			
A137	Mongolia	0			
A138	Myanmar	0			
A139	Nepal	0			
A140	Oman	0			
A141	Pakistan	0			
A142	Palestine	0			
A143	Philippines	0			
A144	Qatar	0			
A145	Saudi Arabia	0			
A146	Singapore	0			
A147	Sri Lanka	0			
A148	Syrian Arab Republic	0			
A149	Tajikistan	0			
A150	Thailand	0			
A151	Timor-Leste	0			
A152	Turkey	0			
A153	Turkmenistan	0			
A154	United Arab Emirates	0			
A155	Uzbekistan	0			
A156	Viet Nam	0			
A157	Yemen	0			
A158	<i>Asia not specified</i>	0	n	n	n

NEW REGION

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		MOBILE STUDENTS BY COUNTRY OF ORIGIN			
		TOTAL ALL TERTIARY (ISC 5+6)	5A	5B	6
COUNTRY OR TERRITORY OF ORIGIN		All educational programmes	All educational programmes	All educational programmes	All educational programmes
		1	2	3	4
A159	Total: Europe (A160 to A205)	0	0	0	0
A160	Albania	0			
A161	Andorra	0			
A162	Austria	0			
A163	Belarus	0			
A164	Belgium	0			
A165	Bosnia and Herzegovina	0			
A166	Bulgaria	0			
A167	Croatia	0			
A168	Czech Republic	0			
A169	Denmark	0			
A170	Estonia	0			
A171	Finland	0			
A172	France	0			
A173	Germany	0			
A174	Gibraltar	0			
A175	Greece	0			
A176	Holy See	0			
A177	Hungary	0			
A178	Iceland	0			
A179	Ireland	0			
A180	Italy	0			
A181	Latvia	0			
A182	Liechtenstein	0			
A183	Lithuania	0			
A184	Luxembourg	0			
A185	The former Yugoslav Republic of Macedonia	0			
A186	Malta	0			
A187	Republic of Moldova	0			
A188	Monaco	0			
A189	Montenegro	0			
A190	Netherlands	0			
A191	Norway	0			
A192	Poland	0			
A193	Portugal	0			
A194	Romania	0			
A195	Russian Federation	0			
A196	San Marino	0			
A197	Serbia	0			
A198	Slovakia	0			
A199	Slovenia	0			
A200	Spain	0			
A201	Sweden	0			
A202	Switzerland	0			
A203	Ukraine	0			
A204	United Kingdom	0			
A205	<i>Europe not specified</i>	0	n	n	n
A206	Total: Oceania (A207 to A224)	0	0	0	0
A207	Australia	0			
A208	Cook Islands	0			
A209	Fiji	0			
A210	Kiribati	0			
A211	Marshall Islands	0			
A212	Micronesia (Federated States of)	0			
A213	Nauru	0			
A214	New Zealand	0			
A215	Niue	0			
A216	Palau	0			
A217	Papua New Guinea	0			
A218	Samoa	0			
A219	Solomon Islands	0			
A220	Tokelau	0			
A221	Tonga	0			
A222	Tuvalu	0			
A223	Vanuatu	0			
A224	<i>Oceania not specified</i>	0	n	n	n
A225	From abroad but country of origin not specified	0	n	n	n
A226	Origin not specified	0	n	n	n
A227	#N/A	#N/A	#N/A	#N/A	#N/A
A228	Total: All countries - country of reference - origin not specified	#N/A	#N/A	#N/A	#N/A

ENTR-CHANGES Change in times series compared to the previous UOE-Data Collection

COUNTRY

The aim of this questionnaire is to allow countries to provide information on changes in the educational system, in coverage and in methodology from the last UOE Data Collection that may have affected data collected in this survey.

This information will help the international organisation to keep track of breaks in time series in a standardised way.

The questionnaire distinguishes between three possible reasons for significant changes in the data compared to the previous year.

- 1.) **Changes in the educational system.** This refers to "real" changes in the data due to changing conditions of the educational system.
- 2.) **Changes in coverage of the data collection.** This refers to changes introduced due to ex/inclusion of programmes compared to last year's edition.
- 3.) **Changes in methodology used.** This refers to significant changes in the data due to new/modified methodologies in data collection or estimation.

1. Changes in the EDUCATIONAL SYSTEM leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's educational system leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: Some programmes were changed in content and have now to be classified at a different ISCED level.

If "Yes"

please describe the nature of the change in the box below:

please indicate the questionnaire(s) affected by these changes in the educational system:

ENTR-1	<input type="checkbox"/>
ENTR-2	<input type="checkbox"/>
ENTR-3	<input type="checkbox"/>

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 3 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 4 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 5a (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 5b (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>

2. Changes in COVERAGE leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's COVERAGE leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: Part-time programmes, which were not included last year, are now reported.
Some private institutions are now included.

If "Yes"

please describe the nature of the change in the box below:

please indicate the questionnaire(s) affected by these changes in coverage:

ENTR-1	
ENTR-2	
ENTR-3	

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 3 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 4 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 5a (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 5b (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>

3. Changes in METHODOLOGY leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's METHODOLOGY leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: Problems of double counting could be resolved, the number of entrants is now smaller, but correct. Data sources underlying certain estimations, e.g. the age break, changed.

If "Yes"

please describe the nature of the change in the box below:

please indicate the questionnaire(s) affected by these changes in methodology:

ENTR-1	
ENTR-2	
ENTR-3	

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 3 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 4 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 5a (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 5b (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>

*Please attach additional documentation where necessary, if possible in electronic form.

Row Instructions

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RowNotes ColumnNote CellNotes

ANNUAL INTAKE BY LEVEL OF EDUCATION AND PROGRAMME DESTINATION

ENTR1
COUNTRY

Sources:
Methods:
UOE version:

School year, data collection period:
Please indicate the dates in table ENTR2.
Put a note here, if they are not the same.

**TOTAL PUBLIC AND PRIVATE INSTITUTIONS
TOTAL FULL-TIME AND PART-TIME**

Total males and females

Enrolment

Total number of students enrolled (ENRL1, row A1) (A2+A3+A4)

Of which:

New entrants (from A2) (B2+B3)

Of which:

With previous education at the other tertiary level

Without any previous education at the tertiary level

	UPPER SECONDARY ISCED 3	POST- SECONDARY NON-TERTIARY ISCED 4	TERTIARY		
	1	2	ISCED 5A 3	ISCED 5B 4	ISCED 6 5
A1	0	0	0	0	0
A2	0	0	0	0	0
A3					
A4					
B1			0	0	0
B2	xr:B1	xr:B1			
B3	xr:B1	xr:B1			

Operational Definitions:
New entrants to a level of education are students who have never been included in the enrolment statistics at that level.
Re-entrants to a level of education are students who were not included in the enrolment statistics at that level in the previous reference year, but had been included some year prior the preceding reference year.
Continuing students are students who were included in the enrolment statistics at that level the preceding reference year.

*Please note: Total number of students enrolled (A1) = New entrants (A2) + Re-entrants (A3) + Continuing students (A4)
 and New entrants (B1) = New entrants with (B2) + without (B3) previous education at the other tertiary level*

Row Instructions

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RowNotes **ColumnNotes** **CellNotes**

ENTR2

NUMBER OF NEW ENTRANTS BY LEVEL OF EDUCATION, SEX AND AGE

School year start (mm/yy):

end (mm/yy):

Data collection period:

Reference date for ages (dd/mm/yy):

The reference date for ages should be the same for all questionnaires (2011, 2010, 2009, 2008)

UPPER SECONDARY	POST-SECONDARY, NON-TERTIARY	TERTIARY		
ISCED 3	ISCED 4	ISCED 5A	ISCED 5B	ISCED 6
1	2	3	4	5

Sources:

Methods:

UOE version:

SYSTEM LEVEL INFORMATION

SE1	Statistics include students enrolled earlier in level				
SE2	Statistics include returnees to a second programme				
SE3	Statistics include returnees to a first programme				

S2 Typical age of entry

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME

Total males and females

Age group

		0	0	0	0	0
A1	Total: All age groups (A2+A3+A9+A15+A21+A25)					
A2	Under 14 years (A27+A52)					
A3	14 years (A29+A53)					
A4	15 years (A29+A54)					
A5	16 years (A30+A55)					
A6	17 years (A31+A56)					
A7	18 years (A32+A57)					
A8	19 years (A33+A58)					
A9	Subtotal: 15-19 years (A40+A8)					
A10	20 years (A35+A59)					
A11	21 years (A36+A61)					
A12	22 years (A37+A62)					
A13	23 years (A38+A63)					
A14	24 years (A39+A64)					
A15	Subtotal: 20-24 years (A10+A14)					
A16	25 years (A41+A66)					
A17	26 years (A42+A67)					
A18	27 years (A43+A68)					
A19	28 years (A44+A69)					
A20	29 years (A45+A70)					
A21	Subtotal: 25-29 years (A16+A20)					
A22	Subtotal: 30-34 years (A47+A72)					
A23	Subtotal: 35-39 years (A48+A73)					
A24	40 years and over (A49+A74)					
A25	Age unknown (A50+A75)					

Males

Age group

		0	0	0	0	0
A26	Total: All age groups (A27+A28+A34+A60+A68+A70)					
A27	Under 14 years					
A28	14 years					
A29	15 years					
A30	16 years					
A31	17 years					
A32	18 years					
A33	19 years					
A34	Subtotal: 15-19 years (A29 to A33)					
A35	20 years					
A36	21 years					
A37	22 years					
A38	23 years					
A39	24 years					
A40	Subtotal: 20-24 years (A35 to A39)					
A41	25 years					
A42	26 years					
A43	27 years					
A44	28 years					
A45	29 years					
A46	Subtotal: 25-29 years (A41 to A45)					
A47	Subtotal: 30-34 years					
A48	Subtotal: 35-39 years					
A49	40 years and over					
A50	Age unknown					

Females

Age group

		0	0	0	0	0
A51	Total: All age groups (A52+A53+A59+A65+A71 to A75)					
A52	Under 14 years					
A53	14 years					
A54	15 years					
A55	16 years					
A56	17 years					
A57	18 years					
A58	19 years					
A59	Subtotal: 15-19 years (A54 to A58)					
A60	20 years					
A61	21 years					
A62	22 years					
A63	23 years					
A64	24 years					
A65	Subtotal: 20-24 years (A60 to A64)					
A66	25 years					
A67	26 years					
A68	27 years					
A69	28 years					
A70	29 years					
A71	Subtotal: 25-29 years (A66 to A70)					
A72	Subtotal: 30-34 years					
A73	Subtotal: 35-39 years					
A74	40 years and over					
A75	Age unknown					

Row Instructions

**ENTR3 NUMBER OF NEW ENTRANTS
BY LEVEL OF EDUCATION,
SEX AND FIELD OF EDUCATION**

Country

Block Check

Global Check & Save

RowNotes

ColumnNotes

CellNotes

School year, data collection period:

Please indicate the dates in table ENTR2.
Put a note here, if they are not the same.

TERTIARY (ISC 56)			
Total	5A	5B	6
All educational programmes	All educational programmes	All educational programmes	All educational programmes
1	2	3	4

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME

Total males and females

(2+3+4)

Field of education

A1	Total: All fields of education	(A34+A67)	0	0	0	0
A2	Education (ISC 14)	(A35+A68)	0	0	0	0
A3	Teacher training (ISC 141)	(A36+A69)	0	0	0	0
A4	Education science (ISC 142)	(A37+A70)	0	0	0	0
A5	Humanities and Arts	(A38+A71)	0	0	0	0
A6	Arts (ISC 21)	(A39+A72)	0	0	0	0
A7	Humanities (ISC 22)	(A40+A73)	0	0	0	0
A8	Social sciences, business and law	(A41+A74)	0	0	0	0
A9	Social and behavioural science (ISC 31)	(A42+A75)	0	0	0	0
A10	Journalism and information (ISC 32)	(A43+A76)	0	0	0	0
A11	Business and administration (ISC 34)	(A44+A77)	0	0	0	0
A12	Law (ISC 38)	(A45+A78)	0	0	0	0
A13	Science	(A46+A79)	0	0	0	0
A14	Life sciences (ISC 42)	(A47+A80)	0	0	0	0
A15	Physical sciences (ISC 44)	(A48+A81)	0	0	0	0
A16	Mathematics and statistics (ISC 46)	(A49+A82)	0	0	0	0
A17	Computing (ISC 48)	(A50+A83)	0	0	0	0
A18	Engineering, manufacturing and construction	(A51+A84)	0	0	0	0
A19	Engineering and engineering trades (ISC 52)	(A52+A85)	0	0	0	0
A20	Manufacturing and processing (ISC 54)	(A53+A86)	0	0	0	0
A21	Architecture and building (ISC 58)	(A54+A87)	0	0	0	0
A22	Agriculture	(A55+A88)	0	0	0	0
A23	Agriculture, forestry and fishery (ISC 62)	(A56+A89)	0	0	0	0
A24	Veterinary (ISC 64)	(A57+A90)	0	0	0	0
A25	Health and welfare	(A58+A91)	0	0	0	0
A26	Health (ISC 72)	(A59+A92)	0	0	0	0
A27	Social services (ISC 76)	(A60+A93)	0	0	0	0
A28	Services	(A61+A94)	0	0	0	0
A29	Personal services (ISC 81)	(A62+A95)	0	0	0	0
A30	Transport services (ISC 84)	(A63+A96)	0	0	0	0
A31	Environmental protection (ISC 85)	(A64+A97)	0	0	0	0
A32	Security services (ISC 86)	(A65+A98)	0	0	0	0
A33	Not known or unspecified	(A66+A99)	0	0	0	0

Males

Field of education

A34	Total: All fields of education		0			
A35	Education (ISC 14)		0			
A36	Teacher training (ISC 141)		0			
A37	Education science (ISC 142)		0			
A38	Humanities and Arts		0			
A39	Arts (ISC 21)		0			
A40	Humanities (ISC 22)		0			
A41	Social sciences, business and law		0			
A42	Social and behavioural science (ISC 31)		0			
A43	Journalism and information (ISC 32)		0			
A44	Business and administration (ISC 34)		0			
A45	Law (ISC 38)		0			
A46	Science		0			
A47	Life sciences (ISC 42)		0			
A48	Physical sciences (ISC 44)		0			
A49	Mathematics and statistics (ISC 46)		0			
A50	Computing (ISC 48)		0			
A51	Engineering, manufacturing and construction		0			
A52	Engineering and engineering trades (ISC 52)		0			
A53	Manufacturing and processing (ISC 54)		0			
A54	Architecture and building (ISC 58)		0			
A55	Agriculture		0			
A56	Agriculture, forestry and fishery (ISC 62)		0			

Row Instructions

**ENTR3 NUMBER OF NEW ENTRANTS
BY LEVEL OF EDUCATION,
SEX AND FIELD OF EDUCATION**

Country

Block Check

Global Check & Save

RowNotes

ColumnNotes

CellNotes

School year, data collection period:

Please indicate the dates in table ENTR2.
Put a note here, if they are not the same.

TERTIARY (ISC 56)			
Total	5A	5B	6
All educational programmes	All educational programmes	All educational programmes	All educational programmes
1	2	3	4
(2+3+4)			

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME

Total males and females

Field of education

A57	Veterinary (ISC 64)	0			
A58	Health and welfare	0			
A59	Health (ISC 72)	0			
A60	Social services (ISC 76)	0			
A61	Services	0			
A62	Personal services (ISC 81)	0			
A63	Transport services (ISC 84)	0			
A64	Environmental protection (ISC 85)	0			
A65	Security services (ISC 86)	0			
A66	Not known or unspecified	0	0	0	0

Females

Field of education

A67	Total: All fields of education	0			
A68	Education (ISC 14)	0			
A69	Teacher training (ISC 141)	0			
A70	Education science (ISC 142)	0			
A71	Humanities and Arts	0			
A72	Arts (ISC 21)	0			
A73	Humanities (ISC 22)	0			
A74	Social sciences, business and law	0			
A75	Social and behavioural science (ISC 31)	0			
A76	Journalism and information (ISC 32)	0			
A77	Business and administration (ISC 34)	0			
A78	Law (ISC 38)	0			
A79	Science	0			
A80	Life sciences (ISC 42)	0			
A81	Physical sciences (ISC 44)	0			
A82	Mathematics and statistics (ISC 46)	0			
A83	Computing (ISC 48)	0			
A84	Engineering, manufacturing and construction	0			
A85	Engineering and engineering trades (ISC 52)	0			
A86	Manufacturing and processing (ISC 54)	0			
A87	Architecture and building (ISC 58)	0			
A88	Agriculture	0			
A89	Agriculture, forestry and fishery (ISC 62)	0			
A90	Veterinary (ISC 64)	0			
A91	Health and welfare	0			
A92	Health (ISC 72)	0			
A93	Social services (ISC 76)	0			
A94	Services	0			
A95	Personal services (ISC 81)	0			
A96	Transport services (ISC 84)	0			
A97	Environmental protection (ISC 85)	0			
A98	Security services (ISC 86)	0			
A99	Not known or unspecified	0	0	0	0

Operational Definitions:

The table covers the number of new entrants to the different fields during the reference academic year.

An individual who is entering more than one field for the first time during this year is counted as an entrant in each of these fields. An entrant who is entering two or more narrow fields within the same broad field is counted only once in the broad field. The number of entrants within narrow fields may therefore not sum up to the number of entrants within the broad field. The same applies to the row 'Total: All fields of education': The individual is counted only once per ISCED level 5A, 5B and 6.

GRAD-CHANGES
Country

Change in times series compared to the previous UOE-Data Collection

The aim of this questionnaire is to allow countries to provide information on changes in the educational system, in coverage and in methodology from the last UOE Data Collection that may have affected data collected in this survey.

This information will help the international organisation to keep track of breaks in time series in a standardised way.

The questionnaire distinguishes between three possible reasons for significant changes in the data compared to the previous year.

- 1.) **Changes in the educational system.** This refers to "real" changes in the data due to changing conditions of the educational system.
- 2.) **Changes in coverage of the data collection.** This refers to changes introduced due to ex/inclusion of programmes compared to last year's edition.
- 3.) **Changes in methodology used.** This refers to significant changes in the data due to new/modified methodologies in data collection or estimation.

1. Changes in the EDUCATIONAL SYSTEM leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's educational system leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: The duration of certain programmes is extended and therefore only a few students graduate this year. The number will go up again, when the reform is fully implemented.

If "Yes"

please describe the nature of the change in the box below:

please indicate the questionnaire(s) affected by these changes in the educational system:

GRAD-1	<input type="checkbox"/>	GRAD-Bologna	<input type="checkbox"/>
GRAD-2	<input type="checkbox"/>		
GRAD-3	<input type="checkbox"/>		
GRAD-4	<input type="checkbox"/>		
GRAD-5	<input type="checkbox"/>		

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 3 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 4 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 5b (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 5a (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 6 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>

2. Changes in COVERAGE leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's COVERAGE

leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: Adult literacy programmes, which were not included last year, are now reported.

Some private pre-primary institutions are now included. Reclassification of programmes according to ISCED-97.

If "Yes"

please describe the nature of the change in the box below:

please indicate the questionnaire(s) affected by these changes in coverage:

GRAD-1	
GRAD-2	
GRAD-3	
GRAD-4	
GRAD-5	

GRAD-Bologna

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 3 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 4 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 5b (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 5a (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 6 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>

3. Changes in METHODOLOGY leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's METHODOLOGY leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: The assumptions underlying the calculation of unduplicated counts changed.
The age break down, that were estimated in previous data submissions, are now based on census data.

If "Yes"

please describe the nature of the change in the box below:

please indicate the questionnaire(s) affected by these changes in methodology:

GRAD-1	
GRAD-2	
GRAD-3	
GRAD-4	
GRAD-5	

GRAD-Bologna

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 3 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 4 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 5b (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 5a (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 6 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>

*Please attach additional documentation where necessary, if possible in electronic form.

GRAD Bologna structure

COUNTRY

NUMBER OF GRADUATES (tertiary level) BY SEX AND DETAILED FIELD OF EDUCATION - REPORTING IN ACCORDANCE WITH THE BOLOGNA TWO-CYCLE (BACHELOR-MASTER), Ph.D DEGREE STRUCTURE

Missing Value Codes:

RowNotes

ColumnNotes

CellNotes

Block Check

School year, data collection period:

Put a bold face, if they are not the same as in GRADS.

Total number of graduates ISCED level 5 and 6 including Bologna structure	Number of graduates following the Bologna structures (or in programmes that lead to a similar degree in non european countries)						Number of graduates from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)						
	Total number of graduates following the Bologna structures	Degrees less than 3 years but considered to be at tertiary level and part of the Bologna structure (first degree)	Bachelor degrees 3-4 years of duration (first degree)	Master degrees 4-6 years of cumulative duration, (second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates	Total number of graduates outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A first degree, 3 to <5 years	ISCED 5A first degree, 5 or more years	ISCED 5A second degree	ISCED 5B first qualification	ISCED 5B second qualification	ISCED 6 (Ph.D/Doctor's degrees)
1	2	3	4	5	6	7	8	9	10	11	12	13	14

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME

Total males and females

Field of education

A1	Total: All fields of education	0	0	0	0	0	0	0	0	0	0	0	0	0
A2	Education (ISC 14)	0	0	0	0	0	0	0	0	0	0	0	0	0
A3	Education science (ISC 142)	0	0	0	0	0	0	0	0	0	0	0	0	0
A4	Training for pre-school teachers (ISC 143)	0	0	0	0	0	0	0	0	0	0	0	0	0
A5	Training for teachers at basic levels (ISC 144)	0	0	0	0	0	0	0	0	0	0	0	0	0
A6	Training for teachers with subject specialisation (ISC 145)	0	0	0	0	0	0	0	0	0	0	0	0	0
A7	Training for teachers of vocational subjects (ISC 146)	0	0	0	0	0	0	0	0	0	0	0	0	0
A8	Humanities and Arts (ISC 2)	0	0	0	0	0	0	0	0	0	0	0	0	0
A9	Arts (ISC 21)	0	0	0	0	0	0	0	0	0	0	0	0	0
A10	Fine arts (ISC 211)	0	0	0	0	0	0	0	0	0	0	0	0	0
A11	Music and performing arts (ISC 212)	0	0	0	0	0	0	0	0	0	0	0	0	0
A12	Audio-visual techniques and media production (ISC 213)	0	0	0	0	0	0	0	0	0	0	0	0	0
A13	Design (ISC 214)	0	0	0	0	0	0	0	0	0	0	0	0	0
A14	Craft skills (ISC 215)	0	0	0	0	0	0	0	0	0	0	0	0	0
A15	Humanities (ISC 22)	0	0	0	0	0	0	0	0	0	0	0	0	0
A16	Religion (ISC 221)	0	0	0	0	0	0	0	0	0	0	0	0	0
A17	Foreign languages (ISC 222)	0	0	0	0	0	0	0	0	0	0	0	0	0
A18	Mother tongue (ISC 223)	0	0	0	0	0	0	0	0	0	0	0	0	0
A19	History and archaeology (ISC 225)	0	0	0	0	0	0	0	0	0	0	0	0	0
A20	Philosophy and ethics (ISC 226)	0	0	0	0	0	0	0	0	0	0	0	0	0
A21	Social sciences, business and law (ISC 3)	0	0	0	0	0	0	0	0	0	0	0	0	0
A22	Social and behavioural science (ISC 31)	0	0	0	0	0	0	0	0	0	0	0	0	0
A23	Psychology (ISC 311)	0	0	0	0	0	0	0	0	0	0	0	0	0
A24	Sociology and cultural studies (ISC 312)	0	0	0	0	0	0	0	0	0	0	0	0	0
A25	Political science and civics (ISC 313)	0	0	0	0	0	0	0	0	0	0	0	0	0
A26	Economics (ISC 314)	0	0	0	0	0	0	0	0	0	0	0	0	0
A27	Journalism and information (ISC 32)	0	0	0	0	0	0	0	0	0	0	0	0	0
A28	Journalism and reporting (ISC 321)	0	0	0	0	0	0	0	0	0	0	0	0	0
A29	Library, information and archive (ISC 322)	0	0	0	0	0	0	0	0	0	0	0	0	0
A30	Business and administration (ISC 34)	0	0	0	0	0	0	0	0	0	0	0	0	0
A31	Wholesale and retail sales (ISC 341)	0	0	0	0	0	0	0	0	0	0	0	0	0
A32	Marketing and advertising (ISC 342)	0	0	0	0	0	0	0	0	0	0	0	0	0
A33	Finance, banking, insurance (ISC 343)	0	0	0	0	0	0	0	0	0	0	0	0	0
A34	Accounting and taxation (ISC 344)	0	0	0	0	0	0	0	0	0	0	0	0	0
A35	Management and administration (ISC 345)	0	0	0	0	0	0	0	0	0	0	0	0	0
A36	Secretarial and office work (ISC 346)	0	0	0	0	0	0	0	0	0	0	0	0	0
A37	Working Life (ISC 347)	0	0	0	0	0	0	0	0	0	0	0	0	0
A38	Law (ISC 38)	0	0	0	0	0	0	0	0	0	0	0	0	0
A39	Science (ISC 4)	0	0	0	0	0	0	0	0	0	0	0	0	0
A40	Life sciences (ISC 42)	0	0	0	0	0	0	0	0	0	0	0	0	0
A41	Biology and biochemistry (ISC 421)	0	0	0	0	0	0	0	0	0	0	0	0	0
A42	Environmental science (ISC 422)	0	0	0	0	0	0	0	0	0	0	0	0	0
A43	Physical sciences (ISC 44)	0	0	0	0	0	0	0	0	0	0	0	0	0
A44	Physics (ISC 441)	0	0	0	0	0	0	0	0	0	0	0	0	0
A45	Chemistry (ISC 442)	0	0	0	0	0	0	0	0	0	0	0	0	0
A46	Earth science (ISC 443)	0	0	0	0	0	0	0	0	0	0	0	0	0

		Total number of graduates ISCED level 5 and 6 including Bologna structure	Number of graduates following the Bologna structures (or in programmes that lead to a similar degree in non european countries)					Number of graduates from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)							
			Total number of graduates following the Bologna structures	Degrees less than 3 years but considered to be at tertiary level and part of the Bologna structure (first degree)	Bachelor degrees 3-4 years of duration (first degree)	Master degrees 4-6 years of cumulative duration, (second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates	Total number of graduates outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A first degree, 3 to <5 years	ISCED 5A first degree, 5 or more years	ISCED 5A second degree	ISCED 5B first qualification	ISCED 5B second qualification	ISCED 6 (Ph.D/Doctor's degrees)
TOTAL PUBLIC AND PRIVATE INSTITUTIONS TOTAL FULL-TIME AND PART-TIME		1	2	3	4	5	6	7	8	9	10	11	12	13	14
A47	Mathematics and statistics (ISC 46)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A48	Mathematics (ISC 461)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A49	Statistics (ISC 462)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A50	Computing (ISC 48)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A51	Computer science (ISC 481)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A52	Computer use (ISC 482)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A53	Engineering, manufacturing and construction (ISC 5)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A54	Engineering and engineering trades (ISC 52)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A55	Mechanics and metal work (ISC 521)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A56	Electricity and energy (ISC 522)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A57	Electronics and automation (ISC 523)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A58	Chemical and process (ISC 524)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A59	Motor vehicles, ships and aircraft (ISC 525)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A60	Manufacturing and processing (ISC 54)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A61	Food processing (ISC 541)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A62	Textiles, clothes, footwear, leather (ISC 542)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A63	Materials (wood, paper, plastic glass) (ISC 543)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A64	Mining and extraction (ISC 544)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A65	Architecture and building (ISC 58)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A66	Architecture and town planning (ISC 581)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A67	Building and civil engineering (ISC 582)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A68	Agriculture (ISC 6)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A69	Agriculture, forestry and fishery (ISC 62)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A70	Crop and livestock production (ISC 621)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A71	Horticulture (ISC 622)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A72	Forestry (ISC 623)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A73	Fisheries (ISC 624)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A74	Veterinary (ISC 64)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A75	Health and welfare (ISC 7)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A76	Health (ISC 72)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A77	Medicine (ISC 721)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A78	Nursing and caring (ISC 723)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A79	Dental studies (ISC 724)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A80	Medical diagnostic and treatment technology (ISC 725)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A81	Therapy and rehabilitation (ISC 726)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A82	Pharmacy (ISC 727)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A83	Social services (ISC 76)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A84	Child care and youth services (ISC 761)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A85	Social work and counselling (ISC 762)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A86	Services (ISC 8)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A87	Personal services (ISC 81)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A88	Hotel, restaurant and catering (ISC 811)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A89	Travel, tourism and leisure (ISC 812)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A90	Sports (ISC 813)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A91	Domestic Services (ISC 814)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A92	Hair and beauty services (ISC 815)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A93	Transport services (ISC 84)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A94	Environmental protection (ISC 85)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A95	Environmental protection technology (ISC 851)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A96	Natural environments and wildlife (ISC 852)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A97	Community sanitation services (ISC 853)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A98	Security services (ISC 86)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A99	Protection of persons and property (ISC 861)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

		Total number of graduates ISCED level 5 and 6 including Bologna structure	Number of graduates following the Bologna structures (or in programmes that lead to a similar degree in non european countries)					Number of graduates from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)							
			Total number of graduates following the Bologna structures	Degrees less than 3 years but considered to be at tertiary level and part of the Bologna structure (first degree)	Bachelor degrees 3-4 years of duration (first degree)	Master degrees 4-6 years of cumulative duration, (second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates	Total number of graduates outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A first degree, 3 to <5 years	ISCED 5A first degree, 5 or more years	ISCED 5A second degree	ISCED 5B first qualification	ISCED 5B second qualification	ISCED 6 (Ph.D/Doctor's degrees)
TOTAL PUBLIC AND PRIVATE INSTITUTIONS TOTAL FULL-TIME AND PART-TIME		1	2	3	4	5	6	7	8	9	10	11	12	13	14
A100	Occupational health and safety (ISC 862)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A101	Military and defence (ISC 863)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A102	Not known or unspecified	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Males															
Field of education															
A103	Total: All fields of education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A104	Education (ISC 14)	0	0						0						
A105	Education science (ISC 142)	0	0						0						
A106	Training for pre-school teachers (ISC 143)	0	0						0						
A107	Training for teachers at basic levels (ISC 144)	0	0						0						
A108	Training for teachers with subject specialisation (ISC 145)	0	0						0						
A109	Training for teachers of vocational subjects (ISC 146)	0	0						0						
A110	Humanities and Arts (ISC 2)	0	0						0						
A111	Arts (ISC 21)	0	0						0						
A112	Fine arts (ISC 211)	0	0						0						
A113	Music and performing arts (ISC 212)	0	0						0						
A114	Audio-visual techniques and media production (ISC 213)	0	0						0						
A115	Design (ISC 214)	0	0						0						
A116	Craft skills (ISC 215)	0	0						0						
A117	Humanities (ISC 22)	0	0						0						
A118	Religion (ISC 221)	0	0						0						
A119	Foreign languages (ISC 222)	0	0						0						
A120	Mother tongue (ISC 223)	0	0						0						
A121	History and archaeology (ISC 225)	0	0						0						
A122	Philosophy and ethics (ISC 226)	0	0						0						
A123	Social sciences, business and law (ISC 3)	0	0						0						
A124	Social and behavioural science (ISC 31)	0	0						0						
A125	Psychology (ISC 311)	0	0						0						
A126	Sociology and cultural studies (ISC 312)	0	0						0						
A127	Political science and civics (ISC 313)	0	0						0						
A128	Economics (ISC 314)	0	0						0						
A129	Journalism and information (ISC 32)	0	0						0						
A130	Journalism and reporting (ISC 321)	0	0						0						
A131	Library, information and archive (ISC 322)	0	0						0						
A132	Business and administration (ISC 34)	0	0						0						
A133	Wholesale and retails sales (ISC 341)	0	0						0						
A134	Marketing and advertising (ISC 342)	0	0						0						
A135	Finance, banking, insurance (ISC 343)	0	0						0						
A136	Accounting and taxation (ISC 344)	0	0						0						
A137	Management and administration (ISC 345)	0	0						0						
A138	Secretarial and office work (ISC 346)	0	0						0						
A139	Working Life (ISC 347)	0	0						0						
A140	Law (ISC 38)	0	0						0						
A141	Science (ISC 4)	0	0						0						
A142	Life sciences (ISC 42)	0	0						0						
A143	Biology and biochemistry (ISC 421)	0	0						0						
A144	Environmental science (ISC 422)	0	0						0						
A145	Physical sciences (ISC 44)	0	0						0						
A146	Physics (ISC 441)	0	0						0						
A147	Chemistry (ISC 442)	0	0						0						
A148	Earth science (ISC 443)	0	0						0						
A149	Mathematics and statistics (ISC 46)	0	0						0						
A150	Mathematics (ISC 461)	0	0						0						

		Total number of graduates ISCED level 5 and 6 including Bologna structure	Number of graduates following the Bologna structures (or in programmes that lead to a similar degree in non european countries)					Number of graduates from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)							
			Total number of graduates following the Bologna structures	Degrees less than 3 years but considered to be at tertiary level and part of the Bologna structure (first degree)	Bachelor degrees 3-4 years of duration (first degree)	Master degrees 4-6 years of cumulative duration, (second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates	Total number of graduates outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A first degree, 3 to <5 years	ISCED 5A first degree, 5 or more years	ISCED 5A second degree	ISCED 5B first qualification	ISCED 5B second qualification	ISCED 6 (Ph.D/Doctor's degrees)
TOTAL PUBLIC AND PRIVATE INSTITUTIONS TOTAL FULL-TIME AND PART-TIME		1	2	3	4	5	6	7	8	9	10	11	12	13	14
A151	Statistics (ISC 462)	0	0						0						
A152	Computing (ISC 48)	0	0						0						
A153	Computer science (ISC 481)	0	0						0						
A154	Computer use (ISC 482)	0	0						0						
A155	Engineering, manufacturing and construction (ISC 5)	0	0						0						
A156	Engineering and engineering trades (ISC 52)	0	0						0						
A157	Mechanics and metal work (ISC 521)	0	0						0						
A158	Electricity and energy (ISC 522)	0	0						0						
A159	Electronics and automation (ISC 523)	0	0						0						
A160	Chemical and process (ISC 524)	0	0						0						
A161	Motor vehicles, ships a,d aircraft (ISC 525)	0	0						0						
A162	Manufacturing and processing (ISC 54)	0	0						0						
A163	Food processing (ISC 541)	0	0						0						
A164	Textiles, clothes, footwear, leather (ISC 542)	0	0						0						
A165	Materials (wood, paper, plastic glass) (ISC 543)	0	0						0						
A166	Mining and extraction (ISC 544)	0	0						0						
A167	Architecture and building (ISC 58)	0	0						0						
A168	Architecture and town planning (ISC 581)	0	0						0						
A169	Building and civil engineering (ISC 582)	0	0						0						
A170	Agriculture (ISC 6)	0	0						0						
A171	Agriculture, forestry and fishery (ISC 62)	0	0						0						
A172	Crop and livestock production (ISC 621)	0	0						0						
A173	Horticulture (ISC 622)	0	0						0						
A174	Forestry (ISC 623)	0	0						0						
A175	Fisheries (ISC 624)	0	0						0						
A176	Veterinary (ISC 64)	0	0						0						
A177	Health and welfare (ISC 7)	0	0						0						
A178	Health (ISC 72)	0	0						0						
A179	Medicine (ISC 721)	0	0						0						
A180	Nursing and caring (ISC 723)	0	0						0						
A181	Dental studies (ISC 724)	0	0						0						
A182	Medical diagnostic and treatment technology (ISC 725)	0	0						0						
A183	Therapy and rehabilitation (ISC 726)	0	0						0						
A184	Pharmacy (ISC 727)	0	0						0						
A185	Social services (ISC 76)	0	0						0						
A186	Child care and youth services (ISC 761)	0	0						0						
A187	Social work and counselling (ISC 762)	0	0						0						
A188	Services (ISC 8)	0	0						0						
A189	Personal services (ISC 81)	0	0						0						
A190	Hotel, restaurant and catering (ISC 811)	0	0						0						
A191	Travel, tourism and leisure (ISC 812)	0	0						0						
A192	Sports (ISC 813)	0	0						0						
A193	Domestic Services (ISC 814)	0	0						0						
A194	Hair and beauty services (ISC 815)	0	0						0						
A195	Transport services (ISC 84)	0	0						0						
A196	Environmental protection (ISC 85)	0	0						0						
A197	Environmental protection technology (ISC 851)	0	0						0						
A198	Natural environments and wildlife (ISC 852)	0	0						0						
A199	Community sanitation services (ISC 853)	0	0						0						
A200	Security services (ISC 86)	0	0						0						
A201	Protection of persons and property (ISC 861)	0	0						0						
A202	Occupational health and safety (ISC 862)	0	0						0						
A203	Military and defence (ISC 863)	0	0						0						

		Total number of graduates ISCED level 5 and 6 including Bologna structure	Number of graduates following the Bologna structures (or in programmes that lead to a similar degree in non european countries)					Number of graduates from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)							
			Total number of graduates following the Bologna structures	Degrees less than 3 years but considered to be at tertiary level and part of the Bologna structure (first degree)	Bachelor degrees 3-4 years of duration (first degree)	Master degrees 4-6 years of cumulative duration, (second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates	Total number of graduates outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A first degree, 3 to <5 years	ISCED 5A first degree, 5 or more years	ISCED 5A second degree	ISCED 5B first qualification	ISCED 5B second qualification	ISCED 6 (Ph.D/Doctor's degrees)
TOTAL PUBLIC AND PRIVATE INSTITUTIONS TOTAL FULL-TIME AND PART-TIME		1	2	3	4	5	6	7	8	9	10	11	12	13	14
A204	Not known or unspecified	0	0						0						
Females															
Field of education															
A205	Total: All fields of education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A206	Education (ISC 14)	0	0						0						
A207	Education science (ISC 142)	0	0						0						
A208	Training for pre-school teachers (ISC 143)	0	0						0						
A209	Training for teachers at basic levels (ISC 144)	0	0						0						
A210	Training for teachers with subject specialisation (ISC 145)	0	0						0						
A211	Training for teachers of vocational subjects (ISC 146)	0	0						0						
A212	Humanities and Arts (ISC 2)	0	0						0						
A213	Arts (ISC 21)	0	0						0						
A214	Fine arts (ISC 211)	0	0						0						
A215	Music and performing arts (ISC 212)	0	0						0						
A216	Audio-visual techniques and media production (ISC 213)	0	0						0						
A217	Design (ISC 214)	0	0						0						
A218	Craft skills (ISC 215)	0	0						0						
A219	Humanities (ISC 22)	0	0						0						
A220	Religion (ISC 221)	0	0						0						
A221	Foreign languages (ISC 222)	0	0						0						
A222	Mother tongue (ISC 223)	0	0						0						
A223	History and archaeology (ISC 225)	0	0						0						
A224	Philosophy and ethics (ISC 226)	0	0						0						
A225	Social sciences, business and law (ISC 3)	0	0						0						
A226	Social and behavioural science (ISC 31)	0	0						0						
A227	Psychology (ISC 311)	0	0						0						
A228	Sociology and cultural studies (ISC 312)	0	0						0						
A229	Political science and civics (ISC 313)	0	0						0						
A230	Economics (ISC 314)	0	0						0						
A231	Journalism and information (ISC 32)	0	0						0						
A232	Journalism and reporting (ISC 321)	0	0						0						
A233	Library, information and archive (ISC 322)	0	0						0						
A234	Business and administration (ISC 34)	0	0						0						
A235	Wholesale and retail sales (ISC 341)	0	0						0						
A236	Marketing and advertising (ISC 342)	0	0						0						
A237	Finance, banking, insurance (ISC 343)	0	0						0						
A238	Accounting and taxation (ISC 344)	0	0						0						
A239	Management and administration (ISC 345)	0	0						0						
A240	Secretarial and office work (ISC 346)	0	0						0						
A241	Working Life (ISC 347)	0	0						0						
A242	Law (ISC 38)	0	0						0						
A243	Science (ISC 4)	0	0						0						
A244	Life sciences (ISC 42)	0	0						0						
A245	Biology and biochemistry (ISC 421)	0	0						0						
A246	Environmental science (ISC 422)	0	0						0						
A247	Physical sciences (ISC 44)	0	0						0						
A248	Physics (ISC 441)	0	0						0						
A249	Chemistry (ISC 442)	0	0						0						
A250	Earth science (ISC 443)	0	0						0						
A251	Mathematics and statistics (ISC 46)	0	0						0						
A252	Mathematics (ISC 461)	0	0						0						
A253	Statistics (ISC 462)	0	0						0						
A254	Computing (ISC 48)	0	0						0						

RowNotes ColumnNotes CellNotes

Block Check

		Total number of graduates ISCED level 5 and 6 including Bologna structure	Number of graduates following the Bologna structures (or in programmes that lead to a similar degree in non european countries)					Number of graduates from programmes where the Bologna structures have not been introduced (following the ISCED 1997 structure) (or in programmes that lead to other degrees in non european countries)							
			Total number of graduates following the Bologna structures	Degrees less than 3 years but considered to be at tertiary level and part of the Bologna structure (first degree)	Bachelor degrees 3-4 years of duration (first degree)	Master degrees 4-6 years of cumulative duration, (second degree)	Long first degrees considered to be part of the Bologna structure (duration 5 or more years)	Ph.d. and doctorates	Total number of graduates outside Bologna structures (ISCED levels 5A, 5B and 6)	ISCED 5A first degree, 3 to <5 years	ISCED 5A first degree, 5 or more years	ISCED 5A second degree	ISCED 5B first qualification	ISCED 5B second qualification	ISCED 6 (Ph.D/Doctor's degrees)
TOTAL PUBLIC AND PRIVATE INSTITUTIONS TOTAL FULL-TIME AND PART-TIME		1	2	3	4	5	6	7	8	9	10	11	12	13	14
A255	Computer science (ISC 481)	0	0						0						
A256	Computer use (ISC 482)	0	0						0						
A257	Engineering, manufacturing and construction (ISC 5)	0	0						0						
A258	Engineering and engineering trades (ISC 52)	0	0						0						
A259	Mechanics and metal work (ISC 521)	0	0						0						
A260	Electricity and energy (ISC 522)	0	0						0						
A261	Electronics and automation (ISC 523)	0	0						0						
A262	Chemical and process (ISC 524)	0	0						0						
A263	Motor vehicles, ships and aircraft (ISC 525)	0	0						0						
A264	Manufacturing and processing (ISC 54)	0	0						0						
A265	Food processing (ISC 541)	0	0						0						
A266	Textiles, clothes, footwear, leather (ISC 542)	0	0						0						
A267	Materials (wood, paper, plastic glass) (ISC 543)	0	0						0						
A268	Mining and extraction (ISC 544)	0	0						0						
A269	Architecture and building (ISC 58)	0	0						0						
A270	Architecture and town planning (ISC 581)	0	0						0						
A271	Building and civil engineering (ISC 582)	0	0						0						
A272	Agriculture (ISC 6)	0	0						0						
A273	Agriculture, forestry and fishery (ISC 62)	0	0						0						
A274	Crop and livestock production (ISC 621)	0	0						0						
A275	Horticulture (ISC 622)	0	0						0						
A276	Forestry (ISC 623)	0	0						0						
A277	Fisheries (ISC 624)	0	0						0						
A278	Veterinary (ISC 64)	0	0						0						
A279	Health and welfare (ISC 7)	0	0						0						
A280	Health (ISC 72)	0	0						0						
A281	Medicine (ISC 721)	0	0						0						
A282	Nursing and caring (ISC 723)	0	0						0						
A283	Dental studies (ISC 724)	0	0						0						
A284	Medical diagnostic and treatment technology (ISC 725)	0	0						0						
A285	Therapy and rehabilitation (ISC 726)	0	0						0						
A286	Pharmacy (ISC 727)	0	0						0						
A287	Social services (ISC 76)	0	0						0						
A288	Child care and youth services (ISC 761)	0	0						0						
A289	Social work and counselling (ISC 762)	0	0						0						
A290	Services (ISC 8)	0	0						0						
A291	Personal services (ISC 81)	0	0						0						
A292	Hotel, restaurant and catering (ISC 811)	0	0						0						
A293	Travel, tourism and leisure (ISC 812)	0	0						0						
A294	Sports (ISC 813)	0	0						0						
A295	Domestic Services (ISC 814)	0	0						0						
A296	Hair and beauty services (ISC 815)	0	0						0						
A297	Transport services (ISC 84)	0	0						0						
A298	Environmental protection (ISC 85)	0	0						0						
A299	Environmental protection technology (ISC 851)	0	0						0						
A300	Natural environments and wildlife (ISC 852)	0	0						0						
A301	Community sanitation services (ISC 853)	0	0						0						
A302	Security services (ISC 86)	0	0						0						
A303	Protection of persons and property (ISC 861)	0	0						0						
A304	Occupational health and safety (ISC 862)	0	0						0						
A305	Military and defence (ISC 863)	0	0						0						
A306	Not known or unspecified	0	0						0						

Row Instructions

Missing Value Codes:

Block Check **Global Check & Save**

RowNotes **ColumnNotes** **CellNotes**

GRAD1

Country

NUMBER OF GRADUATES (ISCED 3 AND 4) BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, PROGRAMME ORIENTATION, TYPE OF INSTITUTION, SEX AND MOBILE AND FOREIGN STUDENTS BY SEX

School year start (mm/yy):

School year end (mm/yy):

Data collection period:

Reference date for ages (dd/mm/yy):

Level of education	UPPER SECONDARY (ISCED 3)								POST-SECONDARY NON-TERTIARY (ISCED 4)						
	All educational programmes at ISC 3	Educational/Labour Market Destination				Programme orientation			All educational programmes at ISC 4	Educational/Labour Market Destination			Programme orientation		
		3A	3B	3C, of similar duration as typical 3A or 3B programmes	3C, of shorter duration as typical 3A or 3B programmes	General programmes	Pre-vocational programmes	Vocational programmes		4A	4B	4C	General programmes	Pre-vocational programmes	Vocational programmes
1 (2 to 5) equal to (6 to 8)	2	3	4	5	6	7	8	9 (10 to 12) equal to (13 to 15)	10	11	12	13	14	15	

SYSTEM LEVEL INFORMATION

S1	Theoretical graduation age														
S2	Typical graduation age														

This colour cell will be used to calculate the gross first-time graduation rate at ISCED 3 level.

This colour cell will be used to calculate the gross first-time graduation rate at ISCED 4 level.

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

A1	Total: Males and females	(B1+C1)	0	0	0	0	0	0	0	0	0	0	0	0	0
A2	Males	(B2+C2)	0	0	0	0	0	0	0	0	0	0	0	0	0
A3	Females	(B3+C3)	0	0	0	0	0	0	0	0	0	0	0	0	0

OF WHICH

Graduated mobile students

A4	Total: Males and females	(A5+A6)	0	0	0	0	0	0	0	0	0	0	0	0	0
A5	Males		0						0						
A6	Females		0						0						

Graduated foreign students

A7	Total: Males and females	(A8+A9)	0	0	0	0	0	0	0	0	0	0	0	0	0
A8	Males		0						0						
A9	Females		0						0						

PUBLIC INSTITUTIONS

B1	Total: Males and females	(B2+B3)	0	0	0	0	0	0	0	0	0	0	0	0	0
B2	Males		0						0						
B3	Females		0						0						

ALL PRIVATE INSTITUTIONS

C1	Total: Males and females	(C4+C7)	0	0	0	0	0	0	0	0	0	0	0	0	0
C2	Males	(C5+C8)	0	0	0	0	0	0	0	0	0	0	0	0	0
C3	Females	(C6+C9)	0	0	0	0	0	0	0	0	0	0	0	0	0

GOVERNMENT DEPENDENT PRIVATE INSTITUTIONS

C4	Total: Males and females	(C5+C6)	0	0	0	0	0	0	0	0	0	0	0	0	0
C5	Males		0						0						
C6	Females		0						0						

INDEPENDENT PRIVATE INSTITUTIONS

C7	Total: Males and females	(C8+C9)	0	0	0	0	0	0	0	0	0	0	0	0	0
C8	Males		0						0						
C9	Females		0						0						

Row Instructions

Missing Value Codes:

GRAD2 NUMBER OF GRADUATES (ISCED 3 AND 4) BY LEVEL OF EDUCATION, PROGRAMME DESTINATION, PROGRAMME ORIENTATION, AGE AND SEX

UOE version:

Sources:

Methods:

Please indicate the dates in table GRAD1. Put a zero here if not the same.

Block Check Global Check & Save

RowNotes ColumnNotes CellNotes

Level of education	UPPER SECONDARY (ISCED 3)									POST-SECONDARY NON-TERTIARY (ISCED 4)								
	All graduates					First-time graduates				All graduates						First-time graduates		
	Educational/Labour Market Destination					Programme orientation				Educational/Labour Market Destination			Programme orientation					
All educational programmes at ISCED 3	3A	3B	3C, of similar duration as typical 3A or 3B programmes	3C, of shorter duration as typical 3A or 3B programmes	General programmes	Pre-vocational programmes	Vocational programmes	All ISCED 3	ISC 3A & 3B	ISC 3A, 3B and ISC 3C of similar duration as typical 3A or 3B prgs.	All educational programmes at ISCED 4	4A	4B	4C	General programmes	Pre-vocational programmes	Vocational programmes	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

(2 to 5) equal to (6 to 8)

(13 to 15) equal to (16 to 18)

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

Total males and females

Age group		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
A1	Total: All age groups (A2toA6+A12+A18+A24toA28)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A2	Under 11 years (A30+A58)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A3	11 years (A31+A59)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A4	12 years (A32+A60)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A5	13 years (A33+A61)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A6	14 years (A34+A62)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A7	15 years (A35+A63)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A8	16 years (A36+A64)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A9	17 years (A37+A65)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A10	18 years (A38+A66)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A11	19 years (A39+A67)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A12	Subtotal: 15-19 years (A40+A68)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A13	20 years (A41+A69)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A14	21 years (A42+A70)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A15	22 years (A43+A71)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A16	23 years (A44+A72)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A17	24 years (A45+A73)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A18	Subtotal: 20-24 years (A46+A74)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A19	25 years (A47+A75)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A20	26 years (A48+A76)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A21	27 years (A49+A77)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A22	28 years (A50+A78)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A23	29 years (A51+A79)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A24	Subtotal: 25-29 years (A52+A80)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A25	Subtotal: 30-34 years (A53+A81)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A26	Subtotal: 35-39 years (A54+A82)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A27	Subtotal: 40 years and over (A55+A83)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A28	Age unknown (A56+A84)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Males																				
Age group																				
A29	Total: All age groups (A30toA34+A40+A46+A52toA56)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A30	Under 11 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A31	11 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A32	12 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A33	13 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A34	14 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A35	15 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A36	16 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A37	17 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A38	18 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A39	19 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A40	Subtotal: 15-19 years (A35toA39)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A41	20 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A42	21 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

		UPPER SECONDARY (ISCED 3)									POST-SECONDARY NON-TERTIARY (ISCED 4)									
		All graduates					First-time graduates				All graduates						First-time graduates			
Level of education	All educational programmes at ISCED 3	Educational/Labour Market Destination				Programme orientation			All ISCED 3	ISC 3A & 3B	ISC 3A, 3B and ISC 3C of similar duration as typical 3A or 3B prgs.	All educational programmes at ISCED 4	Educational/Labour Market Destination			Programme orientation				
		3A	3B	3C, of similar duration as typical 3A or 3B programmes	3C, of shorter duration as typical 3A or 3B programmes	General programmes	Pre-vocational programmes	Vocational programmes					4A	4B	4C	General programmes	Pre-vocational programmes	Vocational programmes		
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
		(2 to 5) equal to (6 to 8)									(13 to 15) equal to (16 to 18)									
A43	22 years																			
A44	23 years																			
A45	24 years																			
A46	Subtotal: 20-24 years (A41toA45)																			
A47	25 years																			
A48	26 years																			
A49	27 years																			
A50	28 years																			
A51	29 years																			
A52	Subtotal: 25-29 years (A47toA51)																			
A53	Subtotal: 30-34 years																			
A54	Subtotal: 35-39 years																			
A55	Subtotal: 40 years and over																			
A56	Age unknown																			
Females																				
Age group																				
A57	Total: All age groups (A58toA62+A68+A74+A80toA84)																			
A58	Under 11 years																			
A59	11 years																			
A60	12 years																			
A61	13 years																			
A62	14 years																			
A63	15 years																			
A64	16 years																			
A65	17 years																			
A66	18 years																			
A67	19 years																			
A68	Subtotal: 15-19 years (A63toA67)																			
A69	20 years																			
A70	21 years																			
A71	22 years																			
A72	23 years																			
A73	24 years																			
A74	Subtotal: 20-24 years (A69toA73)																			
A75	25 years																			
A76	26 years																			
A77	27 years																			
A78	28 years																			
A79	29 years																			
A80	Subtotal: 25-29 years (A75toA79)																			
A81	Subtotal: 30-34 years																			
A82	Subtotal: 35-39 years																			
A83	Subtotal: 40 years and over																			
A84	Age unknown																			

Row Instructions

GRAD4 NUMBER OF GRADUATES (ISCED 5 AND 6) BY LEVEL OF EDUCATION, COUNTRY PROGRAMME DESTINATION, CUMULATIVE DURATION, AGE AND SEX

Missing Value Codes:

Please indicate the dates in tables GRAD3. Put a note here, if they are not the same.

Block Check

Global Check & Save

RowNotes

ColumnNotes

CellNotes

Level of education and duration	All ISCED 5 and 6 graduates																		First-time graduates (first and second degree) (unduplicated count)			
	ISCED 5A								ISCED 5B						ISCED 6				ISCED 5A			ISCED 5B
	First degree by cumulative duration				Second and further degrees by cumulative duration				First qualification by cumulative duration			Second and further qualifications by cumulative duration			Total	Ph.D/ Doctor's degrees	Post doctorate degrees	Total	Total by cumulative duration			Total
	Total	3 to <5 years	5 to 6 years	More than 6 years	Total	Less than 5 years	5 to 6 years	More than 6 years	Total	2 to <3 years	3 to <5 years	5 or more years	Total	3 to <5 years					5 or more years	3 to <5 years	5 to 6 years	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

Total males and females

(2+3+4)

(6+7+8)

(10+11+12)

(14+15)

(17+18)

(20+21+22)

Please have a look at the "unduplicated method" sheet before completed

Age group

A1	Total: All age groups	(A2+A8+A14+A2)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	0	0	0	0
A2	Under 15 years	(A26+A50)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A3	15 years	(A27+A51)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A4	16 years	(A28+A52)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A5	17 years	(A29+A53)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A6	18 years	(A30+A54)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A7	19 years	(A31+A55)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A8	Subtotal: 15-19 years	(A30toA7)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A9	20 years	(A33+A57)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A10	21 years	(A34+A58)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A11	22 years	(A35+A59)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A12	23 years	(A36+A60)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A13	24 years	(A37+A61)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A14	Subtotal: 20-24 years	(A9toA13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A15	25 years	(A39+A63)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A16	26 years	(A40+A64)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A17	27 years	(A41+A65)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A18	28 years	(A42+A66)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A19	29 years	(A43+A67)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A20	Subtotal: 25-29 years	(A15toA19)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A21	Subtotal: 30-34 years	(A45+A69)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A22	Subtotal: 35-39 years	(A46+A70)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A23	Subtotal: 40 years and	(A47+A71)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A24	Age unknown	(A48+A72)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0

Gray cells do NOT need to be

Males

A25	Total: All age groups	(A26+A32+A38+)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0				0
A26	Under 15 years		0															x		x	x	x	0
A27	15 years		0															x		x	x	x	0
A28	16 years		0															x		x	x	x	0
A29	17 years		0															x		x	x	x	0
A30	18 years		0															x		x	x	x	0
A31	19 years		0															x		x	x	x	0
A32	Subtotal: 15-19 years	(A27toA31)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0
A33	20 years		0															x		x	x	x	0
A34	21 years		0															x		x	x	x	0
A35	22 years		0															x		x	x	x	0
A36	23 years		0															x		x	x	x	0
A37	24 years		0															x		x	x	x	0
A38	Subtotal: 20-24 years	(A33toA37)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0	x	x	x	0

Gray cells do NOT need to be

Row Instructions **GRAD4 NUMBER OF GRADUATES (ISCED 5 AND 6) BY LEVEL OF EDUCATION, COUNTRY PROGRAMME DESTINATION, CUMULATIVE DURATION, AGE AND SEX**

Missing Value Codes: Please indicate the dates in tables GRAD3. Put a note here, if they are not the same.

Block Check **Global Check & Save**

RowNotes **ColumnNotes**

CellNotes

Level of education and duration	All ISCED 5 and 6 graduates																		First-time graduates (first and second degree) (unduplicated count)									
	ISCED 5A								ISCED 5B							ISCED 6			ISCED 5A			ISCED 5B						
	First degree by cumulative duration				Second and further degrees by cumulative duration				First qualification by cumulative duration			Second and further qualifications by cumulative duration				Total	Ph.D/ Doctor's degrees	Post doctorate degrees	Total	Total by cumulative duration			Total					
	Total	3 to <5 years	5 to 6 years	More than 6 years	Total	Less than 5 years	5 to 6 years	More than 6 years	Total	2 to <3 years	3 to <5 years	5 or more years	Total	3 to <5 years	5 or more years					3 to <5 years	5 to 6 years	More than 6 years						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23						
TOTAL PUBLIC AND PRIVATE INSTITUTIONS	(2+3+4)				(6+7+8)				(10+11+12)				(14+15)			(17+18)			(20+21+22)									
Total males and females																												
A39 25 years	0				0				0				0				0				x				x	x	x	
A40 26 years	0				0				0				0				0				x				x	x	x	
A41 27 years	0				0				0				0				0				x				x	x	x	
A42 28 years	0				0				0				0				0				x				x	x	x	
A43 29 years	0				0				0				0				0				x				x	x	x	
A44 Subtotal: 25-29 years (A39toA43)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0			x	x	x	0
A45 Subtotal: 30-34 years	0				0				0				0				0				x				x	x	x	
A46 Subtotal: 35-39 years	0				0				0				0				0				x				x	x	x	
A47 Subtotal: 40 years and over	0				0				0				0				0				x				x	x	x	
A48 Age unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0			x	x	x	0
Females																												
Age group																												
A49 Total: All age groups (A26+A32+A38+)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0			x	x	x	0
A50 Under 15 years	0				0				0				0				0				x				x	x	x	
A51 15 years	0				0				0				0				0				x				x	x	x	
A52 16 years	0				0				0				0				0				x				x	x	x	
A53 17 years	0				0				0				0				0				x				x	x	x	
A54 18 years	0				0				0				0				0				x				x	x	x	
A55 19 years	0				0				0				0				0				x				x	x	x	
A56 Subtotal: 15-19 years (A27toA31)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0			x	x	x	0
A57 20 years	0				0				0				0				0				x				x	x	x	
A58 21 years	0				0				0				0				0				x				x	x	x	
A59 22 years	0				0				0				0				0				x				x	x	x	
A60 23 years	0				0				0				0				0				x				x	x	x	
A61 24 years	0				0				0				0				0				x				x	x	x	
A62 Subtotal: 20-24 years (A33toA37)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0			x	x	x	0
A63 25 years	0				0				0				0				0				x				x	x	x	
A64 26 years	0				0				0				0				0				x				x	x	x	
A65 27 years	0				0				0				0				0				x				x	x	x	
A66 28 years	0				0				0				0				0				x				x	x	x	
A67 29 years	0				0				0				0				0				x				x	x	x	
A68 Subtotal: 25-29 years (A39toA43)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0			x	x	x	0
A69 Subtotal: 30-34 years	0				0				0				0				0				x				x	x	x	
A70 Subtotal: 35-39 years	0				0				0				0				0				x				x	x	x	
A71 Subtotal: 40 years and over	0				0				0				0				0				x				x	x	x	
A72 Age unknown	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	0			x	x	x	0

Gray cells do NOT need to be

**GRAD5 NUMBER OF GRADUATIONS BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION, SEX
COUNTRY AND FIELD OF EDUCATION**

Row Instructions

Missing Value Codes:

School year, data collection period:

Please indicate the dates in tables GRAD1 and GRAD3. Put a note here, if they are not the same.

Block Check

Global Check & Save

RowNotes

ColumnNotes

CellNotes

UPPER SECONDARY LEVEL (ISC 3)	POST SECONDARY, NON-TERTIARY (ISC 4)	ISCED 5A						ISCED 5B			ISCED 6		
		Total	First degree			Second and further degrees	Total	First qualification	Second and further qualifications	Total	Ph.D/ Doctor's degrees	Post doctorate degrees	
			Total	3 to <5 years	5 to 6 years								More than 6 years
Vocational/ Pre- vocational qualifications	Vocational/ Pre- vocational qualifications	Total (4+8)	Total (5+6+7)	5	6	7	8	9	10	11	12	13	14

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME

Total males and females

Field of education

A1	Total: All fields of education	(A34+A67)	0	0	0	0	0	0	0	0	0	0	0	0	x
A2	Education (ISC 14)	(A35+A68)	0	0	0	0	0	0	0	0	0	0	0	0	x
A3	Teacher training (ISC 141)	(A36+A69)	0	0	0	0	0	0	0	0	0	0	0	0	x
A4	Education science (ISC 142)	(A37+A70)	0	0	0	0	0	0	0	0	0	0	0	0	x
A5	Humanities and Arts	(A38+A71)	0	0	0	0	0	0	0	0	0	0	0	0	x
A6	Arts (ISC 21)	(A39+A72)	0	0	0	0	0	0	0	0	0	0	0	0	x
A7	Humanities (ISC 22)	(A40+A73)	0	0	0	0	0	0	0	0	0	0	0	0	x
A8	Social sciences, business and law	(A41+A74)	0	0	0	0	0	0	0	0	0	0	0	0	x
A9	Social and behavioural science (ISC 3)	(A42+A75)	0	0	0	0	0	0	0	0	0	0	0	0	x
A10	Journalism and information (ISC 32)	(A43+A76)	0	0	0	0	0	0	0	0	0	0	0	0	x
A11	Business and administration (ISC 34)	(A44+A77)	0	0	0	0	0	0	0	0	0	0	0	0	x
A12	Law (ISC 38)	(A45+A78)	0	0	0	0	0	0	0	0	0	0	0	0	x
A13	Science	(A46+A79)	0	0	0	0	0	0	0	0	0	0	0	0	x
A14	Life sciences (ISC 42)	(A47+A80)	0	0	0	0	0	0	0	0	0	0	0	0	x
A15	Physical sciences (ISC 44)	(A48+A81)	0	0	0	0	0	0	0	0	0	0	0	0	x
A16	Mathematics and statistics (ISC 46)	(A49+A82)	0	0	0	0	0	0	0	0	0	0	0	0	x
A17	Computing (ISC 48)	(A50+A83)	0	0	0	0	0	0	0	0	0	0	0	0	x
A18	Engineering, manufacturing and construction (ISC 5)	(A51+A84)	0	0	0	0	0	0	0	0	0	0	0	0	x
A19	Engineering and engineering trades (ISC 51)	(A52+A85)	0	0	0	0	0	0	0	0	0	0	0	0	x
A20	Manufacturing and processing (ISC 52)	(A53+A86)	0	0	0	0	0	0	0	0	0	0	0	0	x
A21	Architecture and building (ISC 58)	(A54+A87)	0	0	0	0	0	0	0	0	0	0	0	0	x
A22	Agriculture	(A55+A88)	0	0	0	0	0	0	0	0	0	0	0	0	x
A23	Agriculture, forestry and fishery (ISC 6)	(A56+A89)	0	0	0	0	0	0	0	0	0	0	0	0	x
A24	Veterinary (ISC 64)	(A57+A90)	0	0	0	0	0	0	0	0	0	0	0	0	x
A25	Health and welfare	(A58+A91)	0	0	0	0	0	0	0	0	0	0	0	0	x
A26	Health (ISC 72)	(A59+A92)	0	0	0	0	0	0	0	0	0	0	0	0	x
A27	Social services (ISC 76)	(A60+A93)	0	0	0	0	0	0	0	0	0	0	0	0	x
A28	Services	(A61+A94)	0	0	0	0	0	0	0	0	0	0	0	0	x
A29	Personal services (ISC 81)	(A62+A95)	0	0	0	0	0	0	0	0	0	0	0	0	x
A30	Transport services (ISC 84)	(A63+A96)	0	0	0	0	0	0	0	0	0	0	0	0	x
A31	Environmental protection (ISC 85)	(A64+A97)	0	0	0	0	0	0	0	0	0	0	0	0	x
A32	Security services (ISC 86)	(A65+A98)	0	0	0	0	0	0	0	0	0	0	0	0	x
A33	Not known or unspecified	(A66+A99)	0	0	0	0	0	0	0	0	0	0	0	0	x

**GRAD5 NUMBER OF GRADUATIONS BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION, SEX
COUNTRY AND FIELD OF EDUCATION**

Row Instructions

Missing Value Codes:

School year, data collection period:

Please indicate the dates in tables GRAD1 and GRAD3. Put a note here, if they are not the same.

Block Check Global Check & Save

RowNotes ColumnNotes

CellNotes

UPPER SECONDARY LEVEL (ISC 3)	POST SECONDARY, NON-TERTIARY (ISC 4)	ISCED 5A						ISCED 5B			ISCED 6		
		Total	First degree			Second and further degrees	Total	First qualification	Second and further qualifications	Total	Ph.D/ Doctor's degrees	Post doctorate degrees	
			Total	3 to <5 years	5 to 6 years								More than 6 years
Vocational/ Pre- vocational qualifications	Vocational/ Pre- vocational qualifications	3	4	5	6	7	8	9	10	11	12	13	14

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME

Males

Field of education

A34	Total: All fields of education			0	0					0			0			x
A35	Education (ISC 14)			0	0					0			0			x
A36	Teacher training (ISC 141)			0	0					0			0			x
A37	Education science (ISC 142)			0	0					0			0			x
A38	Humanities and Arts			0	0					0			0			x
A39	Arts (ISC 21)			0	0					0			0			x
A40	Humanities (ISC 22)			0	0					0			0			x
A41	Social sciences, business and law			0	0					0			0			x
A42	Social and behavioural science (ISC 31)			0	0					0			0			x
A43	Journalism and information (ISC 32)			0	0					0			0			x
A44	Business and administration (ISC 34)			0	0					0			0			x
A45	Law (ISC 38)			0	0					0			0			x
A46	Science			0	0					0			0			x
A47	Life sciences (ISC 42)			0	0					0			0			x
A48	Physical sciences (ISC 44)			0	0					0			0			x
A49	Mathematics and statistics (ISC 46)			0	0					0			0			x
A50	Computing (ISC 48)			0	0					0			0			x
A51	Engineering, manufacturing and construction			0	0					0			0			x
A52	Engineering and engineering trades (ISC 52)			0	0					0			0			x
A53	Manufacturing and processing (ISC 54)			0	0					0			0			x
A54	Architecture and building (ISC 58)			0	0					0			0			x
A55	Agriculture			0	0					0			0			x
A56	Agriculture, forestry and fishery (ISC 62)			0	0					0			0			x
A57	Veterinary (ISC 64)			0	0					0			0			x
A58	Health and welfare			0	0					0			0			x
A59	Health (ISC 72)			0	0					0			0			x
A60	Social services (ISC 76)			0	0					0			0			x
A61	Services			0	0					0			0			x
A62	Personal services (ISC 81)			0	0					0			0			x
A63	Transport services (ISC 84)			0	0					0			0			x
A64	Environmental protection (ISC 85)			0	0					0			0			x
A65	Security services (ISC 86)			0	0					0			0			x
A66	Not known or unspecified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x

**GRAD5 NUMBER OF GRADUATIONS BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION, SEX
COUNTRY AND FIELD OF EDUCATION**

Row Instructions

Missing Value Codes:

School year, data collection period:

Please indicate the dates in tables GRAD1 and GRAD3. Put a note here, if they are not the same.

Block Check Global Check & Save

RowNotes ColumnNotes

CellNotes

UPPER SECONDARY LEVEL (ISC 3)	POST SECONDARY, NON-TERTIARY (ISC 4)	ISCED 5A						ISCED 5B			ISCED 6		
		Total	First degree			Second and further degrees	Total	First qualification	Second and further qualifications	Total	Ph.D/ Doctor's degrees	Post doctorate degrees	
			Total	3 to <5 years	5 to 6 years								More than 6 years
1	2	3	4	5	6	7	8	9	10	11	12	13	14

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME

Females

Field of education

A67	Total: All fields of education			0	0					0			0		x
A68	Education (ISC 14)			0	0					0			0		x
A69	Teacher training (ISC 141)			0	0					0			0		x
A70	Education science (ISC 142)			0	0					0			0		x
A71	Humanities and Arts			0	0					0			0		x
A72	Arts (ISC 21)			0	0					0			0		x
A73	Humanities (ISC 22)			0	0					0			0		x
A74	Social sciences, business and law			0	0					0			0		x
A75	Social and behavioural science (ISC 31)			0	0					0			0		x
A76	Journalism and information (ISC 32)			0	0					0			0		x
A77	Business and administration (ISC 34)			0	0					0			0		x
A78	Law (ISC 38)			0	0					0			0		x
A79	Science			0	0					0			0		x
A80	Life sciences (ISC 42)			0	0					0			0		x
A81	Physical sciences (ISC 44)			0	0					0			0		x
A82	Mathematics and statistics (ISC 46)			0	0					0			0		x
A83	Computing (ISC 48)			0	0					0			0		x
A84	Engineering, manufacturing and construction			0	0					0			0		x
A85	Engineering and engineering trades (ISC 52)			0	0					0			0		x
A86	Manufacturing and processing (ISC 54)			0	0					0			0		x
A87	Architecture and building (ISC 58)			0	0					0			0		x
A88	Agriculture			0	0					0			0		x
A89	Agriculture, forestry and fishery (ISC 62)			0	0					0			0		x
A90	Veterinary (ISC 64)			0	0					0			0		x
A91	Health and welfare			0	0					0			0		x
A92	Health (ISC 72)			0	0					0			0		x
A93	Social services (ISC 76)			0	0					0			0		x
A94	Services			0	0					0			0		x
A95	Personal services (ISC 81)			0	0					0			0		x
A96	Transport services (ISC 84)			0	0					0			0		x
A97	Environmental protection (ISC 85)			0	0					0			0		x
A98	Security services (ISC 86)			0	0					0			0		x
A99	Not known or unspecified	0	0	0	0	0	0	0	0	0	0	0	0	0	x

CLASS1 **AVERAGE CLASS SIZE BY LEVEL OF EDUCATION AND BY TYPE OF INSTITUTIONS**
Country

School year start (mm/yyyy):

Sources:

School year end (mm/yyyy):

Methods:

PRIMARY Education (ISC 1)	LOWER SECONDARY SCHOOLS (ISC 2)
All regular programmes	All general programmes
1	2

UOE version:

TYPE OF INSTITUTIONS

TOTAL: Public and private institutions

A1	Average class size		0.0	0.0
A2	Number of students		0.0	0.0
A3	Number of classes		0.0	0.0

Public institutions

A4	Average class size		0.0	0.0
A5	Number of students			
A6	Number of classes			

Government dependent private institutions

A7	Average class size		0.0	0.0
A8	Number of students			
A9	Number of classes			

Independent private institutions

A10	Average class size		0.0	0.0
A11	Number of students			
A12	Number of classes			

PERS-CHANGES
Country

Change in times series compared to the previous UOE-Data Collection

The aim of this questionnaire is to allow countries to provide information on changes in the educational system, in coverage and in methodology from the last UOE Data Collection that may have affected data collected in this survey.

This information will help the international organisation to keep track of breaks in time series in a standardised way.

The questionnaire distinguishes between three possible reasons for significant changes in the data compared to the previous year.

- 1.) **Changes in the educational system.** This refers to "real" changes in the data due to changing conditions of the educational system.
- 2.) **Changes in the coverage of the data collection.** This refers to changes introduced due to ex/inclusion of programmes compared to last year's edition.
- 3.) **Changes in the methodology used.** This refers to significant changes in the data due to new/modified methodologies in data collection or estimation.

1. Changes in the EDUCATIONAL SYSTEM leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's educational system leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: The duration of certain programmes is extended and the number of teachers has increased.

If "Yes"

please describe the nature of the change in the box below:

please indicate the questionnaire(s) affected by these changes in the educational system:

Pers_ENRL2	<input type="checkbox"/>
PERS1	<input type="checkbox"/>
PERS2	<input type="checkbox"/>

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 0 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 1/2 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 3 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 4 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>
ISCED 5/6 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>	Comments: <input type="text"/>

2. Changes in COVERAGE leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's COVERAGE leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: Adult literacy programmes, which were not included last year, are now reported.

Some private pre-primary institutions are now included. Reclassification of programmes according to ISCED-97.

If "Yes"

please describe the nature of the change in the box below:

please indicate the questionnaire(s) affected by these changes in coverage:

Pers_ENRL2	
PERS1	
PERS2	

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 0 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 1/2 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 3 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 4 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 5/6 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>

3. Changes in METHODOLOGY leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's METHODOLOGY leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: The assumptions for the calculation of FTEs were changed.

If "Yes"

please describe the nature of the change in the box below:

please indicate the questionnaire(s) affected by these changes in methodology:

Pers_ENRL2	
PERS1	
PERS2	

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 0 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 1/2 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 3 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 4 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>
ISCED 5/6 (yes/no):	<input type="text"/>	Impact (% , absolute numbers, ..):	<input type="text"/>
		Comments:	<input type="text"/>

*Please attach additional documentation where necessary, if possible in electronic form.

Row Instructions

Missing Value Codes:

Pers_ENRL2

COUNTRY

NUMBER OF STUDENTS WITH COVERAGE ADJUSTED TO STATISTICS ON EDUCATION PERSONNEL BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION, PROGRAMME DESTINATION, TYPE OF INSTITUTION, AND INTENSITY OF PARTICIPATION

School year, data collection period: *Please indicate the dates in table ENRL1a. Put a note here, if they are not the same.*

Block Check

RowNotes

ColumnNotes

CellNotes

Global Check & Save

LEVEL OF EDUCATION	TOTAL ALL LEVELS OF EDUCATION	PRE-PRIMARY (ISCED 0)	TOTAL PRIMARY+SECONDARY (ISC 123)	PRIMARY (ISCED 1)	LOWER SECONDARY (ISCED 2)	UPPER SECONDARY (ISCED 3)				POST SECONDARY, NON-TERTIARY (ISCED 4)					TERTIARY (ISCED 5 AND 6)			NOT ALLOCATED BY LEVEL	
	Total all educational programmes	All educational programmes	All educational programmes	All educational programmes	All educational programmes	All educational programmes	General programmes	Vocational & Prevocational		All educational programmes	General programmes	Vocational & Prevocational		All educational programmes	ISCED 5B	ISCED 5A and 6	All educational programmes		
PROGRAMME ORIENTATION	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19

(2+3+11+16+19)

(4+6)

(7+8)

(12+13)

17+18

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

FULL-TIME

A1	Total(aligned to data on education personnel)	(B1+C1)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
----	---	---------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

PART-TIME

A2	Total(aligned to data on education personnel)	(B2+C2)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
----	---	---------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

FULL-TIME EQUIVALENT

A3	Total(aligned to data on education personnel)	(B3+C3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
----	---	---------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

PUBLIC INSTITUTIONS

FULL-TIME

B1	Total(aligned to data on education personnel)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

PART-TIME

B2	Total(aligned to data on education personnel)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

FULL-TIME EQUIVALENT

B3	Total(aligned to data on education personnel)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

ALL PRIVATE INSTITUTIONS

FULL-TIME

C1	Total(aligned to data on education personnel)	(C4+C7)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
----	---	---------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

PART-TIME

C2	Total(aligned to data on education personnel)	(C5+C8)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
----	---	---------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

FULL-TIME EQUIVALENT

C3	Total(aligned to data on education personnel)	(C6+C9)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
----	---	---------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

GOVERNMENT DEPENDENT PRIVATE INSTITUTIONS

FULL-TIME

C4	Total(aligned to data on education personnel)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

PART-TIME

C5	Total(aligned to data on education personnel)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

FULL-TIME EQUIVALENT

C6	Total(aligned to data on education personnel)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

INDEPENDENT PRIVATE INSTITUTIONS

FULL-TIME

C7	Total(aligned to data on education personnel)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

PART-TIME

C8	Total(aligned to data on education personnel)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

FULL-TIME EQUIVALENT

C9	Total(aligned to data on education personnel)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
----	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Row Instructions

Missing Value Codes:

PERS1

CLASSROOM TEACHERS (ISCED 0-4) AND ACADEMIC STAFF (ISCED 5-6) BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION, SEX, AGE, TYPE OF INSTITUTION AND EMPLOYMENT STATUS

COUNTRY

School year, data collection period: Please indicate the dates in table ENRI1a. Put a note here, if they are not the same.

Reference date for ages (dd/mm/yy):

Block Check

Global Check & Save

RowNotes

ColumnNotes

CellNotes

Table header with columns for LEVEL OF EDUCATION (TOTAL ALL LEVELS OF EDUCATION, PRE-PRIMARY (ISCED 0), TOTAL PRIMARY+SECONDARY (ISC 123), PRIMARY (ISCED 1), LOWER SECONDARY (ISCED 2), UPPER SECONDARY (ISCED 3) - Vocational & Prevocational, POST SECONDARY, NON-TERTIARY (ISCED 4) - Vocational & Prevocational, TERTIARY (ISCED 5 AND 6), NOT ALLOCATED BY LEVEL) and PROGRAMME ORIENTATION (1-19).

TOTAL PUBLIC AND PRIVATE INSTITUTIONS

TOTAL FULL-TIME AND PART-TIME

Total males and females

check: A1 = A37 + A40

check: A1 = A46 + A50

Table for Males and Females, including age groups (A1-A12) and educational levels (1-19). Includes a tooltip: "Gray cells do NOT need to be completed".

Males

check: A13 = A38 + A41

Table for Males, including age groups (A13-A24) and educational levels (1-19).

Females

check: A13 = A39 + A42

Table for Females, including age groups (A25-A36) and educational levels (1-19).

Missing Value Codes:

Row Instructions

PERS1 CLASSROOM TEACHERS (ISCED 0-4) AND ACADEMIC STAFF (ISCED 5-6) BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION, SEX, AGE, TYPE OF INSTITUTION AND EMPLOYMENT STATUS

COUNTRY School year, data collection period: *Please indicate the dates in table ENRI1a. Put a note here, if they are not the same.*
Reference date for ages (dd/mm/yy):

Block Check **Global Check & Save**

RowNotes **ColumnNotes** **CellNotes**

LEVEL OF EDUCATION PROGRAMME ORIENTATION	TOTAL ALL LEVELS OF EDUCATION	PRE-PRIMARY (ISCED 0)	TOTAL PRIMARY+SECONDARY (ISC 123)	PRIMARY (ISCED 1)	LOWER SECONDARY (ISCED 2)	UPPER SECONDARY (ISCED 3)				POST SECONDARY, NON-TERTIARY (ISCED 4)			TERTIARY (ISCED 5 AND 6)			NOT ALLOCATED BY LEVEL				
	Total all educational programmes	All educational programmes	All educational programmes	All educational programmes	All educational programmes	All educational programmes	General programmes	Vocational & Prevocational		School based	School and work based	All educational programmes	General programmes	Vocational & Prevocational		All educational programmes	ISCED 5B	ISCED 5A and 6	All educational programmes	
								All vocational programmes	School based					All vocational programmes	School based					School and work based
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
	(2+3+11+16 +19)		(4to6)			(7+8)					(12+13)					17+18				
TOTAL PUBLIC AND PRIVATE INSTITUTIONS																				
FULL-TIME																				
A37	Total: Males and females	(A38+A39)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A38	Males		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
A39	Females		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
PART-TIME																				
A40	Total: Males and females	(A41+A42)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A41	Males		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
A42	Females		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
FULL-TIME EQUIVALENTS																				
A43	Total: Males and females	(A44+A45)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A44	Males		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
A45	Females		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
PUBLIC INSTITUTIONS																				
Total: Males and females																				
A46	Total: Full-time and part-time	(A47+A48)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A47	Full-time		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
A48	Part-time		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
A49	Full-time equivalent		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
ALL PRIVATE INSTITUTIONS																				
Total: Males and females																				
A50	Total: Full-time and part-time	(A51+A52)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A51	Full-time	(A55+A59)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A52	Part-time	(A56+A60)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A53	Full-time equivalent	(A57+A61)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GOVERNMENT DEPENDENT PRIVATE INSTITUTIONS																				
Total: Males and females																				
A54	Total: Full-time and part-time	(A55+A56)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A55	Full-time		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
A56	Part-time		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
A57	Full-time equivalent		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
INDEPENDENT PRIVATE INSTITUTIONS																				
Total: Males and females																				
A58	Total: Full-time and part-time	(A59+A60)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A59	Full-time		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
A60	Part-time		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
A61	Full-time equivalent		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n

UOE version:
Sources:
Methods:

PERS2 SCHOOL LEVEL MANAGEMENT PERSONNEL AND TEACHER AIDES
COUNTRY IN ISCED LEVELS 0, 1, 2 AND 3

Row Instructions

Missina Value Codes:

RowNotes

ColumnNote

CellNotes

Block Check

Global Check & Save

Data collection period:

School year: *Please indicate the dates in table ENRL1a. Put a note here, if they are not the same.*

PRE-PRIMARY (ISC 0)	TOTAL PRIMARY+ SECONDARY (ISC 123)	PRIMARY (ISC 1)	LOWER SECONDARY (ISC 2)	UPPER SECONDARY (ISC 3)	COMBINATION ISC 1&2	COMBINATION ISC 2&3
1	2 (3+4+5)	3	4	5	6	7

**School Level Management Personnel
(ISCED 0-3)**

TOTAL: Public and private institutions

Total: Males and females

A1	Total: Full-time and part-time	(A2+A3)	0	0	0	0	0	0	0
A2	Full-time	(A6+A10)	0	0	0	0	0	0	0
A3	Part-time	(A7+A11)	0	0	0	0	0	0	0
A4	Full-time equivalent	(A8+A12)	0	0	0	0	0	0	0

Males

A5	Total: Full-time and part-time	(A6+A7)	0	0	0	0	0	0	0
A6	Full-time			0					
A7	Part-time			0					
A8	Full-time equivalent			0					

Females

A9	Total: Full-time and part-time	(A10+A11)	0	0	0	0	0	0	0
A10	Full-time			0					
A11	Part-time			0					
A12	Full-time equivalent			0					

Teacher Aides (ISCED 0-3)

TOTAL: Public and private institutions

Total: Males and females

B1	Total: Full-time and part-time	(B2+B3)	0	0	0	0	0	0	0
B2	Full-time	(B6+B10)	0	0	0	0	0	0	0
B3	Part-time	(B7+B11)	0	0	0	0	0	0	0
B4	Full-time equivalent	(B8+B12)	0	0	0	0	0	0	0

Males

B5	Total: Full-time and part-time	(B6+B7)	0	0	0	0	0	0	0
B6	Full-time			0					
B7	Part-time			0					
B8	Full-time equivalent			0					

Females

B9	Total: Full-time and part-time	(B10+B11)	0	0	0	0	0	0	0
B10	Full-time			0					
B11	Part-time			0					
B12	Full-time equivalent			0					

FINANCE-CHANGES Change in times series compared to the previous UOE-Data Collection
Country

The aim of this questionnaire is to allow countries to provide information on changes in the educational system, in coverage and in methodology from the last UOE Data Collection that may have affected data collected in this survey.

This information will help the international organisation to keep track of breaks in time series in a standardised way.

The questionnaire distinguishes between three possible reasons for significant changes in the data compared to the previous year.

- 1.) **Changes in the educational system.** This refers to "real" changes in the data due to changing conditions of the educational system.
- 2.) **Changes in coverage of the data collection.** This refers to changes introduced due to ex/inclusion of programmes compared to last year's edition.
- 3.) **Changes in methodology used.** This refers to significant changes in the data due to new/modified methodologies in data collection or estimation.

1. Changes in the EDUCATIONAL SYSTEM leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's educational system leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: Tuition fees were introduced.

Funding responsibilities were shifted from one level of government to a higher/lower level.

If "Yes"

please describe the nature of the change in the box below:

please indicate the questionnaire(s) affected by these changes in the educational system:

FINANCE-1	<input type="checkbox"/>
FINANCE-2	<input type="checkbox"/>

Fin_ENRL2	<input type="checkbox"/>
FINANCESUP-2	<input type="checkbox"/>
FINANCESUP-3	<input type="checkbox"/>

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 0 (yes/no):

Impact (% , absolute numbers, ..):

Comments:

ISCED 1/2 (yes/no):

Impact (% , absolute numbers, ..):

Comments:

ISCED 3 (yes/no):

Impact (% , absolute numbers, ..):

Comments:

ISCED 4 (yes/no):

Impact (% , absolute numbers, ..):

Comments:

ISCED 5/6 (yes/no):

Impact (% , absolute numbers, ..):

Comments:

2. Changes in COVERAGE leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's COVERAGE leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: Expenditure for a dult literacy programmes, which were not included last year, are now reported.

Some private pre-primary institutions are now included. ISCED-4 programmes can now be seperated from ISCED-3.

If "Yes"

please describe the nature of the change in the box below:

please indicate the questionnaire(s) affected by these changes in coverage:

FINANCE-1	<input type="checkbox"/>
FINANCE-2	<input type="checkbox"/>

Fin_ENRL2	<input type="checkbox"/>
FINANCESUP-2	<input type="checkbox"/>
FINANCESUP-3	<input type="checkbox"/>

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes to the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 0 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 1/2 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 3 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 4 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 5/6 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>

3. Changes in METHODOLOGY leading to significant changes in the UOE data Collection

Have there been any significant changes in your country's METHODOLOGY leading to a significant change in the data reported in this workbook? (Yes/No)

E.g.: The assumptions for the calculation of subsidies attributable for tuition fees were changed.

If "Yes"

please describe the nature of the change in the box below:

please indicate the questionnaire(s) affected by these changes in methodology:

FINANCE-1	<input type="checkbox"/>
FINANCE-2	<input type="checkbox"/>

Fin_ENRL2	<input type="checkbox"/>
FINANCESUP-2	<input type="checkbox"/>
FINANCESUP-3	<input type="checkbox"/>

please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes to the UOE data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 0 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 1/2 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 3 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 4 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 5/6 (yes/no): <input type="checkbox"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>

*Please attach additional documentation where necessary, if possible in electronic form.

Row Instructions		ENRL2 NUMBER OF STUDENTS WITH COVERAGE ADJUSTED TO STATISTICS ON EDUCATIONAL FINANCE															UOE version:																															
Missing Value Codes:		Country BY LEVEL OF EDUCATION, PROGRAMME ORIENTATION, PROGRAMME DESTINATION, TYPE OF INSTITUTION AND INTENSITY OF PARTICIPATION															Sources:																															
Block Check		Reference year start (mm/yy):															Reference year end (mm/yy):		Multiplier:		(ex: for values in 'thousand' put 1000)		Methods:																									
Global Check & Save		LEVEL OF EDUCATION															Not Allocated by Level		Total All Levels																													
RowNotes		Pre-primary															Primary		Lower Secondary (ISCED 2)			Upper Secondary (ISCED 3)			Primary + Secondary		Post secondary, non-tertiary (ISCED 4)				Tertiary (ISCED 5/6)																	
ColumnNotes		All educational programmes															All educational programmes		Programme orientation		All educational programmes		Programme orientation		All educational programmes		Programme orientation		Tertiary type B		Tertiary Type A and advanced research programmes	All educational programmes																
CellNotes		General															General		Pre-vocational and vocational		General		Pre-vocational and vocational		General		Pre-vocational and vocational		General		Pre-vocational and vocational	General																
		(ISC 0)															(ISC 1)		(ISC 2)		(ISC 2G)		(ISC 2V)		(ISC 3)		(ISC 3G)		(ISC 3V)		(ISC 123)		(ISC 4)		(ISC 4G)		(ISC 4V)		(ISC 5B)		(ISC 5A/6)		(ISC 5/6)					
		1															2		3		4		5		6		7		8		9		10		11		12		13		14		15		16		17	
																			(4+5)				(7+8)				(2+3+6)		(11+12)						(13+14)				(1+9+10+15+16)									
TOTAL PUBLIC AND PRIVATE INSTITUTIONS																																																
FULL-TIME																																																
A1	Total (aligned to data on educational finance)	(B1+C1)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
PART-TIME																																																
A2	Total (aligned to data on educational finance)	(B2+C2)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
FULL-TIME EQUIVALENT																																																
A3	Total (matching data on educational finance)	(B3+C3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
PUBLIC INSTITUTIONS																																																
FULL-TIME																																																
B1	Total (aligned to data on educational finance)				0			0			0			0	0																			n	0													
PART-TIME																																																
B2	Total (aligned to data on educational finance)				0			0			0			0	0																			n	0													
FULL-TIME EQUIVALENT																																																
B3	Total (aligned to data on educational finance)				0			0			0			0	0																			n	0													
ALL PRIVATE INSTITUTIONS																																																
FULL-TIME																																																
C1	Total (aligned to data on educational finance)	(C4+C7)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
PART-TIME																																																
C2	Total (aligned to data on educational finance)	(C5+C8)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
FULL-TIME EQUIVALENT																																																
C3	Total (aligned to data on educational finance)	(C6+C9)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0													
GOVERNMENT DEPENDENT PRIVATE INSTITUTIONS																																																
FULL-TIME																																																
C4	Total (aligned to data on educational finance)				0			0			0			0	0																			n	0													
PART-TIME																																																
C5	Total (aligned to data on educational finance)				0			0			0			0	0																			n	0													
FULL-TIME EQUIVALENT																																																
C6	Total (aligned to data on educational finance)				0			0			0			0	0																			n	0													
INDEPENDENT PRIVATE INSTITUTIONS																																																
FULL-TIME																																																
C7	Total (aligned to data on educational finance)				0			0			0			0	0																		n	0														
PART-TIME																																																
C8	Total (aligned to data on educational finance)				0			0			0			0	0																			n	0													
FULL-TIME EQUIVALENT																																																
C9	Total (aligned to data on educational finance)				0			0			0			0	0																			n	0													

Row Instructions Missing Value Codes: Country Financial year start (mm/yy): Financial year end (mm/yy): Data collection period: Multiplier: Currency Unit:
 Finance1 Education Expenditure by Level of Education, Source and Type of Transaction (ex: for 'thousand' put 1000)

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SOURCE OF FUNDS AND TYPE OF TRANSACTION	Pre-primary	Primary	Lower Secondary (ISCED 2)		Upper Secondary (ISCED 3)			Primary + Secondary	Post secondary, non-tertiary (ISCED 4)		Tertiary (ISCED 5/6)			Not Allocated by Level	Total All Levels		
	(ISC 0)	(ISC 1)	All educational programmes	Programme orientation		All educational programmes	Programme orientation		(ISC 123)	All educational programmes	Programme orientation		Tertiary type B	Tertiary Type A and advanced research	All educational programmes	16	17
				General	Pre-vocational and vocational		General	Pre-vocational and vocational			General	Pre-vocational and vocational					
			(ISC 2)	(ISC 2G)	(ISC2V)	(ISC 3)	(ISC 3G)	(ISC 3V)		(ISC 4)	(ISC 4G)	(ISC 4V)	(ISC 5B)	(ISC 5A/6)	(ISC 5/6)		
1	2	3 (4+5)		6 (7+8)			9 (2+3+6)	10 (11+12)		11	12	13 (14)		15 (13+14)	16	17 (1+9+10+15+16)	

GOVERNMENT EXPENDITURE																	
CENTRAL GOVERNMENT EXPENDITURE																	
Direct expenditure for educational institutions																	
C1	Direct expenditure for public institutions			0			0			0	0				0	n	0
C2	Direct expenditure for government-dependent private institutions			0			0			0	0				0	n	0
C3	Direct expenditure for independent private institutions			0			0			0	0				0	n	0
C4	Subtotal: Direct expenditure for private institutions	(C2+C3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C5	Total: Direct expenditure for all types of institutions	(C1+C4)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C5a	(of which direct expenditure designated for capital)		0	0	0	0	0	0	0	0	0	0	0	0	0	n	0
Intergovernmental transfers for education																	
C7	Transfers to regional governments (net)			0			0			0	0				0	n	0
C8	Transfers to local governments (net)			0			0			0	0				0	n	0
C9	Total: Intergovernmental transfers	(C7+C8)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transfers and payments for education to private entities																	
C10	Scholarships and other grants to students/households			0			0			0	0				0	n	0
C11	Student loans			0			0			0	0				0	n	0
C12	Total: Financial aid to students	(C10+C11)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C13	Transfers and payments to other private entities			0			0			0	0				0	n	0
C14	Total: Transfers and payments to the private sector	(C12+C13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C20	Total: Central government expenditure for education	(C5+C9+C14)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
REGIONAL GOVERNMENT EXPENDITURE																	
Direct expenditure for educational institutions																	
R1	Direct expenditure for public institutions			0			0			0	0				0	n	0
R2	Direct expenditure for government-dependent private institutions			0			0			0	0				0	n	0
R3	Direct expenditure for independent private institutions			0			0			0	0				0	n	0
R4	Subtotal: Direct expenditure for private institutions	(R2+R3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R5	Total: Direct expenditure for all types of institutions	(R1+R4)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R5a	(of which: direct expenditure designated for capital)		0	0	0	0	0	0	0	0	0	0	0	0	0	n	0
Intergovernmental transfers for education																	
R8	Transfers to local governments (net)			0			0			0	0				0	n	0
Transfers and payments for education to private entities																	
R10	Scholarships and other grants to students/households			0			0			0	0				0	n	0
R11	Student loans			0			0			0	0				0	n	0
R12	Total: Financial aid to students	(R10+R11)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R13	Transfers and payments to other private entities			0			0			0	0				0	n	0
R14	Total: Transfers and payments to the private sector	(R12+R13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
R20	Total: Regional government expenditure for education	(R5+R8+R14)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LOCAL GOVERNMENT EXPENDITURE																	
Direct expenditure for educational institutions																	
L1	Direct expenditure for public institutions			0			0			0	0				0	n	0
L2	Direct expenditure for government-dependent private institutions			0			0			0	0				0	n	0
L3	Direct expenditure for independent private institutions			0			0			0	0				0	n	0
L4	Subtotal: Direct expenditure for private institutions	(L2+L3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
L5	Total: Direct expenditure for all types of institutions	(L1+L4)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
L5a	(of which direct expenditure designated for capital)		0	0	0	0	0	0	0	0	0	0	0	0	0	n	0

RowNotes ColumnNotes CellNotes

SOURCE OF FUNDS AND TYPE OF TRANSACTION	Pre-primary	Primary	Lower Secondary (ISCED 2)			Upper Secondary (ISCED 3)			Primary + Secondary	Post secondary, non-tertiary (ISCED 4)			Tertiary (ISCED 5/6)			Not Allocated by Level	Total All Levels
	(ISC 0)	(ISC 1)	All educational programmes (ISC 2)	Programme orientation		All educational programmes (ISC 3)	Programme orientation		(ISC 123)	All educational programmes (ISC 4)	Programme orientation		Tertiary type B (ISC 5B)	Tertiary Type A and advanced research (ISC 5A/6)	All educational programmes (ISC 5/6)	16	17
				General	Pre-vocational and vocational		General	Pre-vocational and vocational			General	Pre-vocational and vocational					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
			(4+5)			(7+8)			(2+3+6)	(11+12)					(13+14)		(1+9+10+15+16)

Transfers and Payments for Education to Private Entities

L10	Scholarships and other grants to students/households			0					0	0					0	n	0
L11	Student Loans								0	0					0	n	0
L12	Total: Financial aid to students	(L10+L11)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
L13	Transfers and payments to other private entities								0	0					0	n	0
L14	Total: Transfers and payments to the private sector	(L12+L13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Total: Local government expenditure for education

L20	Total: Local government expenditure for education	(L5+L14)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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EXPENDITURE OF ALL LEVELS OF GOVERNMENT COMBINED

Direct expenditure for educational institutions

G1	Direct expenditure for public institutions	(C1+R1+L1)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
G2	Direct expenditure for government-dependent private institutions	(C2+R2+L2)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
G3	Direct expenditure for independent private institutions	(C3+R3+L3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
G4	Subtotal: Direct expenditure for private institutions	(G2+G3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
G5	Total: Direct expenditure for all types of institutions	(G1+G4)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
G5a	of G5: direct expenditure designated for capital	(C5a+R5a+L5a)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
G5b	of G5: direct expenditure designated for ancillary services															0	n
G5c	of G5: direct expenditure for R&D activities		X	X	X	X	X	X	X	X	X	X				0	x

Transfers and payments for education to private entities

G10	Scholarships and other grants to students/households	(C10+R10+L10)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
G10a	(Of which: Public grants attributable for tuition fees to educational institutions)								0	0					0	n	0
G10b	(Of which: Public grants NOT attributable for tuition fees to educational institutions)								0	0					0	n	0
G11	Student loans	(C11+R11+L11)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
G12	Total: Financial aid to students	(G10+G11)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
G13	Transfers and payments to other private entities	(C13+R13+L13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
G14	Total: Transfers and payments to the private sector	(G12+G13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

All government expenditure

G20	Total: Education expenditure for all levels of government combined	(G5+G14)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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FUNDS FROM INTERNATIONAL AGENCIES AND OTHER FOREIGN SOURCES

F1	International payments direct to public educational institutions				0				0	0					0	n	0
F2	International payments direct to government-dependent private institutions				0				0	0					0	n	0
F3	International payments direct to independent private institutions				0				0	0					0	n	0
F4	Subtotal: International payments direct to private institutions		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
F5	Total: International payments direct to all types of institutions		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
F5c	of F5: international payments to all type of institutions for R&D expenditure		X	X	X	X	X	X	X	X	X	X				0	x
F6	Transfers from international sources to central government				0				0	0					0	n	0
F7	Transfers from international sources to regional governments				0				0	0					0	n	0
F8	Transfers from international sources to local governments				0				0	0					0	n	0
F9	Total: Transfers from international sources to all level of governments		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
F20	Total: Funds received from international sources	(F5+F9)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

PRIVATE EXPENDITURE

EXPENDITURE OF HOUSEHOLDS

Payments to educational institutions

H1	Payments to public institutions (net)				0				0	0					0	n	0
H2	Payments to government-dependent private institutions (net)				0				0	0					0	n	0
H3	Payments to independent private institutions (net)				0				0	0					0	n	0
H4	Subtotal: Payments to private institutions (net)	(H2+H3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H5	Subtotal: Payments to all types of institutions (net)	(H1+H4)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H5b	of H5: fees paid to institutions for ancillary services				0				0	0					0	n	0

RowNotes ColumnNotes CellNotes

SOURCE OF FUNDS AND TYPE OF TRANSACTION	Pre-primary	Primary	Lower Secondary (ISCED 2)			Upper Secondary (ISCED 3)			Primary + Secondary	Post secondary, non-tertiary (ISCED 4)			Tertiary (ISCED 5/6)			Not Allocated by Level	Total All Levels		
	(ISC 0)	(ISC 1)	All educational programmes	Programme orientation		All educational programmes	Programme orientation		(ISC 123)	All educational programmes	Programme orientation		Tertiary type B	Tertiary Type A and advanced research	All educational programmes	16	17		
				General	Pre-vocational and vocational		General	Pre-vocational and vocational			General	Pre-vocational and vocational							
			(ISC 2)	(ISC 2G)	(ISC2V)	(ISC 3)	(ISC 3G)	(ISC 3V)		(ISC 4)	(ISC 4G)	(ISC 4V)	(ISC 5B)	(ISC 5A/6)	(ISC 5/6)				
1	2	3 (4+5)		4 (7+8)		5 (2+3+6)	6 (11+12)		7	8	9	10	11	12	13	14	15	16	17

Payments for Educational services and goods purchased other than by educational institutions

H15	Payments on goods requested directly or indirectly by educational institutions. (Purchasing IMPOSED by institutions.)			0			0			0	0				0	n	0
H16	Payments on goods not directly needed for participation, purchasing NOT imposed by educational institutions			0			0			0	0				0	n	0
H17	Payments for private tutoring			0			0			0	0				0	n	0
H18	Total: Payments for educational goods and services other than to educational institutions (H15+H16+H17)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

All household expenditure

H20	Total: Educational expenditure of households (H5+H18)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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EXPENDITURE OF OTHER PRIVATE ENTITIES (including firms and religious institutions and other nonprofit organizations, but not educational institutions)

Payments to educational institutions

E1	Payments to public institutions			0			0			0	0				0	n	0
E2	Payments to government-dependent private institutions			0			0			0	0				0	n	0
E3	Payments to independent private institutions			0			0			0	0				0	n	0
E4	Subtotal: Payments to private institutions (E2+E3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E5	Total: Payments to all types of institutions (E1+E4)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
E5a	(Of which: Payments of private enterprises for specified educational activities)			0			0			0	0				0	n	0
E5b	of E5: fees paid to institutions for ancillary services			0			0			0	0				0	n	0
E5c	of E5: payments of other private entities for R&D expenditure	X	X	X	X	X	X	X	X	X	X	X	X	X	0	X	0

Financial aid to students

E10	Scholarships and other grants to students/households			0			0			0	0				0	n	0
E11	Student loans			0			0			0	0				0	n	0
E12	Total: Financial aid to students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

All expenditure from other private entities

E20	Total: Education expenditure of other private entities (E5+E12)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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TOTAL PRIVATE EXPENDITURE

Payments to educational institutions

P1	Payments to public institutions (H1+E1)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P2	Payments to government-dependent private institutions (H2+E2)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P3	Payments to independent private institutions (H3+E3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P4	Subtotal: Payments to private institutions (P2+P3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P5	Total: Payments to all types of institutions (P1+P4)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
P20	Total: Private education expenditure (P5+H18)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

COMBINED PUBLIC, PRIVATE AND INTERNATIONAL EXPENDITURE

Expenditure for educational institutions

N1	Expenditure for public institutions (should equal rows X20+X21, Table FINANCE 2) (G1+P1+F1)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N2	Expenditure for government-dependent private institutions (should equal rows Y20+Y21, Table FINANCE2) (G2+P2+F2)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N3	Expenditure for independent private institutions (should equal rows Z20+Z21, Table FINANCE2) (G3+P3+F3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N4	Subtotal: Expenditure for private institutions (N2+N3)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N5	Total: Expenditure for all types of institutions (should equal row A22, Table FINANCE2) (N1+N4)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N5b	of N5: expenditure designated for ancillary services (should equal row A30 of table FINANCE-2) (G5b+H5b+E5b)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N5c	of N5: expenditure for R&D activities (should equal row A40 of table FINANCE-2) (G5c+F5c+E5c)	X	X	X	X	X	X	X	X	X	X	X	X	X	0	X	0

Total: Education expenditure

N20	Total: Education expenditure (N5+H18)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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Row Instructions Missing Value Codes:

Country: Financial year start (mm/yy): Financial year end (mm/yy):

Data collection period: Multiplier: Currency Unit:
(ex: for thousand put 1000)

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Finance2 Education Expenditure by Level of Education, Nature and Resource Category

SERVICE PROVIDER AND EXPENDITURE CATEGORY	Pre-primary (ISC 0)	Primary (ISC 1)	Lower Secondary (ISCED 2)			Upper Secondary (ISCED 3)			Primary + Secondary (ISC 123)	Post secondary, non-tertiary (ISCED 4)		Tertiary (ISCED 5/6)			Not Allocated by Level (ISC 16)	Total All Levels (1+9+10+15+16)
			All educational programmes (ISC 2)	Programme orientation		All educational programmes (ISC 3)	Programme orientation			All educational programmes (ISC 4)	Programme orientation (ISC 5B)	Tertiary type B (ISC 5A/6)	All educational programmes (ISC 5/6)			
				General (ISC 2G)	Pre-vocational and vocational (ISC 2V)		General (ISC 3G)	Pre-vocational and vocational (ISC 3V)						General (ISC 4G)		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	17

EXPENDITURE IN PUBLIC AND PRIVATE INSTITUTIONS (PUBLIC AND PRIVATE SOURCES)																	
A6	Total current expenditure for personnel compensation	(X6+Y6+Z6)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A13	Total current expenditure other than for the compensation of personnel	(X13+Y13+Z13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A14	Total current expenditure	(A6+A13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A15	Total capital expenditure (excludes payments for debt service)	(X15+Y15+Z15)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A20	Total current and capital expenditure	(A14+A15)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A21	Adjustments for changes in fund balances	(X21+Y21+Z21)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A22	Total funds: current and capital expenditure PLUS Adjustments for changes in fund balances (should equal row N5, Table FINANCE 1)	(A20+A21)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A30	Of A20: Total expenditure for ancillary services (should equal row N5c of table FINANCE-1)	(X30+Y30+Z30)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A40	Of A20: Total expenditure for R&D activities in public and private institutions (should equal row N5c of table FINANCE-1)	(X40+Y40+Z40)	x	x	x	x	x	x	x	x	x	x	x	0	0	0	x

EXPENDITURE IN PUBLIC INSTITUTIONS (PUBLIC AND PRIVATE SOURCES) -CURRENT EXPENDITURE																	
Expenditure for compensation of personnel																	
X1	Teachers (with active teaching responsibilities)				0			0			0				0	n	0
X5	Other pedagogical, administrative, and professional personnel + support personnel				0			0			0				0	n	0
X6	Total personnel compensation	(X1+X5) should equal (X7 to X9)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
X7	Salaries (salary portion of amount shown on row X6)				0			0			0				0	n	0
X8	Expenditure for retirement (pensions) (retirement portion of amount shown on row X6)				0			0			0				0	n	0
X9	Other nonsalary compensation (portion of amount on row X6 expended for nonsalary benefits other than retirement)				0			0			0				0	n	0

Current expenditure other than for compensation of personnel																	
X13	Current expenditure other than compensation of personnel				0			0			0				0	n	0
X14	Total current expenditure	(X6+X13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

CAPITAL EXPENDITURE																	
X15	Total capital expenditure (excludes payments for debt service)				0			0			0				0	n	0

CURRENT PLUS CAPITAL EXPENDITURE																	
X20	Total current plus capital expenditure	(X14+X15)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Adjustments for changes in fund balances																	
X21	Adjustments for changes in fund balances (X20 plus X21 should equal row N1, Table FINANCE 1)				0			0			0				0	n	0

EXPENDITURE FOR ANCILLARY SERVICES IN PUBLIC INSTITUTIONS (PUBLIC AND PRIVATE SOURCES)																	
X30	Of X20: Total expenditure for ancillary services				0			0			0				0	n	0

EXPENDITURE FOR R&D ACTIVITIES IN PUBLIC INSTITUTIONS (PUBLIC AND PRIVATE SOURCES)																	
X40	Of X20: Total expenditure for R&D activities		x	x	x	x	x	x	x	x	x	x	x	0	0	0	x

EXPENDITURE IN ALL PRIVATE INSTITUTIONS (PUBLIC AND PRIVATE SOURCES)																	
W6	Total current expenditure for personnel compensation	(Y6+Z6)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W13	Total current expenditure other than for the compensation of personnel	(Y13+Z13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W14	Total current expenditure	(W6+W13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W15	Total capital expenditure (excludes payments for debt service)	(Y15+Z15)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W20	Total current and capital expenditure	(W14+W15)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W21	Adjustments for changes in fund balances	(Y21+Z21)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W22	Total funds: current and capital expenditure PLUS Adjustments for changes in fund balances (should equal row N4, Table FINANCE 1)	(W20+W21)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W30	Of W20: Total expenditure for ancillary services	(Y30+Z30)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
W40	Of W20: Total expenditure for R&D activities in public and private institutions	(Y40+Z40)	x	x	x	x	x	x	x	x	x	x	x	0	0	0	x

Row Instructions Missing Value Codes:

Country: Financial year start (mm/yy): Financial year end (mm/yy):

Data collection period: Multiplier: Currency Unit:

Finance2 Education Expenditure by Level of Education, Nature and Resource Category

(ex: for 'thousand' put 1000)

Block Check Global Check & Save
RowNotes ColumnNotes CellNotes

SERVICE PROVIDER AND EXPENDITURE CATEGORY	Pre-primary (ISC 0)	Primary (ISC 1)	Lower Secondary (ISCED 2)			Upper Secondary (ISCED 3)			Primary + Secondary (ISC 123)	Post secondary, non-tertiary (ISCED 4)		Tertiary (ISCED 5/6)			Not Allocated by Level (16)	Total All Levels (17)	
			All educational programmes (ISC 2)	Programme orientation (ISC 2G) (ISC 2V)		All educational programmes (ISC 3)	Programme orientation (ISC 3G) (ISC 3V)			All educational programmes (ISC 4)	General (ISC 4G)	Pre-vocational and vocational (ISC 4V)	Tertiary type B (ISC 5B)	Tertiary Type A and advanced research (ISC 5A/6)			All educational programmes (ISC 5/6)
				General	Pre-vocational and vocational		General	Pre-vocational and vocational									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
			(4+5)			(7+8)			(2+3+6)	(11+12)					(13+14)		(1+9+10+15+16)

EXPENDITURE IN GOVERNMENT DEPENDENT PRIVATE INSTITUTIONS (PUBLIC AND PRIVATE SOURCES)

CURRENT EXPENDITURE

Expenditure for compensation of personnel

Y1	Teachers (with active teaching responsibilities)			0			0			0	0				0	n	0
	Other pedagogical, administrative, and professional personnel + support personnel			0			0			0	0				0	n	0
Y5	Total personnel compensation	(Y1+Y5) should equal (Y7 to Y9)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Y6	Salaries (salary portion of amount shown on row Y6)			0			0			0	0				0	n	0
Y7	Expenditure for retirement (pensions) (retirement portion of amount shown on row Y6)			0			0			0	0				0	n	0
Y8	Other nonsalary compensation (portion of amount on row Y6 expended for nonsalary benefits other than retirement)			0			0			0	0				0	n	0
Y9				0			0			0	0				0	n	0

Current expenditure other than for compensation of personnel

Y13	Total current expenditure other than compensation of personnel			0			0			0	0				0	n	0
-----	--	--	--	---	--	--	---	--	--	---	---	--	--	--	---	---	---

Total current expenditure

Y14	Total current expenditure	(Y6+Y13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-----	---------------------------	----------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

CAPITAL EXPENDITURE

Y15	Total capital expenditure (excludes payments for debt service)			0			0			0	0				0	n	0
-----	--	--	--	---	--	--	---	--	--	---	---	--	--	--	---	---	---

CURRENT PLUS CAPITAL EXPENDITURE

Y20	Total current plus capital expenditure (should equal row N2, Table FINANCE 1)	(Y14+Y15)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-----	---	-----------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Adjustments for changes in fund balances

Y21	Adjustments for changes in fund balances (Y20 plus Y21 should equal row N2, Table FINANCE 1)			0			0			0	0				0	n	0
-----	--	--	--	---	--	--	---	--	--	---	---	--	--	--	---	---	---

EXPENDITURE FOR ANCILLARY SERVICES IN GOVERNMENT DEPENDENT PRIVATE INSTITUTIONS (PUBLIC AND PRIVATE SOURCES)

Y30	Of Y20: Total expenditure for ancillary services			0			0			0	0				0	n	0
-----	--	--	--	---	--	--	---	--	--	---	---	--	--	--	---	---	---

EXPENDITURE FOR R&D ACTIVITIES IN GOVERNMENT DEPENDENT PRIVATE INSTITUTIONS (PUBLIC AND PRIVATE SOURCES)

Y40	Of Y20: Total expenditure for R&D activities		x	x	x	x	x	x	x	x	x	x	x	x	0	x	0
-----	--	--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

EXPENDITURE IN INDEPENDENT PRIVATE INSTITUTIONS (PUBLIC AND PRIVATE SOURCES)

CURRENT EXPENDITURE

Expenditure for compensation of personnel

Z1	Teachers (with active teaching responsibilities)			0			0			0	0				0	n	0
	Other Pedagogical, administrative, and professional personnel + Support personnel			0			0			0	0				0	n	0
Z5	Total personnel compensation	(Z1+Z5)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Current expenditure other than for compensation of personnel

Z13	Total current expenditure other than compensation of personnel			0			0			0	0				0	n	0
-----	--	--	--	---	--	--	---	--	--	---	---	--	--	--	---	---	---

Total current expenditure

Z14	Total current expenditure	(Z6+Z13)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-----	---------------------------	----------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

CAPITAL EXPENDITURE

Z15	Total capital expenditure (excludes payments for debt service)			0			0			0	0				0	n	0
-----	--	--	--	---	--	--	---	--	--	---	---	--	--	--	---	---	---

CURRENT PLUS CAPITAL EXPENDITURE

Z20	Total current plus capital expenditure (should equal row N3, Table FINANCE 1 - (X40+Y40+Z40))	(Z14+Z15)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-----	---	-----------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Adjustments for changes in fund balances

Z21	Adjustments for changes in fund balances (Z20 plus Z21 should equal row N3, Table FINANCE 1)			0			0			0	0				0	n	0
-----	--	--	--	---	--	--	---	--	--	---	---	--	--	--	---	---	---

EXPENDITURE FOR ANCILLARY SERVICES IN INDEPENDENT PRIVATE INSTITUTIONS (PUBLIC AND PRIVATE SOURCES)

Z30	Of Z20: Total expenditure for ancillary services			0			0			0	0				0	n	0
-----	--	--	--	---	--	--	---	--	--	---	---	--	--	--	---	---	---

EXPENDITURE FOR R&D ACTIVITIES IN INDEPENDENT PRIVATE INSTITUTIONS (PUBLIC AND PRIVATE SOURCES)

Z40	Of Z20: Total expenditure for R&D activities		x	x	x	x	x	x	x	x	x	x	x	x	0	x	0
-----	--	--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Missing Value Codes: Country: Financial year start (mm/yy): Data collection period:

FinanceSup2 Expenditure for debt Service

Payer (LEVEL OF GOVERNMENT OR TYPE OF INSTITUTION)
EXPENDITURE FOR DEBT SERVICE

		Preprimary + Primary + Secondary+Post secondary, non-tertiary (ISC 01234)		All Tertiary (ISC 56)		Total All Levels Col 10 (5+8)	
		Interest Payments	Repayment of Principal	Interest Payments	Repayment of Principal	Interest Payments	Repayment of Principal
		5a	5b	8a	8b	10a	10b
SD1	Central government					0	0
SD2	Regional government					0	0
SD3	local government					0	0
SD4	All levels of government combined (SD1+SD2+SD3)	0	0	0	0	0	0
INSTITUTIONAL EXPENDITURE FOR DEBT SERVICE							
(Do not duplicate amounts shown on rows SD1 to SD4)							
SD5	Public institutions					0	0
SD6	Government-dependent private institutions					0	0
SD7	independent private institutions					0	0
SD8	All types of institutions combined (SD5+SD6+SD7)	0	0	0	0	0	0
TOTAL: EXPENDITURE FOR DEBT SERVICE -- All payers combined							
SD9	Total: Expenditure for debt service -- All payers combined (SD4+SD8)	0	0	0	0	0	0

Multiplier: (ex: for 'thousand' put 1000)

Missing Value Codes: Country:

FinanceSup3 Expenditure for Research

RowNotes ColumnNotes CellNotes

Financial year start (mm/yy): Data collection period:

Financial year end (mm/yy): Currency Unit:

Multiplier: (ex: for 'thousand' put 1000)

All Tertiary (ISC 56)
1

Expenditure for Research

SR1 Total expenditure for institutions as shown in FINANCE1, row N5 FINANCE1/N5

Does the amount shown on row SR1 include ALL expenditure for research in instruction of tertiary education? If not, indicate below the types of research expenditure that have been omitted from table FINANCE1 and show the amounts in the right hand column

SR2

Research expenditure NOT included in row SR1
Type of research expenditure

SR2a

SR2b

SR2c

SR2d

SR2e

SR2f

Separation of expenditure on R&D

SR3 of row SR1: Expenditure on R&D (should correspond to row N5c of table FINANCE-1 and to row A40 of table FINANCE-2)

Does the amount shown on row SR3 include ALL expenditure for research in instruction of tertiary education included in row SR1? If not, indicate below the types of research expenditure that can not be separated from the total expenditure

SR4

Research expenditure included in row SR1 and NOT included in SR3
(It is recognised, that mostly the amounts not separable from row SR1 can not be quantified. However, the types of expenditure should be listed in any case without amounts.)
Type of research expenditure

SR4a

SR4b

SR4c

SR4d

SR4e

SR4f

Relationship of research expenditure in table FINANCE1 to higher education R&D (HERD) expenditure reported in the OECD/DSTI data collection

SR5 Total expenditure for higher education R&D (HERD) as reported in the OECD DSTI data collection

Does the amount on row 3 include any expenditure for research (or R&D) not included in the figure for total expenditure for tertiary institutions on row 1? If yes indicate below the types of HERD expenditure not included in row 1 and show the amounts.

SR6

Expenditure included in row 5, but NOT included in row 1
Type of HERD expenditure

SR6a

SR6b

SR6c

SR6d

SR6e

SR6f

Does the amount on row 1 include any expenditure for research not included in the figure for HERD expenditure on row 5? If yes indicate below the types of tertiary research expenditure not included in HERD and show the amounts.

SR7

Expenditure included in row 1, but NOT included in figures for HERD in row 5
Type of tertiary research expenditure

SR7a

SR7b

SR7c

SR7d

SR7e

SR7f

Expenditure for separately funded or separately budgeted research

SR8 Of the total expenditures for institutions of tertiary education shown on row 1, what portion consists of expenditure for separately funded or separately budgeted research?

13-ISCMAP97-11-CHANGES Change in times series compared to the previous UOE-Data Collection

The aim of this spread-sheet is to allow countries to provide information on changes **in the educational system** as it is reflected in the UOE 12-ISCMAP97-11 table since the **last UOE data collection**.

This information will help the international organisation to keep track of breaks in time series in a standardised way. It will also allow users of UOE results to follow the evolution of the educational systems as they are reported in the UOE.

This questionnaire distinguishes three possible types of changes:

- 1) **Changes in the structure of the educational system.** This refers to the creation, abolition, merging or splitting of programmes or qualifications.
The possible changes are coded as **M="Merged into"**, **S="Split into"**, **A="Abolished"** and **N="New programme/qualification created"**.
- 2) **Changes in description.** This refers to any changes **in information** provided in the columns for a programme or a qualification.
- 3) **Changes in coverage of the data collection.** This refers to changes **in the data** introduced due to exclusion or inclusion of programmes or qualifications compared to the UOE data collection of the previous year.

Data providers are asked to add the number of rows they need in each section of this questionnaire. Please attach additional documentation where necessary, if possible in electronic form.

Have there been any changes in the ISCMAP programmes for your country (Yes/No)

If "Yes" was it...

1.) **Changes in the structure of the educational system** (Yes/No)

If "Yes" please describe below:

The possible changes are: M="Merged into", S="Split into", A="Abolished" or N="New programme created"

programme nr	Change (M,S,A,N)	Other programmes involved	notes

2.) **Changes in description.** (Yes/No)

If "Yes" please describe below:

programme nr	column	comment

3.) **Changes in coverage of the data collection.** (Yes/No)

If "Yes" please describe below:

The possible changes are: E="Estimation method used for reporting has changed", A="Abolished" or N="New - reported for the first time"

programme nr	change (E,A,N)	comment

Have there been any changes in the ISCMAP qualification for your country (Yes/No)

If "Yes" was it...

1.) *Changes in the structure of the educational system* (Yes/No)
 If "Yes" please describe below:

The possible changes are: M="Merged into", S="Split into", A="Abolished" or N="New qualification created"

Qualification nr	Change (M,S,A,N)	Other qualifications involved	notes

2.) *Changes in description.* (Yes/No)
 If "Yes" please describe below:

Qualification nr	column	comment

3.) *Changes in coverage of the data collection.* (Yes/No)
 If "Yes" please describe below:

The possible changes are: E="Estimation method used for reporting has changed", A="Abolished" or N="New - reported for the first time"

Qualification nr	change (E,A,N)	comment

Row Instructions

DEM1 TOTAL POPULATION BY

UOE version: UOE 2013

Missing Value Codes:

COUNTRY SEX AND AGE GROUP

Source: * Specify references to data sources in this cell

Data collection period (mm/yy):

Method: * Specify references to data collection methods in this cell

Reference date for age:

RowNotes

ColumnNote

CellNotes

Global Check & Save

Sex

Total males and females	Males	Females
-------------------------	-------	---------

1

2

3

(2+3)

Age group

Age group		1	2	3	
A1	Total: All age groups	(A2toA4+A10+A16+A22+A28+A34)	0	0	0
A2	Under 3 years		0		
A3	3 years		0		
A4	4 years		0		
A5	5 years		0		
A6	6 years		0		
A7	7 years		0		
A8	8 years		0		
A9	9 years		0		
A10	Subtotal: 5-9 years	(A5toA9)	0	0	0
A11	10 years		0		
A12	11 years		0		
A13	12 years		0		
A14	13 years		0		
A15	14 years		0		
A16	Subtotal: 10-14 years	(A11toA15)	0	0	0
A17	15 years		0		
A18	16 years		0		
A19	17 years		0		
A20	18 years		0		
A21	19 years		0		
A22	Subtotal: 15-19 years	(A17toA21)	0	0	0
A23	20 years		0		
A24	21 years		0		
A25	22 years		0		
A26	23 years		0		
A27	24 years		0		
A28	Subtotal: 20-24 years	(A23toA27)	0	0	0
A29	25 years		0		
A30	26 years		0		
A31	27 years		0		
A32	28 years		0		
A33	29 years		0		
A34	Subtotal: 25-29 years	(A29toA33)	0	0	0
A35	Subtotal: 30-34 years		0		
A36	Subtotal: 35-39 years		0		
A37	40 years and over		0		
A38	Age unknown		0	n	n

REGIO-CHANGES

Changes with respect to the previous Regional Data Collection

Country:

Reference school year:
(yyyy/yyyy)

The aim of this questionnaire is to allow countries to provide information on changes related to enrolment since the last Regional Data Collection.

This information will help Eurostat keep track of breaks in time series.
Please, do not report changes that have been already indicated into ENRL1 table.

The questionnaire distinguishes between two possible reasons for significant changes in the data compared to the previous year.

- 1) Changes in the way the REGIONAL BREAKDOWN (NUTS) is implemented for the collection of data on enrolment.
- 2) Changes in METHODOLOGY used. This refers to significant changes in the data due to new/modified methodologies in data collection or estimation at the regional level

1. Changes in the REGIONAL BREAKDOWN leading to significant changes in the Regional Data Collection

Have there been any significant changes in the way NUTS is implemented in your country for the collection of data on enrolment at the regional level leading to a significant change in the data reported in this workbook? (Yes/No)
E.g.: The NUTS breakdown implemented in your country is different than last year

If "Yes" please describe the nature of the change in the box below:

please indicate "C" for the questionnaire(s) affected by these changes in the educational system:

REGIO1	<input type="text"/>
REGIO2	<input type="text"/>

Please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the regional data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 0 (Yes/No): <input type="text"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 1/2 (Yes/No): <input type="text"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 3 (Yes/No): <input type="text"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 4 (Yes/No): <input type="text"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>
ISCED 5/6 (Yes/No): <input type="text"/>	Impact (% , absolute numbers, ..): <input type="text"/>
	Comments: <input type="text"/>

2. Changes in METHODOLOGY leading to significant changes in the Regional Data Collection

Have there been any significant changes in your country's METHODOLOGY leading to a significant change in the data reported in this workbook? (Yes/No)
E.g.: Data that were estimated in previous data submissions are now based on census data.

If "Yes" please describe the nature of the change in the box below:

please indicate "C" for the questionnaire(s) affected by these changes in the educational system:

REGIO1	<input type="text"/>
REGIO2	<input type="text"/>

Please indicate the ISCED levels that were affected. Try to estimate/guess the impact of these changes on the regional data by expressing them as a percentage or absolute number.

Please make additional comments where necessary*.

ISCED 0 (Yes/No):

Impact (% , absolute numbers, ..):

Comments:

ISCED 1/2 (Yes/No):

Impact (% , absolute numbers, ..):

Comments:

ISCED 3 (Yes/No):

Impact (% , absolute numbers, ..):

Comments:

ISCED 4 (Yes/No):

Impact (% , absolute numbers, ..):

Comments:

ISCED 5/6 (Yes/No):

Impact (% , absolute numbers, ..):

Comments:

UOE version: UOE 2013

**Please attach additional documentation where necessary, if possible in electronic form.*

REGIO1

Number of students by level of education, programme orientation, gender and region

UOE version: 2013

DATA CODES

a - category not applicable
 n - data value nil
 m - data not available
 x, xr:..., xc:..., xa:... - data included in other category

[Guidelines](#)

Country: **AT**
 (Enter country in REGIO-CHANGES)

Reference school year: **2011/2012**
 (Enter year in REGIO-CHANGES)

	TOTAL ALL LEVELS OF EDUCATION	ISCED 0	ISCED 1	ISCED 2	ISCED 3		ISCED 4		ISCED 5		ISCED 6	NOT ALLOCATED BY LEVEL
		All educational programmes	All educational programmes	All educational programmes	General	Pre-vocational and Vocational	General	Pre-vocational and Vocational	5A	5B	All educational programmes	
	TOTAL	ED0	ED1	ED2	ED3G	ED3VPV	ED4G	ED4VPV	ED5A	ED5B	ED6	UNK
Total												
AT_T	ÖSTERREICH	0	0	0	0	0	0	0	0	0	0	n
Males												
AT_M	ÖSTERREICH	0	0	0	0	0	0	0	0	0	0	n
AT11_M	Burgenland (AT)	0										n
AT12_M	Niederösterreich	0										n
AT13_M	Wien	0										n
AT21_M	Kärnten	0										n
AT22_M	Steiermark	0										n
AT31_M	Oberösterreich	0										n
AT32_M	Salzburg	0										n
AT33_M	Tirol	0										n
AT34_M	Vorarlberg	0										n
Females												
AT_F	ÖSTERREICH	0	0	0	0	0	0	0	0	0	0	n
AT11_F	Burgenland (AT)	0										n
AT12_F	Niederösterreich	0										n
AT13_F	Wien	0										n
AT21_F	Kärnten	0										n
AT22_F	Steiermark	0										n
AT31_F	Oberösterreich	0										n
AT32_F	Salzburg	0										n
AT33_F	Tirol	0										n
AT34_F	Vorarlberg	0										n

REGIO2 Number of students by age, gender and region

DATA CODES
 a - category not applicable
 n - data value nil
 m - data not available
 x, xf, ..., xc, ..., xa, ... - data included in other category

Country: **AT**
 (Enter country in REGIO-CHANGES)

Reference school year: **2011/2012**
 (Enter year in REGIO-CHANGES)

[Guidelines](#)

TOTAL ALL AGES		less than 3 years	3 years	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years	20 years	21 years	22 years	23 years	24 years	25 years	26 years	27 years	28 years	29 years	30-34 years	35-39 years	40 years and over	age unknown	
TOTAL		Y_LT3	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15	Y16	Y17	Y18	Y19	Y20	Y21	Y22	Y23	Y24	Y25	Y26	Y27	Y28	Y29	Y30-34	Y35-39	Y_GE40	UNK	
Total																																		
AT_T	ÖSTERREICH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
Males																																		
AT_M	ÖSTERREICH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
AT11_M	Burgenland (AT)	0																																n
AT12_M	Niederösterreich	0																																n
AT13_M	Wien	0																																n
AT21_M	Kärnten	0																																n
AT22_M	Steiermark	0																																n
AT31_M	Oberösterreich	0																																n
AT32_M	Salzburg	0																																n
AT33_M	Tirol	0																																n
AT34_M	Vorarlberg	0																																n
Females																																		
AT_F	ÖSTERREICH	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	n
AT11_F	Burgenland (AT)	0																																n
AT12_F	Niederösterreich	0																																n
AT13_F	Wien	0																																n
AT21_F	Kärnten	0																																n
AT22_F	Steiermark	0																																n
AT31_F	Oberösterreich	0																																n
AT32_F	Salzburg	0																																n
AT33_F	Tirol	0																																n
AT34_F	Vorarlberg	0																																n

ENRLLNG-METADATA Information about the data to improve their analytical use

Country:

Reference school year:
(yyyy/yyyy)

The provision of the following information can help the interpretation and the comparability of the data. Please, respond to the questions below.

1 - Scope of the population

1.1 - Are pupils with special needs education enrolled in special schools excluded from this questionnaire? (Yes/No)

1.2 - Apart from pupils with special needs education, is the scope of the population in this questionnaire the same as the Enrolment questionnaire? (Yes/No)

1.2.1 - If "No" please specify:

2 - Educational system

2.1 - Are there any legal provisions for language learning in your country? (Yes/No)

2.1.1 - If "Yes" please specify:

2.2 - At which age does compulsory language learning start in your country?

2.3 - At which age does compulsory language learning end in your country?

2.4 - Does your legislation specify the number of hours language(s) should be taught by educational level? (Yes/No)

2.4.1 - If "Yes" please specify number of hours at (*indicate unit of measurement, for example statutory hours per year or by week*).

2.4.1.1 - ISCED level 1:

2.4.1.2 - ISCED level 2:

2.4.1.3 - ISCED level 3 general orientation:

2.4.1.4 - ISCED level 3 pre-vocational and vocational orientation:

2.5 - Does your legislation specify which languages to be taught? (Yes/No)

2.5.1 - If "Yes" please specify which languages at (*if there is a choice between more languages then please indicate these*).

2.5.1.1 - ISCED level 1:

2.5.1.2 - ISCED level 2:

2.5.1.3 - ISCED level 3 general orientation:

2.5.1.4 - ISCED level 3 pre-vocational and vocational orientation:

2.6 - Please add any additional comments you have in the box below

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ENRLLNG-CHANGES Changes with respect to the previous Eurostat Language Data Collection

Country:
(Enter country in ENRLLNG-METADATA)

Reference school year:
(Enter year in ENRLLNG-METADATA)

The aim of this questionnaire is to allow countries to provide information on changes in the educational system and in methodology from the last Data Collection that may have affected data collected on languages.

This information will help Eurostat keep track of breaks in time series in a standardised way.

The questionnaire distinguishes between two possible reasons for significant changes in the data compared to the previous year.

- 1) *Changes in the educational system.* This refers to "real" changes in the data due to changing conditions of the educational system.
- 2) *Changes in methodology used.* This refers to significant changes in the data due to new/modified methodologies in data collection or estimation.

1. Changes in the EDUCATIONAL SYSTEM leading to significant changes in the Language Data Collection

1.1 - Have there been any significant changes in your country's educational system leading to a significant change in the data reported in this workbook? (Yes/No)

1.1.1 - If 'Yes' describe the nature of the change in the box below:

1.1.2 - Indicate "C" for the questionnaire(s) affected by these changes in the educational system:

ENRLLNG1	<input type="text"/>
ENRLLNG2	<input type="text"/>

1.1.3 - Indicate the ISCED levels that were affected and give an evaluation of the impact of these changes on the UOE data by expressing them as a percentage or absolute number.
 Please, make additional comments where necessary*.

- | | | |
|--|---|--------------------------------|
| 1.1.3.1 - ISCED 1 (Yes/No): <input type="text"/> | Impact (% , absolute numbers, ..): <input type="text"/> | Comments: <input type="text"/> |
| 1.1.3.2 - ISCED 2 (Yes/No): <input type="text"/> | Impact (% , absolute numbers, ..): <input type="text"/> | Comments: <input type="text"/> |
| 1.1.3.3 - ISCED 3 (Yes/No): <input type="text"/> | Impact (% , absolute numbers, ..): <input type="text"/> | Comments: <input type="text"/> |

2. Changes in METHODOLOGY leading to significant changes in the UOE Data Collection

2.1 - Have there been any significant changes in your country's METHODOLOGY leading to a significant change in the data reported in this workbook? (Yes/No)

2.1.1 - If 'Yes' describe the nature of the change in the box below:

2.1.2 - Indicate "C" for the questionnaire(s) affected by these changes in the educational system:

ENRLLNG1	<input type="text"/>
ENRLLNG2	<input type="text"/>

2.1.3 - Indicate the ISCED levels that were affected and give an evaluation of the impact of these changes on the UOE data by expressing them as a percentage or absolute number.
 Please make additional comments where necessary*.

- | | | |
|--|---|--------------------------------|
| 2.1.3.1 - ISCED 1 (Yes/No): <input type="text"/> | Impact (% , absolute numbers, ..): <input type="text"/> | Comments: <input type="text"/> |
| 2.1.3.2 - ISCED 2 (Yes/No): <input type="text"/> | Impact (% , absolute numbers, ..): <input type="text"/> | Comments: <input type="text"/> |
| 2.1.3.3 - ISCED 3 (Yes/No): <input type="text"/> | Impact (% , absolute numbers, ..): <input type="text"/> | Comments: <input type="text"/> |

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*Please attach additional documentation where necessary, if possible in electronic form.

ENRLLNG1

Number of students by level of education, programme orientation and foreign language studied

DATA CODES

a - category not applicable
 n - data value nil
 m - data not available
 x, xr:..., xc:..., xa:... - data included in other category

Country:
(Enter country in ENRLLNG-METADATA)

Reference school year:
(Enter year in ENRLLNG-METADATA)

[Guidelines](#)

ISCED 1	ISCED 2	ISCED 3	
All educational programmes	All educational programmes	General programmes	Pre-vocational and vocational programmes
ED1	ED2	ED3G	ED3VPV

Modern foreign language studied

BUL	Bulgarian	n	n	n	n
CZE	Czech	n	n	n	n
DAN	Danish	n	n	n	n
GER	German	n	n	n	n
EST	Estonian	n	n	n	n
GRE	Greek	n	n	n	n
SPA	Spanish	n	n	n	n
FRE	French	n	n	n	n
GLE	Irish	n	n	n	n
HRV	Croatian	n	n	n	n
ITA	Italian	n	n	n	n
LAV	Latvian	n	n	n	n
LIT	Lithuanian	n	n	n	n
HUN	Hungarian	n	n	n	n
MLT	Maltese	n	n	n	n
DUT	Dutch	n	n	n	n
POL	Polish	n	n	n	n
POR	Portuguese	n	n	n	n
RUM	Romanian	n	n	n	n
SLV	Slovene	n	n	n	n
SLO	Slovak	n	n	n	n
FIN	Finnish	n	n	n	n
SWE	Swedish	n	n	n	n
ENG	English	n	n	n	n
ARA	Arabic	n	n	n	n
CHI	Chinese	n	n	n	n
JPN	Japanese	n	n	n	n
RUS	Russian	n	n	n	n
OTH	Other modern languages	n	n	n	n
UNK	Unknown language	n	n	n	n
TOTAL	Total modern languages	n	n	n	n

UOE version: UOE 2013

ENRLLNG2

Number of students by level of education, programme orientation, number of foreign languages studied and age

DATA CODES
 a - category not applicable
 n - data value nil
 m - data not available
 x, xr:..., xc:..., xa:... - data included in other category

Country:
(Enter country in ENRLLNG-METADATA)

Reference school year: **2011/2012**
(Enter country in ENRLLNG-METADATA)

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	Age group	ISCED 1				ISCED 2				ISCED 3 general				ISCED 3 pre-vocational and vocational			
		Total pupils	Number of foreign languages studied			Total pupils	Number of foreign languages studied			Total students	Number of foreign languages studied			Total students	Number of foreign languages studied		
			none	one	two or more		none	one	two or more		none	one	two or more		none	one	two or more
		ED1:TOTAL	ED1:0	ED1:1	ED1:GE2	ED2:TOTAL	ED2:0	ED2:1	ED2:GE2	ED3G:TOTAL	ED3G:0	ED3G:1	ED3G:GE2	ED3VPV:TOTAL	ED3VPV:0	ED3VPV:1	ED3VPV:GE2
TOTAL	TOTAL	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y_LT6	Under 6 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y6	6 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y7	7 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y8	8 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y9	9 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y10	10 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y11	11 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y12	12 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y13	13 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y14	14 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y15	15 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y16	16 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y17	17 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y18	18 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y19	19 years	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
Y_GE20	20 or more years old	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
UNK	Not specified by age	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n

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