

**Table 10.1 Classes and pupils in primary education by grade**

Please provide the number of classes, i.e. pedagogical groups, and the corresponding number of pupils for each grade at the primary level. The number of classes for each grade should include single grade and multigrade classes in which students at that grade are enrolled. In order to determine the number of classes by grade, multigrade classes should be counted once at each grade in which students are enrolled. For example, a multigrade class in which pupils from Grades 1, 2 and 3 are enrolled should be counted three times; once in each of the three grades.

The data reported for pupils should exclude:

- Pupils attending special needs schools or classes;
- Pupils in programmes not organized by classes; and
- Pupils in schools for which information on the number of classes is missing.

Please refer to the definitions of class and multigrade class in the [Annex](#)

Primary education (ISCED 1)	Classes	of which: multigrade classes	Pupils	of which pupils enrolled in: multigrade classes
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Not specified				
<b>TOTAL</b>				

**10.1.1** Please provide the actual number of multigrade classes. For example, a class providing instruction for pupils in Grades 1, 2 and 3 is to be counted as one multigrade class. The actual number of multigrade classes should be no more than half the sum of the multigrade classes reported in Table 10.1.

**Actual number of multigrade classes:**

**10.1.2** Please indicate the reference year of the data if different from Table 2.1: \_\_\_\_\_

**Table 10.2 Textbooks, pupils and national norms in primary education by grade**

Please provide the number of reading and mathematics textbooks (in all languages of instruction) owned by schools, the number of pupils covered by these textbooks and the number of textbooks recommended by national regulations (national norms for textbooks). The number of pupils by grade must include all pupils in schools that reported data on textbooks, regardless of whether pupils have a textbook or not. Pupils in schools where information on textbooks is missing should be excluded from the data. Therefore, pupil counts may be lower than total enrolment provided in Table 2.1.

To indicate that instruction for a given grade does not include the use or distribution of textbooks, please enter the code 'a' for 'not applicable' in the relevant cells for that grade.

Please refer to the definitions of textbooks and national norms for textbooks in the [Annex](#)

Primary education (ISCED 1)	Textbooks owned by schools		Pupils covered	National norms for textbooks	
	Reading	Mathematics		Reading	Mathematics
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Not specified					
<b>TOTAL</b>					

10.2.1 Please indicate the reference year of the data if different from Table 2.1: \_\_\_\_\_

**Table 10.3 Graduates of teacher training programmes by teaching level of education and sex**

Please provide the number of graduates (within the reference year) from accredited pre-service teacher training programmes, by teaching level of education and sex. Graduates accredited to teach at more than one level of education should be reported once at the lower level of education. For example, graduates accredited to teach primary and lower secondary education, should be reported once at the primary level of education. Please indicate such cases using the comment function.

Please refer to the definition of pre-service teacher training in the [Annex](#)

Teaching level of education	Graduates from accredited pre-service teacher training programmes	
	Both sexes	Female
Primary (ISCED 1)		
Lower secondary (ISCED 2)		
Upper secondary (ISCED 3)		
Not specified		
<b>TOTAL</b>		

10.3.1 Please indicate the reference year of the data if different from Table 2.1: \_\_\_\_\_

**Table 10.4 Newly recruited teachers by teaching level of education and sex**

Please provide the number of newly recruited teachers in public institutions. Teachers moving from private to public schools should be counted as newly recruited. Data should exclude teachers that move from teaching one educational level to another. For example, teachers working in primary education in the previous year now teaching for the first time in secondary education should not be reported as new recruitment in secondary education. Teachers recruited to teach at more than one level of education should be reported once at the lower level of education. For example teachers recruited to teach primary and lower secondary education should be reported once at the primary level of education. Please indicate such cases using the comment function.

Please refer to the definition of newly recruited teachers in the [Annex](#)  
The definition of trained teachers should correspond to that used in Table 2.1.

Teaching level of education	Newly recruited teachers		of which: trained	
	Both sexes	Female	Both sexes	Female
Primary (ISCED 1)				
Lower secondary (ISCED 2)				
Upper secondary (ISCED 3)				
Not specified				
<b>TOTAL</b>				

10.4.1 Please indicate the reference year of the data if different from Table 2.1: \_\_\_\_\_

**Table 10.5 Schools with basic services by level of education**

Please provide the number of schools with or without toilets, potable water and a permanent source of electricity by level of education in public institutions.

Schools should be counted as having toilets if they have a pit latrine, an improved pit latrine, a flush toilet, a pour-flush toilet or a composting toilet. A school should be counted as having single-sex toilets if separate girls and boys toilets are available on the location or the educational institution is a single-sex school and has toilets.

The count of schools with electricity should ideally include those with access to permanent sources of electrical power (i.e. grid/ mains connection, wind, water, solar, permanently fuel-powered generator, etc.).

Schools which offer both primary and lower secondary levels of education should be counted twice: once at the primary level of education and again at the lower secondary level of education.

Please refer to the definitions of toilet potable water and electricity in the [Annex](#)

Basic services	Schools	
	Primary (ISCED 1)	Lower secondary (ISCED 2)
without toilets		
with toilets		
→ of which with single-sex toilets		
with no information on toilets		
without potable water		
with potable water		
→ of which pipe-borne		
with no information on potable water		
without electricity		
with electricity		
with no information on electricity		

10.5.1 Please indicate the reference year of the data if different from Table 2.1: \_\_\_\_\_

**Table 10.6 School census units by response status and level of education**

Please provide the total number of census units (schools or educational institutions) and responding census units surveyed for primary and secondary education. A census unit which enrolls students at more than one level of education should be reported at each level of education which applies. For example, a census unit which enrolls students at both the primary and lower secondary education levels should be reported twice: once at the primary level of education and again at the lower secondary level of education. The sum of primary, lower and upper secondary education census units could therefore exceed the actual number of primary and secondary education census units.

The number of responding census units is the number of questionnaires (with at least some usable data) returned from each census unit and captured in the EMIS system. Completely blank questionnaires should not be counted as a response.

Please refer to the definitions of census unit and number of responding census units in the [Annex](#)

Level of education	Census units	of which: responding census units
Primary (ISCED 1)		
Lower secondary (ISCED 2)		
Upper secondary (ISCED 3)		

**10.6.1** Please indicate the coverage of the data reported in Table 10.6 by selecting the appropriate box(es):

General programmes  Technical and vocational programmes

**10.6.2** Please indicate the reference year of the data if different from Table 2.1: \_\_\_\_\_

**To submit data directly to the UIS, please click on the [Submit] button below. An email will be sent to you to confirm receipt. If you do not receive this confirmation, please verify the email address provided in the respondent information section and try again.**

Submit

### Class

A class is made up of students who follow a common course of study. Pupils/students are grouped together in a class based on the highest number of common courses, usually compulsory studies. A class is the pedagogical structure in which each student is registered. Regardless of the level of study, a student is registered in only one class. Students from different grades may be present in the same class, as occurs in one-teacher or two-teacher schools. Conversely, a school may have a number of classes for the same grade.

A **multigrade class** is a class in which students from two or more grades are taught by one teacher in one room at the same time.

### Census unit

A census unit is typically a school or an educational institution that is considered one administrative unit which is expected to complete a school census form. An administrative unit refers to any school, or group of schools, under a single director or a single administration. In general, the number of census units is close to the number of school census forms sent. The number of census units may need to be adjusted after the census is completed to account for schools that were closed or merged. The count of census units may be smaller than the count of school service points (or annexes) in countries where some school service points are regarded as one administrative unit or school.

### Electricity

Electricity refers to regular and readily available sources of power (e.g. grid/mains connection, wind, water, solar, fuel-powered generator, etc.).

### National norm for textbooks

The national norm for textbooks refers to the number of textbooks that should, according to national regulations or targets, be available per pupil. Typically the national norm will be one textbook per pupil.

### Newly recruited teachers

Newly recruited teachers are teachers entering the teaching profession for the first time in public schools.

### Potable water

A school is considered to have potable water if it has a drinking water facility or water delivery point that by the nature of its design protects the water from external contamination, particularly of faecal origin. Examples of potable drinking water facilities include: pipe-borne water, protected well, borehole, protected spring water and rainwater.

### Pre-service teacher training

Pre-service teacher training programmes are recognised and organised, private and public educational programmes designed to train future teachers to formally enter the profession at a specified level of education. Graduates receive a government-recognised teaching qualification. Pre-service training does not cover teachers who do not meet officially recognised training standards and are enrolled in a teacher training course to earn accreditation concurrent to their work as a teacher.

### School

A school is a service point (or campus that is part of a larger educational institution) that provides instructional or education-related services to a group of pupils. A school may have a single administrative unit with several service points (or group of branch schools or satellite school or campuses). An administrative unit refers to any school, or group of schools, under a single director or a single administration. A service point refers to any location which provides a service for pupils or students, whether it is a single entity or part of a larger administrative unit.

### Textbooks

Textbooks are books designed for instructing pupils in specific subject areas. The data reported in this questionnaire should only include textbooks which are owned by schools and have been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks should exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides). The count of textbooks can include books in stock but not currently in use by pupils and should include all languages of instruction.

### Toilets

A school is considered as having toilets if they have a pit latrine, an improved pit latrine, a flush toilet, a pour-flush toilet or a composting toilet. A school should be counted as having single-sex toilets if separate girls and boys toilets are available on the location or the educational institution is a single-sex school and has toilets.