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For any question on data and metadata, please contact: [EUROPEAN STATISTICAL DATA SUPPORT](#)

1. Contact		Top
1.1. Contact organisation	National Institute of Statistics	
1.2. Contact organisation unit	-	
1.5. Contact mail address	16, Libertății Avenue, District 5, Bucharest – zip code 050706	

2. Introduction

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A general description of the statistical process and its outputs, and their evolution over time.

NATIONAL EDUCATION SYSTEM

The following documents provide general information on the educational system; please add the relevant links for your country.

General link to Eurydice:

http://eacea.ec.europa.eu/education/eurydice/eurybase_en.php

National system broad overview:

http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/national_summary_sheets/047_NL_EN.pdf

National Education System Description:

http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/NL_EN.pdf

National Education System - Provisions regarding language learning:

Informations can be found accessing the file Lang_metadata_UOE_2015.xlsx attached below

Structure of Education and Training Systems:

Please, use the box below if you wish to complement or amend the information provided by Eurydice:

Link to the ISCMAP programme and qualification:

http://circa.europa.eu/Public/irc/dsis/edtes/library?l=/public/unesco_collection/programmes_isc97&vm=detailed&sb=Title

National link to programmes and qualifications:

<http://www.anc.edu.ro/>; www.rncis.ro

Annexes:

[Language learning provisions_Romania](#)

3. Quality management - assessment

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The quality assessment of the variables is related to the quality of the exhaustive data sources on education.

4. Relevance

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4.1. Relevance - User Needs

[not requested]

4.2. Relevance - User Satisfaction

[not requested]

4.3. Completeness

The extent to which all statistics that are needed are available.

		ISCED levels not covered						
		Enrolments	Entrants	Personnel	Foreign languages learning	Regional enrolments	Graduates	Education expenditure
Data not covered	Data regarding: 1.enrolments (ISCED 3,4) in combined school and work-based programmes; 2.number of ISCED01 earlz childhood education programmes; 3.enrolments in academic/professional programmes (ISCED 6, 7, 8)	Data regarding: 1.new entrants to tertiary education (unduplicated count) postgraduate education (master, postgraduate studies) -ISCED 7 level education; 2.new entrants for academic/professional programmes (ISCED 6, 7, 8)	Personnel and teacher aides in institutions with combined education levels.	No difficulty	No difficulty	Data regarding: 1. first-time graduates at tertiary level; 2. graduates of academic/professional programmes.	Payments on goods requested by educational institutions (purchasing requested by educational institution) – data are available for total, but could be brokend down in the future by level of education (for all levels of education).	
Reasons for unavailable	The NIS will start to collect missing data	The NIS will start to collect missing data on	This information is			The NIS will start to collect data on first-	In 2015 the NIS collected data	

data and, planned actions to improve coverage	<p>on: - students enrolled in combined school and work-based programmes -number of students in ISCED 01 early childhood education programmes for the school year 2014-2015. Tertiary education in Romania does not specifically stipulates for the types of fields of education for the two orientations: academic and professional.</p>	<p>new entrants to tertiary education (unduplicated count) for the academic year 2014-2015. Tertiary education in Romania does not specifically stipulates for the types of fields of education for the two orientations: academic and professional.</p>	<p>not available for the responding units; the data record system does not allow to identify and extract the requested information.</p>			<p>time graduates at the tertiary level for the academic year 2014-2015. Tertiary education in Romania does not specifically stipulates for the types of fields of education for the two orientations: academic and professional.</p>	<p>on educational expenditure through the HBS questionnaire (reference period: 2014).</p>
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4.3.1. Data completeness - rate

[not requested]

5. Accuracy and reliability

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5.1. Accuracy - overall

[not requested]

5.2. Sampling error

[not requested]

5.2.1. Sampling error - indicators

[not requested]

5.3. Non-sampling error

[not requested]

5.3.1. Coverage error

Divergence between the frame population and the target population.

Vocational training

Programmes shorter than one semester
(or Implementation of the semester rule)

Are vocational and technical training programmes in enterprises included in the UOE data collection (YES/NO)?	If Yes, how is the 10% school based component over the whole length of the programme assessed?	Do (formal) programmes of shorter duration than one semester, full time equivalent duration as defined nationally, exist (YES/NO)?	If Yes, how their duration (shorter than one semester) is assessed?	Are all programmes of shorter duration than one semester, full time equivalent duration as defined nationally excluded from the UOE data collection (YES/NO)?	If NO, how does the coverage deviate from the UOE Manual recommendation?
Students and personnel involved in vocational and technical education are included in the UOE data collection. Of these, some students have to attend internships organized by the educational unit and/or by operators or public institutions to which the unit concluded contracts. For the 2013-2014 school year, we couldn't highlight this category of students distinctively.		NO	Not applicable	YES	Not applicable

Early childhood education programmes

Special education needs (SNE) programmes

Do early childhood educational development programmes (ISCED2011 level 01) exist in the country (YES/NO)?	If Yes, are these programmes included in the UOE data collection (YES/NO)?	Are students in special education included in the data provided on enrolments, entrants, graduates and regional data (YES/NO)?	If NO, could you please specify for which questionnaires and explain why?
NO. In Romania, in the school year 2013-2014, programmes for children under 3 years old are not part of the system of formal education and we do not have		YES. Students and personnel involved in special education are included in all data on enrolments,	

information on this. NIS is collecting data from the Ministry of Health only by headcount, sex and age because these programmes are classified as a form of child care, rather than a form of education. As of 2014-2015 school year, the NIS is collecting data on children enrolled in ISCED01 early childhood programmes.			entrants and graduates. Students with special needs are excluded from data on foreign languages.	
Adult education programmes and "continuing education"		Students enrolled in educational institutions organised by ministries other than ministry of education		
Are adult education programmes included in the data? (YES/NO)	If NO, why?	If the national definition of "adult" or "continuing" education programmes does not fully comply with the category as defined by the UOE manual, how it is assessed that the national "adult" or "continuing" programmes are similar or equivalent to corresponding initial education?	Do educational programmes organised by Ministries other than Ministry of education exist in the country (YES/NO)?	If Yes, which coverage of these programmes in the UOE data collection? If Yes, and if relevant, which of those programmes are excluded from the UOE data collection?.
YES	"Second Chance" programme is equivalent to initial education, because this programme aims at students' completion of the compulsory education (ISCED levels 1,2 and 3, namely 10 grades). The Romanian "Second Chance" programme is aimed at helping people aged over 14 who have not completed the primary and secondary education, so		YES	The pre-university education in the defense (military) system, public order and national security is public, is part of the national education system and includes military high school, post-secondary education training for WOs, NCOs, police officers and penitentiary agents. The curricula for military specialist disciplines are developed None of those programmes are excluded from the UOE data collection.

	<p>that they can complement and / or complete their basic education in the compulsory education and training to obtain a professional qualification in a given field. Schooling in the "Second Chance" programme for primary / secondary education has a 4 years standard duration (or shorter) and it is organized through courses held whilst combining basic education with training to obtain qualification.</p> <p>People younger or older than students in equivalent programmes in initial education can enroll in this "Second chance" programme. Considering all the above mentioned, our national "adult" education fully complies with the category as defined by the UOE manual.</p>			<p>by the Ministry of Defense, Ministry of Interior, Ministry of Justice and other institutions involved in the field of defense, public order and national security and is approved by the Ministry of National Education.</p>	
Domestic educational activities			Distance learning / e-learning programmes		

Are all country's domestic educational activities reported in the UOE data collection (YES/NO)?	If NO, which domestic educational activity (e.g. for example Distance learning/e-learning involving two countries, commuting students, foreign campus, European administration schools, etc.) are not reported and why?	Are distance learning programmes data reported in the UOE questionnaires? (YES / NO / Partially / Not relevant)	If NO, please explain why.	If Partially, which ones are excluded and for what reasons?	If distance students are included in the data, are national distance learners in programmes organised by institutions outside your country excluded?
NO	Data on distance learning/e-learning involving 2 countries were not collected.	Partially		Data on students in distance learning programmes organized outside Romania were excluded. Aggregated data on distance students in national educational programmes by Romania are included in the UOE data collection.	YES

Students participating in exchange programmes (credit mobile students)

Foreign languages learning

Are students in short term postings (i.e. exchange programmes (credit mobility)) excluded from the population of students in the data collection (YES/NO)?	If Yes, how the length of their stay abroad is assessed?	If NO, why they are not excluded?	Are students with SNE (Special Needs Education) enrolled in special schools excluded from the data on foreign languages? (YES/NO)	Apart from SNE pupils, is the scope of the population the same as the total of students enrolled? (YES/NO)	If NO, which pupils are not included?
NO		The students in short term (credit mobility) are not excluded because they come back to continue their studies in the country of tertiary studies enrolment.	YES	NO	In the first two grades in primary education learning of foreign languages are optional, not compulsory.

National programmes not covered by the UOE data collection, by ISCED level - Reasons why they are not covered

Programmes not covered at ISCED 0-Early childhood education	Programmes not covered at ISCED 1-primary level of education	Programmes not covered at ISCED 2-lower secondary level of education	Programmes not covered at ISCED 3-upper secondary level of education	Programmes not covered at ISCED 4-post-secondary non-tertiary education	Programmes not covered at ISCED 5-short-cycle tertiary education	Programmes not covered at ISCED 6-Bachelor's or equivalent level	Programmes not covered at ISCED 7 – Master's or equivalent level	Programmes not covered at ISCED 8 – Doctoral or equivalent level
<p>ISCED 01. Currently the NIS is not collecting data on children enrolled in ISCED01 education programmes. data will be available for the school year 2014-2015.</p>	Not the case	Not the case	Not the case	Not the case	Not the case	Not the case	Not the case	Not the case

Graduates: unduplicated count

Is the method of unduplicated count used for calculation of Graduates in the UOE data collection (YES/NO)?

If YES, please explain the method.

NO

Orientation of programme in tertiary education

Does the orientation (general/academic, vocational/professional) in tertiary education (ISCED levels 5 to 7) exist in the country (YES/NO)?

If YES, what is the national definition of the programme orientation?

NO

5.3.1.1. Over-coverage - rate					
[not requested]					
5.3.2. Measurement error					
[not requested]					
5.3.3. Non response error					
[not requested]					
5.3.3.1. Unit non-response - rate					
[not requested]					
5.3.3.2. Item non-response - rate					
[not requested]					
5.3.4. Processing error					
[not requested]					
5.3.4.1. Imputation - rate					
[not requested]					
5.3.4.2. Common units - proportion					
[not requested]					
5.3.5. Model assumption error					
[not requested]					
5.3.6. Data revision					
[not requested]					
5.3.6.1. Data revision - policy					
[not requested]					
5.3.6.2. Data revision - practice					
Any change in a value of a statistic released to the public.					
Type of data reviewed	Detailed variables concerned	Reference time period	Year when the revision was made	Reason having led to the revision	Consequences on accuracy
Not the case	Not the case	Not the case	Not the case	Not the case	Not the case
5.3.6.3. Data revision - average size					

[not requested]

5.3.7. Seasonal adjustment

[not requested]

6. Timeliness and punctuality

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6.1. Timeliness

Length of time between data availability and the event or phenomenon they describe. Typically includes:

Information related to the latest reference year (academic year t-t+1, or financial year t)

Type of data	Data collection		Post-collection phase		Dissemination/publication in your country		Additional comments on deadlines and timeliness
	Start date	End date	Start date	End date	Start date	End date	
Information are collected yearly for the beginning of school/academic year (number of students enrolled, new entrants, educational personnel, class size). From June to November, the data collected is disseminated in 6 papers (for each educational level separately) and one publication summarizing the educational system in Romania, as well as in other synthesis publications.	The beginning of academic year 2013/2014 is oct/nov 2013	January 2014	January 2014	March 2014	June 2014	November 2014	Data collection/post-collection/dissemination/publication periods are in accordance with the PSNA (Yearly National Statistical Program), as approved by means of Government Decision.
Information are collected yearly for the ending of school/academic year	The end of school/academic year 2013/2014	January 2015	January 2015	March 2015	June 2015	November 2015	Data collection/post-collection/dissemination/publication periods are in accordance with the PSNA

(graduates) and the financial data refers to financial year t. From June to November, the data collected is disseminated in 4 papers (for each educational level separately) and the same publication (mentioned above) summarizing the educational system in Romania, as well as in other synthesis publications.	is oct/nov 2014						(Yearly National Statistical Program), as approved by means of Government Decision.
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6.1.1. Time lag - first result

[not requested]

6.1.2. Time lag - final result

[not requested]

6.2. Punctuality

[not requested]

6.2.1. Punctuality - delivery and publication

The number of days between the delivery/release date of data and the target date on which they were scheduled for delivery/ release.

Submission dates for the latest reference year (academic year t-t+1, or financial year t)

Deadline for transmission of data: 30 September t+2				Deadline for transmission of data: 30 November of t+2		
Enrolments	Entrants	Personnel	Foreign languages learning	Regional data	Graduates	Education expenditure
2/10/t+2	2/10/t+2	2/10/t+2	2/10/t+2	2/10/t+2	27/11/t+1	27/11/t+2

If relevant, reasons for late delivery and action taken or planned for improving punctuality

Enrolments	Entrants	Personnel	Foreign languages learning	Regional data	Graduates	Education expenditure
Data estimations on tertiary education level enrolments by	Data estimations on tertiary education level new entrants				Data estimations on tertiary education level graduates by	

age, field of study, ownership and country of origin were made distinctively for: - ISCED 6 - 3 to 4 years in duration bachelor studies; - ISCED 7 - 5 to 6 years in duration bachelor studies.	by age, field of study, ownership and country of origin were made distinctively for: - ISCED 6 - 3 to 4 years in duration bachelor studies; - ISCED 7 - 5 to 6 years in duration bachelor studies.				age, field of study, ownership and country of origin were made distinctively for: - ISCED 6 - 3 to 4 years in duration bachelor studies; - ISCED 7 - 5 to 6 years in duration bachelor studies	
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7. Accessibility and clarity	Top
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7.1. Dissemination format - News release	
[not requested]	
7.2. Dissemination format - Publications	
[not requested]	
7.3. Dissemination format - online database	
[not requested]	
7.3.1. Data tables - consultations	
[not requested]	
7.4. Dissemination format - microdata access	
[not requested]	
7.5. Documentation on methodology	
[not requested]	
7.5.1. Metadata completeness - rate	
[not requested]	
7.5.2. Metadata - consultations	
[not requested]	
7.6. Quality management - documentation	
[not requested]	
7.7. Dissemination format - other	

[not requested]

8. Comparability

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8.1. Comparability - geographical

The extent to which statistics are comparable between countries.

A. Deviations between the national methodology and the UOE Manual: non financial data

Reference period	Data collection period	Reference date for student and personnel ages			
		Data are collected by age as at January 1st of the year T-1. Tables using T-1 data: -Number of full- and part-time students (ISCED2011 levels 0 to 8) by age and sex (ENRL2-AGE&FP), -Number of part-time students (ISCED 2011 levels 0 to 8) by age and sex (ENRL3-AGE&P), -Number of students in initial primary and lower secondary education (ISCED 1 and 2) by age, grade and sex (ENRL8-Grade), -Number of students in formal adult education by level of education (ISCED 1-4) age and sex (ENRL9-Adult), -Number of new entrants (ISCED 3 to 8) by age and sex (ENTR1-Age), -Number of new entrants, who are mobile (ISCED 5 to 8) by age and sex (ENTR2-Mobile&Age), -Number of new entrants to grade 1 by prior enrolment, age and sex (ENTR4-G1&Age), -Classroom teachers (ISCED 0-4) and academic staff (ISCED 5-8) by level of education, programme orientation, sex and age (PERS3-Age).			
Enrolment: data collection period	Enrolment in multiple fields of education	Count of students: if relevant, detailed list of variables for which double counting are significant and why.	Regional enrolment	Foreign languages learning	
The NIS does not perform several counting to have an average over such counting.	Students who are simultaneously enrolled in 2 or more faculties in several and different fields of education at the same tertiary education level during the reference year cannot be identified because multiple registrations are made. Therefore, such students are counted	Students enrolled in two educational programmes carried out simultaneously at two different universities or in two different educational programmes whether within the same institution or not are summed up several times. It is not possible for the NIS to count them only once (this exception			

	twice or more, for each of the concerned fields of education they are enrolled in.	occurs only in tertiary education). UOE tables which may contain such data are: -number of students (ISCED 3 to 8) by field of education and sex (ENRL4-Field), -number of mobile students (ISCED 5 to 8) by broad field of education (ENRL5-MOB&FIELD), -number of students by country of origin and sex (ENRL6-MOB&COUNTRY).		
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Entrants	New entrants by field of education	Graduates from specific programmes	Graduates by field of education
In this category are requested data on new entrants in a level of education, new entrants in a field of education and international/mobile students enrolled for the first time in RO.	Students entering into multiple fields during the reference year and were counted multiple as far as those fields are considered separately.	There are students, not many, who attain two faculties in different universities in parallel; such students are counted twice.	

Educational personnel in work- and school-based combined programmes	Educational personnel taxonomy: classroom teachers (ISCED 0-4) and academic staff (ISCED 5-8)	Educational staff at ISCED level 0	Educational personnel at ISCED levels 5-8	Educational personnel and temporary replacements
In the combined programmes can be students, but cannot be identified the units that have such programmes work-and-school.				

B. Deviations between the national methodology and the UOE Manual: financial data

Expenditure at the pre-primary level - the childcare component

Reference period	Expenditure at the pre-primary level: is the childcare component excluded (yes/no/partially)?	If yes, which is exactly the share of "day care component" to be excluded from the data on the pre-primary level? If no, which estimation method is used to determine the share?	Expenditure for teaching/academic hospitals	Ancillary services expenditure	Evening child care
	Partially	Financial data on non-educational private entities expenditure for the pre-primary level, i.e.	Data are not included in the UOE reporting.		

		data on expenses for ancillary services, (may include data on the childcare component expenditure.			
Cost of a dual-system programme to the employer.	Adjustment of enrolments in case there is no data on expenditure at the workplace	Expenditure for contributions on pension schemes	Households' payments for private tutoring	Student living costs	Ancillary services coverage
Data are not included in UOE reporting.	Data are not included in UOE reporting.	Data are not included in UOE reporting.	Data are not included in UOE reporting.	Data are not included in UOE reporting.	Data are not included in UOE reporting.

8.1.1. Asymmetry for mirror flow statistics - coefficient

[not requested]

8.2. Comparability - over time

The extent to which statistics are comparable or reconcilable over time.

Main changes compared to data transmitted for the previous reference period							
	Enrolments	Entrants	Personnel	Foreign languages learning	Regional data	Graduates	Education expenditure
Changes in the educational system							
Changes in the coverage						First time graduates from the ISCED level (6,7, and 8), as well as first time graduates at the tertiary level are not covered because the NIS has not collected data on these first time graduates categories. Data are to be available as of the 2014/2015 academic year.	Financial data for the 2013 financial year include educational expenditure of NGOs, charities, religious entities (institutions and organizations) - Table FIN1_SOURCE, rows E1, E3, E5a, E5b, E10 (expenditure of other non-educational private entities).
Changes in the methodology							

Other changes						Due to the fact that aggregate data on first time graduates from ISCED level (6,7 and 8) & tertiary level first time graduates were not collected, no estimates could be calculated.	
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Main changes over time

Type of data	Detailed variables concerned	Reference year(s)	Changes in the educational system	Changes in the coverage	Changes in the methodology	Other changes
Data on adult education	Adult education	Beginning of school year 2004-2005	Data are included in the total school population, but are distinguished also separately. The series is continuous since 2004-2005.	A new category of students is recorded, along with other existing types of students.		
Number of students in tertiary education. Implementation Bologna Process	Number of students in tertiary education. Applying the principles of Bologna, ISCED 5B Programmes entered into liquidation or were converted into ISCED 5A Programmes.	Beginning of academic year 2005-2006	Starting with the 2005-2006 academic year started the 3 higher education study cycles. Currently decisions are made by government on methodological framework elements and principles of organization of university masters and doctoral degrees. In 2008 the first group of students graduated the university course according to the principles of the Bologna Process, and starting with 2008-2009 academic year the first candidates for	There were no changes in the series.		

			master cycle participated to the entrance examination. Students were moving depending of the transformation of curricula.			
Private expenditure	All the variables	2005 2013		Private expenditure		Finacial data for the 2013 financial year include educational expenditure of NGOs, charities, religious entities (institutions and organizations) - Table FIN1_SOURCE, rows E1, E3, E5a, E5b, E10 (expenditure of other non-educational private entities).
Tertiary education: number of enrolments, new entrants, students by region and graduates.	Tertiary education: number of enrolments, new entrants and graduates in tertiary education by age, country of usual residence. First time graduates from ISCED level (6, 7 and 8) and graduates at the tertiary level	2012/2013 academic year		Estimation method, due to the fact that Bachelor`s studies are split in two ISCED levels: data on studies having 3 or 4 years in duration are collected as ISCED 6, and those having 5 or 6 years in duration go to	Regarding the enrolments, new entrants, students by region and graduates in tertiary education: Bachelor`s studies are split in two ISCED levels: data on studies having 3 or 4 years in duration are collected as	First time graduates from the ISCED level (6,7, and 8), as well as first time graduates at the tertiary level are not covered because the NIS has not collected data on these first time graduates categories. Data are to be available as of the 2014/2015 academic year.

				ISCED 7.	ISCED 6, and those having 5 or 6 years in duration go to ISCED 7.	
Number of enrolments in primary education	Number of new entrants in primary education	2012/2013 school year	Preparatory class became part of ISCED 1; it is no longer included in ISCED 02.	Preparatory class became part of ISCED 1; it is no longer included in ISCED 02.	Starting with the school year 2012/2013, as per legislation in force (Law no. 1/2011 on Education), the age groups for the school-aged population are: 3-5 years for pre-primary education (ISCED 02), 6-10 years for primary education (ISCED 1), 11-14 years for lower education (ISCED 2), 15-18 years for upper secondary education (ISCED 3), 19-23 years and over for post high school education (ISCED 4) and tertiary education (ISCED 6,7 and	

					8).	
Number of enrolments in vocational education	Number of new entrants in vocational education	2012/2013 school year 2013/2014 school year		Vocational education ISCED 3 was relaunched by means of initializing the "Alege-ti drumul" ("Choose your pathway") programme (as of 2012/2013)		Vocational education ISCED 3 - starting with the 2013/2014 school year, lower-secondary (8th grade) graduates are provided with the opportunity to enrol in a 3-year vocational program (ISCED3).
Number of graduates in upper secondary education	Number of graduates in upper secondary education	2012/2013 school year		In what concerns the number of graduates in upper secondary education: in addition to the previous school year, includes the number of graduates corresponding to "Sufficient for level completion, without direct access to tertiary".		

8.2.1. Length of comparable time series

[not requested]

8.3. Comparability - domain

[not requested]

9. Coherence

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9.1. Coherence - cross domain

The extent to which statistics are reconcilable with those obtained through other data sources or statistical domains.

Name of the national publication	Coherence issues
Romania's Statistical Yearbook	Data transmitted through the joint UOE were obtained by means of exhaustive research.
Romania's Educational system - syntetic data	TEMPO Database existing with in the NIS does not include data on Master's and PhD degree programmes. Moreover, there is no publication or yearbook to contain such information. Such data is collected annually and processed and supplied only in the joint UOE collection.
Annual Reports on education (the beginning and end of school/academic years)	TEMPO - Central time series database contains statistical indicators covering all areas of economic and social importance (including educational indicators) characterizing specific phenomena from Romania. Time series are stored so as to ensure continuity and comparability in time, scope, methodology and representativeness.
Databases: TEMPO, eDEMOS	eDEMOS - The National Informational Statistical System - provides interested users with data on various statistical indicators (both primary and derivated) in different areas of interest - Education included - at macroregional, regional, county and locality level.
Households survey (LFS)	LFS - sample survey - the target population for the survey was defined as the persons - temporary and permanent - in Romania, members of households and the reference period for the information related to education activities is the last 4 weeks prior to the date of the interview.

9.1.1. Coherence - sub annual and annual statistics

[not requested]

9.1.2. Coherence - National Accounts

The extent to which statistics are reconcilable with National Accounts.

Calculation method	Scope of education
9.2. Coherence - internal	
[not requested]	

10. Cost and Burden		Top
Indication of the cost associated with the collection and production of a statistical product and burden on respondents.		
Time spent (in working days)		Comments
128 full-time equivalents working days		

11. Confidentiality		Top
-		
11.1. Confidentiality - policy		
[not requested]		
11.2. Confidentiality - data treatment		
[not requested]		

12. Statistical processing		Top
-		
12.1. Source data		
For each UOE table, please list the source(s) used to compile information: UOE table, name, type, date of availability and responsibility.		
Sources used for data on enrolments		

Detailed variables concerned	Name of the source	Type (Survey / Register / Estimation / Other)	Responsible of the source (UOE data provider / Other: which-one?)
Number of students (ISCED 0 to 8) by type of institution and sex (Enr11A-INST and Enr11B-INST)	Statistics research: SC 1.1 Pre-primary education; SC 2.1 Primary and lower secondary education; SC 3.1 Special primary and lower secondary education; SC 4.1 and SC 5.1a Upper secondary (High education and Profesional/vocational education); SC 5.1b Post-secondary education; SC 6.1a and SC 6.1b Tertiary education	Data are obtained from exhaustive surveys on an annual basis.	NIS
Number of students in formal adult education by level of education ISCED 1-4, age and sex (Enr19-ADULT)	Statistics research: SC 2.1 Primary and lower secondary education; SC 5.1a Profesional/vocational education	Data are obtained from exhaustive surveys on an annual basis.	NIS
Number of full and part-time students (ISCED 0-8) by age and sex (Enr12-AGE&FP)	Statistics research: SC 1.1 Pre-primary education; SC 2.1 Primary and lower secondary education; SC 3.1 Special primary and lower secondary education; SC 4.1 and SC 5.1a Upper secondary (High education and Profesional/vocational education); SC 5.1b Post-secondary education; SC 6.1a and SC 6.1b Tertiary education	Data are obtained from exhaustive surveys on an annual basis.	NIS
Number of mobile students ISCED 5 to 8 by broad field of education, age and sex (Enr15-MOB&FIELD)	Statistics research: SC 6.1a and SC 6.1b Tertiary education	Data are obtained from exhaustive surveys on an annual basis.	NIS
Number of students (ISCED2011 levels 5 to 8) by country of origin, age and sex (Enr16-MOB&COUNTRY)	Statistics research: SC 6.1a and SC 6.1b Tertiary education	Data are obtained from exhaustive surveys on an annual basis.	NIS

Sources used for data on entrants

Detailed variables concerned	Name of the source	Type (Survey / Register / Estimation / Other)	Responsible of the source (UOE data provider / Other: which-one?)
Number of new entrants (ISCED 3-4) by age and sex (Entr1-Age)	Statistics research: SC 4.1 and SC 5.1a Upper secondary (High education and Profesional/vocational education); SC 5.1b Post-secondary education	Data are obtained from exhaustive surveys on an annual basis	NIS

Number of new entrants (ISCED 5-8) by fields of education and sex (Entr3-Field)	Statistics research: SC 6.1a and SC 6.1b Tertiary education	Data are obtained from exhaustive surveys on an annual basis	NIS
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Sources used for data on personnel

Detailed variables concerned	Name of the source	Type (Survey / Register / Estimation / Other)	Responsible of the source (UOE data provider / Other: which-one?)
Number of students with coverage adjusted to classroom teachers (ISCED 0-4) and academic staff (ISCED 5-8) by level of education, programme orientation, type of institution, and intensity of participation (PERS1_STUD).	Statistics research: SC 1.1 Pre-primary education; SC 2.1 Primary and lower secondary education; SC 3.1 Special primary and lower secondary education; SC 4.1 and SC 5.1a Upper secondary (High education and Profesional/vocational education); SC 5.1b Post-secondary education; SC 6.1a and SC 6.1b Tertiary education	Data are obtained from exhaustive surveys on an annual basis.	NIS
Classroom teachers (ISCED 0-4) and academic staff (ISCED 5-8) by type of institution, intensity of participation and sex (PERS2-INST).	Statistics research: SC 1.1 Pre-primary education; SC 2.1 Primary and lower secondary education; SC 3.1 Special primary and lower secondary education; SC 4.1 and SC 5.1a Upper secondary (High education and Profesional/vocational education); SC 5.1b Post-secondary education; SC 6.1a and SC 6.1b Tertiary education	Data are obtained from exhaustive surveys on an annual basis.	NIS

Sources used for data on enrolments at regional level

Detailed variables concerned	Name of the source	Type (Survey / Register / Estimation / Other)	Responsible of the source (UOE data provider / Other: which-one?)
Number of students by level of education, programme orientation, sex and region (REGIO 1).	Statistics research: SC 1.1 Pre-primary education; SC 2.1 Primary and lower secondary education; SC 3.1 Special primary and lower secondary education; SC 4.1 and SC 5.1a Upper secondary (High education and Profesional/vocational education); SC 5.1b Post-secondary education; SC 6.1a and SC 6.1b Tertiary education	Data are obtained from exhaustive surveys on an annual basis.	NIS
Number of students by	Statistics research: SC 1.1 Pre-primary education; SC 2.1 Primary and	Data are obtained	NIS

age, sex and region (REGIO 2).	lower secondary education; SC 3.1 Special primary and lower secondary education; SC 4.1 and SC 5.1a Upper secondary (High education and Profesional/vocational education); SC 5.1b Post-secondary education; SC 6.1a and SC 6.1b Tertiary education	from exhaustive surveys on an annual basis.	
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Sources used for data on foreign languages learning

Detailed variables concerned	Name of the source	Type (Survey / Register / Estimation / Other)	Responsible of the source (UOE data provider / Other: which-one?)
Number of students (ISCED 1-3) by programme orientation, Number of language studied and modern foreign languages studied (LANG).	Statistics research: SC 2.1 Primary and lower secondary education; SC 3.1 Special primary and lower secondary education; SC 4.1 and SC 5.1a Upper secondary (High education and Profesional/vocational education)	Data are obtained from exhaustive surveys on an annual basis.	NIS

Sources used for data on graduates

Detailed variables concerned	Name of the source	Type (Survey / Register / Estimation / Other)	Responsible of the source (UOE data provider / Other: which-one?)
Number of graduates (ISCED 3 to 8) by age and sex (GRAD2-AGE)	Statistics research: SC 4.2 and SC 5.2a Upper secondary (High education and Profesional/vocational education); SC 5.2b Post-secondary education	Data are obtained from exhaustive surveys on an annual basis.	NIS
Number of degree mobile graduates (ISCED 5 to 8) by field of education and sex (GRAD6-MOB&FIELD)	Statistics research: SC 6.2a and SC 6.2b Tertiary education	Data are obtained from exhaustive surveys on an annual basis.	NIS

Sources used for data on education expenditure

Detailed variables concerned	Name of the source	Type (Survey / Register / Estimation / Other)	Responsible of the source (UOE data provider / Other: which-one?)
Number of students (ISCED 0 to 8) with coverage adjusted to statistics on educational finance by type of institution (FIN_STUDENTS)	Statistics research: SC 1.1 Pre-primary education; SC 2.1 Primary and lower secondary education; SC 3.1 Special primary and lower secondary education; SC 4.1 and SC 5.1a Upper secondary (High education and profesional/vocational education); SC 5.1b Post-secondary education; SC 6.1a and SC 6.1b Tertiary education	Data are obtained from exhaustive surveys on an annual basis.	NIS
Educational expenditure by level of education, source and destination (FIN1_SOURCE)	Data on public expenditure are provided by Ministry of Public Finance and data of private expenditure are provided by NIS	(NIS) - Data on private expenditure are provided by annual statistic research for all levels of education: FIN ED-INV (Private educational institutions expenditure in 2013 financial year) and FIN ED-ONG (Expenditure of NGOs, religious institutions and organizations and of charities for the educational institutions in the year 2013); (MPF) - Data on public expenditure are provided by annual statistic (balance sheet)	NIS
FIN2_NATURE: Education expenditure by level of education, type of institution and nature	Data on public expenditure are provided by Ministry of Public Finance and data of private expenditure are provided by NIS	(NIS) - Data on private expenditure are provided by annual statistic research for all level of education: FIN ED-INV (Private educational institutions expenditure in 2013 financial year) and FIN ED-ONG (Expenditure of NGOs, religious institutions and organizations and of charities for the educational institutions in the year 2013); (MPF) - Data on public expenditure are provided by annual statistic (balance sheet)	NIS
12.2. Frequency of data collection			
[not requested]			
12.3. Data collection			
[not requested]			

12.4. Data validation

[not requested]

12.5. Data compilation

Operations performed on data to derive new information according to a given set of rules.

Weighting methods		
Weighted figures for differing reference periods	Weighted figures for differing theoretical ages	Conversion factors from part-time to full-time equivalent (FTE) data
		part time/2+full time = full time equivalent (FTE)

Estimations methods used in the UOE questionnaires

Type of data	Detailed variables concerned	ISCED level	Reference year(s)	Data source (internal to UOE or not)	Data type (sample-based or not)	Data source name in English	Reason	Description of the estimation method
Number of enrolments, new entrants and graduates in tertiary education	Number of enrolments, new entrants and graduates in tertiary education about ages, fields, countries of usual residence	ISCED level: 6 and 7	2012/2013 academic year	Internal to UOE	Not	Statistics research: SC 6.1a and SC 6.1b - Tertiary education - enrolments, new entrants, and SC 6.2a and SC 6.2 b - Tertiary education - graduates	Estimation methods were used to succeed in submitting UOE data on Bachelor's studies programmes split in two ISCED levels: those having 3 or 4 years in duration were allocated to ISCED 6, and those having 5 or 6 years in	<div style="border: 1px solid black; width: 150px; height: 20px; margin-bottom: 5px;"></div> where: <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 5px; display: inline-block;"></div> is the number of students enrolled in study programmes with a 3-4 years in duration, by age (a) or by country of usual residence (c) and recorded on a statistical questionnaire <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 5px; display: inline-block;"></div> is the total number of students, by age (a) or by country of usual residence (c), recorded on a statistical questionnaire <div style="border: 1px solid black; width: 40px; height: 20px; margin-bottom: 5px; display: inline-block;"></div> is the percentage of students enrolled in study programmes with a 3-4 years in duration recorded on the same

							<p>duration, went to ISCED 7.</p> <p>statistical questionnaire we took the total number of students by age or by country of usual residence from <input type="text"/>. This percentage was, for each statistical questionnaire, obtained from data collected on field of study and study duration (3, 4 years).</p> <p>In the same manner as described above, we proceeded to calculate the number of students enrolled in study programmes with a 5-6 years in duration:</p> <p><input type="text"/></p> <p>The statistical questionnaires contained data on ownership (public and private) and form of education (full-time, evening classes, distance learning).</p> <p>In the end, data at national level were aggregated for the number of students enrolled in study programmes with a 3-4 years in duration for ISCED 6, and also for the number of students enrolled in study programmes with a 5-6 years in duration for ISCED 7. For ISCED 7, data on students enrolled in Master studies and other postgraduate studies or courses were summed up.</p> <p>Same estimations were performed for new entrants and graduates, as well.</p>
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12.6. Adjustment

[not requested]

13. Comment

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We provided information on all compulsory variables required by the Commission Regulation (EU) No 912/2013.

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Annexes

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[Education and training systems structure_RO](#)