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CONTENTS

PRESENTATION	6
INTRODUCTION	7
1. BACKGROUND	9
2. DESIGN OF THE STATISTICAL OPERATION	14
2.1. THEMATIC/METHODOLOGICAL DESIGN	14
2.1.1. Information needs	14
2.1.2. Objectives.....	14
2.1.3. Scope.....	15
2.1.4. Reference framework.....	15
2.1.5. Design of indicators.....	33
2.1.6. Plan of results	37
2.1.6.1. Design of output tables or result tables	37
2.1.7. Design of the questionnaire	41
2.1.8. Validation, consistency and imputation standards, specifications or rules	46
2.1.9. Nomenclatures and classifications used	52
2.2. STATISTICAL DESIGN	55

2.2.1. Basic components of the statistical design.....	55
2.2.2. Statistical units	58
2.2.3. Reference and collection periods	58
2.2.4. Coverage adjustments (for non-response)	59
2.3. EXECUTION DESIGN	61
2.3.1. Training system	61
2.3.2. Preparatory activities	62
2.3.3. Design of instruments	63
2.3.4. Data collection.....	65
2.4. IT DESIGN	68
2.5. DESIGN OF METHODS AND MECHANISMS FOR QUALITY CONTROL	74
2.5.1. Quality control methods and mechanisms (data and database).....	74
2.5.2. Methods and mechanisms of operational control.....	77
2.6. TESTS DESIGN	83
2.7. DESIGN OF ANALYSIS OF RESULTS	84
2.7.1. Statistical analysis	84
2.7.2. Context analysis.....	85

2.7.3. Committees of experts	86
2.8. DESIGN OF DISSEMINATION	86
2.8.1. Data repository management	86
2.8.2. Dissemination products and tools.....	87
3. RELATED MATERIALS	88
GLOSSARY.....	89
BIBLIOGRAPHY	114
APPENDICES.....	118

PRESENTATION

The National Administrative Department of Statistics (DANE), as the coordinating entity of the National Statistical System (NSS), and in the framework of the Statistical Planning and Harmonization project, works toward the strengthening and consolidation of the NSS through the following processes: the production of strategic statistics; the generation, adaptation, adoption and dissemination of standards; the consolidation and harmonization of statistical information and the coordination of instruments, actors, initiatives and products. These actions aim at improving the quality of the strategic statistical information, its availability, timeliness and accessibility to meet the high demand that there is for it.

Aware of the need and obligation of providing users with better products, DANE developed a standard guide for the presentation of methodologies, which contributes to the visualization and understanding of the statistical process. With this instrument, the entity developed the methodological papers of its statistical operations and studies that are made available to specialized users and the public in general. Those papers present in a standard, complete and easy-to-read manner the main characteristics of the technical processes and sub-processes of each study, thus enabling its analysis, control, replicability and evaluation.

This set of papers promotes transparency, trust and credibility of the technical quality of the entity for a better understanding and use of statistical information. Such information is produced under the principles of coherence, comparability, comprehensiveness and quality of statistics.

INTRODUCTION

Education is a continuous process of transformation, participation and social change that increases the freedom and welfare of the people, to the extent that it contributes to the development of their potential, to expand their capabilities and to the accumulation of human capital. Thus, education configures one of the most important strategic variables of social policy involved in the advance of other fundamental dimensions of welfare and therefore in the development and economic growth of a country.

In the field of education, the production of strategic statistical information consists of generating useful and dynamic data representing the outlook of the educational system in all its dimensions, but furthermore, which allow assessing the provision of educational services and thus guide the design of effective public policies that contribute to its improvement.

The Formal Education Study (EDUC) is a statistical census-type operation, with an annual periodicity. It is conducted in institutions of formal education that have been legally established, both of the official and non-official sectors, located in urban and rural areas within the national territory and that supply preschool, basic primary, basic secondary and secondary levels, according to the structural variables under study: enrollment; teachers, and the academic status of students at the end of the previous school year (pass, drop-out, failure).

Its main objective is to generate and disseminate basic statistical information pertaining to formal education in Colombia, at the preschool, basic primary, basic secondary and middle educational level, for the formulation and monitoring of sectorial public policy and the planning and administration exercise of the public service of education according to the country's political-administrative categories.

The information in the 2014 reference period is obtained directly from the report of the primary sources (educational institutions), by self-completion of the C600 unique census form. The instrument is presented in physical and electronic media.

The universe and the observation unit of the statistical operation of formal education consists of all educational institutions (establishments) of formal education, legally established, of the official sector and the non-official sector, which supply preschool, basic primary, basic secondary and middle, located in urban areas and in rural areas within the country. Coverage is national with geographical breakdown at the departmental and municipal levels. The breakdown by territorial entity certified in education is also registered. The collection and dissemination of information is on an annual basis.

The results and official figures are disseminated through different means established by DANE: website; databanks; at the National Data Archive (ANDA¹) in anonymized microdata, and through enquiries and processing by enquiry at the specialized room.

This paper contains in detail the methodology used to develop the study pertaining to formal education, during the 2014 reference period

¹ For its acronym in Spanish.

1. BACKGROUND

It is possible to track the production and dissemination of statistics with respect to the education sector as of 1933². In that year the Ministry of National Education compiled and recorded the sectorial information sector taking the report performed by the Departmental Education Directorates as a source (Decree 0492 of March 23, 1933³). In turn, these directorates requested the primary data to both official and non-official public education establishments.

In the decade of the seventies, DANE with the Ministry of Education, provided information on basic primary and basic secondary education⁴ (where primary refers to the five years of basic primary and secondary to classical, technical or vocational secondary, and teacher training), from the use of the C800 (it gathered the information on enrollments and teaching staff) and C600 collection instruments (it gathered the basic information for the monitoring of the school promotion)⁵. These instruments were used until 1976.

In 1974, as a result of the project known as Restructuring of Statistics pertaining to Primary and Secondary Education, DANE was able to form the statistical directory of educational establishments of basic primary and basic secondary, classified by department, municipality and teaching type⁶.

² DANE, Boletín investigaciones especiales (*Special studies bulletin*): ftp://190.25.231.247/books/BOL_95_1995-554.PDF

³ Decree 0492 of 1933: : http://www.mineduacion.gov.co/1621/articles-102978_archivo_pdf.pdf

⁴ DANE, Report to the Congress 1975 - 1976: ftp://190.25.231.247/books/LD369_1975__1976_EJ_4.PDF

⁵ DANE, Report to the Congress 1973 - 1974: ftp://190.25.231.247/books/LD_369_1973_1974_EJ_5.PDF

⁶ DANE, Report to the Congress 1974 - 1975: ftp://190.25.231.247/books/LD_369_1974_1975_EJ_4.PDF

In 1978 an agreement between DANE and the Ministry of National Education was entered into, in order to jointly conduct all the activities related to the definition, organization and implementation of education statistics⁷. By means of this agreement and by the powers set forth in Decrees 3167 of 1968 and 0088 of 1976⁸, the C800 and C600 data collection instruments were modified, and the forms destined to collect by census the information pertaining to enrollment at the beginning of the school year were created (C800. 01) and base variables for measuring school promotion at the end of the school year (C600.01)⁹.

In 1979 the C800.01 form was adjusted in order to accommodate the information pertaining to the classification of teachers according to the statute regulated in Decree Law 2277 of 1979. During this period, the Decree 863 of 1980 was also issued, which established regulations on the mandatory nature, registration and provision of annual information of the educational establishments in the country.

From 1985 to 1988 the C800.02 (data on enrollment) and C600.02 forms (variables for measuring school promotion) were used. The latter was amended to include the milestones set out in Decree 1469 of 1987 of automatic promotion in primary basic education and establishing the C600.3 form. Production of information based on data obtained through these forms covered the period from 1989 until 1994.

As a result of the various modifications to the data collection instruments, the statistical operation was provided with more information, by including a more detailed breakdown in order to obtain figures for age and sex of the school population; a population-oriented approach aimed at studying ethnic groups, and the inclusion of other variables not studied previously e.g. educational models, educational attainment reached by teachers; etc.¹⁰

⁷ DANE. Characterization of the information in the education sector:

http://www.dane.gov.co/files/caract_sectoriales/Car_Sector_Educacion.pdf.

⁸ In order to design, collect, process and disseminate the data pertaining to the education sector.

⁹ DANE, Bulletin 95 of 1995: ftp://190.25.231.247/books/BOL_95_1995-554.PDF

¹⁰ DANE, Report to the Congress 1990 - 1991:

ftp://190.25.231.247/books/LD_369_AGOST_90_NOV_91_EJ_4.PDF

In the 90s, the National Education System was oriented under the legal framework of Law 60 of 1993 and Law 115 of 1994 (general education law) motivating the update of the forms for the formal education study. In 1995, the C600 instrument was adopted for the registration of establishments, students and teachers of preschool, basic primary, secondary and middle; and the C100 used to gather data on infrastructure and equipment of the school institutions.¹¹

During the 1985-1988 period, information with respect to the statistical operation was collected through sample, due to the lack of funds. As of 1989, the study was conducted through census again, thanks to the funds allocated by the World Bank (WB) to the Ministry of National Education, in order to design and put in place the Integrated System of Education Statistics.

In 2001 Law 715 of 2001 was issued (that amends Law 60 of 1993), which set out organic regulations in terms of funds and competencies in accordance with Articles 151, 288, 356 and 357 (Legislative Act 01 of 2001) of the Political Constitution and other provisions were issued to organize the provision of education and healthcare services. Chapter I of this Law sets forth the Nation competencies (Article 5): To define, design, regulate and maintain the information system of the education sector; to establish the curricular and technical standards for the preschool, basic and middle levels, without prejudice to the autonomy of the school institutions and the regional specificity, and to define, design and establish instruments and mechanisms for the quality of education.

Considering the legal mandate, the Ministry of National Education and DANE held regular meetings for the purpose of establishing the way in which information should be produced as of 2003:

- The Ministry of National Education started developing the information system for formal education at the preschool, basic primary, basic secondary and middle levels (Resolution 166 of 2003 and Decree 1526 of 2002).

¹¹ DANE, Report to the Congress 1998 - 1999:

ftp://190.25.231.247/books/LD_369_JUL_1998_JUN_1999_EJ_2.PDF

- DANE continued with the statistical operation of formal education, which faced several limitations such as: the collection instrument did not respond to the new legal ordinance introduced by Law 715 of 2001 since it was not designed to collect information at the educational level establishment (administrative unit for the official sector¹²); budget restrictions (it was only by late 2003 that the funds for the statistical production were stabilized¹³) and that the Ministry of National Education officially announced that the C600 form was not going to be used any longer, thus significantly affecting the viability of the operation.

In 2003, the Ministry of National Education and DANE picked up the guidelines of Law 715 of 2001, which gave rise to other methodological scopes and other actions of an administrative nature. DANE proposed to redesign the collection instruments, resulting in the C600A form (data collection per educational institution - main headquarters) and the C600B form (data collection per educational institution, disaggregated at the school shift level). The observation unit was restated aiming at collecting the basic data at the educational level establishments (C600A form) and at the level of institutions - school shifts (C600B form), and include other information domains such as formal education for adults and flexible pedagogical models among others.¹⁴ The use of the C100 form was suspended in that year.

In 2008, the statistical operation of formal education was subjected to the quality assessment process, which considers all the processes associated with the collection, processing, analysis and dissemination of the information that it produces. One of the main recommendations was to resume the use of the C100 form in five-year inter-census periods.

¹² The observation unit in the formal education study was the school institution and the school shifts per institution. It did not differentiate the headquarters and the attached schools

¹³ DANE, Report to the Congress 2002 – 2003:
ftp://190.25.231.247/books/LD_369_JUL_2002_JUN_2003_EJ_3.PDF

¹⁴ DANE. Characterization of information in the education sector:
http://www.dane.gov.co/files/caract_sectoriales/Car_Sector_Educacion.pdf

While the methodological changes agreed upon by the inter-institutional team and the lack of budget of the study during 2003 partially lagged the production of information of 2003 and 2004, this process was satisfactorily restored in the 2005-2006 period. Until 2013, the formal education study was not subject to modifications or structural changes, nor was the collection instruments or the study thematic domains subject to redesign. Furthermore, the statistical figures and the defined sectorial indicators were continuously published on a yearly basis.

In 2013 the EDUC was again subjected to the evaluation of the statistical process certification, from which, the following recommendations, among others, of a strategic nature were derived:

- By its characteristics, the statistical operation is defined as a census of educational establishments and not an operation based on administrative records.
- Questionnaires need to be redesigned with the purpose of focusing on key information, assessing the possibility of unifying the two forms into a single one by institution and amending the instructions and the design of the tables capturing the enrollment per age in order to specify the reference dates to be used for the calculation of ages.

In accordance with the results of the certification and of the redesign of the study, as of reference year 2014 there is a single C600 census form made available for the sources to complete the information whether by electronic or analog media. The publication of figures for 2014 was made according to the results achieved with this last collection instrument.

2. DESIGN OF THE STATISTICAL OPERATION

2.1. THEMATIC/METHODOLOGICAL DESIGN

2.1.1. Information needs

In this context, since 1978 DANE has been conducting the Formal Education Study statistical operation, defined as a school census that covers all the establishments legally established and that supply from preschool to secondary educational levels. It provides information on enrollments, teachers and school shifts, as well as other variables pertaining to the situation of the population at the end of the school year, on which the indicators of internal efficiency are based, for the study of the school promotion and dropout phenomena among others.

2.1.2. Objectives

a. General objective

To produce and disseminate basic statistical information with respect to formal education in Colombia, in the preschool, basic primary, basic secondary and middle educational levels, as a basis for the formulation and monitoring of the sectorial public policy and the exercise of planning and administration of the public service of education, according to the political-administrative categories of the country.

b. Specific objectives

- To produce and disseminate basic statistical information with respect to formal education in Colombia, in the preschool, basic primary, basic secondary and middle educational levels, according to the structural variables under study (enrollment, teachers, school shifts) and of the academic situation of students at the end of the previous school year (pass, dropout, failure).
- To consolidate the information on the educational establishments, educational institutions and school shifts per institution for the official and non-official sector, according to the political-administrative categories of the country.

- To produce the sectorial structural statistics and the variables for the construction of the internal efficiency indicator.

2.1.3. Scope

The EDUC is aimed at the formal education establishments, legally established, of the official and non-official sector, supplying the preschool, basic primary, basic secondary and middle educational levels, located in the urban and rural areas within the national territory, according to the structural variables under study: enrollment, teachers and with respect to the academic situation of students at the end of the previous school year (pass, dropout, failure).

Two substantial products are obtained deriving from this operation: On the one hand, the primary statistical collection of the formal basic education, in its various spatial and thematic disaggregation levels, and on the other hand, the statistical framework of educational establishments.

2.1.4. Reference framework

a. Theoretical framework

The consolidation of the national statistical system is largely explained by the development and evolution of the regulation and planning oriented to the production of strategic official basic information, collection that is necessary for the fulfillment of the purposes of the state, one of which being education, a higher, public and merit good.

In Colombia there are laws and regulatory frameworks that have ruled education and the provisioning of this public service, even as early as the mid-XIX century. With respect to the objectives of regulating, ordering and orienting the statistical activity, as well as promoting the public policies for the production and management of information, the developments are of more recent formulation and with significant milestones. With respect to the main milestones, it is important to state:

- Law 39 of 1903 that defines the framework of public education and the specific mandates that define the first formal conception of the registry of school institutions of the XX century¹⁵.
- Decree 0492 of 1933 pertaining to statistics of the official public and private education of the Ministry of National Education, which in its Article 1 sets out as mandatory for all the public educational establishments, both official and private, that operate in the National Territory, or open after that date, to register, to the effects of the education statistics, with the relevant Education Directorate of the department where they operate and with the Ministry of National Education.
- Decree 2304 of 1968 whereby the regulations are issued with respect to the statistical data for educational establishments. In developing this decree, the guidelines are established for the reporting of education statistics introducing for that effect a general scheme of incentives and previously exacting the registry of the educational establishments (primary meaning of statistical directory with administrative purposes)¹⁶.

Law 715 of 2001 issued organic regulations in terms of resources and competencies, in accordance with articles 151, 288, 356 and 357 (Legislative Act 01 of 2001), of the Political Constitution, and provisions are issued to organize the provision of the education and healthcare services, among others. Chapter I of this Law set forth the competencies of the state (Article 5), under which, among other things, are: «... to define, design, regulate and maintain an information system of the education sector».

¹⁵ «... a registry book shall be opened In the Ministry of Public Education and in the Governorships, where the institutes requesting license to grant, with official force or effect, the Bachelor of Science and Bachelor of Arts degrees, will register, prior statement that they are subject to the provisions of the previous articles».

¹⁶ Article 7: «... for the collection of official aid, whether they are national, departmental or municipal, the educational establishments will present the evidence of being registered and that they have submitted all the statistical data referring to the school year immediately preceding the one to which the aid corresponds. This certificate shall be issued by DANE». Article 8: The payers shall require a certificate in writing, stating that they have met the obligation of submitting all the statistical data requested, completed in the relevant forms for the immediately preceding school year.

Decree 1526 of 2002 regulates the administration of this system, which was created with the purpose of monitoring the service of education and the evaluation of its results, allowing for that effect the use of measurable data, which are common to each of the administrative levels of such service. In its article 1, this decree establishes, in general terms, the transmission chain and flow of information, from the local level to the central level of the state.¹⁷ Also, article 2 precisely defines the purposes of the information system of the education sector:

- To establish sources of funding of the public service of education and the distribution of resources of the General Participation System¹⁸ (SGP), among the territorial entities¹⁹.
- To monitor the sectorial public policy goals (coverage, quality, equity and efficiency of the service).

¹⁷ The information system will be populated with all those data that are necessary for decision-making at the national, departmental, municipal levels and that of the educational institutions. The municipalities will populate their system with the information that the educational institutions provide to them, and the departments in turn will do so with the information that the municipalities provide to them. The national level will receive the information from the departments, districts and certified municipalities, and may exceptionally request information directly to the non-certified municipalities and to the educational institutions" (the concept of certified municipalities is explained in footnote 20).

¹⁸ It implements the per capita revenue assessment system to calculate the amount of the transfer to territorial entities.

¹⁹ The certification of the territorial entities is granted under Law 715 of 2001 to departments and districts. Decree 2700 of 2004 establishes the requirements and procedures for the certification of municipalities with more than one hundred thousand inhabitants before the end of 2002 that demonstrate having the technical, administrative and financial capacity to assume the autonomous administration of the education service. Currently, 95 Territorial Entities in the country are certified in education (Secretaries of Education), which are responsible for the organization and regulation for the provision of the education public service in the territory under their jurisdiction.

- To serve as a public registry of information concerning the educational institutions, students and teachers, even setting forth a parameter of quality of information in article 4.²⁰

Resolution 166 of 2003 sets forth the conditions with respect to reporting information for the system by establishing in specific formats the specifications with respect to basic identification units, variables, data infrastructure, the reference periods, levels of disaggregation, etc.²¹, thereby advancing, firstly toward obtaining primary data according to the delimitation made explicit in Decree 1526 of 2002, and secondly toward the configuration of two separate but subsidiary structural subsystems such as the Single Directory of Educational Establishments (DUE)²², and the Integrated Enrollment System (SIMAT)²³.

The provision of information of both an administrative and statistical nature has proven to be useful to the extent that it is possible to have an assessment of the impact of educational public policies and the identification of problems rooted in the

²⁰ Information is deemed to be of poor quality or inaccurate when it deviates approximately 5 % with respect to the information that accurately represents reality when it is of a quantitative nature; when it has been prepared without taking into account and verifying the facts to which it refers, whether or not they match with the reality to be described; when it does not match the reality to be described and has been prepared with the purpose of obtaining different effects from those intended with the laws and regulations that refer to it, as it can be inferred from the regulations governing the matter (Decree 1526 of 2002 Article 4 - Paragraph).

²¹ Specific data of the DUE are recorded in Appendix 1. The other domains of information such as data on student enrollment of the official sector, teaching and administrative staff, student enrollment of the non-official sector, etc. are reported in Appendix 2 through Appendix 5. Appendix 6 includes a format for the inclusion of variables according to the particular needs of each territorial entity and with the databases and information systems that they have in place.

²² Spanish acronym. The advantage of a directory for administrative purposes and the possibility of using the information derived thereof lies on the following principles: i) the information is used as a reference when decisions are made or administrative measures are taken that affect the system objects; ii) based on the registry decisions are made or actions are taken with respect to individual objects and that are not generalizable to the population iii) some attributes of information on the units or individuals should be absolutely correct (Wallgren, A. & Wallgren, B. 2012 – p. 11-12).

²³ Spanish acronym.

system, such as low-quality, high dropout rates and social capital disinvestment²⁴. Behind these results there are several explanations:

- Fragmentation of school shifts
- Shortcomings in incentives to deepen teacher professionalization
- Poor infrastructure and limited access to middle education in rural areas
- Barriers with respect to access to higher education associated with its high costs, along with academic weaknesses, which result from the poor quality of basic and middle education.
- Difficulty with respect to student passage to the next educational level and the lack of coordination between middle and higher education as well as the challenges of relevance and quality at these levels.

In order to overcome these setbacks, major challenges have been formulated, involved as goals and paths of sectorial public policy: i) to strengthen initial education; ii) to achieve quality education in basic and middle education; iii) to favor greater coverage and permanence in the education system; iv) to strengthen the construction of tertiary education system with greater access, quality and relevance; v) to develop the Own Indigenous Education System (SEIP25); vi) Colombia free of illiteracy; vii) Bilingual Colombia; viii) to foster the capabilities and exceptional talents.

DANE by means of the formal education study focuses its efforts on providing statistical information that contributes to the follow-up and monitoring of these paths and the set of measures of sectorial public policy.

a. Conceptual framework

The main concepts that should be considered in order to address the understanding of the study are as follows:

²⁴ Development Plan 2014-2018/ <https://colaboracion.dnp.gov.co/CDT/Prensa/PND%202014-2018%20Bases%20Final.pdf>;

²⁵ Spanish acronym.

Teacher. Person who develops academic work in a direct and personal manner with the students of educational establishments in their teaching-learning process. They are also responsible for the non-teaching curricular activities that are complementary to the teacher's role, understood as the administration of the educational process, preparation of their academic work, research pedagogical matters, evaluation, grading, planning, discipline and training of students, meetings of teachers, direction of groups, educational, cultural and sports activities, attention to parents and guardians, service of student counseling and the activities connected with organizations or institutions in the sector that have a direct or indirect impact on education (article 5, Law 1278 of 2002).

Formal education. It is the one that is taught in approved educational institutions, in a regular sequence of school cycles, subject to progressive curricular guidelines and leading to grades and titles. It is divided into three levels: preschool, basic and middle (Law 115 of 1994).

Informal education. It is considered as all free knowledge and spontaneously acquired from individuals, institutions, mass media, print media, traditions, customs, social behaviors and other unstructured knowledge (Law 115 of 1994).

Education for work and human development. All free knowledge and spontaneously acquired from individuals, institutions, mass media, print media, traditions, customs, social behavior and other unstructured knowledge. Context: Law 1064 of 2006 in its Article 1 replaces the concept of informal education by education for work and human development (Law 1064 of July 26, 2006 and Law 115 of 1994).

Non-formal education. Institutionalized education, intentional and organized by an education provider. It caters to all age groups even though its structure does not necessarily mean a continuous path. Non-formal education may be short-lived and / or low intensity and is usually provided in the form of courses, seminars or workshops. It may cover programs contributing to literacy of youth and adults and education for children not attending school, as well as programs for the teaching of basic life skills, job skills or those related to social and cultural development (Law 115 of 1994, article 36).

Educational establishment. Any institution of a state, private nature or of solidarity economy organized in order to provide the public service of education under the terms established by law (article 138 of Law 115 of 1994 and article 28 of Decree 301 of 1997). A legally organized establishment should meet the following requirements:

- To have an operating license (applicable to establishments of the non-official sector) or a recognition act of an official nature (applicable to establishments of the official sector).
- To have an administrative structure, physical facilities and adequate educational means, which allow them to supply at least one grade of preschool education, basic primary and secondary, i.e. until the ninth grade.

Educational establishments in general (official and non-official), which supply less than the first nine grades of basic education are known as educational centers. This supply:

- Only preschool
- Preschool and basic primary
- Basic primary and secondary up to 8th grade
- Only secondary up to 8th grade

State educational centers can be departmental, district, or municipal according to the jurisdiction to which they belong. Educational centers partner with other educational institutions in order to supply the full basic education cycle to students (Law 715 of 2001; article 9).

Educational institution. Set of persons and goods promoted by public authorities or by individuals, whose purpose shall be to provide a year of preschool and nine grades of basic education at least, and middle school. Those that do not supply all of these grades shall be called educational centers and shall partner with other institutions in order to supply the full basic education cycle to students. They shall have an operating license or recognition of an official nature; have the administrative infrastructure, teaching aids, physical facilities and adequate educational means (Law 715 of 2011).

Educational establishments in general (official and non-official) are called educational institutions when they supply the following levels:

- Preschool through middle (0-11th grade)
- Preschool through basic secondary (0-9th grade)
- Basic secondary and middle (6th through 11th grade)
- Only middle (10th and 11th grade)

School shift. It corresponds to the daily time spent by the educational establishment with respect to its students in the direct provision of the public service of education, in accordance with the current regulations pertaining to academic calendar and curriculum. It should be fulfilled during the forty school weeks established by Law 115 of 1994 and set by the academic calendar of the respective certified territorial entity.

The timetable of the school shift should allow students meeting the following minimum, weekly and annual class hours: preschool 20 hours per week; basic primary 25 hours per week and 1,000 hours per year, and basic secondary and middle school 30 hours per week and 1,200 hours per year. If an educational establishment operates in several school shifts (morning, afternoon and evening), at appropriate timetables for the region, and fails to complete the weekly class hours established for the students in each cycle or educational level, it should summon them to perform activities of the curriculum at different times. These activities may be conducted in various areas such as specialized classrooms, laboratories, workshops, and cultural or recreational centers or within or outside the educational establishment (MEN26 Ministerial Directive 03 of 2003). At least 80 % of the weekly and annual class hours will be devoted to the development of the mandatory and fundamental areas (articles 23 and 31 of Law 115 of 1994).

Single shift. Duration of at least six hours for preschool and at least seven hours for basic and middle school, in which students carry out activities that are part of the

²⁶ Spanish acronym for Ministry of National Education.

curriculum of the educational establishment. The single shift is a version of the extended school shift and is the model toward which the official Colombian educational system should advance. It differs from the extended school shift in the fact that the activities carried out by the students in additional time are not part of the curriculum of the educational establishment. It is also different from the complementary school shift, where traditionally «counter shift» programs are developed through the family compensation funds, SENA²⁷ or other social organizations to complement the curriculum development of educational establishments.

Enrollment, Processing of applications for student slots and the formalization of the admission of students to educational establishments. The enrollment is the act that formalizes the linking of the student with the educational service. It will be performed only once, while the student enters to an educational establishment, allowing for the establishment of renovations for each academic period (District Secretary of Education).

Levels of formal education: it is organized into three levels (Law 115 of 1994, article 11):

- Preschool that shall include, at a minimum, one mandatory grade
- Basic education consisting of nine grades to be developed in two cycles: basic primary education (five grades) and basic secondary education (four grades)
- Middle education, consisting of two grades.

Educational institution. The basic unit in the organization of the public service of education. Strictly speaking it is an economic unit that has been legally established for the provision of the public service of education and that for this effect it has an operating license (applicable to establishments of the non-official sector) or a recognition act (applicable to establishments of the official sector), physical facilities and an administrative structure. The organization or association between institutions

²⁷ Spanish acronym for National Vocational Training Service.

can lead to the conformance of establishments or schools centers (article 9, Law 715 of 2001).

Educational service. It includes the set of legal regulations, curricular programs, education by levels and grades, non-formal education, informal education, educational establishments, social institutions (state-owned or private) with educational, cultural and recreational functions, human, technological, methodological, material, administrative and financial resources, articulated in processes and structures to achieve the objectives of education (Law 115 of 1994).

Preschool education. It is the educational process supplied to the child for his or her integral development in the biological, cognitive, psychomotor, socio-affective and spiritual aspects, through experiences of pedagogical and recreational socialization, whose mandatory minimum grade is one in state-owned educational establishments for children under six years old; it is divided into pre-kindergarten, kindergarten and transition (Law 115 of 1994, article 15).

Basic primary education. It is the educational process whose duration consists of five grades of elementary basic education. It comprises the first five grades of basic education: First, second, third, fourth and fifth (Law 115 of 1994, article 11).

Basic secondary education. It is the educational process whose duration consists of four grades of instruction. It comprises the four grades subsequent to basic primary education: Sixth, seventh, eighth and ninth (Law 115 of 1994, article 11).

Academic middle education. It is the educational level that delves into a specific field of science, arts or humanities, and which allows the student to access higher education, after culminating the middle educational level (10th to 11th grades). In the academic middle education, the same areas of basic education at a more advanced level are mandatory and essential, as well as economic, political science and philosophy (Law 115 of 1994, article 27).

Technical middle education. It is the educational level that delves into a specific field of qualified training in specialties such as: agriculture, trade, and manufacture among others, and which allows the student to access higher education, after culminating the middle educational level (10th to 11th grades) (Law 115 of 1994, article 32).

Educational models. Set of strategies structured to meet with quality and relevance the educational demands of a target population with specific characteristics. A model has explicit pedagogical and didactic principles as well as their means of articulation in an educational institution. It has a basket of educational materials and processes (Ministry of National Education).

School promotion. Event whereby a student is promoted from one school grade to the next. The promotion is based on the compliance with the criteria established in the institutional system of evaluation of students and attendance rates established at the discretion of the educational establishment (Decree 1290 of 2009, Decree 3770 of 2008 and CONPES documents²⁸ 3058 of 1999 and 3660 of 2010).

b. Legal framework

Decree 262 of 2004

Whereby the competencies and responsibilities of DANE are established in order to ensure the production, availability and quality of strategic statistical information, as well as to direct, plan, implement, coordinate, regulate and evaluate the production and dissemination of basic official information.

Law 79 of 1993

Whereby the legal provisions that guide the conduct of censuses and periodic surveys, sets out the scope of the statistical reserve or confidentiality of data that could reveal information of an individual nature and that could be used for commercial, fiscal tax, judicial investigation or any other purpose different from the statistical itself and it empowers DANE to impose sanctions for failure to submit the

²⁸ Public policy documents established by the National Council for Economic and Social Policy (CONPES for its acronym in Spanish).

requested data, which impedes the carrying out of censuses or surveys, prior administrative investigation.

Law 715 of 2001 (it amends Law 60 of 1993)

<http://www.minhacienda.gov.co/portal/page/portal/HomeMinhacienda/presupuestogeneraldeplanacion/Normativapresupuesto/Leyes/Ley%20715%20de%20diciembre%2021%20de%202001>:

Whereby organic regulations are issued in terms of funds and competencies in accordance with articles 151, 288, 356 and 357 (Legislative Act 01 of 2001) of the Political Constitution and other provisions were issued to organize the provision of education and healthcare services. Chapter I of this Law sets forth the Nation competencies (article 5) under which, among others, are: «...to define, design, regulate and maintain an information system of the education sector».

Decree 1526 of 2002

<http://www.mineducacion.gov.co/1621/article-86088.html>

Whereby the administration of the information system of the education sector is regulated, which was created with the purpose of monitoring the service of education and the evaluation of its results, allowing for that effect the use of measurable data, which are common to each of the administrative levels of such service. In its article 1, this decree establishes, in general terms, the transmission chain and flow of information, from the local level to the central level of the state²⁹.

Also, article 2 precisely defines the purposes of the information system of the education sector, as follows:

²⁹ The information system will be populated with all those data that are necessary for decision-making at the national, departmental, municipal levels and that of the educational institutions. The municipalities will populate their system with the information that the educational institutions provide to them, and the departments in turn will do so with the information that the municipalities provide to them. The national level will receive the information from the departments, districts and certified municipalities, and may exceptionally request information directly to the non-certified municipalities and to the educational institutions.

- To establish sources of funding of the public service of education and the distribution of funds of the General Participation System (SGP), among the territorial entities³⁰.
- To monitor the sectorial public policy goals (coverage, quality, equity and efficiency of the service).
- To serve as a public registry of information concerning the educational institutions, students and teachers.

Resolution 166 de 2003

<http://www.sistemadeevaluacion.com/imprimir/resolucion166.pdf>

It sets forth the conditions of reporting information for the information system of the education sector through specific appendices, which contain basic identification units, variables, data infrastructure, the reference periods and the disaggregation levels.³¹

Decree 3433 of 2008

http://www.mineduacion.gov.co/1621/articles-172427_archivo_pdf.pdf;

³⁰ The certification of the territorial entities is granted under Law 715 of 2001 to departments and districts. Decree 2700 of 2004 establishes the requirements and procedures for the certification of municipalities with more than one hundred thousand inhabitants before the end of 2002 that demonstrate having the technical, administrative and financial capacity to assume the autonomous administration of the education service. Currently, 95 Territorial Entities in the country are certified in education (Secretaries of Education), which are responsible for the organization and regulation for the provision of the education public service in the territory under their jurisdiction.

³¹ Data specific to the registry of educational institutions are recorded in Appendix 1. The other domains of information, such as data pertaining to student enrollment of the official sector, teaching and administrative staff, student enrollment of the non-official sector, etc. are reported in Appendix 2 through Appendix 5. Appendix 6 includes a format for the inclusion of variables according to the particular needs of each territorial entity and with the databases and information systems that they have in place. Each one of these appendices requires the inclusion of the DANE Code (DANE ID number).

Whereby the provisions that are applicable to individuals who promote the founding and operation of educational institutions to provide the public service of formal education, in the preschool, basic and middle educational levels, are defined. With respect to the licensing process, Decree 3433 of 2008, in its article 1 defines: «...the operating license is an administrative act motivated by official recognition whereby the secretary of education of a certified territorial entity authorizes the opening and operation of a private educational institution within its jurisdiction. It should specify the name or denomination of the educational establishment owner, who will be the holder of the license, the DANE code (DANE ID number), and full name of the educational establishment, location of its physical facilities, levels, cycles and modalities that it will supply, the maximum number of students that it can serve as well as tuition and boarding fees for the grades supplied during the first year of operation».

In article 10, on Information to the Public, it defines: «...the education secretaries shall keep in the Single Directory of Educational Establishments (DUE) and available to the public, updated information pertaining to private educational establishments with operating license in force and effect, which operate in their jurisdiction, including at least the full name, DANE code (DANE ID number), license number, address, telephone, email and authorized levels. Educational establishments are required to report to the secretary of education within their jurisdiction the data of their establishment and students in the manner and terms as required by territorial and national education authorities.

Other regulations

- Decree 2277 of 1979 whereby regulations are adopted with respect to the exercise of the teaching profession.
- Decree 1278 of June 19, 2002, whereby the status of teacher professionalization is issued.
- Decree 1860 of 1994 relating to the general pedagogical and organizational aspects.

- Decree 2082 of 1996 that regulates education attention for individuals with limitations or exceptional capabilities or talents.
- Decree 3011 of 1997 whereby regulations for the supply of adult education are set forth and other provisions are issued.
- Decree 2247 of 1997, which sets forth the regulations pertaining to the provision of educational services of the preschool level and other provisions are issued.

c. International benchmarks

The international bodies that have an important influence on the development of the sectorial statistical activity and the generation of official basic statistics are:

United Nations Educational, Scientific and Cultural Organization (UNESCO)

This organization has one hundred ninety three member states and seven associate members. Education is one of the main areas of activity of UNESCO. Since its inception in 1945 the Organization strives to improve education around the world with the conviction that it is the key to economic and social development. The UNESCO Institute for Statistics (UIS) works in the regional development of education information systems, promoting: the collection and dissemination of data that is internationally comparable in areas that are within the mandate of UNESCO such as education, science, culture and communication; the development of methodologies and maintenance of international classifications; the use and interpretation of comparable data; the assistance for the development of technical capacities of the countries and the production of statistics of the education sector in the international sphere.

Within the framework of regional coordination exercised by UNESCO, basic data are collected through the implementation of the Annual Survey of Member States through the completion of the UIS A, B, C, E and International Standard Classification of Education (ISCED) questionnaires. The formal education study provides primary data for the calculation of the country indicators that are reported through the UIS/E

questionnaire (<http://www.uis.unesco.org/>). The following are the strategic objectives created by UNESCO for the 2014-2021 period:

- To create educational systems that promotes the possibilities of quality learning throughout life for all.
- To teach students to be creative and responsible global citizens.
- To configure future education programs.
- To promote the interface between science, politics and society as well as ethical and inclusive policies for sustainable development.
- To strengthen international cooperation in the field of science to promote peace, sustainability and social inclusion.
- To support inclusive social development and promote intercultural dialogue and rapprochement between cultures.
- To protect, promote and pass on the heritage.
- To encourage creativity and the diversity of cultural expressions.
- To promote freedom of expression, the development of the media and universal access to information and knowledge.

Andean Community (CAN)³²

Organization of countries voluntarily formed by Ecuador, Bolivia, Perú and Colombia with the aim of achieving a faster, more balanced and autonomous development through Andean, South American and Latin American integration. Under the coordination of CAN, member countries are participating in the program of horizontal technical cooperation in social policies and a program of harmonization of social statistics and indicators in order to facilitate community monitoring of the United Nations Millennium Development Goals and the Integrated Plan for Social Development» (CAN, 2006), in which the domain of education and culture is

³² For the acronym of its former name in Spanish.

approached in three specific programs and a cross-cutting program for the production of statistics and social indicators:

- **Intercultural Andean Program:** aims to help overcome social exclusion of indigenous and Afro-descendant peoples and to strengthen cultural ties among all social groups within the sub-regional area
- **Program for the dissemination and greater use of information and communication technologies (ICT) in social development:** aims to spread the use of ICTs for educational and cultural activities, particularly in urban and rural areas of concentrated poverty
- **Andean Program on quality of education:** aims to implement a project for the dissemination and exchange of information on the quality of basic education in member countries, the joint analysis of the problems of education and the formulation of a Community policy for the improvement of quality of basic education.
- **Statistics and social indicators:** aims to harmonize the main social statistics and indicators of the member countries so as to enable the evaluation and joint monitoring of compliance with the Millennium Development Goals as well as the Integrated Social Development Plan of the Andean Community. The indicators corresponding to the education sector, for which the formal education study provides a compendium of basic data, are available on the following link:

<http://estadisticas.comunidadandina.org/eportal/contenidos/compendio.htm>

d. National benchmarks

Ministry of National Education

It has the function of regulating and establishing the criteria as well as the technical and qualitative parameters of the formulation of the national education policy, in order to prepare and propose the National Educational Development Plan. It should establish guidelines for the organization and pedagogical and technical criteria for comprehensive attention relating to early childhood and the different modes of

provision of educational services, which guide education in the preschool, basic, middle and higher levels.

Colombian Institute for the Evaluation of Education (ICFES)³³

A state-owned enterprise of a social nature, linked to the Ministry of National Education, with legal status, administrative autonomy and its own assets, whose mission is to provide the service of evaluation of education at all levels and conduct studies with respect to the factors affecting educational quality with the aim of providing information to improve the quality of education (Law 1324 of 2009).

The Institute works toward strengthening the National System of Evaluation of Education through strategies that allow observing the evolution of education through its levels (from basic to middle and from middle to higher), and in the comparability that allows analyzing the evolution of the quality of education at the same level (development of basic, middle and higher education over time).

National Administrative Department of Statistics (DANE)

It is the entity responsible for the planning, collection, processing, analysis and dissemination of official statistics in Colombia; it is regulated by Article 59 of Law 489 of 1998 and Decree 262 of January 28, 2004.

In developing its mission, it should produce and disseminate strategic statistical information for decision making in economic and social development of the country. From its technical leadership, it should regulate the National Statistical System. Its aim is to ensure the production, availability and quality of strategic statistical information, and to direct, plan, implement, coordinate, regulate and evaluate the production and dissemination of basic official information.

³³ Spanish acronym.

2.1.5. Design of indicators

Educational indicators include primary information selected in order to know relevant aspects of the variables that identify the education sector³⁴.

Preschool level enrollment

The number of students enrolled in the Preschool educational level in period t . This indicator varies on a > 0 positive scale.

Preschool enrollment	
Objective of the indicator	To measure the net number of students enrolled in the <i>Preschool</i> level in school year t .
Source	Formal Education Study C-600 of DANE. Database
Disaggregation	Department, Municipality, Sector, Area, educational level, grade and educational institution.
Variables	Total of students enrolled in year t for the Preschool level ($Preescolar_t$)
Formula	$PRE_t = Preescolar_t$

Basic Primary level enrollment

The number of students enrolled in the Basic Primary educational level in period t . This indicator varies on a > 0 positive scale.

Basic Primary enrollment	
Objective of the indicator	To measure the net number of students enrolled in the <i>Basic Primary</i> level in school year t .
Source	Formal Education Study C-600 of DANE. Database
Disaggregation	Department, Municipality, Sector, Area, educational level, grade and educational institution.
Variables	Total of students enrolled in year t for the Basic Primary level ($Primaria_t$)
Formula	$PRI_t = Primaria_t$

³⁴ With the amount of information of the research, it is possible to obtain a greater set of indicators.

Secondary level enrollment

The number of students enrolled in the Secondary educational level in period t . This indicator varies on a > 0 positive scale.

Secondary enrollment	
Objective of the indicator	To measure the net number of students enrolled in the <i>Secondary</i> level in school year t .
Source	Formal Education Study C-600 of DANE. Database
Disaggregation	Department, Municipality, Sector, Area, educational level, grade and educational institution.
Variables	Total of students enrolled in year t for the Secondary level (<i>Secundaria_t</i>)
Formula	$SEC_t = Secundaria_t$

Middle level enrollment

The number of students enrolled in the Middle educational level in period t . This indicator varies on a > 0 positive scale.

Middle enrollment	
Objective of the indicator	To measure the net number of students enrolled in the <i>Middle</i> level in school year t .
Source	Formal Education Study C-600 of DANE. Database
Disaggregation	<i>C600EDUC_MATRICULA_2005_2014</i> . Department, Municipality, Sector, Area, educational level, grade and educational institution.
Variables	Total of students enrolled in year t for the Middle level (<i>Media_t</i>)
Formula	$MED_t = Media_t$

Students/teacher rate

It gives a measurement scale of human resources in terms of the number of teachers with respect to the number of students in the education system. This indicator varies on a > 0 positive scale.

Students/teacher rate	
Objective of the indicator	To measure the average number of students served per teacher in the school year.
Source	Formal Education Study C-600 of DANE. Databases <i>C600EDUC_MATRICULA_2005_2014</i> and <i>C600EDUC_DOCENTES_2005_2014</i>
Disaggregation	Department, Municipality, Sector, Area, educational level, grade and educational institution.
Variables	Total students enrolled in year t ($Matricula_t$) and Total teachers-shift in year t ($Docentes_t$)
Formula	$TAD_t = \frac{Matricula_t}{Docentes_t}$

Pass rate

The pass rate for a given educational level is defined as the ratio between the number of students who successfully passed the course where they were enrolled in year t over the total of enrolled students in the same period of time. This indicator varies between 0 and 100.

Pass rate	
Objective of the indicator	To measure the proportion of students who passed their school year.
Source	Formal Education Study C-600 of DANE. Database
Disaggregation	Department, Municipality, Sector, Area, educational level, grade and educational institution.
Variables	Total of enrolled students who passed the school grade in year t ($Aprobados_t$) and Total of enrolled students in year t ($Matricula_t$).
Formula	$TAP_t = \frac{Aprobados_t}{Matricula_t} * 100$

Failure rate

The failure rate for a given educational level is defined as the ratio between the number of students who failed the course where they were enrolled in year t over the total of enrolled students in the same period of time. This indicator varies between 0 and 100.

Failure rate	
Objective of the indicator	To measure the proportion of students who failed their school year.
Source	Formal Education Study C-600 of DANE. Database
Disaggregation	Department, Municipality, Sector, Area, educational level, grade and educational institution.
Variables	Total of enrolled students who failed the school grade in year t ($Reprobados_t$) and Total of enrolled students in year t ($Matricula_t$).
Formula	$TRP_t = \frac{Reprobados_t}{Matricula_t} * 100$

Dropout rate

The dropout rate for a given educational level is defined as the ratio between the number of students who dropped out of the institution where they were enrolled in year t over the total of enrolled students in the same period of time. This indicator varies between 0 and 100.

Dropout rate	
Objective of the indicator	To measure the proportion of students who dropped out of the institution where they were enrolled in the school year.
Source	Formal Education Study C-600 of DANE. Database
Disaggregation	Department, Municipality, Sector, Area, educational level, grade and educational institution.
Variables	Total of enrolled students who dropped out of the institutions where they were enrolled in year t ($Desertores_t$) and Total of enrolled students in year t ($Matricula_t$).
Formula	$TDS_t = \frac{Desertores_t}{Matricula_t} * 100$

Transferred rate

The transferred rate for a given educational level is defined as the ratio between the number of students who were transferred from the institution where they were enrolled in year t over the total of enrolled students in the same period of time. This indicator varies between 0 and 100.

Transferred rate	
Objective of the indicator	To measure the proportion of students who were transferred from institution in the time period t .
Source	Formal Education Study C-600 of DANE. Database
Disaggregation	Department, Municipality, Sector, Area, educational level, grade and educational institution.
Variables	Total of students who were transferred from the institution in year t ($Transferidos_t$) and Total of enrolled students in year t ($Matricula_t$).
Formula	$TDS_T = \frac{Transferidos_t}{Matricula_t} * 100$

2.1.6. Plan of results

2.1.6.1. Design of output tables or result tables

The EDUC produces output tables that present the statistical results of the study, on an annual basis and a breakdown at the departmental and municipal levels. Output tables are prepared upon request per territorial entity certified with respect to education. The output tables of the study are listed below:

Module I. Single cover educational institution

Educational institutions by legal nature

Educational institutions by modality with respect to the provision of educational service

Module II. Institutional organization for the provision of educational service

Relationship between educational institutions

Module III. Information on personnel employed in the educational institution

Personnel employed in the educational institution

Teachers employed in the educational institution, according to teacher statute and employment relationship.

Teachers ranked in the official and non-official sector according to teacher statute

Last educational level attained by teachers, according to educational level and educational model, by sex

Teachers employed by the educational institution, by sex according to educational nature

Module IV. Information pertaining to enrollment, levels of education, CLEI³⁵, educational models in the educational institution

Enrollment according to educational level and type of enrollment

Enrollment according to area and type

Enrollment according to sector and type

Module V. Information on enrollment and teachers by shift

Enrollment in preschool by age range

Enrollment in primary by age range

Enrollment in secondary by age range

Enrollment in middle by age range

³⁵ Acronym in Spanish for Integrated Special Academic Cycles.

Enrollment in Integrated teaching cycles (CLEI) by age range

Enrollment in preschool by grades

Enrollment in primary by grades

Enrollment in secondary by grades

Enrollment in middle by grades

Enrollment in CLEI by grades

Enrollment in other educational models by grades

Enrollment in preschool by sections of the country and municipalities

Enrollment in primary by sections of the country and municipalities

Enrollment in secondary by sections of the country and municipalities

Enrollment in middle by sections of the country and municipalities

Enrollment in CLEI by sections of the country and municipalities

Enrollment in Other educational models for youth and adult by sections of the country and municipalities

Module VII. School promotion of the previous school year

Promotion of the previous school year in preschool according to grades

Promotion of the previous school year in primary according to grades

Promotion of the previous school year in secondary according to grades

Promotion of the previous school year in middle according to grades

Promotion of the previous school year in CLEI according to grades

Promotion of the previous school year in other educational models for youth and adults according to grades

Module VIII. Data pertaining to information and communication technologies

Use of and access to electronic devices Computer equipment

Use of computer equipment according to activity

Frequency of use of computers by educational levels

Access and use of equipment of the educational institutions

Module IX: Information pertaining to income, costs and expenditures of the educational institution

Income received for the provision of rural / urban educational service

Expenditures for the provision of the educational service

Expenditures and general costs for the provision of the educational service

Official sector annual fee in preschool by school grades, supplied by the educational institution

Official sector annual fee in primary by school grades, supplied by the educational institution

Official sector annual fee in secondary by school grades, supplied by the educational institution

Official sector annual fee in middle by school grades, supplied by the educational institution

Official sector annual fee in CLEI by school grades, supplied by the educational institution

Official sector annual rate in other educational models for youth and adults by school grades, supplied by the educational institution

2.1.7. Design of the questionnaire

The census forms are the means for the annual collection of information of the formal education study. These instruments are completed for each of the school shifts supplied at the level of educational institution. Their design responds to the dynamics of the needs for official information framed in the main policy and sectorial regulation milestones.

In reference year 2013, the EDUC underwent the evaluation process of certification with respect to the statistical process, from which the following guidelines and technical delimitation were derived:

- The statistical operation by its characteristics is defined as a census of educational establishments and not as an operation based on administrative records.
- It was recommended that the questionnaires be redesigned in order to meet the information needs and reduce the workload to the reporting source, from a single census instrument, with the educational institution as the observation unit; as well as to close the reference period and the collection period.

In response to the recommendations stemming from the quality assessment process and certification and more specifically as an achievement associated with the process of redesigning the Formal Education study, there is a single census form established as of 2014 for reporting information by electronic or hard copy means. The publication of figures for 2014 was made according to the results achieved with this latest collection instrument. The C600 single census form consists of the following modules:

- Module I: Single cover educational institution
- Module II: Institutional organization for the provision of educational service
- Module III: Information on personnel employed in the educational institution
- Module IV: Information pertaining to enrollment, teaching levels, CLEI, and other educational models supplied in the educational institution
- Module V: Information on enrollment and teachers by shift

- Module VI. Special populations in the shift (Law 115, Title III)
- Module VII: School promotion of the previous school year
- Module VIII: Data pertaining to information and communication technologies
- Module IX: Information pertaining to income, costs and expenditures of the educational institution

The C600 single census form has two observation units: i) the educational institution for the completion of modules I, II, III, IV, VIII and IX; and ii) the institution - shift for the completion of modules V, VI and VII.

Module I. Single cover educational institution

It refers to the set of base variables for the update and maintenance of the statistical directory.

Identification and location of the educational institution

The following is collected among other data: the full name of the educational institution, the DANE identification code of the educational institution, the tax identification number (NIT), the address of the educational institution and spatial variables where the educational institution is located according to the political-administrative units.

Legal nature of the educational institution

The information refers to the legal nature of the educational institutions and the sector providing the service (official and non-official), data on the recognition act (for educational institutions of the official sector) or creation or issuance of the operating license (for educational institutions of the non-official sector), the year it began operations and the classification of the institution according to the system of evaluation and approval of fees (only for the non-official sector).

Modality with respect to the provision of the educational service

The information refers to the administrative framework governing the provision of the service. It aims to identify whether it is directly provided or is registered through the different types of contracts used by the certified territorial entity in order to ensure access and permanence of the school-age population within the educational system. The orientation of this item is governed by the rules and regulations associated with Decree 2355 of 2009 and Decree 2500 of 2010.

In Module I of the Single Cover, it is also possible to identify the educational supply of the educational institution by educational tiers / models, shifts and calendar, furthermore whether the school population is boarding, semi-boarding or attends regular school shifts.

Module II. Institutional organization for the provision of educational service

The information refers to the organization that is established by the certified territorial entity between the educational institutions under its jurisdiction (whether they are of the official or non-official sector) in order to meet the educational demand in its territory and ensure the attention and retention of a student in the educational system from kindergarten to middle. In the case of the official sector, the organization between main institutions and affiliated institutions, also serves another purpose such as to have a functional institutional structure that facilitates the planning and execution of public expenditures, for example with respect to the educational funds, and to promote other policy actions or of sectorial management such as the appointment of teaching staff and the ranking.

Module III. Information on personnel employed in the educational institution

The information requested in this section refers to the number of persons employed in the educational institution during the reference period, according to the main activity performed. For the group of persons responsible for teaching activities, data are collected on the type of employment relationship and teaching statute in which they are registered or listed, the last educational level attained and the teaching level where he or she has the largest academic load.

Module IV. Information pertaining to enrollment, teaching levels, CLEI, and other educational models supplied in the educational institution

From the variables enquired in this module it is possible to identify the educational supply at the level of the educational institution disaggregated by educational levels / models, shifts and calendar. It is a control module of a baseline type for the reference year and general synthesis for the formal education study. The record of data in this module is used as a framework for consistency and control comparison with respect to the report of data in the V module, which has the institution-shift as an observation unit.

Module V. Information on enrollment and teachers by shift

In Module V the observation unit is the institution-shift. The domains of information that are collected in this module are related to: enrollment, teachers and class hours.

The data structure for the «enrollment» variable is sorted by sex and age in actual years, disaggregated by educational levels / models, in line with the framework of the traditional education (pre-school, primary and secondary) and non-traditional education that encompasses the education provided through flexible educational models including adult education (Decree 3011 of 1997), and other strategies or programs (such as accelerated learning strategy or new school) that in sum are designed to ensure formal basic training and retention in the education system. According to the modality governing the provision of the public service of education, enrollment is classified as their own or contracted, retaining for each of these categories the same data structure and thematic and spatial disaggregation.

The data structure for the «class hours» variable is sorted by nature and subject according to educational level / models.

The data structure for the «teachers» variable is sorted by shift according to the latest educational attainment and where they have the greatest academic load.

Module VI. Special populations in the shift (Law 115, Title III)

The information requested in this module enquires about the students enrolled in the shift, which can be classified into the following three categories:

- Enrolled population with physical limitations, cognitive impairment and exceptional abilities.
- Enrolled population belonging to ethnic groups.
- Enrolled population victim of the armed conflict.

Module VII. School promotion of the previous school year

The information required in this module refers to the total of passed, failed, dropout, and transferred students at the end of the previous school year by grade and sex, in the levels of preschool, basic primary, basic secondary, middle, integrated teaching cycles CLEI (adult education by Decree 3011 of 1997) and other educational models for youth and adults (not included in traditional educational levels or the CLEI). These models refer to: New School, Post-primary, Learning Circles, Tele-secondary, Walking Secondary, SAT³⁶, SER³⁷, and CAFAM.

For calendar A this information corresponds to the academic situation reported in November of the previous year and calendar B to that reported in May of the calendar year of the reference year.

Module VIII. Data pertaining to information and communication technologies

The purpose of this module is to measure the use that educational institutions give to information and communication technologies (ICT).

³⁶ Acronym in Spanish for Tutorial Learning System.

³⁷ Acronym in Spanish for Rural Education Service.

Module IX. Information pertaining to income, costs and expenditures of the educational institution

This module seeks to determine the total income, operating costs and expenditures associated with the provision of the educational service as a main activity of the educational institution, as well as other secondary or ancillary services such as restaurant, transportation, manufacturing etc. Similarly, the annual fee by school grades and / or academic cycles supplied by the educational institution, which includes the tuition fee plus the boarding fee collected during the academic year. Recurrent costs for transportation and meals among others are not included in the fee.

2.1.8. Validation, consistency and imputation standards, specifications or rules

Validation and consistency rules

Validation and consistency rules allow obtaining refined and reliable information on each of the variables of formal education study. The capture system is designed with internal validation rules (intra- and inter-modules as well as those pertaining to integral consistency), which are activated during the capture or self-completion process of data through the collection instrument and that reduce the likelihood of inconsistencies or erroneous records:

http://192.168.1.116/aplicativos/mantis/my_view_page.php

Intra-module validations:

Single cover educational institution:

- Fields of mandatory completion: educational institution address, NIT, department and municipality and urban or rural area, among others;
- Consistency rules according to sector and selection of answer alternatives: legal nature, modality with respect to the provision of the educational services and regime according to classification of fees.

- Deployment of questions conditioned according to official sector and non-official sector: legal nature, modality with respect to the provision of the educational services and regime according to classification of fees.

Module II. Institutional organization for the provision of educational service:

deployment of conditional questions in order to identify the relationship between main institutions and affiliated institutions for the official sector and the amount of physical facilities from which the education service is provided in the case of the non-official sector.

Module III. Information on personnel employed in the educational institution:

consistency rules according to sector and selection of answer alternatives. The controlled variable corresponds to staff employed and teachers. Consistency rules control that the «employed teachers» variable is not greater than the total volume of persons employed by educational institution. The distribution between employed teachers with an academic load and teachers engaged in administrative tasks and the distribution of teachers by sector according to teacher statute and type of employment are also controlled.

Inter-modules validations:

Module IV. Information pertaining to enrollment, training levels, CLEI, educational models in the educational institution: the system controls the consistency between the data reported for the enrollment variable according to levels and models by calendar and shift vs. the data reported in Module V that includes a higher level of disaggregation for the enrollment variable.

Module V. Information on enrollment and teachers by shift: the system controls the consistency between the data reported in module V for variables of teachers and enrollment according to levels and models supplied by shift vs. the data recorded in module I and module IV for enrollment and data in module III for the variable of employed teachers. Also, by the validation rule, the type of enrollment in module V is controlled vs. the rating on legal nature and modality with respect to the provision of educational service in accordance with the rating of the source in module I.

Module VI. Special populations in the shift (Law 115, Title III): the system controls the consistency between the rating in module VI vs. the rating on the legal nature and modality with respect to the provision of educational service in accordance with the rating of the source in module I. Also the enrollment variable in module VI is controlled vs. the report in module V by shift and in module IV by institution - shift.

Module VII. School promotion of the previous school year: the system controls the consistency between the rating in module VII vs. the record in the single census form of the previous reference year for enrollment variables, by level, model, sector and shift. A warning system is used with percentage ranges of acceptance or rejection applied to the promotion, dropout and failure variables derived from the comparison with the orders of magnitude of enrollment at the closure of the previous observation year.

Module VIII. Data pertaining to information and communication technologies: in this module the control is set at the level of flow and pass between questions or sections within the same module. Intra-modules controls are not performed or contracted.

Module IX. Information pertaining to income, costs and expenditures of the educational institution: a warning system is used with percentage ranges of acceptance or rejection applicable to the variables of income, expenditures and costs, according to the expected correspondence between these variables. Some sections in module IX are of mandatory completion, when enrollment data by level, model, sector and shift are observed in the C600 record at the closure of the year.

In addition to the validation and consistency rules that are activated during the capture or self-completion process of data through the collection instrument, critique and debugging processes are also executed in the post-collection phase.

The critique's task is focused on the detection and analysis of outliers or data that do not have a validation reference, and are only detected at a later stage of the capture and pre critique. For this effect, the system displays a second feature (analysis datasheet), from which the variables and values susceptible to control or correction are made visible, work performed by the critique after reviewing the internal

coherence of the form or as a result of the confirmation that is established by direct enquiry to the primary source: <http://192.168.1.116/aplicativos/mantis/view.php?id=25510>

In addition to these resources, the basic critique and validation and consistency rules manuals are available, under the following link:

http://danenet/sistema_documental/index.php/especifica/dimpe/educ

Imputation

Imputation processes are methods with statistical support that are applied for the treatment with respect to the non-response of the respondents in the collection period. In the formal education study there are two types of non-response or debt: full and partial. The first is composed of sources that did not provide information, but who were in the statistical directory of the previous year, and the partial non-response that refers to the absence of information at the level of the different modules or variables observed through the collection instrument (C600 single census form).

The inclusion or selection of sources in debt subject to imputation is made according to several criteria: i) historical traceability of the source and consistency of the record; ii) sources that provided information in the period immediately preceding the period to be imputed and that were in debt in the current reference year; iii) sources with partial debt and iv) forced inclusion parameters. The imputation process is applied to the variables in the questionnaire and that generally include ID information with respect to the institution-shift, counting of shifts, relationship between institutions (main and attached), number of students per institution-shift, for each level and educational model, information regarding personnel employed and information pertaining to the promotion of the educational institution.

The imputation process of data (reference year 2014) combined the historical behavior of the educational institution to be imputed with the behavior of the educational institutions that share characteristics that are similar to it (donors).

The starting point is the values observed in the immediately preceding period in the institution to be imputed, the two main characteristics in the imputation process are: the history of the educational institution and the growth rate of enrollment for the observation units (educational institutions) with similar characteristics. The educational institutions to be imputed correspond to those institutions that provided information on the period immediately preceding the period to be imputed and / or those of which reliable and updated auxiliary information is known.

The characterization of donors is as follows:

- Institutions that are located in the same municipality as the institution to be imputed
- Institutions that belong to the same area (rural/urban)
- Institutions that belong to the same sector (official/non-official)
- Institutions that have a similar size as the institution to be imputed (the number of enrolled students does not exceed or fall below 20 % of the imputed institution according to the historical information).
- In order to avoid atypical behavior in information, the educational institutions that have had a behavior of intermittent provisioning of information (of more than 5 absences of information) as of 2005 are exempted from the donor institutions. Given the simulation exercises and consideration of a committee of experts, it has been concluded that the imputation should be made on the educational institutions that provided information on the immediately preceding period. The methodology built is optimal for low imputation rates (less than 5 %), otherwise the application of the imputation model shall be validated.

The limitations of the imputation methodology and where it is decided to impute replicating the information observed in the immediately preceding period are:

- Municipalities with less than 5 educational institutions.

- Institutions where there are no donors with the same characteristics (municipality, area, sector and enrollment range).
- When calculating the difference between the imputed value and the observed value in the immediately preceding period it is greater than 20 % of the value of tuition³⁸.

The imputation process is performed in the SAS statistical software. The code firstly prepares historical enrollment and teachers of educational institutions for the imputation period and the immediately preceding periods according to the module treated. Subsequently, for each educational institution in debt it selects the donor educational institutions and it calculates the growth rate of enrollment with respect to donors and multiplies it by the historical enrollment of the educational institution in debt, thus obtaining the imputed enrollment. Finally the imputed enrollment is distributed to the institution according to the historical structure of the educational institution and the structure of the module treated.

The tables imputed according to the structure of the different modules of the study with the imputed records are submitted in order to being loaded by the IT component to the databases of the study and to be subjected to further consistency analysis by the different components.

As a general consideration, it should be checked that the general totals correspond to the sum of the segregated totals, because the imputation algorithm rounds values of tuition and teachers, which can generate differences that need to be corrected by adding or subtracting the value of this difference in order to ensure traceability between the modules.

Since assumptions are established for the good behavior of the model, it should be under constant supervision by the team of statistical methodology in order to evaluate its performance by comparing the deviation of the actual values with the imputed ones in the set of records with complete information. In the event that changes are identified in the general behavior of the sources, model parameters need

³⁸ The value of 20 % to exclude the value of tuition was obtained by means of resampling.

to be adjusted; likewise, the scope of use with respect to the historical series of the educational institution should be considered to complement the methodology.

Imputation Percentage Indicator (IMPU)

It allows knowing the percentage of educational institutions that were subject to imputation, with respect to all the institutions in the directory. It is defined by means of the following formula:

$$IMPU = \frac{\text{Total sedes imputadas}_t}{\text{Total sedes directorio}_t} \times 100$$

IMPU = Imputation indicator

Total sedes imputadas = Number of institutions subject to imputation

Total sedes directorio_t = Number of educational institutions that are in the collection directory of the study, including the new educational institutions detected in the course of the operation.

2.1.9. Nomenclatures and classifications used

International Standard Classification of Education (ISCED 2011)³⁹

It is part of the international family of Economic and Social Classifications of the United Nations, that are used worldwide in the production of statistics in order to collect and analyze internationally comparable data in a consistent manner. Within these, the ISCED is a reference classification that allows sorting educational programs and their respective certifications by levels of education and fields of study. The classification is the standard framework used to categorize and report internationally comparable education statistics.

³⁹ UNESCO Institute for Statistics. (2011). International Standard Classification of Education. <http://www.uis.unesco.org/Education/Documents/isced-2011-sp.pdf>

The ISCED 2011 was approved by the 36th General Conference of UNESCO. Some of the new characteristics of version 2011 include: the introduction of certificates granted by educational programs as a related statistical unit; a three-digit coding scheme designed to identify the different levels of education and educational attainment, and new categories have been added to the classification of levels of education to cover the expansion recorded for the education of early childhood and the restructuring of tertiary education.

The ISCED 2011 covers formal and non-formal educational programs available to a person at any stage of their life. Certifications recognized by the competent national authorities are used to measure educational attainment regardless of how they were obtained, i.e., through the conclusion of a formal or non-formal educational program or of an informal learning activity. The ISCED does not cover informal, incidental or random learning programs or not recognized certifications.

Formal education, within the framework of the ISCED 2011, is the institutionalized and intentional education, organized by public and accredited private bodies that, as a whole, make up the formal education system of the country. Formal education mainly comprises education prior to the entrance to the labor market⁴⁰. Often, vocational education, education for special needs and some adult education programs are considered part of the National System of Formal Education.

For statistical purposes, the ISCED 2011 establishes a clear distinction between formal and non-formal education. When classifying non-formal educational programs, the ISCED 2011 recommends using the criteria of equivalency of content and/or certifications granted by them. Currently, the activities of international data collection on education (mapping, censuses and surveys) mainly focus on formal education.

International Standard Industrial Classification of all Economic Activities (ISIC Rev. 3.1 A.C.)

This classification provides a set of categories to systematically classify productive activities; categories that can be used to analyze and present the corresponding

⁴⁰ Ibid. <http://www.uis.unesco.org/Education/Documents/isced-2011-sp.pdf> P.13 - Item 37

statistics. It applies to the economic agents who, according to ISIC, are characterized by the production processes that they develop. It is divided into sections (level 1), divisions (level 2), groups (level 3) and classes (level 4), so that each category of the lower level is fully contained by top-level categories.

Formal education activities are referenced in ISIC Rev. 3 A.C. in Section P: Education - Division 85: Education, according to the classification of the following groups: Group 851: early childhood education, preschool and primary: preschool, it comprises a minimum of one mandatory grade; Basic, with a duration of nine grades or years that are developed in two cycles: basic primary with 5 grades and basic secondary with 4 grades. Group 852: secondary education and job training and academic middle education, and Group 853: for establishments that combine different levels of education.

Central Product Classification (CPC)

It works as an international standard to gather and tabulate various types of statistics that contain detailed information on goods and services. In this process the physical properties and characteristics of a product are taken into account: the raw material, the production stage, the way goods are produced or services provided, the use or destination of the products and sale prices. The EDUC adopts the definitions of educational services presented by the CPC in Division 92.

Nomenclature of Territorial Statistical Units (NUTE)⁴¹

It is the single numeric identifier that is assigned to each territorial statistical unit (in its various levels) of each of the countries belonging to the Andean Community. It is intended to be linked to databases containing information from censuses, surveys and administrative records of the National Statistical Systems of the member countries.

⁴¹ Acronym in Spanish

Political-administrative division of Colombia (DIVIPOLA)⁴²

It is a coding standard that allows having an organized and updated list of all units in which the national territory is divided, providing each department, municipality, departmental division and population center with maximum stability in their identification. DANE periodically updates this coding according to information provided by municipal and departmental administrations, becoming a reference with respect to the administrative and political organization of the country.

2.2. STATISTICAL DESIGN

2.2.1. Basic components of the statistical design

Universe

Educational institutions of formal education, legally established, of the official sector and the non-official sector, supplying preschool, basic primary, basic secondary and middle levels of education, located in urban areas and in rural areas within the country. The universe encompasses 72,000 school shifts, 58,000 educational institutions and 25,000 institutions or establishments (main institutions).

Target population

Educational institutions of formal education, legally established, of the official sector and the non-official sector, which supply preschool, basic primary, basic secondary and middle levels of education, located in urban areas and in rural areas within the country.

⁴² Idem

Statistical framework

It consists of the list of educational institutions (establishments) of formal education, legally established, of the official sector and the non-official sector, which supply preschool, basic primary, basic secondary and middle levels of education, located in the urban area and the rural area within the national territory. The country has the Single Directory of Educational Establishments (DUE).

Definition of variables

For the domain of formal education for the preschool, basic primary, basic secondary and middle levels of education, the following structural variables are studied: enrollment; teachers; explanatory variables of the flow and stock of students at the end of the school academic year (passed, failed, dropout, transferred), and the basic variables for the update of the statistical framework (location, localization and variables for characterization and stratification).

The main variables enquired through the collection instrument, and which give rise to the statistics and indicators published by the study are:

Identification variables

DANE identification code of educational institutions

Name of the educational institution

Address where the educational institution is located

Location and localization variables

Department

Municipality

Urban/rural area

Characterization and / or stratification variables

Legal ownership (official sector and non-official sector)

Teaching levels/models

Shifts

Measured variables

Number of students enrolled by educational level and sector

Number of students enrolled by educational level and area

Number of students enrolled by sector according to school grades

Number of students enrolled by educational level and sex

Teaching staff by sector and area

Teaching staff according to teacher's educational level

Teaching staff, according to sex

Number of establishments (shifts) by educational level and sector

Number of establishments (shifts) by educational level and area

Data Sources

The primary source of information are the educational institutions of formal education, legally established, of the official sector and the non-official sector, which supply preschool, basic primary, basic secondary, and middle levels of education, located in the urban area and rural area within the national territory. The ideal respondent is the dean or the legal representative.

Geographical coverage

National, departmental and municipal total

Geographical breakdown

National, departmental and municipal total

Thematic breakdown

- The information of enrollment is disaggregated by age, sex, educational level, grade, sector, and shift.
- The information of teachers is disaggregated by educational attainment of the teacher, educational level, sex, and sector.
- The variable institution shift is disaggregated by what is indicated in the Divipola, area and sector.

2.2.2. Statistical units

Observation unit: educational institutions of formal education, legally established, of the official sector and the non-official sector, which supply preschool, basic primary, basic secondary and middle levels of education, located in urban areas and in rural areas within the national territory.

Analysis unit: educational institutions of formal education, legally established, of the official sector and the non-official sector, which supply preschool, basic primary, basic secondary and middle levels of education, located in urban areas and in rural areas within the national territory, having the institutions - shifts within the analysis units as primary source.

2.2.3. Reference and collection periods

Reference period: annual with exception of the explanatory variables of the flow and stock of students at the end of the school academic year (passed, failed, transferred and dropout) of the previous school year.

Frequency of collection: yearly

2.2.4. Coverage adjustments (for non-response)

The EDUC is defined as a census statistical operation. As such it should ensure that all the observation and study units are contained in the census framework and that census figures reflect the actual situation of the study phenomenon.

During the execution of the collection operation and during the consistency verification and quality control phases, it is necessary to execute a series of steps and protocols that, with support in statistical methodologies, allow controlling the quality of information, operational coverage and statistical coverage. Coverage adjustments allow the census operation to have the completeness, quality and reliability attributes. It is applied in given periods of time.

During the preparation or pre-operational phase: because the figures and results are made on all the educational institutions of the country, it is necessary to have an efficient statistical framework. For this effect, during the pre-operational phase, the following is performed:

- The study and comparison of the statistical directory of the year under study vs. the final directory of the previous period.
- The evaluation of the history of novelties by respondent, for the detection of atypical behaviors and unlikely in the year-on-year transition of directories (e.g. a liquidated source cannot pass to a debt status, a source that provides information cannot become new, a merged source cannot pass to an inactive status etc.).
- The inclusion or exclusion of sources with various periods in debt or inactive and comparison of the directory for administrative purposes in order to identify and add sources not included in the statistical framework of the formal education study.

- The evaluation of duplicates, which leads to the detection by similarity in name and address according to the Levenshtein distance⁴³.

During the collection phase: in order to reduce non-response rates (partial and total), to ensure the completeness and quality of data provided by respondents and monitor the sources, promoting that they respond within operation programming times.

At the closure of the collection operation: in order to delimit the operational and statistical coverage based on the result of the analysis of the operation novelties and the status of reporting sources (active, inactive, liquidated). At this stage, the selection of the sources that are candidates for coverage adjustment processes for non-response is established, which is solved by means of the imputation methods (treatment for partial debt and total debt).

After running the processes and adjustments for coverage and imputation, a set of indicators is obtained, which after its analysis and derived actions, it allows the research to advance the preparation of results and publication of figures referring to the target population:

- **Statistical coverage indicator:** it measures the percentage of respondents who provided information with respect to the total sources contained in the directory of the reference year.
- **Indicator of non-verified response:** it measures the percentage of educational sources that did not report information in the operation and / or that were identified as debt by subsequent exercises from auxiliary information, panel analysis or intermittence analysis with respect to the total of sources contained in the directory.
- **Percentage of imputation:** it measures the fraction of sources that were subject to imputation with respect to the total sources contained in the directory.

⁴³ The Levenshtein distance or edition distance corresponds to the minimum number of operations to be applied in order to transform one string of characters into another.

- **Quality indicator:** it measures the percentage of sources whose information collected had to be subjected to correction due to their presenting alerts in accordance with the rules of quality control established by the study, different from internal controls in the design of the collection instrument.
- **Operational non-response indicator:** It measures the percentage of educational institutions that did not report information in the operation with respect to the total sources contained in the directory.

At the end of the operation, these indicators are evaluated according to their distribution in the territorial entity certified for education and to the geographic segmentation that is recommended or other criteria to be defined from the expertise of any component of the study (thematic, IT, logistics territorial entity, statistical methodology).

2.3. EXECUTION DESIGN

2.3.1. Training system

Training

DANE Central through the staff of the logistics and thematic components is responsible for training the technical assistants of all the branches and sub-branches (territorial offices) on the guidelines, concepts and the correct completion of the C-600 Form. These in turn transfer the information to the operational personnel. DANE Central reinforces training in each of the stages of the operation and collection process through videoconferences and days of assistance and on-site technical supervision. It also makes available in the various dissemination media, the instructions and work manuals (e.g. critique, validation and consistency, completion in the case of the collection instrument, etc.). The topics covered in this process are:

- Methodology of the study
- Concepts and variables used in the conceptual framework of the study

- Handling of the C600 single census form in hardcopy or electronic, with its respective completion, novelties and critique manuals.
- Explanation of sectorial regulations

Awareness raising

Activities are continuously designed and implemented in order to raise the awareness of the educational institutions on the timely report and submission of information, and of Secretaries of Education with respect to actions related to the monitoring and control of coverage. Some of these activities are implemented through days of technical assistance and monitoring in DANE's branches and sub-branches or by means of videoconference oriented to the technical staff of the Secretaries of Education, core directors, deans or qualified respondents of the educational institutions as well as technical assistants and operational staff.

2.3.2. Preparatory activities

Selection of staff

The logistics component of the study carries out the preliminary studies and develops the instructions for the recruitment of operational staff, according to the schedule and procedures manual for the selection of staff established by DANE. They are subsequently sent to the respective territorial branches and sub-branches where the contracting process is performed, starting with the public summons or by direct invitation, according to the guidelines established by DANE Central.

The training of operational staff is undertaken by the technical assistants responsible for the education study at the territorial branches and sub-branches. The material defined for this purpose is sent in advance from DANE Central and the necessary technical support is provided.

The working team at the territorial branches and sub-branches consists of the point person for the formal education study, a supervisor and the group of critique staff assigned. The expected return by critique staff is between 600 and 7000 forms / month.

Preparation of the statistical directory

The statistical directory of education, which is managed by DANE, is a system where all the educational institutions (primary unit of analysis) are referenced, providing the public service of basic formal education in the preschool to middle levels of education, even education by cycles for adults (CLEI - Decree 3011 of 1994). This referencing contains identification data, location, classification and size.

As a result the list framework is obtained, which includes all the active institutions that provided information to the formal education study and those that were inactive in the previous reference year. The educational institutions that were created during the current reference year (births) are included. All the educational institutions that were liquidated in the previous reference year (final closure) and all the educational institutions which by their mission definition do not belong to the universe of the study (e.g. care centers to early childhood), and all those institutions that present a final closure caused by absorption, merger or institutional integration processes and that lead to the legal and administrative disappearance of the reporting source are excluded from the preparation.

Prior to the start of the collection operation, the point person of the study in each branch and sub-branch of DANE shall monitor the notification by the system to each informant source in order to ensure the census coverage.

Notification of educational institutions

The directory of educational institutions is sent to the branches and sub-branches of DANE, so that the technical assistant in turn notifies them of the opening of the capture platform and electronic completion and distribution of the hardcopy forms of the formal education study. The platform has an automated mechanism for authentication of the source and subsequent entry to the form.

2.3.3. Design of instruments

There is a compendium of tools for the execution of the formal education study:

C600 Single Census Form completion manual: this instrument is made available to make it easier for the respondents to provide information. It contains technical specifications for the completion and recording of data in each of the modules, items and questions contained in the collection instrument, the concepts that frame the study and the variables listed in the form and illustrative examples of the right way to enter the information required.

This instrument is available on the DANE Website under the following link: <http://www.dane.gov.co/index.php/educacion-cultura-y-gobierno/poblacion-escolarizada/89-sociales/educacion/3901-educacion-formal>

It is sent in print from DANE Central to the territorial branches and sub-branches, so that in turn they perform the distribution to the Secretaries of Education. The distribution of this material is made when the respondent is unable to access the manual through the electronic media available.

Novelties manual: it is an instrument used during the information collection phase and within the critique and validation sub-processes (territorial branches and sub-branches of DANE) and of analysis and verification from DANE Central. It aims at marking the information sources at the closure of the census operation (active, inactive, liquidated, etc.), the selection of sources that are candidates for imputation, and the obtaining of the base list for the preparation of the statistical directory for the following reference year. From the set of novelties, the base for the calculation of the operational coverage indicators and statistical coverage are also obtained.

General Manual of the Operation: it is a tool that presents the guidelines to follow in order to achieve the objectives set in the development of the collection operation for the reference year.

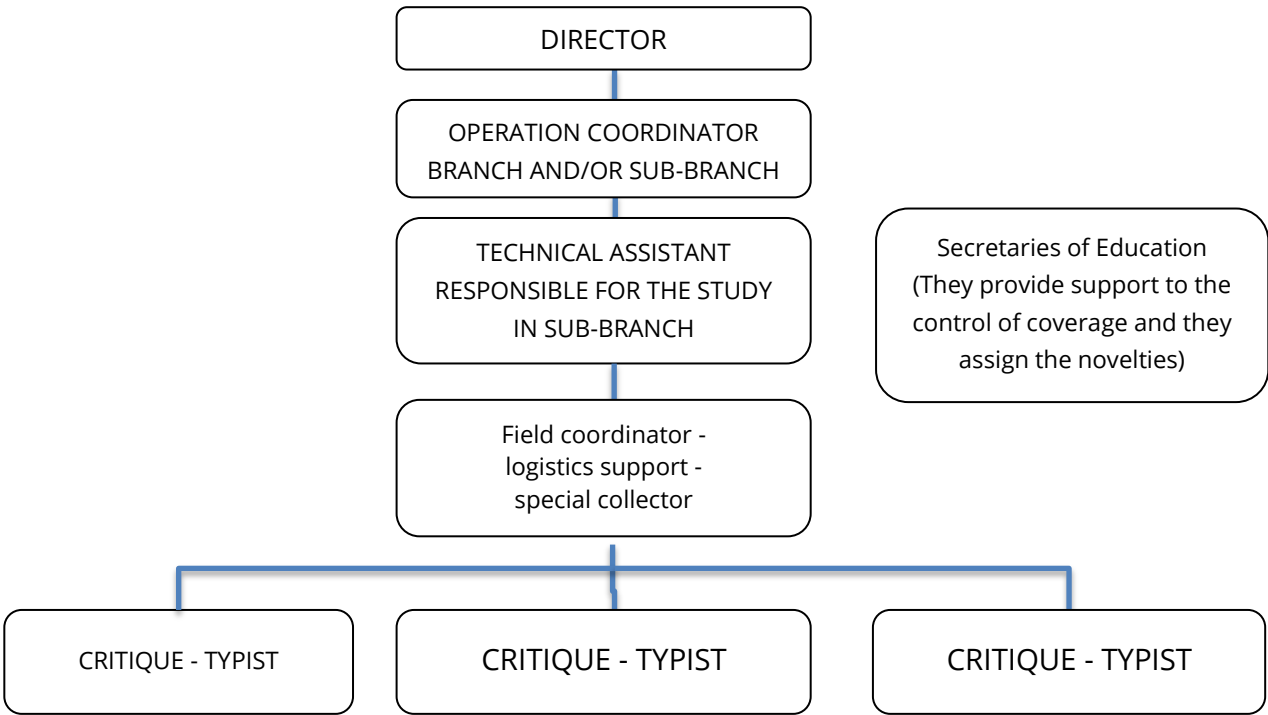
Critique manual: it contains the methodological rules and other specifications whereby the consistency of the data is established. For the development of the critique process there is a manual containing methodological guidelines for the verification of consistency and performing the analysis of the information reported by the respondents. Critique work is performed in three stages: pre-critique, during the analysis of the information transcribed from the hardcopy form to the electronic form; critique, after loading or reporting data through the collection instrument and

through an analysis by which the year-on-year changes and orders of magnitude as well as the trend of reported information (micro data) are controlled.

2.3.4. Data collection

Operation chart

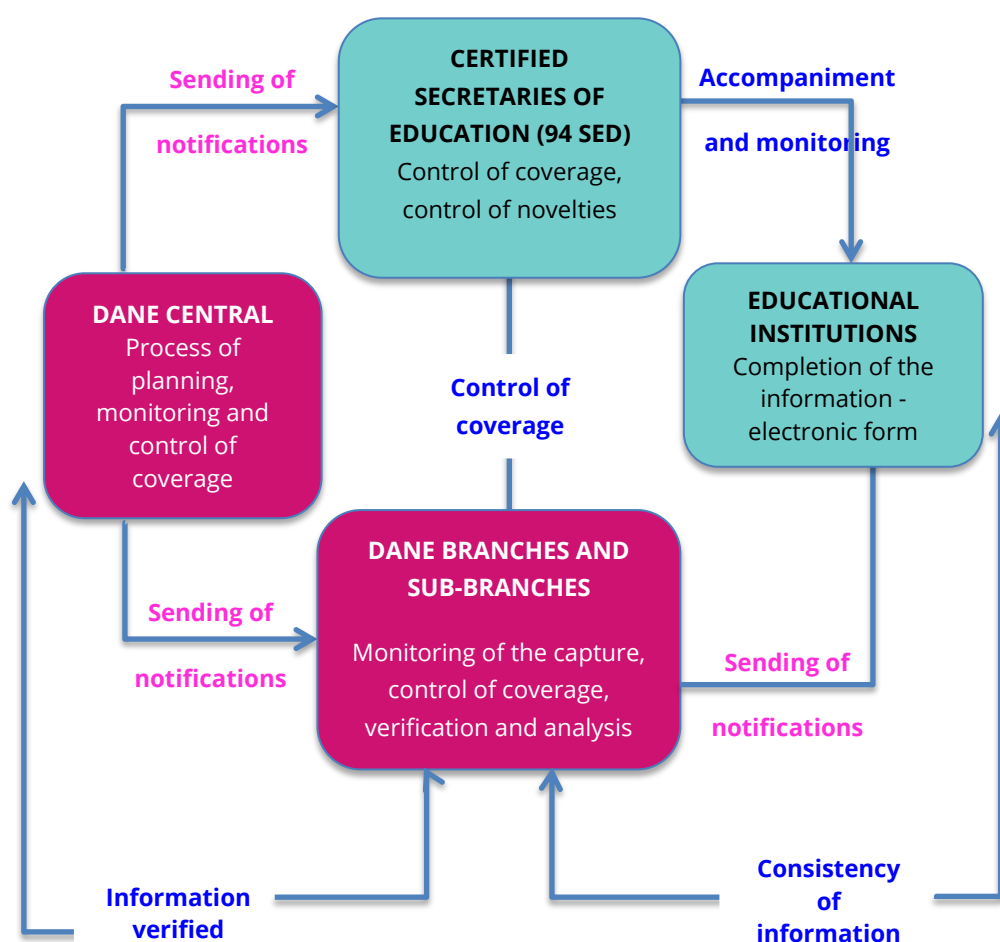
The collection operation, validation and analysis of consistency of the formal education study is the responsibility of the branches and sub-branches of DANE under the directions of the operational coordinator and with the technical and administrative participation of the Secretaries of Education. The following chart illustrates the operational organization:



Source: DANE 2014. Formal Education study - Logistics component

Data collection

The information of the formal education study, is collected in two phases: Phase I for reporting sources of Calendar A and Phase II for reporting sources of Calendar B, CLEI (Decree 3011). The collection method used in the study is self-completion in the single census form (C600), hardcopy and electronic. The individual who is responsible for the completion of the information is the dean of the educational institution. The following figure shows the structure for the collection of information:



Source: DANE 2014. Formal Education study - Logistics component.

Once the information reported by the respondent is available, either through hardcopy or electronic form, various processes are started, as follows:

- Critique, validation and consistency of information and data capture: these processes are executed directly from the electronic platform for each of the reporting sources. The capture system is designed with internal validation rules that reduce the likelihood of inconsistencies or mistaken records. The task of the critique staff is focused on the detection and analysis of outliers (that stand out in the electronic form), which are not controlled by the system, and their adjustment or correction after confirmation by the source. The pre-critique and transcription of the information reported through the hardcopy forms are also the responsibility of the critique staff.
- Monitoring the set of respondents in order to control the census coverage and quality of data that were already reported.
- Retraining each link in the value chain by days of technical assistance and supervision for the operation staff at branches and sub-branches of DANE and for the working group of the secretaries of education, core directors or educational institutions.
- Assignment of novelties: from the confirmation process of the status of the respondent (active, inactive, liquidated, etc.) to the operational closure. This process is performed with the joint participation of the certified Education Secretaries.

2.4. IT DESIGN

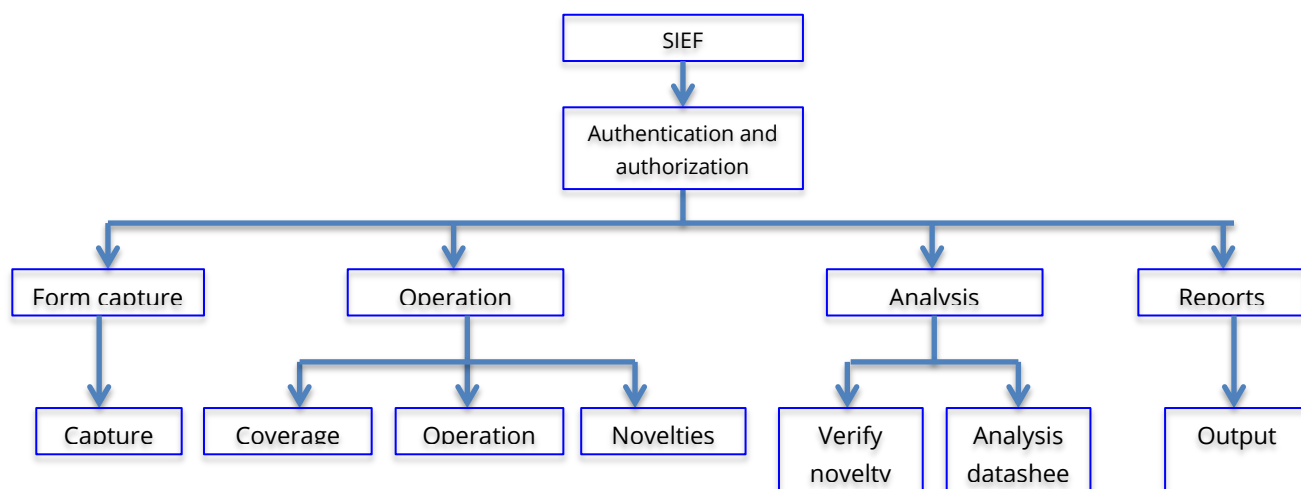
The electronic form is a technological tool implemented by DANE, in order to capture information for the formal education study. The web system enables the capture and analysis of information online, which helps optimizing collection times and availability of the information.

Design of tools

The study has a web information system (Formal Education System [SIEF]⁴⁴), which was developed in JAVA JEE based on Java Server Faces (JSF), Oracle Application Development (ADF) and Enterprise Java Bean (EJB). An Oracle 11g Database engine is used; furthermore output tables were developed in BIRT 4.4.1. The system is deployed on an Oracle Weblogic 11g application server.

System features

Access to the system is made by means of the authentication and authorization module, for this effect, it is required to have a username and a password, which are registered in the database directory. The figure below shows the system features:



Source: DANE 2014. Formal Education Study - IT Component.

⁴⁴ For its acronym in Spanish.

- **Capture of the form:** with this option, educational institutions, critique and logistics staff can enter information in the electronic form.
- **Operation control:** it has three functions: coverage: it displays the list of respondents assigned according to profiles and users, and monitoring indicators according to the percentage of completion according to the status of the respondent with respect to the provision of information; operation: this feature lists the advance percentage of the capture and analysis of information in each of the territorial offices - branches and sub-branches of DANE; and novelties: this feature identifies the institutions that at a given cut-off date have not yet provided the information and establishes whether they are candidates for debt (active without information), if they are inactive or if they are sources that are not enlisted in the directory of the reference year $t + 1$ by a demographic fact (liquidation or merger).
- **Analysis:** this feature allows comparing the record of information of the current reference year vs. the previous year. For this purpose, it has two modules: novelties and analysis datasheet.
- **Reports:** this feature allows you to display the information consolidated, once it has been verified at the level of output tables and annexes, which are published in the database and on the website of DANE.

System Profiles

Access to the system's features is restricted by profiles, and in turn each user is assigned a single profile, these profiles are explained below:

- Educational institution: users with this profile can capture the form in the system.
- Secretary of Education: users with this profile can assign novelties to educational institutions that are under their jurisdiction and display the main information of the educational institutions assigned.
- Critique: users with this profile can capture the form from the system, perform the analysis of information by means of the analysis datasheet and verification of

novelties; they also can review the coverage assigned of the institutions through the operation control.

- Technical assistant: users with this profile can capture the form from the system, perform the analysis of information by means of the analysis datasheet and verification of novelties; they also can review the coverage assigned of the institutions through the operation control.
- Logistics: users with this profile can capture the form from the system, perform the analysis of information by means of the analysis datasheet and verification of novelties, they also can review national coverage, perform a monitoring by territorial office, sub-branch and critique staff. They also can run output tables.

Processing and database consolidation

The processes of capture, critique, validation and consistency of information are executed directly from the electronic platform for each of the reporting sources. The capture system is designed with internal validation rules that reduce the likelihood of inconsistencies or mistaken records and features that allow visualizing outliers or data without validation reference during the collection process and until the operation closure and delivery of database for final processes of imputation and generation of output tables and annexes for dissemination.

The entire collection of data is stored directly into the Oracle database. The tables in the database are inter-related, according to the normalization rules, in addition to criteria such as: primary key, foreign key and indexes, which allow a better inter-relation, performance and functionality in the database.

In addition, views of database have been created so that the logistics and thematic components may enquire the micro data at any time and make information cross-checking in order to detect possible inconsistencies in the information collected that are corrected in the system's analysis datasheet. These views are enquired by means of the SAS tool and also are used for generating newsletters.

Security mechanisms

The information stored in the database is only accessible to the profiles through the information system; this helps to ensure the integrity of the information in the database. For the backup of the database, IT area guidelines are followed; therefore an incremental backup is performed daily and fully on a weekly basis.

Anonymization process

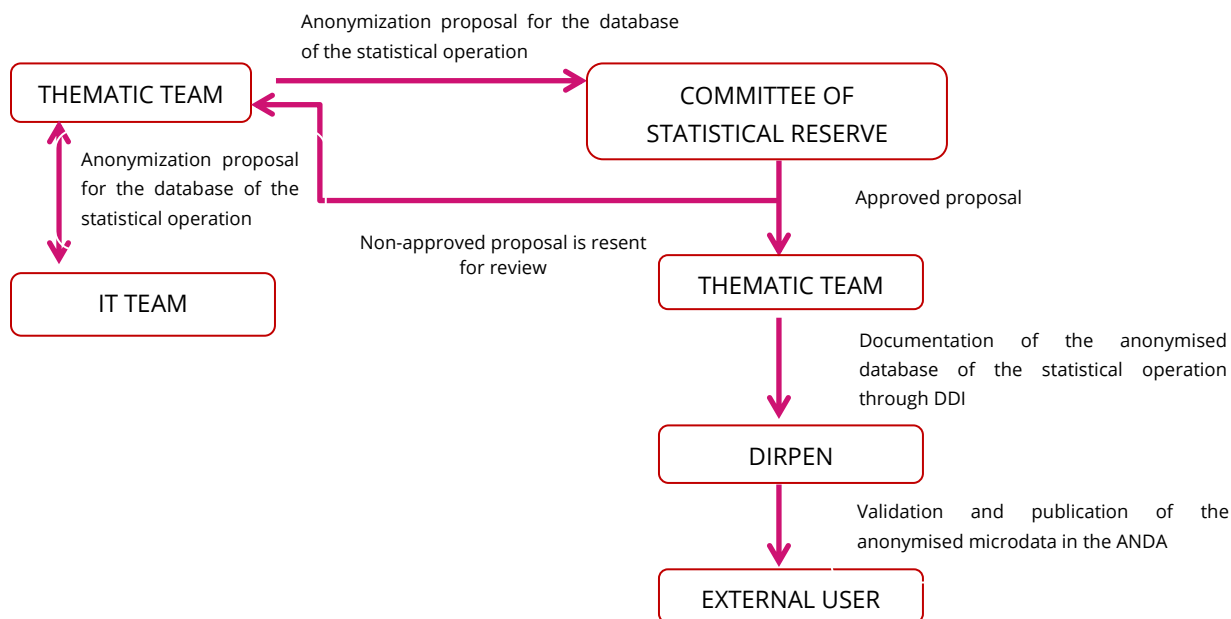
The anonymization process aims to control the risk of identification to which natural or legal persons who provide information for statistical purposes can be exposed. When the anonymization process of the micro-data is performed, it should always be remembered that the ultimate purpose of the information is its usefulness for users. Therefore the use of the data should be preserved, trying to introduce as little noise as possible in the results and protecting the confidentiality of the sources of information⁴⁵.

In the case of the formal education study, 2004-2014 bases are anonymized, with access through the National Data Archive - ANDA⁴⁶. The result was achieved by following the transmission chain that is illustrated in the figure and according to the methodological premises listed below:

⁴⁵ DANE 2014. Guidelines for the anonymization of microdata.

⁴⁶ Acronym in Spanish.

Figure of actors of the process and activities



Source: DANE 2014. Guidelines for the anonymization of microdata

- The IT component was defined as the custodian of the collection databases and final bases. It is also responsible for the preparation process of information in order to delete, hide or replace the identification and location variables by pseudonyms. It also establishes the respective correspondence that allows establishing the relationship between the replacement identifier vs. the primary identifier, thus ensuring the integrity, completeness and identity of the source information.
- The IT component runs cryptographic techniques in order to carry out the incorporation of pseudonyms that replace the variables of direct identification and to this effect, it ensures the replicability of the files, the macrodata or statistical information, graphics, documents and publications distributed through the channels and media established by the entity.
- The thematic component defined the anonymization method based on data reduction techniques which do not alter data, but produce partial deletions or

reductions in the level of detail of the original set. These procedures tend to avoid the presence of unique or atypical recognizable individuals:

- **Elimination of variables:** the first application of this method is the elimination of direct identifiers from the data file. A variable should be removed when it is close to be fully identified and other protection method cannot be used. A variable can also be removed when it is too sensitive for public use or is irrelevant for analytical purposes. The method was also applied to geographical variables (e.g administrative units such as communes, quarters, metropolitan areas etc.), which by their level of disaggregation could increase the likelihood of identifying the reporting source.
- **Recoding:** it combines categories to form new, less specific categories. In continuous variables, it makes discrete the values (from infinite to finite). The technique is applied to the numeric variables, continuous or discrete. In the process of anonymization it was applied to the union of response alternatives, taking into account the usefulness of the data and the statistical control of frequencies.
- **Preparation of databases:** according to the guidelines for documenting metadata and microdata, the final bases were reviewed thus ensuring that their structure mirrors with the corresponding record designs. To that end, it was necessary to apply the above-mentioned recoding technique, variable elimination and replacement pseudonyms. The latter in the case of the key identification and location variables.

2.5. DESIGN OF METHODS AND MECHANISMS FOR QUALITY CONTROL

In the formal education study, beyond the routines and systematic processes that are specific to the production model, various processes and mechanisms for quality control are implemented, involving the technical management of the different components of DANE (logistics, thematic, IT and statistical methodology), and other auxiliary external sources such as the certified secretaries of education and the Ministry of National Education.

2.5.1. Quality control methods and mechanisms (data and database)

The capture system is designed according to a set of validation rules, completeness and acceptance or rejection that operate intra- and inter-modules during the capture phase or self-completion of data, whereby the likelihood of recording modules with inconsistencies or mistaken records is reduced and the occurrence of incomplete forms is annulled. However, the system may miss outliers or those that do not have validation reference, which are detected in the later stages of critique, consistency analysis, debugging and correction.

In order to run these processes, the EDUC has several instruments and control actions such as: the capture module with integral consistency system; the analysis datasheet; year-on-year changes matrix for structural variables; monitoring the progress of the data collection operation or provision of information, and quality control model.

Capture module with integral consistency system: this process is executed directly from the electronic platform for each of the reporting sources. The capture system is designed with internal validation rules that reduce the likelihood of inconsistencies or mistaken records. The task of the critique staff is focused on the detection and analysis of outliers (that stand out in the electronic form), which are not controlled by the system, and their adjustment or correction after confirmation by the source. The pre-critique and transcription of the information reported through the hardcopy forms are also the responsibility of the critique staff.

Analysis datasheet: it is a feature available within the Formal Education System (SIEF), from which after the capture of data, either through hardcopy or electronic form, variables and values that are susceptible of control or correction are made visible; this task is performed by critique staff after reviewing the internal coherence of the form or as a result of confirmation that is established through direct enquiry to primary source.

Year-on-year changes matrix for structural variables: there is a format in Excel with validation rules that detect year-on-year changes in the variables of teachers and enrollment, so that it allows making the necessary adjustments or corrections to the information recorded in those educational institutions that present inconsistencies and information of quality is obtained. These adjustments are made enquiring the educational institutions directly, as they are the primary source of the study.

B	C	D	E	F	G	H	I	J	K	L	M	N	O
SEDES/SUBSEDE	Estado	CÓDIGO SEDE	NOMBRE SEDE EDUCATIVA	Análisis Matrícula				Análisis Docentes				OBSERVACIONES DANE CENTRAL	OBSERVACIONES SEDE/SUBSEDE
				MATRÍCULA 2014	MATRÍCULA 2015	Variación %	Diferencia (2014 - 2015)	DOCENTES 2014	DOCENTES 2015	Variación %	Diferencia (2014 - 2015)		
Medellín	Verificado	1050000083	SECCION ESCUELA EL CORAZON	472	444	-6	28	13	20	54	7		
Medellín	Análisis de	1050000083	INSTITUCION EDUCATIVA MARIA MONTESSORI	544	521	-4	23	18	28	56	10		
Medellín	Verificación	1050000083	SECCION PRIMARIA ESCUELA LA UNION	0	634		634	0	24		24		
Medellín	Digitado	1051200771	LACIES CASAS MEVA	297	256	-10	41	21	13	-43	9		
Medellín	Digitado	1051900002	ESCUELA URBANA JESUS MARIA DUQUE	441	372	-15	69	22	14	-36	8		

Quality control model: the thematic component runs a quality control model, which functions as a control panel (year-on-year changes, historical averages, historical mean, ratios, total annual etc.), with historical information pertaining to the formal education study, information from the Ministry of Education taken through web services from the Integrated Enrollment System (SIMAT) and the Single Directory of Educational Establishments (DUE) and comparison information from DANE / Ministry of National Education. The result obtained is the list of sources with inconsistent, outlier, null data and with disaggregation at their distribution by territorial entity, territorial entity certified for education and by geographic segmentation or other criteria that are defined from the study components.

Corrective action may result in the return of the form to the logistics component so that through the procedure with the primary source the desired consistency is achieved, or also in a request to the IT component, when the inconsistencies are due to flaws in the functionality of the capture module or the operational control in SIEF.

Methods and control mechanisms for database consolidation

In order to ensure the quality and integrity of the database, a set of routines that are implemented after the first operating closure is followed. With this closure, the preliminary collection base is delivered, which already has the adjustments incorporated, debugging and consistency achieved during the collection stage. Quality control of the collection base is performed according to the following routines:

The coverage achieved for structural variables of the study is verified. The analysis is performed by aggregating from the basic level to the level of institution- shift, passing to educational institution, adding to municipality and closing up to department and territorial entities certified in education. For this purpose a control panel is used that contains: the year-on-year change and historical averages for the last three years recorded in the C600; SIMAT and DUE enrollment record, for the reference year, which is obtained from the web service available to the Ministry of National Education available to DANE, and the comparison of figures in orders of magnitude and percentage values DANE - Ministry of National Education.

From the SIEF system administrator, a set of routines are run to detect: municipalities without information; sources in debt; sources with partial debt; variables with null data; values and attributes of inconsistent variables between and inter-modules; atypical orders of magnitude with changes or absolute values outside of the acceptance ranges.

Once the final collection base is ready (after quality controls), it is closed in order to avoid any modification or impairment of the record and the preparation of the files to run the imputation process is then started. The list of candidates to be imputed for partial debt or total debt is obtained from the closed base. The imputation percentage is always less than the percentage of debt (total + partial).

The final database is obtained after imputation, control processes at this stage are adjusted to: calibration routines, completeness and integrity analysis performed by the statistical methodology team in order to ensure proper assembly or articulation of data imputed in the table structure of the database and the coherence of information; the processes mentioned above are re-ran to shield the collection base.

Before generating the output tables, annexes and the publication of figures and results, the orders of magnitude and the trend in each level of analysis and geographical disaggregation are reviewed by territorial entity certified in education, by sector, area and central variables (enrollment, teachers, shifts).

2.5.2. Methods and mechanisms of operational control

Monitoring the progress of the collection operation or provision of information:

it is a feature available within the SIEF (operation-coverage control from which the monitoring is performed and it controls the reporting sources, according to the status recorded with respect to the reporting of data, to the report or input of information or completion of the form (without typing, having been typed, being typed, verification analysis and verified), according to the assigned novelty (debt, liquidated, inactive etc.).

The feature is designed for the operational monitoring at the level of: Primary source of information; territorial branch and sub-branch of DANE and certified territorial entity (Secretary of Education):

Feature for the operational monitoring at the level of primary source of information

Cod DANE	Sede	Perio	Estado	Novedad	Observación
108001002690	COL DIST MARIA AUXILIADORA SEDE #2 (ANTIGUOCENT DE EDUC BAS # 140)	2014	Sin Digitar	Deuda	
108001003203	COL MAYOR DE BARRANQUILLA Y DEL CARIBE SEDE 2 (CENT DE EDUC BAS # 22)	2014	Sin Digitar	Deuda	
108001003629	COL DIST MARIA AUXILIADORA (SIGLO XXI SEDE 4)	2014	Sin Digitar	Deuda	
108001079030	IE DIST LA MAGDALENA SEDE 3 (ANTES SEDE 2)	2014	Sin Digitar	Deuda	
108001079374	INST EDUC DIST 176	2014	Sin Digitar	Deuda	
108675000013	INMACULADA CONCEPCION	2014	Sin Digitar	Deuda	
108685000097	CENT EDUC BAS # 1 ANTONIO NARIÑO	2014	Sin Digitar	Deuda	
108758000121	IE LUIS R CAPARROSO	2014	Sin Digitar	Deuda	
108758000244	IE JOSEFA DONADO DE SOLEDAD	2014	Sin Digitar	Deuda	
108758077964	IE JOSEFA DONADO SEDE CABICA	2014	Sin Digitar	Deuda	
111001014893	CENT EDUC DIST JOSE JOAQUIN CASTRO MARTINEZ	2014	Sin Digitar	Deuda	

Source: DANE 2014. Formal Education System (SIEF).

Feature for the monitoring by certified territorial entity / novelties

Registro de Novedades

* Período: 2014

Consultar

Código	Novedad	Cantidad	Porcentaje(%)
00	Directorio Estadístico	57621	100
01	Liquidada	464	0.81
03	Inactiva	2116	3.67
05	Deuda	2323	4.03
06	Duplicada	24	0.04
09	Nuevo	0	0
10	Absorción	26	0.05
13	No pertenece al universo de la investigación	37	0.06
68	Sin Localizar	0	0
99	Rinde	50041	86.85
100	No identificada previamente (NIP)	0	0
7	No Pertenecen a la Secretaría de Educación	0	0
98	Imputada	2590	4.49

Exportar Excel

Source: DANE 2014. Formal Education System (SIEF).

Feature for the operational monitoring at the level of certified secretary of education

CUADRO DE COBERTURA 2014
INVESTIGACIÓN DE EDUCACIÓN FORMAL

Secretaría Departamental de Cundinamarca

Primer Envío 50%

Fecha de corte:

DDMMAAAA

Persona encargada:

Municipio	Formularios Enviados	Formularios Recolectados											Total formularios Recolectados	Total Cobertura Recoleccion	Observaciones
		Novedades													
		Rinde (99)	Deuda (05)	Liquidada (01)	Alumnos sin docentes (2)	Inactiva (03)	Duplicada (06)	Nuevo (09)	Absorción (10)	Sedes que no corresponden al universo de la investigación (13)	Cambio de sector (14)	Sin localizar (68)			
AGUA DE DIOS	24	7	9	5							0	21	1%		
ALBAN	18	15	2		2						1	20	1%		
ANAPAIMA	40	46									0	46	2%		
ANOLAIMA	46	40									0	40	1%		
ARBELAEZ	36	36									10	46	2%		
Total Departam	2977	25	35	15	675	2	40	12	2	7	5	720	1538	52%	

Source: DANE 2014. Formal Education System (SIEF).

Feature for the operational monitoring at the level of territorial office of DANE

Subsede	Directorio Base	Sin Digitar	%	En Digitación	%	Digitados	%	Analisis/Verificación	%	Verificados
Barranquilla	1380	91	6.59	0	0	0	0	0	0	1003
Cartagena	2001	311	15.54	0	0	0	0	0	0	1226
Rohacha	1021	35	3.43	0	0	0	0	0	0	900
Santa Marta	1659	272	16.4	0	0	0	0	0	0	1141
Sincelejo	1096	43	3.92	0	0	0	0	0	0	933
Valledupar	1675	94	5.61	0	0	0	0	0	0	1359

Exportar Excel

Source: DANE 2014. Formal Education System (SIEF).

Feature for the operational monitoring at the level of branch and sub-branch of DANE

Reporte Operativo

* Periodo: 2014

Consultar

Territorial	Directorio Base	Sin Digitar	%	En Digitación	%	Digitados	%	Analisis/Verificación	%	Verificados
Barranquilla	8832	846	9.58	0	0	0	0	0	0	6562
Bogotá	15820	363	2.29	0	0	0	0	0	0	14398
Bucaramanga	6539	108	1.65	0	0	0	0	0	0	6018
Cal	11310	689	6.09	0	0	0	0	0	0	9495
Manizales	5517	104	1.89	0	0	0	0	0	0	5070
Medellín	9603	213	2.22	0	0	0	0	0	0	8498

Exportar Excel

Source: DANE 2014. Formal Education System (SIEF).

Indicators of quality control result

Upon completion of the census operation, calculation is performed with respect to quality indicators that provide a measure of the result achieved during the reference year related to the operational management, census coverage and quality of the information collected. The compendium of indicators is obtained at different levels of disaggregation according to their distribution by territorial entity, territorial entity certified in education and geographic segmentation or other criteria that are defined from the study components (thematic, IT, logistics, statistical methodology).

■ Indicator of statistical coverage

It allows knowing the percentage of educational institutions that provided information of all the institutions in the directory. It is defined by the following formula:

$$TC_t = \frac{\text{Total sedes rinden}_t}{\text{Total sedes directorio}_t} \times 100$$

Where:

TC_t = Statistical coverage rate

$\text{Total sedes rinden}_t$ = Amount of educational institutions that provided information in period t.

$\text{Total sedes directorio}_t$ = Amount of educational institutions that are in the collection directory of the study, including the new educational institutions detected in the course of the operation.

■ Indicator of verified non-response

It presents the percentage of educational institutions that did not report information in the operation or were identified as debt for subsequent years from auxiliary information, analysis panel or intermittence, with respect to all the institutions in the directory. It is defined by the following formula:

$$TNRV_t = \frac{\text{Total sedes no rinden}_t + \text{Total casos particulares NR}_t}{\text{Total sedes directorio}_t} \times 100$$

Where:

$TNRV_t$ = Rate of verified non-response

Total sedes no rinden_t = Amount of educational institutions that did not report information in period t.

Total casos particulares NR_t = Amount of educational institutions identified as debt by exercises subsequent to the collection operation (auxiliary information, panel analysis and intermittence) t.

Total sedes directorio_t = Amount of educational institutions that are in the collection directory of the study, including the new educational institutions detected in the course of the operation.

- **Indicator of operational non-response**

It presents the percentage of educational institutions that did not report information in the operation of all the institutions in the directory. It is defined by the following formula:

$$TNRO_t = \frac{\text{Total sedes no rinden}_t}{\text{Total sedes directorio}_t} \times 100$$

Where:

$TNRO_t$ = Rate of operational non-response

Total sedes no rinden_t = Amount of educational institutions that did not report information in period t.

Total sedes directorio_t = Amount of educational institutions that are in the collection directory of the study, including the new educational institutions detected in the course of the operation.

▪ Quality indicator

The quality indicator allows knowing the percentage of educational institutions whose information collected had to be subjected to correction for having alarms in the quality control validations of the study. The indicator is defined by the following formula:

$$IC_t = \frac{\text{Total formularios corregidos}_t}{\text{Total sedes que rinden}_t} \times 100$$

Where:

IC_t = Quality indicator

Total formularios corregidos_t = Amount of educational institutions that were subject to corrections of information due to the alarms recorded in the quality control process of the study in period t.

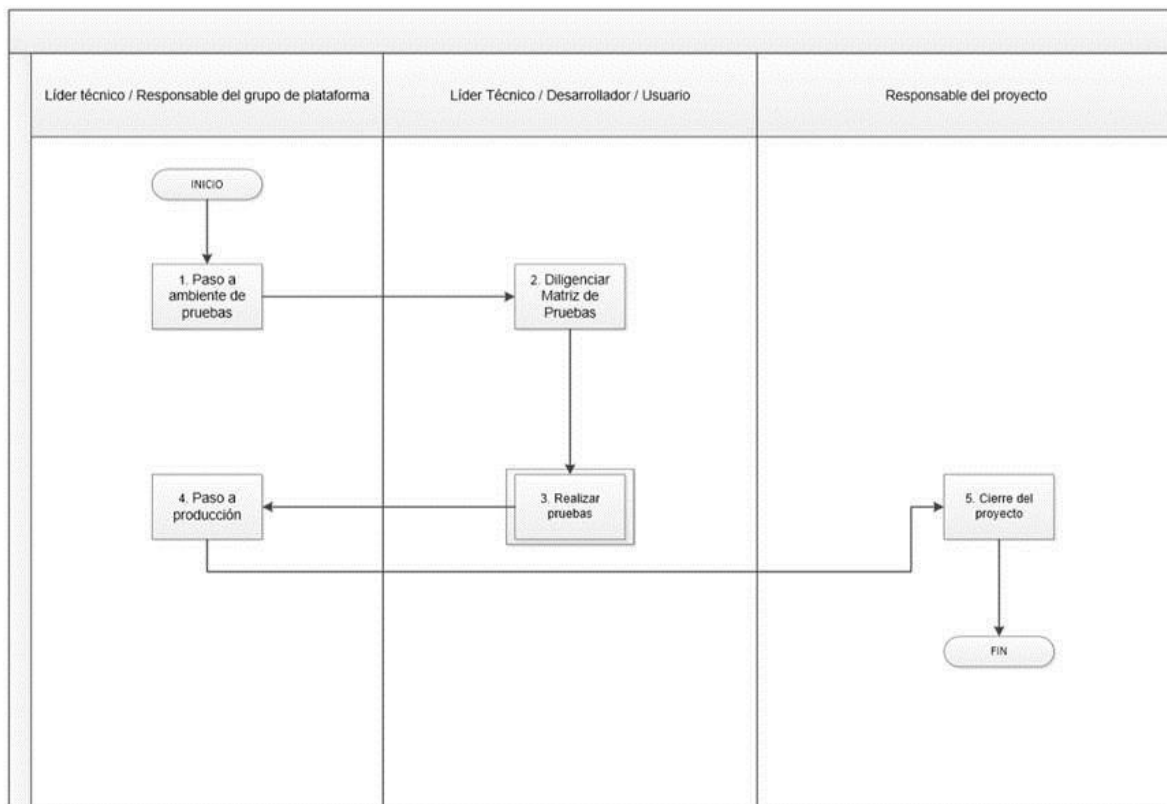
Total sedes que rinden_t = Amount of educational institutions that reported information in period t.

2.6. TESTS DESIGN

In the study, functionality tests are run in the test environment available in the SIEF. For this effect it is necessary to previously establish the requirements and specifications for the development required to further test their functionality and start to production.

The purpose of a test case is to specify how to test the system, including entries and the expected results. The requirements are the main source to obtain test cases. The test matrix should be prepared to control the process of acceptance testing and determine the duration of system testing.

The platform area is responsible for verifying that the request for the move to production is viable to meet. The platform team verifies software requirements, hardware, databases and other requirements for the start of the production of the software. When the person responsible for the platform team has verified the application, the authorization for the move to production is provided.



2.7. DESIGN OF THE ANALYSIS OF RESULTS

As a result of the preceding phases, each year a consolidated database, which has been corrected, adjusted and updated is obtained, which enters a processing phase to generate output tables, annexes and publication of figures and results. Under the processing, orders of magnitude and trend analysis at each level of analysis are reviewed, as well as by geographic disaggregation, by territorial entity certified in education, by sector and area.

2.7.1. Statistical analysis

Coherence analysis

Once the final collection base is available (after quality controls), it is closed in order to avoid any modification or impact with respect to the records and the files are then prepared to run the imputation process. From the closed base, the list of candidates to be imputed due to partial debt or total debt is obtained. The imputation percentage is always less than the percentage of debt (total + partial).

The final database is obtained after the imputation; control processes at this stage are adjusted to: calibration routines, completeness and integrity that is ran by the group of statistical methodology in order to ensure proper assembly or articulation of data imputed in the table structure of the database and the coherence of information; the processes mentioned above are ran again in order to shield the collection base conducting a comparison exercise and panel with the institutions that are reported in the SIMTA and DUE of MEN

Before generating the output tables, annexes and the publication of figures and results, the orders of magnitude and the trend in each level of analysis and geographical disaggregation are reviewed by territorial entity certified in education, by sector, area and central variables (enrollment, teachers, shifts).

Analysis of statistics produced

The variables of the directories of educational establishments, institutions and shifts are reviewed one by one in order to detect missing or lost values. This same procedure is performed with the information relating to enrollment and teachers.

With the support of the national, departmental and municipal series for enrollment information, the consistency of the participations is reviewed within the total of each educational level, sector, region, gender, grade and ages.

In the case of teachers, the consistency of the participations is reviewed within the total of each educational level, gender and last educational level attained by the teacher. And in the case of the educational establishments, the consistency of the participations is reviewed within the total sector and educational level. During this process, the growth rates of the information of enrollment, teachers and establishments, are calculated at the municipal, departmental and national levels.

Quality analysis of results

Once the collection database has been consolidated and debugged, the educational establishments, institutions and shifts that are in debt are determined. Based on the information of enrollment and teachers of the immediately previous year, total enrollment is quantified by educational level, area and sector; and the total teachers that is represented in such debt.

A graphic is used to verify whether the composition of enrollment by sector, area, grades, gender and age is maintained. The same analysis is made to review the structure of information for teachers and educational establishments.

2.7.2. Context analysis

It is verified that the totals of enrollment by educational level of each of the municipalities and departments are within the ranges established by the series. If not, it is confirmed whether such behavior is justified by debt or some other effect.

The review of special themes such as enrollment of accelerated learning, youth overage or adults, students with disabilities or exceptional abilities, ethnic groups,

victims of conflict, by pedagogical models, human resources information, teachers by grades in rank, by areas of teaching and teachers commissioned, is performed by comparing current totals with totals of national and departmental series.

In order to facilitate the analysis and verify the coherence, consistency and comparability of information, the series of enrollment, teachers and institutions are graphed, including the new data analyzed. Finally, the presentation and the information datasheet are made, which must be presented annually to the Committee of Experts.

2.7.3. Committees of experts

Before releasing the figures of the study, the results achieved are presented in three scenarios of a technical nature: to the technical committee of the formal education study with the advisory team of the Methodology and Statistical Production Division; to the internal committee with the participation of the various technical divisions of DANE and the advisory component of the Director's and Deputy Director's office of DANE; and to the external committee with the participation of members of the internal committee and technical delegates of the Ministry of National Education, the ICFES and the National Planning Department (DNP).

2.8. DESIGN OF DISSEMINATION

2.8.1. Data repository management

The output tables, databases, efficiency indicators and other documents related to the investigation are stored in the «Systema 27» server of DANE Central.

The study's metadata of a parameter and record type, are updated according to the guidelines of the planning division and arranged in the institutional documentation system SDI⁴⁷ of DANE.

⁴⁷ Spanish acronym.

2.8.2. Dissemination products and tools

In the databank:

- Tabulated at the national, departmental and municipal levels 2004- 2014

On the DANE website:

- Tabulated at the national and departmental levels, 2004-2014

On the Geoportal:

- Sectorial Indicators 2005-2014
- On DANE servers: years prior to 2004

In the specialized room - DANE:

- Formal education database year 2004-2014

In the National Data Archive (ANDA⁴⁸)

- Metadata available formal education databases 2004-2014
- Microdata available formal education databases 2004-2014

⁴⁸ Idem.

3. RELATED MATERIALS

The documentation is available according to the Institutional Documentation System (SDI) and according to the designs of the statistical operation as follows:

Study design

- Formal Education study methodology EDUC
- Methodological datasheet of the Formal Education study EDUC 2014

Statistical production

- Validations and consistencies manual, C600 single census form Formal Education study EDUC.
- Critique and codification manual, C600 single census form Formal Education study EDUC.
- System manual, Formal Education study EDUC 2014.
- Operation general manual, Formal Education study EDUC 2014.
- C600 single census form, completion manual, Formal Education study EDUC.
- C600 single census electronic form, completion manual, Formal Education study EDUC.
- Certified Territorial Entities (Secretaries of Education) user manual, Formal Education study EDUC.
- Novelties manual Formal Education study EDUC.
- Formal Education study EDUC Glossary.

GLOSSARY

CONCEPTS OF A THEMATIC NATURE

Academic middle education. It allows the student, of the middle level (grades 10 to 11) to delve into a specific field of science, arts or humanities, according to their interests and capabilities, and to access to higher education. In the academic middle education, the same areas of basic education at a more advanced level are compulsory and essential, as well as economic, political science and philosophy (Law 115 of 1994 Article 29).

Academic specialty. It aims to train students to perform intermediate, higher or university studies and / or perform a particular function more efficiently in their community. It comprises the areas of natural sciences, social sciences, arts education, ethics, physics, religion, humanities, and mathematics, among others (Law 115 of 1994, Article 30).

Education for work and human development. It is part of education public services and it responds to the purposes of education set forth in Article 5 of Law 115 of 1994. It is supplied in order to supplement, update, and provide knowledge and train, in academic or labor aspects and leads to obtaining certificates of occupational proficiency. It comprises the permanent, personal, social and cultural training, which is based on a comprehensive conception of the person, in which an institution organizes an Institutional Educational Plan (PEI)⁴⁹ and that is structured into flexible curricula without being subject to the system of levels and grades that are specific to formal education.

According to the provisions of Decree 2020 of 2006, it is understood that «education for work» is: «... the training educational process, organized and systematic, whereby individuals acquire and develop throughout their life specific or cross-cutting work skills, related to one or more occupational fields referred to in the National Classification of Occupations, which allow them to exercise a productive activity as an employee or entrepreneur, individually or collectively».

⁴⁹ Spanish acronym

Formal education. It is the one that is taught in approved educational institutions, in a regular sequence of school cycles, subject to progressive curricular guidelines and leading to grades and titles. It is divided into three levels: preschool, basic and middle (Law 115 of 1994).

Informal education. It is considered as all free knowledge and spontaneously acquired from individuals, institutions, mass media, print media, traditions, customs, social behaviors and other unstructured (Law 115 of 1994).

Non-formal education. Institutionalized education, intentional and organized by an education provider. It caters to all age groups but its structure does not necessarily mean a continuous path. Non-formal education may be short-lived and / or low intensity and usually is given in the form of courses, seminars or workshops. It may cover programs contributing to literacy of youth and adults and education for children not attending school, as well as programs for the teaching of basic life skills, job skills or those related to social and cultural development (Law 115 of 1994 Article 36).

Technical middle education. It allows the student, of the middle level (grades 10 to 11) to have access to qualified training in specialties such as: agriculture and livestock, trade, finance, management, ecology, environment, manufacture, information technology, mining, health, recreation, tourism, sports and other areas required by the productive sector and services (Law 115 of 1994 Article 32).

Technical specialty. Qualified training in specialties such as: agriculture and livestock, trade, finance, management, ecology, environment, industry, information technology, mining, health, recreation, tourism, sports and the others required by the productive sector and services (Law 115 1994, Article 32). The students who have taken and passed the academic or technical school receive a high school diploma, with mention of the training, academic or technical, further specifying the specialty studied. This high school degree fully enables the student to study higher education at any level and undergraduate school.

CONCEPTS RELATED TO THE PROVISION OF THE PUBLIC SERVICE OF EDUCATION

Association between educational institutions. It is established when educational institutions (official and non-official) are associated to form an educational institution

in order to ensure the educational supply in terms of demand and educational coverage required (Article 140 of Law 115 of 1994).

Calendar A. It corresponds to the academic period that begins in February and ends in November of the same year.

Calendar B. It corresponds to the academic period that starts in September and ends in June of the following year.

Certified territorial entity. Certification of the territorial entities is granted under Law 715 of 2001 to the departments and districts. Decree 2700 of 2004 sets forth the requirements and procedures for the certification of municipalities with more than one hundred thousand inhabitants before the end of 2002 that demonstrate having the technical, administrative and financial capacity to assume the autonomous administration of the educational service.

Controlled regime. It refers to the regime applicable to private educational institutions for the effect of the collection of fees, by voluntary submission of the institution or by determination of the secretaries of education, when the existence of infractions to previous regimes under Law is verified (Resolution 2616, 2003).

Direct provision in the non-official sector. It refers to the educational service that is provided directly and exclusively by private operators, at the physical facilities of the educational institutions of the non-official sector, to meet the tuition that is financed with funds from the payment of boarding and tuition fees by the households or cooperation funds from non-governmental organizations⁵⁰.

Direct provision in the official sector. It refers to the educational service that is provided directly and exclusively by public (not private) operators, at the physical facilities of the educational institutions of the official sector, to meet the tuition that is financed with funds allocated by Law 715.

Educational establishment. Educational establishment or educational institution refers to, any institution of a state, private or organized solidarity economy nature established in order to provide the public service of education under the terms

⁵⁰ Definition of the EDUC.

established by law (Article 138 of Law 115 of 1994) and Article 28 of Decree 3011 of 97. A legally formed establishment should meet the following requirements:

- To have an operating license (it applies to the establishments of the non-official sector) or recognition act of an official nature (it applies to the establishments of the official sector).
- To have an administrative structure, physical facilities and adequate educational materials that allows them supplying at least one grade of preschool education and basic primary and secondary, i.e. until the ninth grade.

Educational establishments of the non-official sector. It refers to the establishments under the management and direction of natural or legal persons (not official) such as religious or faith communities, cooperatives, foundations, federations or corporations, compensation funds etc. As provided in the National Constitution, the government does not fund or subsidize private educational institutions although it does regulate the provision of its service (Law 115 of 1994, Decree 2253 of 1995, Article 2).

Educational establishments of the official sector. It refers to the establishments that are state-owned and publicly funded. Within these establishments are also those funded by public funds that are different from the General Participation System (Law 715 of 2001), such as the Office of the Comptroller General of the Republic, the Ministry of Finance, the National Police, the Navy, Army, and some public establishments at the national level or public universities.

Educational establishments with a special regime. It refers to the establishments of the official sector that are funded with private and other public funds from sources that are different from the General Participation System (Law 715 of 2001), for example schools administered by public universities or the armed forces (National Police, Army etc.), among others.

Educational institution. It refers to the basic unit in the organization of the public service of education. Strictly speaking it is an economic unit that has been legally established for the provision of the public service of education and that has an operating license for such effect (it applies to establishments of the non-official sector) or a recognition act (for the educational institutions of the official sector),

physical facilities and an administrative structure. The organization or association between institutions can lead them to conform or be recognized as educational establishments or centers⁵¹.

Set of people and goods promoted by public authorities or private individuals, whose purpose will be to provide one year of preschool and nine grades of basic education, minimum, and middle (Article 9 Law 715 of 2001). Educational establishments in general (official and non-official) are designated as educational institutions when they supply the following levels of education:

1. Preschool through middle (0-11 grade)
2. Preschool through basic secondary (0-9 grade)
3. Basic secondary and middle (6-11 grade)
4. Only middle (10 and 11 grade) or educational centers when they supply less than the first 9 grades, i.e. they only supply preschool, preschool and basic primary; basic primary and secondary through 8 grade; or only secondary through 8 grade. State educational institutions may be departmental, district or municipal, according to the jurisdiction to which they belong.

Educational establishments in general (official and non-official) are designated as educational centers when they supply less than the first 9 grades of basic education; i.e. they supply:

1. Only preschool
2. Pre-school and basic primary
3. Basic primary and secondary through 8th grade

⁵¹ Idem.

- Educational centers are associated with other educational institutions in order to supply the cycle of full basic education to students (Article 9, Law 715 of 2001).

For-profit organizations. Economic units that have as one of their main purposes (if not the only one) to generate a certain gain or profit for their owners and / or shareholders.

Legal person. Entities to which the law accords and recognizes their own legal status and therefore the capability to act as subjects of law, i.e., the capability to acquire and possess goods of all kinds, to incur obligations and exercise legal proceedings.

Departamento Administrativo
Nacional de Estadística (**DANE**)

Non-profit organizations. Legal entity which is organized in order to fulfill a certain role or function in society without seeking a gain or profit for it. The army, the Church, utilities, philanthropic entities, and non-governmental organizations (NGOs), etc., are examples of such organizations. They can be classified as: organizations of a solidarity economy (Law 454) and solidary development organizations such as foundations, associations, community action boards and volunteer groups.

Operating License. Instrument from which the certified territorial entity authorizes educational establishments (educational institutions) to provide the public service of education (Decree 0525 of 1990). All those educational establishments of the official and non-official sector that meet the following shall apply for an operating license or recognition act:

1. Start work for the first time.
2. Merge with other institutions, establishments, or educational centers.
3. Plan to open branches or the like.
4. Have ceased to operate for one or more years and resume work.
5. Broaden the educational service in grades, levels or with new programs.

Provision of public service of education. The scheme and modality regulated so that both the operators of a public nature and a private nature are able to supply and provide the public service of education. Certified departments, districts and municipalities will provide the public service of education through the official educational institutions. They may, when the lack of educational institutions is verified, contract the service with state or non-state entities, providing educational services, of a proven experience and suitability prior accreditation, with funds from the General Participation System (Article 27 law 715 of 2001. Chapter V. Special provisions on education).

Recognition act. It corresponds to the act of creation of the educational establishment of the official sector issued by the relevant Municipal Council, Departmental Assembly, Certified Territorial Entity or the one corresponding to those created by the Nation.

Regulated freedom. It refers to the regime applicable to the private educational establishment that allows it, after evaluation and classification of the services supplied, the adoption of fees within the range of pre-established amounts for the category of service in which it is classified (Resolution 2616 of 2003).

School calendar. It determines the specific dates of the starting and completion of activities by teachers, school administrators and students, including holiday weeks, divided into two six-month periods.

School shift. It refers to the daily time devoted by the educational establishment to its students in the direct provision of the public service of education, in accordance with the current regulations with respect to academic calendar and curriculum. It should be fulfilled during the forty school weeks established by Law 115 of 1994 and set by the academic calendar of the respective certified territorial entity. The schedule of the school shift should allow students meeting the following minimum weekly and yearly class hours: Preschool 20 hours per week; Basic primary 25 hours per week and 1,000 hours per year; whereas basic secondary and middle 30 hours per week and 1,200 hours per year. If an educational establishment operates in several shifts (morning, afternoon and evening), at appropriate schedules for the region, and fails to complete the weekly class hours established for the students in each cycle or educational level, it should summon them to perform activities of the study plan at different times. These activities may be conducted in various areas such as specialized classrooms, laboratories, workshops, and cultural or recreational centers inside or outside of the educational establishment (Ministerial Directive MEN 03 of 2003). At least 80 % of the weekly and yearly class hours shall be devoted to the development of the mandatory and fundamental areas (Articles 23 and 31 of Law 115 of 1994).

Surveilled freedom. It refers to the regime whereby a private educational establishment is able to establish their rates freely, with the requirement of communicating it to the Secretary of Education sixty calendar days prior to the date scheduled for the enrollment of students. The request submitted to the secretary of education should be accompanied by the corresponding costs study (Resolution 2616 of 2003).

Tax Identification Number (NIT). Identification number of those registered in the Single Tax Register (RUT). It allows individualizing taxpayers and users in terms of customs and the exchange tax (Article 4 of Decree 2788 of 2004), and particularly for the fulfillment of the obligations of such nature.

CONCEPTS PERTAINING TO TEACHING CAREER AND TEACHERS

Administrative personnel in educational establishments. Personnel employed in administrative tasks (e.g. warehousemen, drivers, gardeners, secretaries, administrative assistants, etc.).

Administrative personnel in educational establishments of the non-official sector. Their contracting shall be governed by the rules regulating the substantive labor code and national labor legislation.

Administrative personnel in educational establishments of the official sector. Their contracting shall be governed by the rules regulating the civil service, as provided by Law 443 of 1998 and other regulations that modify, replace and regulate it. The salary and benefits regime of the administrative personnel of state educational establishments, which is charged to the funds of the General Participation System, shall be as provided by national regulations (Article 67 of Decree 1278 of 2002).

Appointment on trial period. The person selected by open summons for a teacher or school administrator position will be appointed on trial period until they complete the corresponding school year in which they were appointed, provided that they have held office for at least four months.

Commission. When a person who is already engaged for the provision of a service, and is temporarily designated to take on another job assignment due to the temporary or permanent absence of the regularly assigned job holder, whether disassociating themselves or not from the responsibilities of their own position.

Employment. Set of tasks and duties performed by a person, or that is expected to be performed, for an employer or on their own as self-employed. Jobs are classified by occupation with respect to the type of work performed or that needs to be performed.

Entry to the teaching profession. Process whereby individuals enter the teaching profession through a merit-based selection, successfully pass the trial period and are registered in the Teachers' Ranks (Article 18, 12, 13 and 14 of Law 1278 of 2002).

Interim appointments. In the case of providing temporary teaching jobs: in vacancies of teachers whose holders are in administrative situations involving temporary separation, the interim appointment will be for the duration of the respective administrative situation and in permanent vacancies until the position is provided on a trial period or permanently.

School administrators. Those who perform the activities of management, planning, coordination, administration, guidance and programming in the educational institutions and are responsible for the operation of school organizations (Article 6 of Law 1278 of 2002).

Structure of the teachers' rank. Classification system used for state teachers and school administrators according to their academic training, experience, responsibility, performance and competencies. It consists of degrees, which relate to the teacher's academic training and salary levels.

Teachers. Persons who develop direct academic work and in a personal manner with students of educational establishments in their teaching-learning process are called teachers. They are also responsible for the supplementary curricular non-school activities of the classroom teacher role, understood as: administration of the educational process; preparation of their academic work; research of pedagogical matters; evaluation; grading; planning; discipline and training of students; teachers meetings; group direction; educational, cultural and sports activities; attention to parents and guardians; student counseling service and activities related to organizations or institutions of the sector that directly or indirectly affect education (Article 5 of Law 1278 of 2002).

Teachers' rank. Classification system of state teachers and school administrators according to their academic training, experience, responsibility, performance and competencies, constituting the various degrees and levels that they can achieve during their working lives and that ensure their permanence in the teaching career based on the suitability demonstrated in their work and allowing the assignment of

the corresponding professional salary (Article 19 Decree 1278 of 2002) and (Decreets Law 2277 of 1979).

Teaching career. It is the legal regime that protects the exercise of the teaching profession in the state sector. It is based on the professional character of educators; it depends on the suitability in the performance of their management and of demonstrated competencies; it guarantees equal access opportunities to the function and considers their merit as the main basis for entry, retention, promotion in service and ascent through the ranks (Article 6 of Law 1278 of 2002).

Teaching function. It is a function of a professional nature that involves the direct performance of systematic teaching - learning processes, which include: diagnosis, planning, implementation and evaluation of these processes and their results, and of other educational activities within the framework of the institutional education project of the educational establishments. The teaching function also includes: non-school curricular activities; student counseling services; attention to the community, especially parents of the students; updates and educational improvement activities; institutional planning and evaluation activities; other educational, cultural and sports activities set forth in the institutional educational project, as well as management, planning, coordination, evaluation, administration and programming activities directly related to the educational process. Persons exercising the teaching function are generically called educators, and are teachers and school administrators (Article 4 of Law 1278 of 2002).

CONCEPTS PERTAINING TO INTEGRATED SCHOOL CYCLES AND FLEXIBLE EDUCATIONAL MODELS

«A Crecer educational model». Pedagogical model with a literacy methodology and basic primary education, where the values, attitudes and expectations of its population are described. The attendance is in a classroom and is aimed at youth aged 13 and older who, as established by Decree 3011 of 1997 have not entered school or have completed the early grades of basic education and adults. Working hours are Saturdays and Sundays. Areas where the model is implemented are marginal rural and urban.

Accelerated learning educational model. Educational model that provides an alternative for children and youth who for various reasons could not complete their primary basic education within the regular ages (theoretical ages), and that due to their age, they are considered to be too old to be in the regular classroom and very young to be attended to as the adult population. The model supports children and youth aged between 10 and 15 years, who have at least a three-year lag in basic primary school, who are studying and have minimal reading and writing knowledge.

«Cafam educational model». It is a model of permanent and flexible education. The study is organized into five stages: development of literacy skills (literacy), basic (primary), supplementary (secondary), core areas of interest (secondary) and advanced areas of interest (middle). It is semi-schooled; the student attends only four to eight hours per week as he or she has the possibility to study the contents independently in the different training modules. In classroom sessions, he or she will clarify, expand and strengthen his or her learning under the guidance of an assistant teacher or a tutor.

«Caminar en secundaria» (walk in Secondary) educational model. It is an alternative for youth that seeks to bridge the gap age - grade to students in overage situation of the educational institutions in the rural sector, in order to ensure the continuity of their studies in the regular system or the completion of secondary basic education and also to facilitate the return to the system of those students in rural areas who have dropped-out for various reasons.

«Círculos del Aprendizaje» (Learning circles). It is an educational model focused on children in urban and marginal areas, working with circles (learning environments), which operate in community scenarios where school leaves the classroom and extends its social influence, articulated to mother-schools that are official schools with whom they share activities for both students and teachers, with customized attention and multi-grade in groups of 12.

Educational models. It is a set of strategies structured in order to cater through quality and relevance to the educational demands of a target population with specific characteristics. A model has its teaching and learning principles explicit as well as its means of articulation in an educational institution. It has a basket of educational materials and processes.

Educational model Rural Education Service (SER). It is a semi-classroom educational model aimed at youth aged 13 and older who have not entered any grade of the basic primary cycle or have completed at least the first three years. Persons aged 15 years or older who have completed the basic primary education cycle and demonstrate that they have been outside of the formal public service two years or more (Article 16 and 17 of Decree 3011 of 1997). It is part of the Community basic education, rural middle education, training of trainers, continuing education and a design proposal of educational materials with communities, which means a greater degree of relevance and ownership by the community. It is characterized by being a proposal for technology transfer for the rural sector that is integrated to basic education and middle education and is supported by four investigation areas: education, work, production, and construction of educating communities, dialogue of knowledge and pedagogy of the text.

Ethno-education educational model. It is a set of training processes and actions organized to cater to groups or communities that make up the nationality and possessing a culture, language, traditions and their own native code of laws. This education must be linked to: the environment, production process and social process.

Flexible Educational Models (MEF)⁵². They are tools relating to coverage, quality, relevance and equity with respect to the public service of education, as well as the retention of the student population, which assume the teaching-learning processes within the formal education with school and semi-school alternatives that meet the educational needs of diverse populations, especially those of greater social vulnerability. The MEF portfolio supplied by MEN includes fifteen models spanning from kindergarten to secondary training and education for youth and adults:

1. MEF preschool level (schooled and non-schooled preschool).
2. MEF basic primary level (New School, Accelerated Learning, Learning Circles).
3. MEF basic secondary level (Post-primary, Tele-secondary)

⁵² Spanish acronym

4. MEF middle educational level (Middle Education Model (MEMA)⁵³, Model of Education with emphasis for Work).
5. MEF educational level for youth and adults (Tutorial Learning System (SAT)⁵⁴, Rural Education Service (SER), *Cafam*, *A Crecer*, Creative Youth Groups, Pedagogy of Peace School, Virtual High School or Assisted Virtual High School).

Integrated school cycles. They are structured curricular units, equivalent to certain grades of regular formal education. They consist of relevant objectives and contents, duly selected and sequentially integrated for the fulfillment of the achievements established in the respective PEI.

The adult basic and middle education may be supplied by the institutions of formal education of the official sector and the non-official sector, through structured educational programs in integrated school cycles in night school shifts (Decree 3011 of 1994, Article 10). It may also be supplied by the educational institutions or adult educational centers that are created or organized by virtue of the law or territorial regulation or on the initiative of private persons, flexible schedules (day, evening, Saturdays and Sundays (Decree 3011 of 1997, Chapter IV). The cycles have the following correspondence with the levels and grades of traditional education:

1. The first cycle: with first, second and third grades
2. The second cycle: with fourth and fifth grades
3. The third cycle: with sixth and seventh grades
4. The fourth cycle: with eighth and ninth grades

«Grupos juveniles creativos» (creative youth groups) educational model It attends to children, adolescents and youth between 15 and 26 years of age and in displacement, extreme vulnerability and not attending school at any time during the school year.

⁵³ Idem

⁵⁴ Idem

MEMA educational model. It aims to ensure to the students who completed their secondary basic education, to continue rural academic middle education. It is a pedagogical model designed under the productive learning approach, incorporating in a timely manner the economic scenario and specific pedagogical conception and practice, as is the case of productive pedagogical projects.

New school educational model. It is a schooled model of formal education for children aged between 7-12 years, aimed at the strengthening of the coverage with quality of basic primary education. The development of the educational process is done in the regular school shift from Monday through Friday and is mediated by the use of different sources of information and scenarios for the strengthening of learning. This model responds to the rural multi-grade and heterogeneity of ages and cultural backgrounds.

Non-schooled Preschool educational model. Model or educational program created to supply the preschool level in alternative contexts or community environments different from educational institutions and carried out by community agents. It aims at carrying out activities organized outside of the school environment; it fosters family and community organization strategies. Children and teaching agents attend school once every week or every 15 days (according to each geographic particularity), to be guided by the teacher. The peripatetic teacher visits each family and teaching agents (community mothers, fathers, mothers, and grandparents, among others.) in order to guide the work with the child in the households or community centers.

Pedagogy of Peace school educational model. It attends to youth from 15 years of age; it delves into the culture of peace, life and coexistence.

Post-primary. It is a schooled model of formal education aimed at children and youth aged between 12 and 17 years completing fifth grade, and the school-age population that is outside of the educational system. It develops mandatory curriculum areas and pedagogical projects, with one teacher per grade as a facilitator of the learning process. The model favors the development of coordinated actions between schools, facilitating the access to students from different villages to basic secondary education through the network organization (support among students' teachers and between communities). It promotes the expansion of coverage with quality in rural basic

secondary basic education, in the context of social equity processes. It provides the opportunity for children and youth to continue their studies in sixth through ninth grade in a model contextualized to the characteristics and expectations of rural areas, in order to curb migration to the city. It identifies viable alternatives to improve quality in the framework of the development of activities of formal education, coordinated with non-formal and informal educational activities in the same population, developing classroom, semi-classroom and distance educational processes. It develops educational processes in regular school shifts (Decree 1850 of 2002) from Monday through Friday by means of open, participatory and flexible methodologies, modules facilitating learning designed from the basic and mandatory curricular areas, with content related to relevant processes in the rural area and real life.

Tele-secondary educational model. Schooled model of formal education aimed at youth aged between 12 and 17 years. It is an educational proposal of secondary basic education, which integrates different learning strategies as part of an active educational approach where educational television changes the paradigms traditionally considered with respect to the construction of thought processes of students and teachers. It harmonizes classroom education with distance education through the use of media.

«Transformemos» (let us transform) educational model. It is a semi-classroom educational model that develops the pedagogical in Saturday and Sunday school shifts. It is aimed at youth aged 13 years or more as required by Decree 3011 of 1997 who have not entered the school or have completed the early grades of basic education and at adults.

Tutorial Learning System (SAT) educational model. It is a proposal of non-schooled formal education supplied to students in order to pursue secondary basic education and middle education in rural areas without leaving their productive activities or communities. The model is aimed at youth and adults aged 15 years or older who have completed the basic primary education cycle and demonstrate that they have been outside of the formal public service for two years or more (Article 17 Decree 3011 of 1997). It is a semi-schooled, flexible, formal educational model organized on three levels and each covers two academic grades: rural welfare promoter

corresponds to 6th and 7th grades of the basic secondary education; rural welfare practical level corresponds to 8th and 9th grades of the basic secondary education and rural welfare high school level corresponds to 10th and 11th grades of the middle education.

Virtual school or Assisted Virtual High School educational model. It attends to youth from 15 years of age and adults at all levels of education, incorporating information technologies in order to generate new learning processes in different scenarios and contexts.

BASIC CONCEPTS FOR INTERNAL EFFICIENCY INDICATORS

Contracted enrollment. It refers to enrollment covered by means of contracting the educational service on behalf of certified territorial entities, when the insufficiency is demonstrated to provide educational services in state educational institutions within their jurisdiction.

Dropout. When a student interrupts his or her studies, leaves school and definitely or temporarily dissociates from the formal education system. The year-on-year dropout rate only takes into account students who leave school during the school year; this is complemented by the inter-annual dropout rate that calculates those who leave school at the end of the school year.

Enrollment. Processing of applications for student slots and the formalization of the admission of students to the educational establishments. Enrollment is the act that formalizes the linking of the student to the educational service. It will be performed only once, at the moment the students enter an educational establishment, possibly with renewals for each academic period (Law 115 of 1994, Article 95).

Internal efficiency. Ability demonstrated by the educational system to retain the population enrolled until they complete with all the grades established for the respective level, and to promote that population from one grade to the other with appropriate fluidity, thus avoiding the waste of time.

Own enrollment. It refers to the enrollment serviced directly by the educational institutions of the official and non-official sector, because they have sufficiency to provide the service of education.

School failure. It is an event whereby a student is not promoted to the next school grade, by not complying with the criteria established in the institutional system with respect to student evaluation and the attendance rates established at the discretion of the educational establishment.

School passing. Qualification achieved as a result of the evaluation of student learning with respect to basic education, according to the National Rating scale of general reference: top, high, medium, low performance.

School promotion. It is an event whereby a student is promoted from one school grade to the next. The promotion is based on the compliance with the criteria established in the institutional system with respect to student evaluation and the attendance rates established at the discretion of the educational establishment.

School transfer. It refers to the mobility of students within the education system. This movement can be between shifts of the same educational establishment or between educational establishments. The process involves the update of the enrollment registration.

CONCEPTS RELATED WITH DISABILITY

Cognitive impairment. General intellectual functioning that is significantly below average. It exists concurrently at the same time with deficits in the adaptive behavior and is manifested during development. It adversely affects the student's academic performance.

Disability. Deficiency or alteration in body function or structure, limitations or difficulties in the ability to perform activities and restriction of the participation in activities that are vital to the development of the person.

Hearing impairment. It is a total or partial deficit in auditory perception. Partial hearing loss is called hypoacusis. The total loss of hearing is called anacusis. It may be unilateral or bilateral.

Multiple disabilities. Simultaneous physical limitations or cognitive disabilities (such as blindness and orthopedic impairment, etc.).

Physical disability. Severe orthopedic impairment. The term includes impairments caused by a congenital anomaly (e.g., clubfoot, absence of a limb, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and deficiencies due to other causes (e.g., cerebral palsy, absence of a limb, and fractures or burns that cause contractures).

POPULATION CONCEPTS

Afro-descent, Afro-Colombian, black, mulatto. Person who by his or her identity recognizes himself or herself as a descendant of African ancestors, for his or her culture and / or physical traits.

Demobilized or reintegrated minor from the armed conflict. Minors under eighteen years of age, who have ceased to take part in war actions guided by an irregular armed group. The certification that the child is the victim of the armed conflict shall be issued by the competent juvenile judge or Civil and Criminal Family judge to the Ombudsman of the Colombian Institute for Family Welfare (ICBF) accordingly.

Ethnic groups. They are human groups who identify themselves and are identified by others based on certain common elements; they share a worldview, identity, social organization, values, habits and custom heritages that characterize the interaction between their members and other groups; some of them have a relationship of harmony, balance and spirituality with their territory of origin.

External schooled population. Schooled population who does not usually reside in the educational institution and attends school within the corresponding period of the school shift.

Indigenous. Person who belongs to a people of Amerindian descent. They are aware of their identity and share the values, traits, uses and customs of their culture, differentiating it from other groups.

Indigenous Reservation (RI). Legal and socio-political institution of a special, indivisible, inalienable, imprescriptible and indefeasible; It consists of one or more communities or partiality of Amerindian descent, with a title of collective or communal property, has a territory and for its management and its internal life is governed by a social organization adjusted to the indigenous jurisdiction, the council or their guidelines and cultural traditions.

It is the land of historical occupation of black communities on which is recognized the right to property and has been collectively awarded by means of a resolution of INCODER.⁵⁵

Semi-external schooled population. Schooled population whose place of usual residence is the educational institution except for the weekends or holidays.

Internal schooled population. Schooled population whose place of usual residence is the same educational institution (reside, spends the night, receives food, develops the curriculum programs of formal education and receive assistance for the integral development).

Gipsy or ROM. Persons who are heir to the traditions of gipsy peoples coming from Asia. They are nomadic and have distinctive traditions, norms, social organization, language and cultural characteristics.

Lands of black communities or collective territories of black communities. Land area generally located in the Pacific region assigned and titled by the INCORA⁵⁶ or by the INCODER, to an Afro-Colombian community recognized by the Constitution and the Law, where they reside or carry out social, economic and cultural activities. It is a kind of collective property.

⁵⁵ Acronym in Spanish for Colombian Institute for Rural Development.

⁵⁶ Acronym in Spanish for Colombian Institute of Agrarian Reform.

Palenquero de San Basilio. African descents belonging to the people of San Basilio de Palenque and have their own cultural characteristics in which the Bantu language mixed with Spanish and other African dialects stands out.

Population in the situation of displacement. According to Article 1 of Law 387 of 1997, the term displaced population refers to those who have been forced to migrate within the national territory, abandoning their place of residence or usual economic activities because their life, physical integrity, safety or personal freedom have been violated or are directly threatened, during any of the following situations: internal armed conflict, internal disturbances and tensions, generalized violence, massive human rights violations, violations of the International Humanitarian law or other circumstances emanating from the above-mentioned situations, that can dramatically alter or disturb public order.

Raizal of the archipelago of San Andres, Providencia and Santa Catalina. Person who self recognizes themselves by their distinctive Afro-Anglo-Caribbean ethnic characteristics, such as identity, values, language, uses and customs of the population of the Archipelago of San Andrés, Providencia and Santa Catalina.

CONCEPTS RELATED TO THE Geo-statistical Framework

Census perimeter. Geographical boundaries defined by DANE for statistical purposes, alluding to a geographical boundary which includes the area covered by the existing urban perimeter and conglomerates with urban characteristics (terraced dwellings, and roads) that are outside and have spatial continuity with the urban area of the municipality.

Department. According to Article 298 of the current Political Constitution of Colombia, it is a territorial entity that has autonomy in the administration of sectional matters as well as the planning and promoting of the economic and social development within its territory under the terms established by the Constitution and laws. Departments exercise administrative functions of coordination, complementarity of municipal action, mediation between the national government and the municipalities as well as the provision of services as determined by the Constitution and laws.

Departmental Corregimiento (CD). It is a division of the department, which includes a population core.

http://www.dane.gov.co/files/inf_geo/4Ge_ConceptosBasicos.pdf

The current department corregimientos are not part of a specific municipality. They are located in the departments of Guainía, Vaupés and Amazonas, they have a minimal institutional structure, whose political and administrative authority shall be elected by popular vote, in order to provide public services determined by law, build the works as required by the local progress, guarantee healthcare, education and basic sanitation services, order the development of its territory, promote community participation, and social and cultural improvement of its people.

The Colombian Constitution in Article 21 of Decree 2274 of October 4, 1991 defines: for the fulfillment of the functions and services under the responsibility of the new departments, in those areas that are not part of a specific municipality, the corregimientos of former Intendances and subdivisions will remain as departmental divisions:

1. El Encanto-Amazonas
2. La Chorrera-Amazonas
3. La Pedrera-Amazonas
4. La Victoria-Amazonas
5. Mirití-Paraná-Amazonas
6. Puerto Alegría-Amazonas
7. Puerto Arica-Amazonas
8. Puerto Santander-Amazonas
9. Tarapacá-Amazonas
10. Barranco minas-Guainía
11. Cacahual-Guainía

12. La Guadalupe-Guainía
13. Mapiripana-Guainía
14. Morichal - Guainía
15. Pana Pana - Guainía
16. Puerto Colombia - Guainía
17. San Felipe - Guainía
18. Pacoa - Vaupés
19. Papunaua - Vaupés
20. Yavaraté – Vaupés

Hamlet (CAS). Definition constructed by DANE, for statistical purposes, corresponding to the place with a cluster of houses, usually located next to a main road and that does not have civil authority. The census limit is defined by the same dwellings forming the conglomerate.

http://www.dane.gov.co/files/inf_geo/4Ge_ConceptosBasicos.pdf

Metropolitan area. Administrative entities formed by a set of two or more municipalities integrated around a core municipality or metropolis, linked together by close ties of physical, economic and social nature, which for the programming and coordination of their development and the rational provision of public services requires a coordinated administration.

Municipal corregimiento. It is a division of the rural area of the municipality, which includes a population core, considered in Land-use Plan, (POT)⁵⁷. Article 117 of law 136 of 1994 empowers the municipal council to set this division through agreements for the purpose of improving the provision of services and to ensure the participation of citizens in public affairs of a local nature.

⁵⁷ Spanish acronym.

Municipal remaining areas. Geographical boundaries defined by DANE for statistical purposes, alluding to the area comprised between the census perimeter and the municipal boundary defined by ordinance of the departmental assembly. It is characterized by the dispersed arrangement of housing, population centers and agriculture and livestock exploitation in it.

Municipal Township (CM). It is the geographical area that is defined by an urban perimeter whose boundaries are established by agreements of the City Council. It corresponds to the place where the administrative seat of a municipality is located.

Municipality. Basic territorial entity of the political-administrative division of the state, with political, fiscal and administrative autonomy, within the limits established by the Constitution and laws of the Republic (Political Constitution of Colombia, Article 311 - Law 136 of 1994 whereby rules are issued designed to modernize the organization and functioning of the municipalities).

Political-administrative division (DIVIPOLA). It is a standard and numeric coding that identifies the territorial entities, providing each department, municipality, departmental corregimiento and population center with a unique, unmistakable and consistent identity.

Population center (CP). It is a concept created by DANE for statistical purposes, useful for the identification of population cores. It is defined as a concentration of at least twenty (20) dwellings that are contiguous, neighboring or attached to each other, located in the rural area of a municipality or a Departmental corregimiento (political-administrative division). This concentration presents urban characteristics such as the delimitation of vehicle and pedestrian pathways. In the tables relating to the Divipola coding, they are identified in the «Category» column with the expression or label «CP», indicating that even though it is a population center, there is not the precision of the municipal authority, which allows it to state whether it is a hamlet, a subdivision, or a municipal corregimiento.

http://www.dane.gov.co/files/inf_geo/4Ge_ConceptosBasicos.pdf

Subdivision (IP). It is a judicial instance in an area that may or may not be divided by blocks and has jurisdiction over a given municipal, urban or rural territory and depends on the department (IPD) or the municipality (IPM). It is used in most cases with electoral purposes. Its highest authority is a police inspector. (Decree 1333 of 1986. Chapter II. Article 320).

Territorial entity. This description is given to the departments, districts, municipalities and indigenous territories. They enjoy autonomy for the management of their interests within the limits of the Constitution and the law (Political Constitution of Colombia, Articles 286 and 287).

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⁵⁸ The translation of bibliographic titles is for reference purposes only.

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 REPÚBLICA DE COLOMBIA MINISTERIO DE EDUCACIÓN NACIONAL	INVESTIGACIÓN EDUCACIÓN FORMAL FORMULARIO ÚNICO CENSAL C600 CÓDIGO DANE DE LA SEDE EDUCATIVA <div style="border: 1px solid black; width: 100px; height: 15px; margin: 5px auto;"></div> UNIDAD INFORMANTE SEDE EDUCATIVA	Año de referencia <div style="border: 1px solid black; width: 40px; height: 15px; margin: 2px auto;"></div> Código de novedad <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto;"></div> Número de orden <div style="border: 1px solid black; width: 80px; height: 15px; margin: 2px auto;"></div>
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CONFIDENCIAL (Ley 79 de 1993 Art. 5°).

Los datos que el DANE solicita son estrictamente confidenciales. No tienen fines fiscales ni pueden utilizarse como prueba judicial. El formulario único censal C600 está dirigido a todas las sedes educativas legalmente constituidas, que ofrecen el servicio de educación en los niveles de preescolar, básica primaria, básica secundaria, media, CIEI y otros modelos educativos. Para diligenciar el formulario, lea el manual de diligenciamiento o descarguelo de WWW.DANE.GOV.CO

MÓDULO I. CARÁTULA ÚNICA SEDE EDUCATIVA

1. DATOS DE IDENTIFICACIÓN Y UBICACIÓN DE LA SEDE EDUCATIVA

1. Nombre completo de la sede educativa: _____

2. Código DANE de identificación de la sede educativa: → Confirmado por 12 dígitos

3. Número de identificación tributaria (NIT): DV

4. Dirección de la sede educativa: _____

5. Teléfono: _____ 6. Fax: _____

7. E-mail institucional de la sede educativa: _____ 8. Sitio web de la sede educativa: _____

9. Departamento: 10. Municipio o distrito:

11. Nombre de la localidad y/o comuna:

12. Nombre del área metropolitana:

13. Inspección, caserio, corregimiento:

14. Resguardo indígena:

15. Territorio colectivo de las comunidades negras: _____

16. Área: Urbana Rural

2. NATURALEZA JURÍDICA DE LA SEDE EDUCATIVA

17. Oficial 17.1 Régimen especial → Conteste en el numeral 19

17.2 Oficial

18. No oficial 18.1 Persona natural

18.2 Comunidad religiosa

18.3 Organización solidaria sin fines de lucro → Conteste en el numeral 19

18.4 Organizaciones con fines de lucro

18.5 Otro, *justif* _____

19. Número del acto administrativo de reconocimiento o de creación de la sede educativa:
 (Recuerda: El acto de reconocimiento es para las sedes del sector oficial y el acto de creación- licencia de funcionamiento- es para sedes educativas del sector no oficial.)

20. Registre la fecha en la cual la sede educativa inició operaciones:

21. Régimen en el cual está clasificada la sede educativa: (Esta pregunta se aplica únicamente al sector no oficial.)

Libertad vigilada
 Libertad reglada
 Régimen controlado

3. MODALIDAD DE PRESTACIÓN DEL SERVICIO EDUCATIVO

22. Seleccione la alternativa que corresponda según la modalidad en la que ofrece y presta el servicio educativo:

Prestación directa
 Por contratación-Comunidades Indígenas (Decreto 2500 de 2010)
 Por concesión (Decreto 2355 de 2009)

Por administración-Confesiones religiosas (Decreto 2355 de 2009)
 Por contratación-Empresas prestadoras del servicio (EPSE-Cobertura)

MÓDULO I. CARÁTULA ÚNICA SEDE EDUCATIVA (conclusión)

4. CARACTERÍSTICAS GENERALES DEL SERVICIO OFRECIDO (AÑO LECTIVO ACTUAL)

23. Diligencie en la siguiente matriz el movimiento o los cambios registrados en las jornadas, niveles/modelos ofrecidos por la sede educativa.

(Recuerde: Si reporta la apertura o cierre de una jornada, nivel de enseñanza/modelo educativo, es necesario anexas copia del acto administrativo por el cual la Secretaría de Educación aprobó dicho movimiento.)

Movimiento de las jornadas y niveles ofrecidos en la sede educativa	Jornadas	Niveles / Modelos
Total ofrecidas en el periodo anterior		
Total nuevas abiertas en el periodo actual		
Total cerradas con respecto al periodo anterior		

24. Diligencie la siguiente matriz para los niveles/modelos y jornadas ofrecidas, en el año lectivo escolar, según el calendario académico que corresponda (marque X según corresponda).

Niveles y jornadas ofrecidas en la sede educativa según calendario						
Calendario	Niveles / Modelos	Jornadas				
		Completa	Mañana	Tarde	Nocturna	Fin de semana
A.	Preescolar					
	Básica primaria					
	Básica secundaria					
	Media					
	CIEI*					
	Otros modelos educativos para jóvenes y adultos (no incluidos anteriormente)					
B.	Preescolar					
	Básica primaria					
	Básica secundaria					
	Media					
	CIEI*					
	Otros modelos educativos para jóvenes y adultos (no incluidos anteriormente)					
C.	Preescolar					
	Básica primaria					
	Básica secundaria					
	Media					
	CIEI*					
	Otros modelos educativos para jóvenes y adultos (no incluidos anteriormente)					

* CIEI: Círculos lectivos integrados (Decreto 3011 de 1997).

25. La sede educativa atiende población escolar (la selección puede ser múltiple):

☐ Interna

☐ Semioexterna

☐ Externa

MÓDULO II. ORGANIZACIÓN INSTITUCIONAL PARA LA PRESTACIÓN DEL SERVICIO EDUCATIVO

5. RELACIÓN ENTRE SEDES EDUCATIVAS

26. ¿La sede educativa es reconocida como sede principal? (Esta pregunta está dirigida únicamente al sector oficial)

☐ Sí → Continúe en el numeral 27

☐ No → Pasa el numeral 28

27. Registre a continuación la cantidad de sedes que tiene adscritas.

☐ → Continúe con el diligenciamiento de la siguiente matriz

Nombre de las sedes educativas adscritas	Código DANE									

MÓDULO II. ORGANIZACIÓN INSTITUCIONAL PARA LA PRESTACIÓN DEL SERVICIO EDUCATIVO (continuación)

28. ¿La sede educativa está adscrita a una sede principal? (Esta pregunta está dirigida únicamente al sector oficial)

<input type="checkbox"/> 1	Si	Nombre de la sede principal	Código DANE

☐ 2 No → Pase al módulo III

29. ¿La sede educativa cuenta con más de una planta física? (Esta pregunta está dirigida únicamente al sector no oficial)

☐ 1 Si → Registre la cantidad de plantas físicas en las que ofrece el servicio educativo:

☐ 2 No → Pase al módulo III

30. Registre para cada planta física la dirección donde se encuentre localizada.

Dirección donde se localiza la planta física

MÓDULO III. INFORMACIÓN SOBRE PERSONAL OCUPADO POR LA SEDE EDUCATIVA

6. PERSONAL OCUPADO EN LA SEDE EDUCATIVA

31. Relacione el número total de personas ocupadas en la sede educativa de acuerdo con la actividad principal que realizan (labor donde tiene el mayor número de horas ocupada).

Personal ocupado en la sede educativa	Hombres	Mujeres	Total
Directivo docente			
Docentes de aula			
Administrativos			
Docente de apoyo en aula (para estudiantes con discapacidad o con capacidades excepcionales).			
Personal de apoyo en aula (No docente): Orientadores, psicopedagogos, filólogos, asesores pedagógicos, pasantes, tutores etc., para estudiantes con discapacidad o capacidades excepcionales.			
Total			

7. DOCENTES OCUPADOS EN LA SEDE EDUCATIVA SEGÚN ESTATUTO DOCENTE Y VINCULACIÓN LABORAL

32. Relacione la cantidad de docentes que laboran en la sede educativa según el estatuto docente al que pertenezcan y el tipo de vinculación laboral.

Instrucciones de diligenciamiento: 1) el total de docentes registrados en la siguiente matriz debe ser igual al total docentes (directivo docente + docente en aula + docente de apoyo en aula), registrados en la matriz del módulo III, ítem 6 numeral 31. 2) las sedes educativas del sector no oficial deben diligenciar únicamente la información sobre docentes por contrato; 3) las sedes educativas del sector oficial deben diligenciar la información sobre docentes de planta y docentes por contrato; 4) en esta matriz no incluya al personal ocupado en labores administrativas; 5) en esta matriz no incluya al personal (no docente) que presta su apoyo en aula (orientadores, psicopedagogos etc.)

Cantidad de docentes vinculados en la sede educativa					
Sexo	32.1 Con grado en el escalafón		32.2 Sin grado en el escalafón		Total de docentes
	DOCENTES DE PLANTA (en carrera administrativa en propiedad, en periodo de prueba, en provisionalidad)	DOCENTES POR CONTRATO (hora cátedra, contrato a término fijo o a término indefinido, etc.)	DOCENTES DE PLANTA (en carrera administrativa en propiedad, en periodo de prueba, en provisionalidad)	DOCENTES POR CONTRATO (hora cátedra, contrato a término fijo o a término indefinido, etc.)	
Hombres					
Mujeres					
Total					

OBSERVACIONES

MÓDULO III. INFORMACIÓN SOBRE PERSONAL OCUPADO POR LA SEDE EDUCATIVA

8. DOCENTES ESCALAFONADOS SEGÚN ESTATUTO DOCENTE

33. En las siguientes matrices relacione la cantidad de docentes con grado en el escalafón según el estatuto al que pertenece (Decreto 2277 de 1979 o Decreto 1278 de 2002).

Instrucciones de diligenciamiento: 1) el total de docentes registrados en la siguiente matriz debe ser igual al total de docentes con grado en el escalafón reportado en el ítem 7, numeral 32; 2) la información solicitada debe ser ingresada tanto por sedes educativas del sector oficial como del sector no oficial.

Sexo	Cantidad de docentes con grado en el escalafón según estatuto docente Decreto Ley 2277 de 1979														Total		
	A	B	1	2	3	4	5	6	7	8	9	10	11	12		13	14
Hombres																	
Mujeres																	
Total																	

Sexo	Cantidad de docentes con grado en el escalafón según estatuto docente Decreto Ley 1278 de 2002																Total			
	1A	1B	1C	1D	2A		2B		2C		2D		3A		3B			3C	3D	
					E	SE	E	SE	E	SE	E	SE	M	D	M	D				
Hombres																				
Mujeres																				
Total																				

* Tenga presente que E = Con especialización, SE = Sin especialización, M = Maestría, D = Doctorado.

9. ÚLTIMO NIVEL EDUCATIVO ALCANZADO POR EL DOCENTE, NIVEL DE ENSEÑANZA Y MODELO EN EL QUE TIENE LA MAYOR ASIGNACIÓN ACADÉMICA

34. En la siguiente matriz relacione la cantidad de docentes según el último nivel educativo alcanzado y el nivel/modelo donde tiene la mayor asignación académica.

Instrucciones de diligenciamiento: 1) en básica primaria incluya los docentes que imparten enseñanza en educación tradicional (básica primaria y en aceleración del aprendizaje); 2) en la columna de CIEI registre los docentes que imparten enseñanza mediante Ciclos Lectivos Integrados; 3) en la columna de otros modelos para jóvenes y adultos registre los docentes que imparten enseñanza mediante modelos como SAT, SER, CAFAM, Escuela activa, MEMA, etc.; 4) El total de docentes reportados en esta matriz debe ser: a) como mínimo los docentes de aula (módulo III, ítem 6, numeral 31); b) no mayor a la suma de docente directivo + docente de aula + docente de apoyo en aula, siempre que el directivo docente y el docente de apoyo en aula estén la mayor parte de su tiempo ocupados en el aula de clases impartiendo las diferentes asignaturas académicas; 5) en esta matriz no incluya al personal ocupado en labores administrativas; 6) en esta matriz no incluya al personal (no docente) que presta su apoyo en aula (orientadores, psicopedagogos etc); 6) no olvide registrar únicamente cifras; 7) no olvide registrar los totales tanto en las filas como en las columnas.

Recuerde: los Instructores I, II y III corresponden al personal nombrado en los Institutos Nacionales de Enseñanza Media Diversificada - INEM - y en los Institutos Técnicos Agrícolas - ITA -. Los Instructores A, B y C corresponden al personal nombrado en los Centros Auxiliares de Servicios Docentes - CASI - (Decreto 270 de 1982).

Docentes según el último nivel educativo alcanzado y nivel de enseñanza (educación tradicional), CIEI y otros modelos educativos en el que tiene la mayor asignación académica															
Último nivel educativo alcanzado por el docente	Nivel de enseñanza (educación tradicional), CIEI y otros modelos educativos en el que tiene la mayor asignación académica														
	Preescolar		Básica primaria		Básica secundaria		Media		CIEI		Otros modelos educativos para jóvenes y adultos		Total docentes		
	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Total
Bachillerato pedagógico															
Bachillerato técnico															
Normalista superior															
Etnoeducador															
Perito experto o técnico en educación															
Tecnólogo en educación															
Licenciado															
Profesional diferente a licenciado															
Posgrado en educación o programa pedagógico															
Posgrado en programa no pedagógico															
Instructor I, II y A															
Instructor III y B															
Instructor IV y C															
Sin titulación o acreditación educativa															
Total															

10. DOCENTES OCUPADOS SEGÚN CARÁCTER (ACADÉMICO, TÉCNICO O NORMALISTA)

Instrucciones de diligenciamiento: 1) el total general reportado en la matriz del ítem 10 numeral 3a, debe ser igual al total reportado en la matriz del ítem 9 numeral 3a; 2) en esta matriz no incluye al personal ocupado en labores administrativas; 3) en esta matriz no incluye al personal no docente que presta su apoyo en aula (orientadores, psicopedagogos etc); 4) no olvide registrar únicamente cifras; 5) no olvide registrar los totales tanto en las filas como en las columnas.

[illegible]

**MÓDULO IV. INFORMACIÓN SOBRE MATRÍCULA, NIVELES DE ENSEÑANZA, CLEI Y OTROS
MODELOS EDUCATIVOS PARA JÓVENES Y ADULTOS EN LA SEDE EDUCATIVA**

11. CANTIDAD DE ALUMNOS MATRICULADOS POR JORNADA, SEGÚN NIVEL DE ENSEÑANZA, CLEI Y OTROS MODELOS EDUCATIVOS OFRECIDOS EN LA SEDE EDUCATIVA

36. Diligencie la cantidad de alumnos matriculados, en la sede educativa, en el año lectivo actual, en cada jornada, según cada nivel de enseñanza, CLEI y otros modelos educativos.

Nota: La información solicitada está definida en el marco normativo vigente para educación tradicional (prescolar, básica primaria, básica secundaria, Media), ciclos lectivos integrados, CLEI y otros modelos educativos.

Prescolar	Completa	Mañana	Tarde	Nocturna	Fin de semana
Escolarizado					
No escolarizado					
Total					
Básica primaria	Completa	Mañana	Tarde	Nocturna	Fin de semana
Educación tradicional*					
Escuela nueva					
Aceleración del aprendizaje					
Círculos del aprendizaje					
Etnoeducación					
Total					
Básica secundaria	Completa	Mañana	Tarde	Nocturna	Fin de semana
Educación tradicional*					
Posprimaria					
Telesecundaria					
Caminar en secundaria					
Etnoeducación					
Total					
Media	Completa	Mañana	Tarde	Nocturna	Fin de semana
Educación tradicional*					
Modelos de educación con énfasis en aprendizajes productivos					
Modelos de educación con profundización en educación para el trabajo					
Bachillerato virtual o virtualidad asistida					
Etnoeducación					
Total					
Ciclos lectivos integrados (CLEI)	Completa	Mañana	Tarde	Nocturna	Fin de semana
Otros modelos educativos para jóvenes y adultos (No incluidos anteriormente)	Completa	Mañana	Tarde	Nocturna	Fin de semana
Transformemos					
Sistema de aprendizaje tutorial (SAT)					
Servicio de educación rural (SER)					
CAFAM					
A crecer					
Grupos juveniles creativos					
Bachillerato pacífico					
Total					

* Educación tradicional hace referencia a la educación formal regular en la que se ofrecen los niveles de prescolar, básica primaria, básica secundaria y media. Estos niveles están conformados a su vez por los siguientes grados: prescolar (grado 0), básica primaria (grados 1, 2, 3, 4 y 5), básica secundaria (grados 6, 7, 8 y 9) y media (grados 10, 11, 12 y 13).

Instrucciones para el diligenciamiento del módulo V (ítem 12 hasta ítem 24 desde el numeral 38 hasta el numeral 50), módulo VI (ítem 25 hasta ítem 27 desde el numeral 51 hasta el numeral 54) y módulo VII (ítem 28 hasta ítem 30 desde el numeral 55 hasta el numeral 57):

EL DILIGENCIAMIENTO DE LA INFORMACIÓN SOLICITADA EN ESTOS MÓDULOS, SE DEBE REALIZAR EN LOS CUADERNILLOS INSERTOS A CONTINUACIÓN.

Recuerde que:

- La información solicitada en estos módulos se debe diligenciar por cada una de las jornadas que ofrezca la sede educativa. Ejemplo: si la sede ofrece tres jornadas (mañana, tarde y nocturna), entonces debe diligenciar tres cuadernillos, uno a una según las jornadas ofrecidas.
- El diligenciamiento de la información en los cuadernillos se debe realizar de forma ascendente teniendo en cuenta la siguiente ordenación: 1ª jornada completa; 2ª jornada mañana; 3ª jornada tarde; 4ª jornada nocturna y 5ª jornada fin de semana. Ejemplo: si la sede ofrece tres jornadas (mañana, tarde y nocturna), entonces los cuadernillos se diligencian en el siguiente orden: 2ª jornada mañana; 3ª jornada tarde; 4ª jornada nocturna.
- Los datos de matrícula solicitados en el módulo V deben ser iguales con la cantidad de alumnos matriculados reportados en el Módulo IV ítem 11 numeral 36.
- Los datos de matrícula solicitados en el módulo VI no pueden ser mayores a los datos reportados a su vez en el módulo V y módulo IV, ítem 11, numeral 36.
- Para el diligenciamiento del módulo VII remítase a la lectura del manual de diligenciamiento o descárguelo de la siguiente dirección: http://www.dane.gov.co/files/investigaciones/boletines/educacion/Manual_Diligenciamiento_FormaUnica_EDU_10_2015.pdf

MÓDULO V. INFORMACIÓN SOBRE MATRÍCULA Y DOCENTES POR JORNADA

37. Seleccione la jornada para la cual va a reportar la información solicitada en los módulos V, VI y VII (Marque con X sobre la jornada específica).

No olvide: 1) La información solicitada se debe diligenciar tantas veces como jornadas académicas ofrezca la sede educativa; 2) Si la sede educativa tiene una única jornada, entonces debe seleccionar una única alternativa de las cinco indicadas a continuación:

☐ 1 Completa ☐ 2 Mañana ☐ 3 Tarde ☐ 4 Nocturna ☐ 5 Fin de semana

12. MATRÍCULA ATENDIDA EN LA JORNADA SEGÚN NIVEL DE ENSEÑANZA, CIEI Y OTROS MODELOS EDUCATIVOS PARA JÓVENES Y ADULTOS

38. Registre en la siguiente matriz la cantidad de alumnos matriculados.

Matrícula atendida en la jornada según nivel de enseñanza, CIEI y otros modelos educativos para jóvenes y adultos		
Nivel de enseñanza, CIEI y otros modelos educativos	Alumnos matriculados	
	Matrícula propia	Matrícula contratada
Preescolar		
Básica primaria y aceleración del aprendizaje		
Básica secundaria		
Media		
Ciclos lectivos integrados		
Otros modelos educativos para jóvenes y adultos		
Total		

13. INFORMACIÓN SOBRE INTENSIDAD HORARIA POR CARÁCTER Y ASIGNATURA SEGÚN NIVEL DE ENSEÑANZA, CIEI Y OTROS MODELOS EDUCATIVOS PARA JÓVENES Y ADULTOS

39. Registre la cantidad de horas impartidas por carácter y asignatura según nivel de enseñanza, CIEI, y otros modelos educativos para jóvenes y adultos.

Instrucciones de diligenciamiento: las siguientes son las intensidades horarias mínimas:

Intensidad semanal mínima en básica primaria = 25/horas semanales
Intensidad semanal máxima en básica primaria = 30/horas semanales
Intensidad semanal mínima en básica secundaria y media = 30/horas semanales
Intensidad semanal máxima en básica secundaria y media = 35/horas semanales
Intensidad semanal mínima en ciclos lectivos integrados: CIEI = 20/horas semanales
Intensidad semanal mínima en otros modelos para jóvenes y adultos = 10 horas/semanales

Total de horas semanales impartidas por carácter y asignatura							
Carácter	Asignatura (Ley 115/1994 art. 23)	Nivel de enseñanza, CIEI y modelos educativos para jóvenes y adultos					
		Preescolar	Básica primaria	Básica secundaria	Media	CIEI	Otros modelos educativos para jóvenes y adultos
		Horas/semana	Horas/semana	Horas/semana	Horas/semana	Horas/semana	Horas/semana
Académico	Ciencias naturales y educación ambiental						
	Ciencias sociales, historia, geografía, constitución política, etc.						
	Educación ética y en valores humanos						
	Educación artística y cultural						
	Humanidades, lengua castellana e idiomas extranjeros						
	Educación física, recreación y deportes						
	Matemáticas						
	Tecnología e informática						
	Educación religiosa						
Técnico	Industrial						
	Agropecuaria						
	Comercial						
Normalista	Normalista						
Total horas en preescolar, básica primaria, básica secundaria y media							
Total horas en ciclos lectivos integrados (CIEI)							
Total horas en otros modelos educativos para jóvenes y adultos							
Total general horas/semana							

MÓDULO V. INFORMACIÓN SOBRE MATRÍCULA Y DOCENTES POR JORNADA (Continuación)
14. INFORMACIÓN GENERAL DE DOCENTES POR JORNADA

40. Diligencie la información solicitada en la siguiente matriz.

Instrucciones de diligenciamiento: relacione la cantidad de docentes según su último nivel educativo alcanzado y el nivel de enseñanza, CIEI, modelo educativo donde tiene la mayor asignación académica.

Docentes según el último nivel educativo alcanzado, por nivel de enseñanza, CIEI y otros modelos educativos, donde tiene la mayor asignación académica														
Último nivel educativo alcanzado por el docente	Niveles de enseñanza, CIEI y otros modelos educativos, donde tiene la mayor asignación académica													
	Preescolar		Básica primaria		Básica secundaria		Media		CIEI		Otros modelos educativos para jóvenes y adultos		Total docentes	
	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer
Bachillerato pedagógico														
Bachillerato técnico														
Normalista superior														
Etnoeducador														
Perito experto o técnico en educación														
Tecnólogo en educación														
Licenciado														
Profesional diferente a licenciado														
Posgrado en educación o programa pedagógico														
Posgrado en programa no pedagógico														
Instructor I, II y A														
Instructor III y B														
Instructor IV y C														
Sin titulación o acreditación educativa														
Total docentes														

15. MATRÍCULA PROPIA EN PREESCOLAR, BÁSICA PRIMARIA Y ACELERACIÓN DEL APRENDIZAJE (EDUCACIÓN TRADICIONAL)

41. Diligencie la información sobre la matrícula propia en preescolar, básica primaria y aceleración del aprendizaje.

Instrucciones de diligenciamiento: registre todos los estudiantes matriculados en la jornada bajo educación tradicional: preescolar, básica primaria y aceleración del aprendizaje; 2) diligencie únicamente con cifras, y 3) no utilice X y verifique los totales por filas y por columnas.

Matrícula de Preescolar, Básica Primaria y Aceleración del aprendizaje																					
Sexo Edad (en años cumplidos)	Preescolar								Básica Primaria								Aceleración del aprendizaje		Total		
	Pre-jardín		Jardín		Transición		Total		1.º		2.º		3.º		4.º		5.º		Hombres	Mujer	
	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer					
3-5																					
6-8																					
9-12																					
13-15																					
16 y más																					
Total general																					
Número de grupos por grado*																					

* Total clases o grupos por cada grado ofrecido.

MÓDULO V. INFORMACIÓN SOBRE MATRÍCULA Y DOCENTES POR JORNADA (Continuación)

16. MATRÍCULA CONTRATADA EN PREESCOLAR, BÁSICA PRIMARIA Y ACELERACIÓN DEL APRENDIZAJE (EDUCACIÓN TRADICIONAL)

42. Diligencie la información sobre matrícula contratada en preescolar, básica primaria y aceleración del aprendizaje.

Instrucciones de diligenciamiento: 1) registre todos los estudiantes con matrícula contratada bajo educación tradicional: preescolar, básica primaria y aceleración del aprendizaje; 2) los datos solicitados deben ser reportados únicamente por las sedes educativas **del sector no oficial**; 3) diligencie únicamente con cifras, y 4) no utilice X y verifique los totales por fila y columnas.

Matrícula contratada de Preescolar, Básica Primaria y Aceleración del aprendizaje																				
Sexo	Preescolar								Básica Primaria								Aceleración del aprendizaje	Total		
	Prejardín		Jardín		Transición		Total		1.º		2.º		3.º		4.º				5.º	
	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer			Hombres	Mujer
Edad (en años cumplidos)																				
3-5																				
6-8																				
9-12																				
13-15																				
16 y más																				
Total general																				
Número de grupos por grado*																				

* Total clases o grupos por cada grado ofrecido.

17. MATRÍCULA EN BÁSICA PRIMARIA SEGÚN OTROS MODELOS EDUCATIVOS (DIFERENTES A EDUCACIÓN TRADICIONAL)

43. Diligencie la información correspondiente a los estudiantes matriculados en otros modelos educativos de básica primaria no incluidos en la educación tradicional.

Instrucciones de diligenciamiento: 1) registre todos los estudiantes matriculados en otros modelos educativos de básica primaria, no incluidos en la educación tradicional, tales como escuela nueva, círculos de aprendizaje, etnoeducación, etc.; 2) los datos solicitados deben ser reportados por las sedes educativas del sector oficial y no oficial; 3) diligencie únicamente con cifras, y 4) no utilice X y verifique los totales por fila y columnas.

Sexo Edad (en años cumplidos)		Matrícula en básica primaria según modelos educativos (diferentes a educación tradicional)									
		Matrícula propia					Matrícula contratada				
		Escuela nueva	Círculos del aprendizaje	Etno-educación	Otros	Total	Escuela nueva	Círculos del aprendizaje	Etno-educación	Otros	Total
		Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer
5-8											
9-12											
13-15											
16 y más											
Total general											
Número de grupos por grado*											

* Total clases o grupos por cada grado ofrecido.

OBSERVACIONES

MÓDULO V. INFORMACIÓN SOBRE MATRÍCULA Y DOCENTES POR JORNADA (Continuación)
18. MATRÍCULA PROPIA DE SECUNDARIA Y MEDIA (EDUCACIÓN TRADICIONAL)

44. Registre la información correspondiente a los estudiantes matriculados en básica secundaria y media.

Instrucciones de diligenciamiento: 1) registre todos los estudiantes matriculados en la jornada bajo educación tradicional: básica secundaria y media; 2) diligencie únicamente con cifras, y 3) no utilice X y verifique los totales por filas y por columnas.

Sexo Edad (en años cumplidos)		Matrícula en básica secundaria y media															
		Básica secundaria								Media							
		6.º		7.º		8.º		9.º		10.º		11.º		12.º		13.º	
		Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer
9-12																	
13-15																	
16-19																	
20 y más																	
Total general																	
Número de grupos por grado*																	

* Total cursos o grupos por cada grado ofrecido.

19. MATRÍCULA CONTRATADA DE SECUNDARIA Y MEDIA (EDUCACIÓN TRADICIONAL)

45. Diligencie la información sobre matrícula contratada en los niveles de básica secundaria y media.

Instrucciones de diligenciamiento: 1) registre todos los alumnos con matrícula contratada bajo educación tradicional: básica secundaria y media; 2) los datos solicitados deben ser reportados únicamente por las sedes educativas del sector no oficial; 3) diligencie únicamente con cifras, y 4) no utilice X y verifique los totales por fila y columnas.

Matrícula contratada en básica secundaria y media																		
Sexo Edad (en años cumplidos)	Básica secundaria								Media									
	6.º		7.º		8.º		9.º		Total		10.º		11.º		12.º		Total	
	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer
9-12																		
13-15																		
16-19																		
20 y más																		
Total general																		
Número de grupos por grado*																		

* Total cursos o grupos por cada grado ofrecido.

20. MATRÍCULA EN BÁSICA SECUNDARIA Y MEDIA SEGÚN OTROS MODELOS EDUCATIVOS (DIFERENTES A EDUCACIÓN TRADICIONAL Y CLEI)

46. Diligencie la información sobre matrícula en básica secundaria y media según otros modelos educativos (diferentes a educación tradicional).

Instrucciones de diligenciamiento: 1) registre todos los estudiantes matriculados en básica secundaria y media según otros modelos educativos (no incluidos en la educación tradicional ni en CLEI), tales como postprimaria, escuela activa, MEMA, etc.; 2) los datos solicitados deben ser reportados por las sedes educativas del sector oficial y no oficial; 3) diligencie únicamente con cifras, y 4) no utilice X y verifique los totales por fila y columnas.

Matrícula en básica secundaria y media según otros modelos educativos																								
Sexo Edad (en años cumplidos)	Matrícula propia										Matrícula contratada													
	Pos-primaria		Tercera-secundaria		MEMA		Etno-educación		Otras		Total		Pos-primaria		Tercera-secundaria		MEMA		Etno-educación		Otras		Total	
	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer	Hombres	Mujer
12-15																								
16-19																								
19-21																								
22 y más																								
Total general																								
Número de grupos por grado																								

* Total cursos o grupos por cada grado ofrecido.

MÓDULO V. INFORMACIÓN SOBRE MATRÍCULA Y DOCENTES POR JORNADA (Continuación)

21. INFORMACIÓN SOBRE LA MATRÍCULA EN BÁSICA SECUNDARIA Y MEDIA SEGÚN CARÁCTER Y ESPECIALIDAD

47. Registre el total de la matrícula (propia y contratada) de básica secundaria y media desagregada por carácter y especialidad.

Instrucciones de diligenciamiento: 1) registre el total de estudiantes matriculados (de básica secundaria y media) según carácter y especialidad; 2) diligencie únicamente con cifras, y 3) no utilice X y verifique los totales por filas y por columnas.

		Matrícula por carácter y especialidad en básica secundaria y media																	
Cáracrer	Especialidad	Grados de básica secundaria y media																Total	
		6.º		7.º		8.º		9.º		10.º		11.º		12.º		13.º			
		Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer		
Académico	Académico																		
Técnico	Industrial																		
	Agropecuaria																		
Normalista	Comercial																		
	Normalista																		
Total																			

22. MATRÍCULA PROPIA EN CICLOS LECTIVOS INTEGRADOS (DECRETO 3011/1997)

48. Diligencie la información sobre la matrícula de jóvenes y adultos en ciclos lectivos integrados (CLEI).

Instrucciones de diligenciamiento: 1) registre todos los alumnos matriculados, en esta jornada, en ciclos lectivos integrados (CLEI); 2) diligencie únicamente con valores, y 3) no utilice X y verifique los totales por filas y por columnas.

Matrícula propia en ciclos lectivos integrados (Decreto 3011/1997)		Matrícula en ciclos lectivos integrados (Decreto 3011/1997)															
Edad (en años cumplidos)	Sexo	Ciclo I		Ciclo II		Ciclo III		Ciclo IV		Ciclo V		Ciclo VI		Total		Hombre	Mujer
		Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer		
13-15																	
16-19																	
20-22																	
23-25																	
26 y más																	
Total general																	
Número de grupos por grado*																	

* Total cursos o grupos por cada grado ofrecido.

23. MATRÍCULA CONTRATADA DE CICLOS LECTIVOS INTEGRADOS (DECRETO 3011/1997)

49. Diligencie la información sobre la matrícula contratada de jóvenes y adultos en ciclos lectivos integrados (CLEI) Decreto 3011/1997.

Instrucciones de diligenciamiento: 1) registre todos los alumnos con matrícula contratada en la jornada en ciclos lectivos integrados; 2) los datos solicitados deben ser reportados únicamente por las sedes educativas del sector no oficial; 3) diligencie únicamente con cifras, y 4) no utilice X y verifique los totales por fila y columnas.

Matrícula contratada en ciclos lectivos integrados (Decreto 3011/1997)		Matrícula contratada en ciclos lectivos integrados															
Edad (en años cumplidos)	Sexo	Ciclo I		Ciclo II		Ciclo III		Ciclo IV		Ciclo V		Ciclo VI		Total		Hombre	Mujer
		Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer		
13-15																	
16-19																	
20-22																	
23-25																	
26 y más																	
Total general																	
Número de grupos por grado*																	

* Se refiere a la información del número de cursos o grupos por cada grado ofrecido.

MÓDULO V. INFORMACIÓN SOBRE MATRÍCULA Y DOCENTES POR JORNADA (Conclusión)
24. MATRÍCULA PARA JÓVENES Y ADULTOS SEGÚN OTROS MODELOS EDUCATIVOS (DIFERENTES A EDUCACIÓN TRADICIONAL Y CLEI)

50. Diligencie la información correspondiente a la matrícula de jóvenes y adultos en otros modelos educativos (no incluidos en educación tradicional ni en CLEI)

Instrucciones de diligenciamiento: 1) registre todos los jóvenes y adultos matriculados en otros modelos educativos, diferentes a CLEI, tales SAT, SER, CAFAM, etc. 2) los datos solicitados deben ser reportados por las sedes educativas del sector oficial y no oficial; 3) diligencie únicamente con cifras y 4) no utilice X y verifique los totales por fila y columnas.

Matrícula para jóvenes y adultos en otros modelos educativos (no incluidos en educación tradicional ni en CLEI)																					
Sexo Edad (en años cumplidos)		Matrícula propia										Matrícula contratada									
		SAT		SER		CAFAM		Otros		Total		SAT		SER		CAFAM		Otros		Total	
		Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer
13-15																					
16-19																					
20-22																					
23-25																					
26 y más																					
Total general																					
Número de repitentes																					
Número de grupos por grado*																					

* Se refiere a la información del número de total cursos o grupos por cada grado ofrecido.

MÓDULO VI. POBLACIONES ESPECIALES EN LA JORNADA (LEY 115, TÍTULO III)
25. POBLACIÓN MATRICULADA CON LIMITACIONES FÍSICAS, DISCAPACIDAD COGNITIVA Y CAPACIDADES EXCEPCIONALES

51. ¿En esta jornada existen alumnos con limitación física y/o discapacidad cognitiva?

☐ 1. Sí

→ Diligencie la siguiente matriz

☐ 2. No

→ Pase al numeral 32

Limitaciones físicas y/o discapacidad cognitiva	Preescolar		Básica primaria		Básica secundaria		Media		CLEI		Otros modelos educativos para jóvenes y adultos		Total	
	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer
Visual														
Motor														
Sin habla-Mudo														
Sordomudo														
Cognitiva														
Múltiple														
Otra, cuélgela														
Total														

52. ¿En esta jornada existen alumnos con capacidades excepcionales?

☐ 1. Sí

→ Diligencie la siguiente matriz

☐ 2. No

→ Pase al numeral 33

Sexo	Preescolar	Básica primaria	Básica secundaria	Media	CLEI	Otros modelos educativos para jóvenes y adultos	Total
Hombres							
Mujeres							
Total							

MÓDULO VI. POBLACIONES ESPECIALES EN LA JORNADA (LEY 115, TÍTULO III) (conclusión)

26. POBLACIÓN PERTENECIENTE A GRUPOS ÉTNICOS, MATRICULADA EN LA JORNADA

53. ¿En esta jornada existen alumnos perteneciente a grupos étnicos?

☐ 1 Si → diligencie la siguiente matriz ☐ 2 No → Pase al numeral 54

Matriculados que de acuerdo con su cultura, pueblo o rasgos físicos se reconocen como:	Preescolar		Básica primaria		Básica secundaria		Media		CIEI		Otros modelos educativos para jóvenes y adultos		Total	
	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer
Indígenas														
Rom (gitano)														
Negro, mulato, afrocolombiano o afrodescendiente														
Rasael del Archipiélago de San Andrés, Providencia y Santa Catalina														
Palenquero de San Basilio														
Total														

27. POBLACIÓN DESPLAZADA O DESMOVILIZADA DEL CONFLICTO ARMADO, MATRICULADA EN LA JORNADA

54. ¿En esta jornada existen alumnos matriculados, desplazados o desmovilizados del conflicto armado?

☐ 1 Si → diligencie la siguiente matriz ☐ 2 No → Pase al módulo VII

Tipo de situación	Preescolar		Básica primaria		Básica secundaria		Media		CIEI		Otros modelos educativos para jóvenes y adultos		Total	
	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer	Hombre	Mujer
Desplazado, víctima del conflicto armado														
Reintegrado, desmovilizado del conflicto armado														
Total														

MÓDULO VII. PROMOCIÓN ESCOLAR DEL AÑO LECTIVO ANTERIOR

28. INFORMACIÓN SOBRE LA SITUACIÓN ACADÉMICA DE LA POBLACIÓN ESCOLAR MATRICULADA EN EDUCACIÓN TRADICIONAL AL FINALIZAR EL AÑO LECTIVO ANTERIOR

55. En la siguiente matriz, registre la información sobre la situación académica, al finalizar el año lectivo anterior, de los estudiantes matriculados en educación tradicional: preescolar, básica primaria, básica secundaria y media.

Instrucciones de diligenciamiento: 1) Aprobados: registre la totalidad de alumnos que al finalizar el año lectivo anterior fueron promovidos al siguiente grado escolar; 2) Reprobados: registre la totalidad de alumnos que al finalizar el año lectivo no fueron promovidos al siguiente grado escolar; 3) En condición de deserción: registre la totalidad de alumnos que durante el año lectivo anterior abandonaron o se retiraron de la jornada, y no continuaron con su plan de estudios en la sede educativa; 4) transferidos/trasladados: registre la totalidad de alumnos que durante el año lectivo anterior se retiraron de la jornada, para trasladarse a otra jornada o a otra sede educativa del sector oficial o no oficial, y continuaron con su plan de estudios; 5) no incluya en el cuadro la información de los jóvenes en extraredad y adultos matriculados en esta jornada en el año lectivo anterior; 6) diligencie únicamente con cifras; 7) no utilice X y verifique los totales en filas y columnas.

Niveles educativos	Ciclos	Aprobados		Reprobados		En condición de deserción		Transferidos/ trasladados		Total	
		Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres
Preescolar	Prejardín										
	Jardín										
	Transición										
Básica Primaria	Total										
	1.º										
	2.º										
	3.º										
	4.º										
	5.º										
Básica Secundaria	Total										
	6.º										
	7.º										
	8.º										
	9.º										
	Total										
Media	10.º										
	11.º										
	12.º										
	13.º										
	Total										

MÓDULO VII. PROMOCIÓN ESCOLAR DEL AÑO LECTIVO ANTERIOR (conclusión)

29. INFORMACIÓN SOBRE LA SITUACIÓN DE LA POBLACIÓN ESCOLAR MATRICULADA EN CICLOS LECTIVOS INTEGRADOS (CLEI) AL FINALIZAR EL AÑO LECTIVO ANTERIOR

56. En la siguiente matriz, registre la información sobre la situación académica, al finalizar el año lectivo anterior, de los estudiantes matriculados en ciclos lectivos integrados: I, II, III, IV, V y VI.

(Instrucciones de diligenciamiento: 1) Aprobados: registre la totalidad de alumnos que al finalizar el año lectivo anterior fueron promovidos al siguiente grado escolar; 2) Reprobados: registre la totalidad de alumnos que al finalizar el año lectivo no fueron promovidos al siguiente grado escolar; 3) En condición de deserción: registre la totalidad de alumnos que durante el año lectivo anterior abandonaron o se retiraron de la jornada, y no continuaron con su plan de estudios en la sede educativa; 4) transferidos/trasladados: registre la totalidad de alumnos que durante el año lectivo anterior se retiraron de la jornada, para trasladarse a otra jornada o a otra sede educativa del sector oficial o no oficial, y continuaron con su plan de estudios; 5) diligencie únicamente con cifras; 6) no utilice X y verifique los totales en filas y columnas.

Ciclos	Aprobados		Reprobados		En condición de deserción		Transferidos/Trasladados		Total	
	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres
Ciclo I										
Ciclo II										
Total										
Ciclo III										
Ciclo IV										
Total										
Ciclo V										
Ciclo VI										
Total										

30. INFORMACIÓN SOBRE LA SITUACIÓN ACADÉMICA, AL FINALIZAR EL AÑO LECTIVO ANTERIOR, DE LOS ALUMNOS MATRICULADOS EN OTROS MODELOS EDUCATIVOS (DIFERENTES A EDUCACIÓN TRADICIONAL Y CLEI)

57. En la siguiente matriz, registre la información sobre la situación académica, al finalizar el año lectivo anterior, de los estudiantes matriculados en otros modelos educativos (no incluidos en educación tradicional y CLEI).

(Instrucciones de diligenciamiento: 1) Aprobados: registre la totalidad de alumnos que al finalizar el año lectivo anterior fueron promovidos al siguiente grado escolar; 2) Reprobados: registre la totalidad de alumnos que al finalizar el año lectivo no fueron promovidos al siguiente grado escolar; 3) En condición de deserción: registre la totalidad de alumnos que durante el año lectivo anterior abandonaron o se retiraron de la jornada, y no continuaron con su plan de estudios en la sede educativa; 4) transferidos/trasladados: registre la totalidad de alumnos que durante el año lectivo anterior se retiraron de la jornada, para trasladarse a otra jornada o a otra sede educativa del sector oficial o no oficial, y continuaron con su plan de estudios; 5) diligencie únicamente con cifras; 6) no utilice X y verifique los totales en filas y columnas.

Modelos educativos	Aprobados		Reprobados		En condición de deserción		Transferidos/Trasladados		Total	
	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres	Hombres	Mujeres
Escuela nueva										
Círculos de aprendizaje										
Postprimaria										
Escuela activa										
MEMA										
MEPET										
SAT										
SER										
CAFAM										
A crecer										
Grupos juveniles creativos										
Bachillerato Pasacajón										
Virtualidad asistida										
Telesecundaria										
Continuar en secundario										
Etnoeducación										
Translenguajes										
Total										

MEMA: Modelo de educación media con énfasis en aprendizajes productivos.
MEPET: Modelo de educación con profundización en educación para el trabajo.

MÓDULO VIII. INFORMACIÓN SOBRE TECNOLOGÍAS DE LA INFORMACIÓN Y LAS COMUNICACIONES

Instrucciones de diligenciamiento: 1) las preguntas sobre tecnologías de la información y comunicación se aplican a las sedes educativas del sector oficial y no oficial; 2) las preguntas se enfocan a determinar el uso y acceso de dispositivos electrónicos y a las tecnologías de la información y de las comunicaciones al servicio del ejercicio pedagógico y para el desarrollo de los programas curriculares.

31. INFRAESTRUCTURA Y CONECTIVIDAD

58. ¿La sede educativa cuenta con electricidad o con planta eléctrica?

☐ 1 Si → Continúe en el numeral 59 ☐ 2 No → Continúe en el numeral 61

59. ¿La sede educativa utiliza la televisión con fines educativos?

☐ 1 Si ☐ 2 No

60. ¿La sede educativa cuenta con línea telefónica?

☐ 1 Si ☐ 2 No → ¿Cuántas?

61. ¿La sede educativa usa receptor de radio con fines educativos?

☐ 1 Si ☐ 2 No

62. ¿La sede educativa dispone de conexión y acceso a Internet?

☐ 1 Si ☐ 2 No

63. En la sede educativa ¿existen equipos de cómputo (laptops/notebooks/tablets, computadores, etc.)?

Equipos de cómputo	Total en uso
Computadores de escritorio	
Computadores portátiles	
Tabletas	
Total	

☐ 1 Si → Continúe en el numeral 64

☐ 2 No

64. ¿En qué actividades son utilizados los equipos de cómputo? (Esta selección es única y excluyente)

- ☐ 1 Pedagógicas y para el desarrollo del programa curricular
☐ 2 Administrativas y pedagógicas
☐ 3 Exclusivamente administrativas

65. Los equipos de cómputo son utilizados por los estudiantes de:

- ☐ Preescolar ☐ Básica primaria (1.º a 5.º grado) ☐ Otros modelos educativos para jóvenes y adultos ☐ No son utilizados por los estudiantes (Pase al numeral 66)
☐ Media ☐ Básica secundaria (6.º hasta 9.º) ☐ C.E.I.

66. En la siguiente matriz registre la información sobre la frecuencia con la cual los estudiantes utilizan los equipos de cómputo.

Instrucciones de diligenciamiento: El registro de la frecuencia de uso debe estar en coherencia con la información reportada en la pregunta 65.

Frecuencia de uso de computadores por niveles de enseñanza						
Frecuencia de uso	Niveles de enseñanza					
	Preescolar	Básica primaria	Básica secundaria	Media	C.E.I.	Otros modelos educativos para jóvenes y adultos
Todos los días de la semana						
Al menos una vez a la semana pero no todos los días						
Al menos una vez al mes pero no cada semana						
Al menos una vez al mes pero no todos los meses del año						

67. ¿El acceso a los equipos de cómputo es exclusivo en horario de clase?

☐ 1 Si ☐ 2 No

68. ¿Los equipos de cómputo son utilizados por los docentes para fines educativos?

☐ 1 Si ☐ 2 No

69. Los equipos de cómputo se utilizan para enseñanza a través de:

- ☐ 1 Software pedagógico especializado ☐ 2 Consulta de contenido digital educativo

MÓDULO IX. INFORMACIÓN SOBRE INGRESOS, COSTOS Y GASTOS DE LA SEDE EDUCATIVA

Nota: La información solicitada en este módulo está dirigida únicamente a las sedes del sector no oficial

32. INGRESOS OPERACIONALES ANUALES POR LA PRESTACIÓN DEL SERVICIO EDUCATIVO

70. Registre la información correspondiente a los ingresos recibidos por la prestación del servicio de educación.

Instrucciones de diligenciamiento: 1) si la sede educativa no recibe ingresos por el rubro de matrícula y pensiones, entonces deberá diligenciar como mínimo el ítem 4; otros ingresos no incluidos anteriormente; 2) El valor de los ingresos no puede ser menor al valor de los costos y gastos reportados en el ítem 33 numeral 71.

Ingresos	Miles de pesos anuales
Total ingresos operacionales (1 + 3 + 4) - (2)	
Valor anual del servicio educativo (Suma 1.1 + 1.2 + 1.3 + 1.4 + 1.5 + 1.6)	
1. Ingresos por la matrícula y pensiones anuales	
1.1 Preescolar	
1.2 Básica primaria	
1.3 Básica secundaria	
1.4 Media	
1.5 CUEI	
1.6 Otros modelos o programas educativos ofrecidos	
2. Menos devoluciones y becas	
2.1 (-) Devoluciones	
2.2 (-) Becas	
3. Otros ingresos	
3.1 Ingresos por la prestación del servicio de restaurante	
3.2 Ingresos por prestación del servicio de transporte	
3.3 Ingresos por la venta de uniformes y otras confecciones	
4. Otros ingresos no incluidos anteriormente (Ingresos por publicaciones, certificados y constancias, donaciones y contribuciones de terceros, etc.)	

33. COSTOS Y GASTOS PARA LA PRESTACIÓN DEL SERVICIO EDUCATIVO

71. Registre costos y gastos ejecutados en la prestación del servicio educativo.

Costos y gastos en personal ocupado	Miles de pesos anuales
Gastos de personal (sumatoria de I + II + III + IV + V + VI)	
I. Gastos de personal docente (sumatoria de 1 + 2 + 3)	
1. Salarios pagados	
2. Prestaciones sociales	
3. Aportes sobre nómina + cotizaciones patronales	
II. Gastos de personal administrativo (sumatoria de 4 + 5 + 6)	
4. Salarios pagados	
5. Prestaciones sociales	
6. Aportes sobre nómina + cotizaciones patronales	
III. Gastos de personal de apoyo en aula (sumatoria de 7 + 8 + 9)	
7. Salarios pagados	
8. Prestaciones sociales	
9. Aportes sobre nómina + cotizaciones patronales	
IV. Gastos de personal de servicios generales (sumatoria de 10 + 11 + 12)	
10. Salarios pagados	
11. Prestaciones sociales	
12. Aportes sobre nómina + cotizaciones patronales	
V. Honorarios (sumatoria de 13 + 14)	
13. Honorarios (pagos realizados a docentes hora catedra y personal de apoyo en aula)	
14. Otros honorarios (servicios jurídicos, servicios técnicos, servicios administrativos, procesos legales, etc.)	
VI. Otros gastos de personal no incluidos anteriormente	
15. Otros gastos de personal no incluidos anteriormente	
Gastos generales (sumatoria de 1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10 + 11 + 12 + 13 + 14 + 15)	
1. Arrendamientos (terrenos, edificios, equipo, vehículos, etc.)	
2. Mantenimiento y reparación (infraestructura, mobiliario y equipo, vehículos, etc.)	
3. Servicios prestados por terceros	
4. Servicios públicos (acueducto, alcantarillado, agua y gas)	
5. Seguros	
6. Material pedagógico (suministros didácticos, actividades recreativas, etc.)	
7. Vigilancia y aseo	
8. Publicidad y propaganda	
9. Energía eléctrica	
10. Comunicaciones (correo, teléfono, fax, buzón, celular, radioteléfono, Internet, etc.)	
11. Costos de insumos y materiales utilizados en la prestación del servicio de transporte	
12. Costos de insumos y materiales utilizados en la prestación del servicio de restaurante	
13. Costos de insumos y materiales utilizados en la prestación del servicio educativo	
14. Costos de las materias primas y confección de uniformes y otras prendas vendidas	
15. Otros costos y gastos generales no incluidos anteriormente	

34. TARIFA ANUAL POR GRADOS ESCOLARES O CICLOS ACADÉMICOS OFRECIDOS POR LA SEDE EDUCATIVA

72. La información sobre tarifas: 1) incluye el costo de la matrícula más el valor de las pensiones cobradas durante el año académico; 2) no incluye dentro de la tarifa los cobros por servicio de transporte, restaurante, etc.

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Para el rector o director de la sede educativa (nombrado o encargado)	Para el funcionario de la Secretaría de Educación	Para el funcionario de la Secretaría de Educación Departamental/Distrital/Municipal Certificada																		
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Correo electrónico del rector: _____

Nombre del representante legal: _____

Correo electrónico del representante legal: _____

Persona que diligencia: _____ Teléfono: _____

Correo electrónico de la persona que diligencia: _____

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