

# English as an Additional Language in Victorian government schools 2015



# Introduction

This report provides information about English as an Additional Language (EAL) students and programs in Victorian government schools in 2015.

This report is based on:

- **the August School Census**

The Department of Education and Training conducts a schools' census in August each year. This census provides detailed information about students from language backgrounds other than English who are enrolled in government schools in Victoria. The allocation of EAL Index funding for the following year is based on this census.

- **the EAL section of the Supplementary Census**

The Department of Education and Training conducts an annual mid-year supplementary school data collection in August. The EAL section seeks information from all schools in receipt of EAL Index funding and provides a profile of EAL learners and the types of EAL programs in government schools.

- **CASES21**

CASES21 is the software component of CASES (Computerised Administrative System Environment in Schools) which is the package provided to Victorian government schools to support school administration, finance and central reporting.

Victorian government school EAL programs are provided to eligible students for up to five years after their first enrolment in an Australian school. Students who are newly arrived are eligible for support through the New Arrivals Program which provides intensive, specialist support for English language learning in the first twelve to eighteen months in Australia. Students transition from the New Arrivals Program to a mainstream school where they are supported by programs funded by EAL Index funding.

**Part 1** provides information about EAL provision and programs for newly arrived EAL students.

**Part 2** provides information about EAL provision and programs for students in mainstream schools.

This report was published in July 2016.

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# Acronyms and abbreviations

CASES21	Computerised Administrative System Environment in Schools
EAL	English as an Additional Language
ELS	English Language School
ELC	English Language Centre
LBOTE	Language Background Other Than English
nec	Not elsewhere classified
NEV	North-Eastern Victoria Region
nfd	Not further defined
NWV	North-Western Victoria Region
SAR	Special Administrative Region
SEV	South-Eastern Victoria Region
SWV	South-Western Victoria Region
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VSL	Victorian School of Languages

## Part 1: Provision for newly arrived EAL students

In Victoria, the New Arrivals Program provides intensive English language instruction to newly arrived EAL learners eligible to enrol in government schools as non-fee-paying students.

The New Arrivals Program aims to improve the educational opportunities and outcomes of newly arrived students from language backgrounds other than English by developing their English language competence and facilitating their transition to participation in mainstream education.

### Models of provision

In 2015, the New Arrivals Program operated through four English language schools, one in each region in a metropolitan location, four secondary English language centres in metropolitan locations, and three regional centres, in Geelong, Mildura and Shepparton.

English language schools and centres also operated outpost programs or provided visiting teachers to schools which had high concentrations of newly arrived students who could not access an English language school or centre.

In non-metropolitan areas, schools with small numbers of EAL students formed clusters to employ an EAL specialist to support teachers across the cluster to provide more effectively for their EAL students. Support was also provided to isolated students in rural or regional areas where there was no access to an intensive program, through the Isolated EAL Student Support Program.

In 2015, the 'EAL online pilot' program from 2014 was expanded and further piloted across Victoria. This program delivered EAL instruction to newly arrived students in non-metropolitan areas, using video-conferencing and other technologies to connect them with a teacher in Melbourne.

### Summary data

In the period from 1 January to 31 December 2015, Victorian government schools enrolled 6,105 newly arrived EAL learners. Table 1 below shows the regions in which they enrolled. The figures in the table below total to 6,254 because students moved from one region to another during 2015.

**Table 1: EAL new arrivals by region, government schools, Victoria 2015**

Region	Number of new arrivals
North-Western Victoria	1,601
North-Eastern Victoria	1,301
South-Eastern Victoria	1,793
South-Western Victoria	1,559

# Language backgrounds

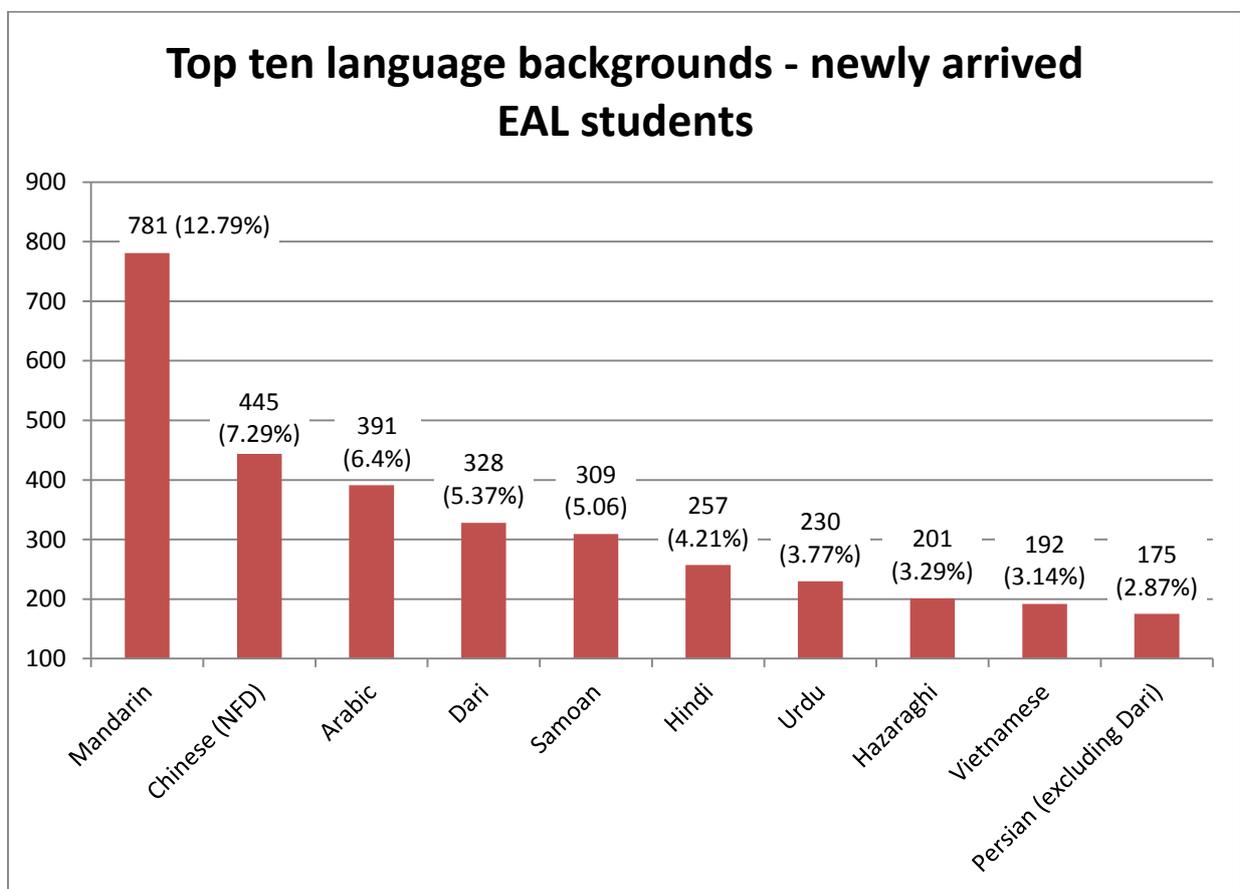
The 6,105 newly arrived EAL students who enrolled in Victorian government schools in 2015 came from 128 language backgrounds.

More than half of these students came from one of nine language backgrounds: Mandarin, Chinese (not further defined), Arabic, Dari, Samoan, Hindi, Urdu, Hazaraghi and Vietnamese.

Figure 1 below shows the number of speakers, and the percentage of all new arrivals of the top ten languages spoken by newly arrived students in Victoria in 2015.

See Appendix 1 for details of all 128 languages, including distribution across the four regions.

**Figure 1: Language backgrounds of newly arrived EAL students, government schools, Victoria 2015**



Source: CASES21 2015

## Countries of birth

The countries of birth of newly arrived EAL students vary from year to year and reflect world events and Commonwealth immigration policy.

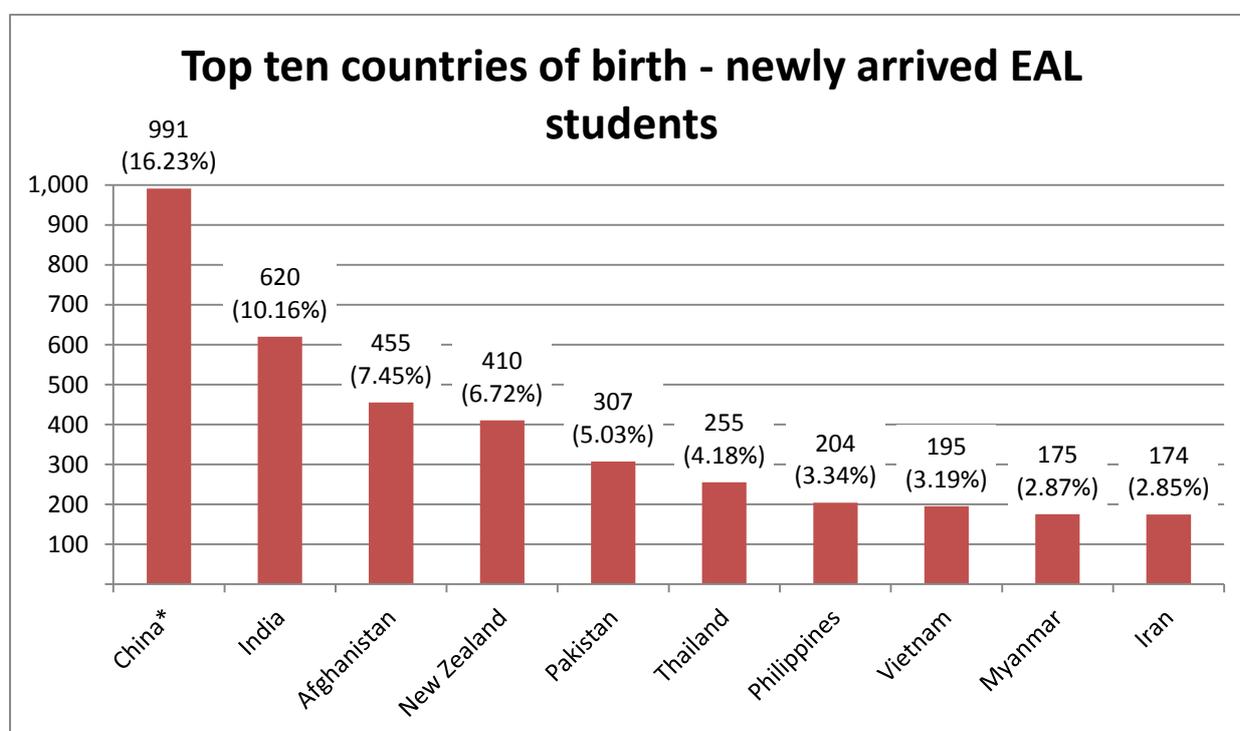
The 6,105 newly arrived EAL students who enrolled in Victorian government schools in 2015 were born in 134 countries.

More than a quarter of these students were born in China or India.

Figure 2 below shows the number and the percentage of all new arrivals for the top ten countries of birth of newly arrived students in Victoria in 2015.

See Appendix 2 for details of all 134 countries of birth, including distribution across the four regions.

**Figure 2: Countries of birth of newly arrived EAL students, government schools, Victoria 2015**



Source: CASES21 2015

\* excludes Special Administrative Regions and Taiwan

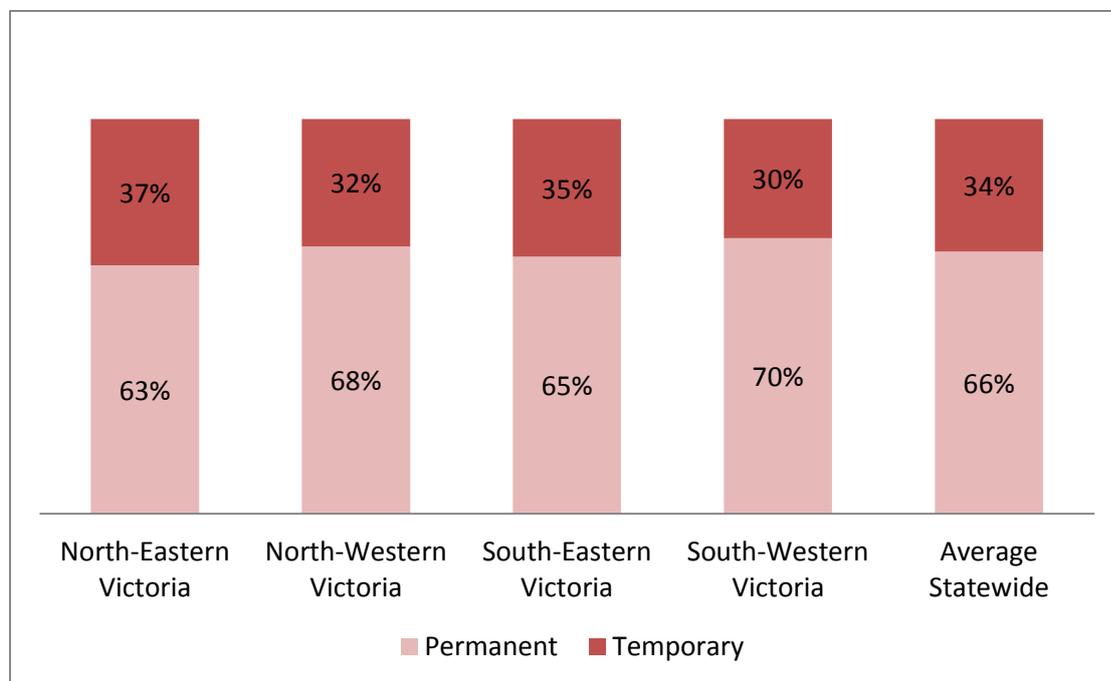
## Student residency status

Students eligible for EAL services in Victorian government schools include both permanent and temporary residents of Australia. Students may have arrived under the Australian Government's Migration Program or Humanitarian Program, have been born in Australia or be seeking Australia's protection.

In Victorian government schools, approximately 66 per cent of newly arrived students in 2015 were permanent residents. As residential status changes from temporary to permanent for some students, the percentage fluctuates within a year.

Figure 3 below shows the percentage and distribution of students by residency status across the four regions and includes a statewide average.

**Figure 3: Residency status of newly arrived EAL students, government schools, Victoria 2015**



Source: CASES21 2015

## Learning EAL online

In 2014, the Department entered into a partnership with the Victorian School of Languages (VSL) and the Western English Language School to pilot and evaluate a video-conferencing EAL new arrivals program for geographically isolated EAL learners who were not able to access a program through an English language school or centre, or regional program, or through the Isolated EAL Student Support Program.

Eleven students in the South Western Victoria Region participated in the 2014 'EAL online pilot' program, which was taught by a qualified EAL teacher from Western English Language School and a distance education VSL EAL specialist teacher using technology.

In 2015, the pilot program was expanded to include students from all regions, and to gather further knowledge and data about student outcomes. Five students from 2014 continued and exited the program at the end of Term 1 2015. Thirteen new students participated in the 2015 program.

## Provision across program types

Table 2 below shows the numbers and distribution of newly arrived students across the types of new arrival programs and regions in 2015. Students spend between six and twelve months in a new arrivals program. New arrivals not accessing one of the programs below were enrolled in mainstream schools, including schools in regional cities that host English language centres.

**Table 2: Students in EAL new arrival programs, government schools, Victoria 2015**

Program type	NWV P	NWV S	NEV P	NEV S	SEV P	SEV S	SWV P	SWV S	Total
Metropolitan English Language Schools and Centres	181	374	328	307	662	593	264	314	3,023
Regional English Language Programs	41	28	62	35	0	0	112	55	333
Outpost programs	102	0	0	0	193	0	224	0	519
Visiting programs	36	0	75	0	0	0	33	0	144
Isolated EAL Student Support program	3	1	2	0	3	0	7	0	16
EAL online pilot	4	0	1	0	1	0	8	4	18

P= Primary student  
S= Secondary student

Source: CASES21 2015

## Part 2: Provision for EAL students in mainstream schools

Data from the 2014 August school census was used to determine funding for EAL programs in mainstream schools (EAL Index funding) for the 2015 school year, on the basis of the number of students who:

- came from a language background other than English
- spoke a language other than English at home as their main language
- had been enrolled in an Australian school for less than five years
- attracted Student Resource Package funding.

In the 2014 August school census, 27 per cent of all students (153,227) were identified as being from a Language Background Other Than English (LBOTE). Of these students, 54,651 met the criteria to receive EAL Index funding in a mainstream school.

In 2015, 515 eligible mainstream schools were provided with EAL Index funding to provide an EAL program. Contingency funding was also allocated to 7 primary schools, 6 secondary schools, one P-9 school and one P-12 school to provide support for EAL students who had enrolled after the August 2014 census.

Table 3 below shows the number of students in each region who were eligible for EAL funding by year level. Approximately 84 per cent of eligible students were in the primary year levels, from Prep to Year 6.

**Table 3: Students eligible for EAL funding in mainstream government schools, by year level and region, Victoria 2015**

Year	NWV	NEV	SEV	SWV	Total
Prep	2,230	1,852	2,565	2,588	9,235
Year 1	2,019	1,835	2,586	2,399	8,839
Year 2	2,005	1,639	2,450	2,389	8,483
Year 3	1,945	1,600	2,293	2,225	8,063
Year 4	1,712	1,554	2,015	2,033	7,314
Year 5	432	485	525	529	1,971
Year 6	364	492	438	512	1,806
Year 7	279	401	333	371	1,384
Year 8	295	414	354	407	1,470
Year 9	284	432	399	447	1,562

Year	NWV	NEV	SEV	SWV	Total
Year 10	315	487	473	496	1,771
Year 11	307	457	421	489	1,674
Year 12	175	337	304	263	1,079
Total	12,362	11,985	15,156	15,148	54,651

Source: August School Census 2014

## Program types

Mainstream schools provide support to EAL students through a number of different types of programs, including:

- timetabled EAL classes taught by specialist EAL teachers
- in-class support (support for a small group of students or single student in a mainstream class provided by a specialist EAL teacher)
- withdrawal from a class, in a small group (support provided for either English language learning or curriculum-related content by a specialist EAL teacher)
- withdrawal from class, one on one support from a teacher
- team teaching (a classroom teacher or subject specialist teacher and an EAL specialist teacher teaching a curriculum area together).

In 2015, 513 schools reported on the provision of programs to cater for the needs of primary and secondary students. The most common form of provision for primary students was withdrawal from class, small group support. The most common form of provision for secondary students was through timetabled EAL classes taught by specialist EAL teachers. Many schools provided more than one form of provision, tailored to meet the needs of students according to year level or English language learning need.

Table 4 below shows the types of programs provided in mainstream schools in 2015.

**Table 4: EAL program types, government schools, Victoria, 2015**

Year levels	Timetabled EAL class	In class support	Withdrawal from class, small group	Withdrawal from class, 1:1	Team teaching	Other	Total
Primary	139	194	238	139	104	74	888
Secondary	112	65	40	21	21	12	271
Total	251	259	278	160	125	86	1,159

Source: Mid-Year School Supplementary Census 2015

## EAL student assessment

The English as an Additional Language (EAL) Companion to AusVELS provides a set of standards and a framework for assessing student achievement and developing effective learning programs for students in Victorian schools who are learning English as an Additional Language.

The English language learning progress of EAL students should be assessed against the EAL standards. Table 5 below shows the number of schools that assessed students against the EAL standards and Table 6 shows the number of students assessed against the EAL standards.

**Table 5: Government schools that assessed EAL students against the EAL standards, Victoria 2015**

School type	NWV	NEV	SEV	SWV	Total
Primary	87	99	102	85	373
Primary/Secondary Combined	8	1	4	14	27
Secondary	25	32	28	27	112
<b>Total</b>	<b>120</b>	<b>132</b>	<b>134</b>	<b>126</b>	<b>512</b>

Source: Mid-Year School Supplementary Census 2015

**Table 6: Students assessed against the EAL standards, government schools, Victoria 2015**

School type	NWV	NEV	SEV	SWV	Total
Primary	3,199	2,617	4,139	2,906	12,861
Primary/Secondary Combined	437	19	250	1,576	2,282
Secondary	975	1,999	1,753	1,512	6,239
<b>Total</b>	<b>4,611</b>	<b>4,635</b>	<b>6,142</b>	<b>5,994</b>	<b>21,382</b>

Source: Mid-Year School Supplementary Census 2015

## Victorian Certificate of Education EAL Units 3-4

The satisfactory completion of an English study is a compulsory requirement for achieving the Victorian Certificate of Education (VCE). EAL students who are unfamiliar with the English language because they are from language backgrounds other than English or are hearing-impaired may have access to enrolment in VCE EAL. This provision is also available for Aboriginal and Torres Strait Islander students whose first language is not English and who meet the eligibility criteria. Table 7 below provides the numbers of students who enrolled in VCE EAL Units 3 and 4 in 2015, as a percentage of the whole English group. Table 8 provides historical enrolments in VCE EAL Units 3 and 4 from 2009 to 2015.

**Table 7: Students enrolled in VCE EAL Units 3 and 4 sequence as compared to all students enrolled in English by region, government schools, Victoria 2015**

Region	EAL	English group	Percentage in EAL
NWV	310	9,870	3.1%
NEV	673	13,547	5.0%
SEV	442	13,316	3.3%
SWV	433	12,949	3.3%
*Off-shore providers	497	502	99.0%
Total	2,355	50,184	4.7%

**Table 8: Students enrolled in VCE EAL Units 3 and 4 by region, between 2009 and 2015**

Region	2009	2010	2011	2012	2013	2014	2015
NWV	222	264	247	283	269	269	310
NEV	559	527	645	637	653	641	673
SEV	433	441	478	460	492	499	442
SWV	406	363	387	430	352	403	433
*Off-shore providers	287	299	409	364	355	413	497
Total	1,907	1,894	2,166	2,174	2,121	2,225	2,355

Source: VCAA 2015

Excludes full-fee paying overseas students

\*off-shore providers refers to other countries that provide VCE EAL

## Appendix 1: Newly arrived EAL students by language and region, government schools, Victoria 2015

Language	NEV	NWV	SEV	SWV	Victoria
African Languages (NFD)	0	0	0	13	13
African Languages, nec	1	1	0	1	3
Afrikaans	4	4	8	11	27
Akan	0	4	1	0	5
Albanian	0	1	0	0	1
Amharic	2	6	7	24	38
Arabic	43	231	55	69	391
Armenian	0	1	0	0	1
Assyrian Neo-Aramaic	0	73	0	5	78
Australian Indigenous Languages (NFD)	0	0	2	0	2
Bari	0	0	0	1	1
Bengali	5	8	13	23	47
Bisaya	2	3	1	4	10
Bislama	0	0	2	0	2
Bosnian	0	0	0	1	1
Bulgarian	2	0	3	1	6
Burmese	8	9	44	13	74
Burmese and Related Languages (NFD)	1	0	0	28	29
Burmese and Related Languages, nec	45	0	0	35	80
Cantonese	75	13	16	12	114
Cebuano	2	1	3	2	8
Chaldean Neo-Aramaic	0	7	0	0	7
Chin Haka	47	0	0	15	62
Chinese (NFD)	270	36	78	63	445
Chinese, nec	3	0	1	0	4
Croatian	0	0	3	2	5
Dan (Gio-Dan)	0	0	0	1	1
Danish	2	1	0	2	5
Dari	15	29	243	42	328
Dhivehi	0	2	0	0	2
Dinka	4	0	8	58	64
Dutch	4	2	3	0	9
Fijian	0	3	0	1	4
Filipino	9	20	42	36	107

Language	NEV	NWV	SEV	SWV	Victoria
Finnish	0	2	8	1	11
French	16	6	54	5	76
German	4	6	24	4	37
German and Related Languages (NFD)	0	0	1	0	1
Greek	26	21	23	12	81
Gujarati	18	7	12	10	47
Hakka	12	0	1	3	16
Harari	0	0	3	1	4
Hausa	0	0	0	1	1
Hazaraghi	32	23	115	31	201
Hebrew	2	2	16	0	20
Hindi	67	42	70	80	257
Hungarian	0	0	1	0	1
Icelandic	0	1	0	0	1
Igbo	0	1	0	0	1
Ilokano	0	0	1	0	1
Indo-Aryan (NFD)	2	3	3	4	11
Indonesian	27	19	7	14	66
Irish	1	0	0	0	1
Italian	7	19	10	3	39
Japanese	8	3	29	1	41
Kannada	5	2	7	11	25
Karen	15	29	8	85	137
Khmer	15	3	78	3	96
Kikuyu	0	1	0	0	1
Kirundi (Rundi)	0	4	0	1	5
Konkani	1	0	1	2	4
Korean	31	9	13	15	64
Krio	0	1	1	0	2
Loma (Lorma)	0	4	0	0	4
Luganda	0	1	1	0	2
Macedonian	2	8	0	2	12
Madarrpa	1	0	0	0	1
Malay	11	10	7	10	38
Malayalam	20	9	19	17	65
Maltese	0	1	0	1	2
Mandaean (Mandaic)	0	1	0	0	1

Language	NEV	NWV	SEV	SWV	Victoria
Mandarin	470	109	167	62	781
Maori (Cook Island)	0	3	6	3	12
Maori (New Zealand)	1	0	4	2	7
Marathi	11	5	10	4	30
Mauritian Creole	0	1	0	0	1
Min Nan	0	0	1	0	1
Mongolian	0	3	2	2	7
Nauruan	0	0	1	2	3
Nepali	4	14	6	3	25
Norwegian	0	4	3	2	9
Nuer	0	0	9	5	14
Oceanian Pidgins and Creoles, nec	2	0	0	3	5
Oromo	0	20	7	20	44
Other Languages (NFD)	0	2	0	0	2
Other Southern Asian Languages	1	1	0	2	4
Papua New Guinea Languages (NFD)	0	0	3	1	4
Pashto	8	8	23	8	47
Persian (excluding Dari)	64	28	42	44	175
Polish	3	1	6	3	13
Portuguese	1	5	7	4	17
Punjabi	22	32	25	51	127
Rohingya	0	0	1	1	1
Romanian	1	1	7	2	11
Russian	11	4	31	8	53
Samoan	20	63	90	139	309
Serbian	0	1	6	4	11
Shona	2	6	1	3	12
Sindhi	0	2	0	1	3
Sinhalese	40	18	63	16	135
Slovak	0	0	2	0	2
Slovene	0	3	0	0	3
Solomon Islands Pijin	0	0	0	3	3
Somali	0	26	5	39	70
Southeast Asian Austronesian Languages (NFD)	1	3	1	0	5
Southern Asian Languages (NFD)	1	2	2	0	5
Southwest And Central Asian Languages (NFD)	0	2	0	0	2
Spanish	9	10	14	12	44

Language	NEV	NWV	SEV	SWV	Victoria
Swahili	15	3	2	14	34
Swedish	3	8	8	3	20
Tagalog	16	10	33	40	99
Tamil	23	28	32	27	110
Telugu	6	11	24	36	76
Tetum	0	6	0	1	7
Thai	10	23	24	19	74
Tibetan	0	0	2	0	2
Tigrinya	0	3	3	26	31
Tok Pisin	0	2	2	1	5
Tongan	1	8	9	35	53
Tulu	0	0	2	0	2
Turkish	1	10	6	0	17
Ukrainian	2	1	0	0	3
Unknown Language	4	5	0	3	12
Urdu	41	97	47	52	230
Uygur	0	0	0	1	1
Vietnamese	26	36	47	90	192
Wu	0	3	0	0	3
Yoruba	1	0	1	3	5

Source: CASES21 2015

## Appendix 2: Newly arrived EAL students by country of birth and region, government schools, Victoria 2015

Country of birth	NEV	NWV	SEV	SWV	Victoria
Afghanistan	30	48	311	67	455
Albania	0	1	0	1	1
Algeria	0	1	0	0	1
Argentina	3	0	4	6	13
Austria	0	1	1	0	2
Bahrain	3	0	0	2	5
Bangladesh	4	6	8	17	34
Belgium	1	1	4	0	6
Bhutan	1	1	0	2	4
Bosnia and Herzegovina	0	0	0	1	1
Brazil	1	4	2	2	9
Bulgaria	2	0	3	1	6
Burundi	0	2	0	3	5
Cambodia	15	3	70	1	86
Cameroon	0	1	0	0	1
Canada	0	1	5	1	7
Chad	0	0	0	3	3
Chile	2	1	2	0	4
China (excludes SARs and Taiwan)	586	135	219	108	991
Chinese Asia (includes Mongolia) (NFD)	2	0	1	1	4
Colombia	1	0	2	2	5
Congo, Democratic Republic of	13	3	0	1	17
Congo, Republic of	1	0	0	0	1
Cook Islands	0	3	3	2	8
Cote d'Ivoire	0	0	0	1	1
Croatia	0	0	4	2	6
Curacao	1	0	0	0	1
Czech Republic	0	0	1	0	1
Denmark	2	1	0	6	9
Djibouti	0	0	1	0	1
Ecuador	0	1	0	0	1
Egypt	8	12	9	8	37
El Salvador	0	0	1	1	2

Country of birth	NEV	NWV	SEV	SWV	Victoria
England	2	2	2	7	13
Eritrea	0	8	2	8	17
Ethiopia	2	26	14	59	97
Fiji	1	9	3	3	16
Finland	1	2	8	1	12
Former Yugoslav Republic of Macedonia (FYROM)	2	9	0	2	13
France	6	4	43	0	52
Gaza Strip and West Bank	0	0	1	0	1
Georgia	2	0	0	0	2
Germany	5	4	19	1	28
Ghana	0	4	1	0	5
Greece	24	21	23	12	79
Guatemala	0	2	0	0	2
Guinea	0	2	0	0	2
Hong Kong (SAR of China)	74	6	7	7	92
Hungary	0	0	1	0	1
Iceland	0	1	0	0	1
India	145	100	177	206	620
Indonesia	27	22	8	14	68
Iran	64	31	46	36	174
Iraq	14	111	10	28	161
Ireland	4	5	2	5	16
Israel	2	1	23	1	27
Italy	8	19	12	2	41
Japan	11	4	19	2	36
Jordan	0	4	2	2	8
Kenya	5	4	3	34	45
Korea, Democratic People's Republic of (North)	0	2	1	0	3
Korea, Republic of (South)	27	8	11	14	56
Kuwait	1	5	3	2	11
Latvia	0	0	0	1	1
Lebanon	3	22	7	10	42
Liberia	0	2	0	0	2
Libya	0	5	0	0	5
Macau (SAR of China)	1	0	1	0	2

Country of birth	NEV	NWV	SEV	SWV	Victoria
Malaysia	63	22	23	21	127
Maldives	0	2	3	0	5
Malta	0	2	0	1	3
Mauritius	3	4	2	3	11
Mexico	0	3	0	1	4
Middle East (NFD)	0	1	0	0	1
Moldova	0	0	1	0	1
Mongolia	0	3	2	2	7
Montenegro	0	0	1	0	1
Myanmar, The Republic of the Union of	94	9	10	65	175
Nauru	0	0	1	2	3
Nepal	4	14	6	3	25
Netherlands	3	3	1	0	7
New Caledonia	0	0	1	0	1
New Zealand	30	108	104	171	410
Nigeria	1	1	1	6	9
Norway	0	4	3	1	8
Oman	1	5	0	2	8
Pakistan	52	91	114	59	307
Palau	0	1	0	0	1
Papua New Guinea	5	5	5	2	15
Peru	0	0	0	1	1
Philippines	29	33	66	76	204
Poland	3	1	6	2	12
Portugal	0	1	3	1	5
Qatar	3	1	1	1	6
Romania	1	0	5	2	8
Russian Federation	9	4	18	5	35
Samoa	13	20	40	46	118
Saudi Arabia	7	27	9	14	54
Serbia	0	1	3	4	8
Sierra Leone	0	0	1	0	1
Singapore	14	6	5	5	30
Slovakia	0	0	2	0	2
Slovenia	0	2	0	0	2
Solomon Islands	0	0	0	3	3
Somalia	0	20	5	17	42

Country of birth	NEV	NWV	SEV	SWV	Victoria
South Africa	4	8	8	13	33
South Sudan	2	0	10	29	41
Southern Asia (NFD)	2	0	2	1	5
Spain	3	1	6	2	12
Sri Lanka	41	21	72	17	149
Sudan	1	7	13	22	42
Swaziland	0	0	0	1	1
Sweden	5	9	9	3	24
Switzerland	3	1	9	4	14
Syria	3	68	3	8	82
Taiwan	18	0	1	1	20
Tanzania	0	3	0	1	4
Thailand	26	48	57	126	255
Timor-Leste	0	5	0	1	6
Tonga	0	1	3	5	9
Turkey	0	8	6	0	14
Uganda	1	1	0	7	9
Ukraine	2	1	6	0	8
United Arab Emirates	13	10	9	9	41
United Kingdom, Channel Islands and Isle of Man (N	11	3	6	11	31
United States of America	6	7	7	10	30
Unknown Country	0	1	0	0	1
Uruguay	0	1	0	0	1
Vanuatu	0	0	2	2	4
Venezuela, Bolivarian Republic of	1	0	0	0	1
Vietnam	26	37	48	91	195
Yemen	1	1	0	0	2
Zambia	0	0	0	4	4
Zimbabwe	0	2	1	2	5

Source: CASES21 2015