

Statistical tables¹

Introduction

The most recent data on pupils, students, teachers and education expenditure presented in these statistical tables are the reference school and financial years ending in 2012.² They are based on survey results reported to and processed by the UNESCO Institute for Statistics (UIS) before the end of March 2014. Data received and processed after that date are published on the UIS website and will be used in the 2016 Global Education Monitoring Report. A small number of countries³ submitted data for the school year ending in 2013, which are presented in bold in the statistical tables.

These statistics refer to all formal schools, both public and private, by level of education. They are supplemented by demographic and economic statistics collected or produced by other international organizations, including the Joint United Nations Programme on HIV/AIDS (UNAIDS), the Organisation for Economic Co-operation and Development (OECD), the United Nations Children's Fund (UNICEF), the United Nations Population Division, the World Bank and the World Health Organization (WHO).

The statistical tables list a total of 207 countries and territories. Most of them report their data to the UIS using standard questionnaires issued by the institute. Education data are collected for some countries in two other ways: by the UIS via surveys carried out with support from the World Education Indicators (WEI) programme, or jointly by the UIS, the OECD and the Statistical Office of the European Union (Eurostat) through the UIS/OECD/Eurostat (UOE) questionnaires. These countries are indicated with symbols in the section below on composition of regions and other country groups.

¹ A full set of statistics and indicators related to this introduction is found in Excel tables on the *EFA Global Monitoring Report* website at www.efareport.unesco.org

² This means 2011/12 for countries with a school year that overlaps two calendar years, and 2012 for those with a calendar school year. The most recent reference year for education finance for WEI and UOE countries is the year ending in 2011.

³ Brunei Darussalam, Djibouti, Ghana, Kazakhstan, Morocco, Nepal, Palau, Rwanda, Sao Tome and Principe, Saudi Arabia, Singapore and Thailand.

Population

The indicators on school access and participation in the statistical tables are based on the 2012 revision of population estimates produced by the United Nations Population Division. Because of possible differences between national population estimates and those of the United Nations, these indicators may differ from those published by individual countries or by other organizations.⁴ The Population Division does not provide data by single years of age for countries with a total population of less than 50,000. Where no Population Division estimates existed, national population figures, when available, or UIS estimates were used to calculate enrolment ratios.

ISCED classification

Education data reported to the UIS since 1998 conform to the 1997 revision of the International Standard Classification of Education (ISCED-97). Data for the school year ending in 1991, presented in statistical tables 12 and 13 (website), were collected according to the previous version of the classification, ISCED-76. Where possible, the UIS has adjusted these data to comply with ISCED-97 and to improve comparisons over time for years after 1997. ISCED is used to harmonize data and introduce better international comparability across national education systems. Countries may have their own definitions of education levels that do not correspond to ISCED. Therefore, some differences between nationally and internationally reported education statistics may be due to two factors: the use of nationally defined education levels rather than the ISCED standard, and the population issue raised above.

Adult participation in education

ISCED does not classify education programmes by participants' age. For example, any programme with content equivalent to primary education, or ISCED 1, may be classed as such even if provided to adults. UIS guidance for its regular annual education survey, on the other hand, asks countries to exclude 'data on programmes designed for people beyond regular school age'. Guidance for the UOE and WEI questionnaires until 2005 stated that 'activities classified as "continuing", "adult" or "non-formal" education should be included' if they 'involve studies with subject content similar to regular educational programmes' or if 'the underlying programmes lead to similar potential qualifications' as the regular programmes. Since 2005, however, UIS has requested countries involved in the UOE and WEI survey to report data for such programmes separately so they can be excluded when calculating internationally comparable indicators. Despite this, annual survey data from some countries may still include students, or participants, who are substantially above the official age for basic education.

Literacy data

UNESCO has long defined literacy as the ability to read and write, with understanding, a short simple statement related to one's daily life. However, a parallel definition arose with the introduction in 1978 of the notion of functional literacy, which emphasizes the use of literacy skills. That year the UNESCO General

⁴ Where obvious inconsistencies exist between enrolment reported by countries and the United Nations population data, the UIS may decide not to calculate or publish enrolment ratios. This is the case for Andorra, Brazil, Ethiopia, Kuwait and Singapore, where enrolment ratios at all levels of education are not published for one or both of the reference school years, and for Albania, Armenia, Bahrain, Bosnia Herzegovina, Cayman Islands, Jamaica, Macao (China), Malaysia, Maldives, Qatar, and the United Arab Emirates, where publication of enrolment ratios at some levels of education is suspended.

Conference approved the definition of functionally literacy as being able to engage in all activities in which literacy is required for the effective functioning of a person's group and community and which also enables them to continue to use reading, writing and calculation for their own and the community's development.

In many cases, the literacy statistics in the corresponding table rely on the first definition. They are mainly based on data sources that use self or third party declaration methods in which respondents are asked whether they and the members of their household are literate, as opposed to being asked a more comprehensive question or to demonstrate literacy skills.⁵ Some countries assume that persons who complete a certain level of education are literate.⁶ As definitions and methodologies used for data collection differ by country, data need to be used with caution.

Literacy data in this report cover adults aged 15 years and over as well as youth aged 15 to 24 and refer to three periods, 1985–1994, 1995–2004 and 2005–2012. They include national observed data from censuses and household surveys, indicated with an asterisk (*), and UIS estimates for 1994, 2004 and 2012, based on the most recent national observed data and produced using the Global Age-specific Literacy Projections Model (GALP).⁷ The reference years and literacy definitions for each country are presented in the table of metadata for literacy statistics posted on the *EFA Global Monitoring Report* website.

In many countries, interest in assessing the literacy skills of the population is growing. In response, the UIS has developed a methodology and data collection instrument called the Literacy Assessment and Monitoring Programme (LAMP). Following the example of the International Adult Literacy Survey (IALS), LAMP is based on assessment of actual and functional literacy skills. It aims to provide higher quality literacy data based on the concept of a continuum of literacy skills rather than the common dichotomy of literate vs illiterate.

Estimates and missing data

Both observed and estimated education data are presented throughout the statistical tables. When data are not reported to the UIS using the standard questionnaires, estimates are often necessary. Wherever possible, the UIS encourages countries to make their own estimates, which are presented as national estimates and marked with one asterisk (*). Where this does not happen, the UIS may make its own estimates based on available supplementary information. These are marked with two asterisks (**). Gaps in the tables may also arise where data submitted by a country are found to be inconsistent. The UIS makes every attempt to resolve such problems with the countries concerned, but reserves the final decision to omit problematic data. To fill the gaps in the statistical tables, data for earlier or more recent school years are included when information for the school years ending in 1999 and 2012 is not available. Such cases are indicated by a footnote.

⁵ In the new data released by the UIS, some literacy rates are based on direct tests rather than individuals' declarations. This is the case in Benin, Central African Republic, Congo, Côte d'Ivoire, the Democratic Republic of the Congo, Egypt, Ethiopia, Gabon, Guyana, Haiti, Jordan, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mauritania, Namibia, Nepal, Niger, Nigeria, Rwanda, Sao Tome and Principe, the United Republic of Tanzania, Zambia and Zimbabwe. The use of measures based on direct tests largely explains the observed decline in literacy rates for some years in many of these countries. Care should therefore be taken when analysing trends over time and when interpreting these results.

⁶ For reliability and consistency, the UIS does not publish literacy data based on educational attainment proxies. Only data reported by countries based on self or household declaration are included in the statistical tables. However, in the absence of such data, educational attainment proxies for some countries, particularly developed ones, are used to compute regional weighted averages and the EFA Development Index.

⁷ For a description of the GALP methodology, see UNESCO (2005) and UIS (2006).

Regional and other country grouping averages

Regional figures for literacy rates, gross and adjusted net intake rates, gross, net and adjusted net enrolment ratios, school life expectancy and pupil/teacher ratios are weighted averages, taking into account the relative size of the relevant population of each country in each region. The figures for countries with larger populations thus have a proportionately greater influence on the regional aggregates. The averages are derived from both published data and imputed values for countries for which no recent or reliable and publishable data are available. Weighted averages marked with two asterisks (**) in the tables are UIS partial imputations due to incomplete country coverage (between 33% and 60% of the population of a given region or country grouping). Where insufficient reliable data are available to produce an overall weighted mean, a median figure is calculated based only on countries with available data.

Capped figures

Some indicators should theoretically not exceed 100% – for example, net intake rates and net enrolment ratios – but may do so because of inconsistency of data. In these cases, the total male and female values of the given indicator are recalculated and lowered using a capping factor, so that the gender parity index of the new set of values remains the same as for the uncapped values. The theoretical maximum value is determined from the raw data used to calculate the family of related indicators to which a given indicator belongs.

For instance, net enrolment ratios in primary education are capped using a factor that takes into account the male and female primary school age populations and the enrolment of primary school age boys and girls in pre-primary, primary and secondary education. If the total enrolment of primary school age children, whether male or female, is higher than the corresponding population, all net enrolment indicators – such as net enrolment ratio and adjusted net enrolment ratio – and their derivative indicators, such as the out-of-school rate, are capped, using the same capping factor. In this case, the capping factor is calculated by taking the maximum of the male and female enrolments and dividing it by the population of primary school age children.

Data processing timetable

The timetable for collection and publication of data used in this report was:

[Start box]

June 2012, or December 2012 for countries with a calendar school year	The final school year in the data collection period ended.
January 2013 and June 2013	Questionnaires were sent to countries whose data are collected directly either by the UIS or through the WEI/UOE questionnaires, with data submission deadlines of 30 April and 30 September, respectively.
June and August 2013	The UIS sent countries reminders by e-mail, fax, phone and/or post.

January–December 2013	The UIS began to process data upon receipt, made estimates for missing data and calculated indicators.
October–December 2013	Provisional statistical tables were produced and draft indicators sent to member states for review.
Mid-February 2014	The first draft of the statistical tables was produced for the <i>EFA Global Monitoring Report</i> .
April 2014	The final statistical tables were sent to the <i>EFA Global Monitoring Report</i> team by a deadline of 17 April.

[–End box–]

Symbols used in the statistical tables (printed and web versions)

- * National estimate
- ** UIS partial estimate
- ... No data available
- Magnitude nil or negligible
- . Category not applicable or does not exist

Statistical table footnotes and the glossary near the end of the annex provide help in interpreting data.

Composition of regions and other country groups

World classification⁸

- Countries in transition (18):
12 countries of the Commonwealth of Independent States, including 4 in Central and Eastern Europe (Belarus, the Republic of Moldova, the Russian Federation^o and Ukraine) and the countries of Central Asia excluding Mongolia; and 6 countries in Central and Eastern Europe that were formerly in the developed countries group: Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia and the former Yugoslav Republic of Macedonia.
- Developed countries (38):
Central and Eastern Europe (excluding Albania, Belarus, Bosnia and Herzegovina, Croatia, Montenegro, the Republic of Moldova, the Russian Federation^o, Serbia, the former Yugoslav Republic of Macedonia, Turkey^o and Ukraine); North America and Western Europe (excluding Cyprus^o and Israel^o); Australia^o, Bermuda, Japan^o and New Zealand^o.
- Developing countries (151):
The Arab States; East Asia and the Pacific (excluding Australia^o, Japan^o and New Zealand^o); Latin

⁸ This is the United Nations Statistical Division world classification, in three main country groupings, as revised in September 2013.

America and the Caribbean (excluding Bermuda); South and West Asia; sub-Saharan Africa; Cyprus^o, Israel^o, Mongolia and Turkey^o.

EFA regions⁹

- Arab States (20 countries/territories)
Algeria, Bahrain, Djibouti, Egypt^w, Iraq, Jordan^w, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan¹⁰, the Syrian Arab Republic, Tunisia, the United Arab Emirates and Yemen.
- Central and Eastern Europe (21 countries)
Albania, Belarus, Bosnia and Herzegovina, Bulgaria^o, Croatia^o, the Czech Republic^o, Estonia^o, Hungary^o, Latvia^o, Lithuania^o, Montenegro, Poland^o, the Republic of Moldova, Romania^o, the Russian Federation^o, Serbia, Slovakia^o, Slovenia^o, the former Yugoslav Republic of Macedonia^o, Turkey^o and Ukraine.
- Central Asia (9 countries)
Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan and Uzbekistan.
- East Asia and the Pacific (33 countries/territories)
Australia^o, Brunei Darussalam, Cambodia, China^w, the Cook Islands, the Democratic People's Republic of Korea, Fiji, Indonesia^w, Japan^o, Kiribati, the Lao People's Democratic Republic, Macao (China), Malaysia^w, the Marshall Islands, Micronesia (Federated States of), Myanmar, Nauru, New Zealand^o, Niue, Palau, Papua New Guinea, the Philippines^w, the Republic of Korea^o, Samoa, Singapore, Solomon Islands, Thailand^w, Timor-Leste, Tokelau, Tonga, Tuvalu, Vanuatu and Viet Nam.
 - East Asia (16 countries/territories)
Brunei Darussalam, Cambodia, China^w, the Democratic People's Republic of Korea, Indonesia^w, Japan^o, the Lao People's Democratic Republic, Macao (China), Malaysia^w, Myanmar, the Philippines^w, the Republic of Korea^o, Singapore, Thailand^w, Timor-Leste and Viet Nam.
 - Pacific (17 countries/territories)
Australia^o, Cook Islands, Fiji, Kiribati, the Marshall Islands, Micronesia (Federated States of), Nauru, New Zealand^o, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu.
- Latin America and the Caribbean (43 countries/territories)
Anguilla, Antigua and Barbuda, Argentina^w, Aruba, Bahamas, Barbados, Belize, Bermuda, the Plurinational State of Bolivia, Brazil^o, the British Virgin Islands, Cayman Islands, Chile^o, Colombia,

⁹ These are region classifications as defined in 1998 for the EFA 2000 assessment.

¹⁰ The statistical tables still include data for Sudan, for reference purposes only, since data for the new entities, Sudan and South Sudan, are just becoming available.

Costa Rica, Cuba, Curaçao¹¹, Dominica, the Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica^w, Mexico^o, Montserrat, Nicaragua, Panama, Paraguay^w, Peru^w, Saint Kitts and Nevis, Saint Lucia, Saint Martin¹¹, Saint Vincent and the Grenadines, Sint Maarten¹¹, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Uruguay^w and the Bolivarian Republic of Venezuela.

- Caribbean (24 countries/territories)
Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Belize, Bermuda, the British Virgin Islands, Cayman Islands, Curaçao¹¹, Dominica, Grenada, Guyana, Haiti, Jamaica^w, Montserrat, Saint Kitts and Nevis, Saint Lucia, Saint Martin¹¹, Saint Vincent and the Grenadines, Sint Maarten¹¹, Suriname, Trinidad and Tobago, and Turks and Caicos Islands.
 - Latin America (19 countries)
Argentina^w, the Plurinational State of Bolivia, Brazil^o, Chile^o, Colombia, Costa Rica, Cuba, the Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico^o, Nicaragua, Panama, Paraguay^w, Peru^w, Uruguay^w and the Bolivarian Republic of Venezuela.
 - North America and Western Europe (26 countries/territories)
Andorra, Austria^o, Belgium^o, Canada^o, Cyprus^o, Denmark^o, Finland^o, France^o, Germany^o, Greece^o, Iceland^o, Ireland^o, Israel^o, Italy^o, Luxembourg^o, Malta^o, Monaco, the Netherlands^o, Norway^o, Portugal^o, San Marino, Spain^o, Sweden^o, Switzerland^o, the United Kingdom^o and the United States^o.
 - South and West Asia (9 countries)
Afghanistan, Bangladesh, Bhutan, India^w, the Islamic Republic of Iran, Maldives, Nepal, Pakistan and Sri Lanka^w.
 - Sub-Saharan Africa (46 countries)
Angola, Benin, Botswana, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, the Democratic Republic of the Congo, Equatorial Guinea, Eritrea, Ethiopia, Gabon, the Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan¹⁰, Swaziland, Togo, Uganda, the United Republic of Tanzania, Zambia and Zimbabwe.
- o Countries whose education data are collected through UOE questionnaires
w WEI programme countries

Income groups¹²

- Low income (37 countries)

¹¹ The statistical tables still include data for Netherlands Antilles, for reference purposes only, since data for the new entities, Curaçao, Saint Martin and Sint Maarten, are just becoming available.

¹² Country groupings by level of income presented in the statistical tables are as defined by the World Bank, but include EFA countries only. They are based on the list of countries by income group as revised on July 2013 new country classifications.

Afghanistan, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Comoros, the Democratic People's Republic of Korea, the Democratic Republic of the Congo, Eritrea, Ethiopia, the Gambia, Guinea, Guinea-Bissau, Haiti, Kenya, Kyrgyzstan, Liberia, Madagascar, Malawi, Mali, Mozambique, Myanmar, Nepal, Niger, Rwanda, Sierra Leone, Somalia, South Sudan, Tajikistan, Togo, Tokelau, Uganda, the United Republic of Tanzania and Zimbabwe.

- Lower middle income (47 countries)

Armenia, Bhutan, the Plurinational State of Bolivia, Cameroon, Cabo Verde, Congo, Côte d'Ivoire, Djibouti, Egypt, El Salvador, Georgia, Ghana, Guatemala, Guyana, Honduras, India, Indonesia, Kiribati, the Lao People's Democratic Republic, Lesotho, Mauritania, Micronesia (Federated States of), Mongolia, Morocco, Nicaragua, Nigeria, Pakistan, Palestine, Papua New Guinea, Paraguay, the Philippines, the Republic of Moldova, Samoa, Sao Tome and Principe, Senegal, Solomon Islands, Sri Lanka, Sudan, Swaziland, the Syrian Arab Republic, Timor-Leste, Ukraine, Uzbekistan, Vanuatu, Viet Nam, Yemen and Zambia.

- Upper middle income (58 countries)

Albania, Algeria, Angola, Argentina, Azerbaijan, Belarus, Belize, Bosnia and Herzegovina, Botswana, Brazil, Bulgaria, China, Colombia, the Cook Islands, Costa Rica, Cuba, Dominica, the Dominican Republic, Ecuador, Fiji, Gabon, Grenada, Hungary, the Islamic Republic of Iran, Iraq, Jamaica, Jordan, Kazakhstan, Lebanon, Libya, Malaysia, Maldives, the Marshall Islands, Mauritius, Mexico, Montenegro, Montserrat, Namibia, Nauru, Niue, Palau, Panama, Peru, Romania, Saint Lucia, Saint Vincent and the Grenadines, Serbia, Seychelles, South Africa, Suriname, Thailand, the former Yugoslav Republic of Macedonia, Tonga, Tunisia, Turkey, Turkmenistan, Tuvalu and the Bolivarian Republic of Venezuela.

- High income (65 countries)

Andorra, Anguilla, Antigua and Barbuda, Aruba, Australia, Austria, the Bahamas, Bahrain, Barbados, Belgium, Bermuda, the British Virgin Islands, Brunei Darussalam, Canada, Cayman Islands, Chile, Croatia, Curaçao, Cyprus, the Czech Republic, Denmark, Equatorial Guinea, Estonia, Finland, France, Germany, Greece, Iceland, Ireland, Israel, Italy, Japan, Kuwait, Latvia, Lithuania, Luxembourg, Macao (China), Malta, Monaco, the Netherlands, New Zealand, Norway, Oman, Poland, Portugal, Qatar, the Republic of Korea, the Russian Federation, Saint Kitts and Nevis, Saint Martin, San Marino, Saudi Arabia, Singapore, Sint Maarten, Slovakia, Slovenia, Spain, Sweden, Switzerland, Trinidad and Tobago, Turks and Caicos Islands, the United Arab Emirates, the United Kingdom, the United States and Uruguay.