Background information on education statistics in the UIS Data Centre

The following symbols are used:

..	No data available
(a)	Not applicable
(n)	Nil or negligible
(+)	National estimation
(‡)	UIS estimation (For regional averages: partial imputation due to incomplete country coverage ranging from 33% to 60% of population depending on the indicator)

Data releases

The UIS releases data on its website concerning formal education systems twice every year – in June and November. Stay informed of the latest data releases by signing up for the UIS email alert service at www.uis.unesco.org.

Data sources

The UIS collects education statistics in aggregate form from official administrative sources at the national level. Collected information encompasses data on educational programmes, access, participation, progression, completion, literacy, educational attainment and human and financial resources. These statistics cover formal education in public (or state) and private institutions (pre-primary, primary, basic and secondary schools, and colleges, universities and other tertiary education institutions); and special needs education (both in regular and special schools).

These data are gathered annually by the UIS and its partner agencies through the following three major surveys that can be downloaded from the UIS website at www.uis.unesco.org/UISQuestionnaires

i) UIS survey

The UIS education questionnaires are sent to UNESCO Member States annually. The questionnaires are based on international standards, classifications and measures that are regularly reviewed and modified by the UIS in order to address emerging statistical issues and improve the quality of data.

ii) UOE survey

UNESCO-UIS, the OECD and Eurostat (UOE) have jointly administered this annual data collection since 1993. The UOE questionnaire compiles data from high- and middle-income countries that are generally members or partner countries of the OECD or Eurostat. The UOE survey gathers more detailed education statistics.

Population estimates

Population data for countries with at least 90,000 inhabitants are provided by the United Nations Population Division, based on the 2015 Revision of the World Population Prospects. Population statistics for countries between 50,000 and 90,000 inhabitants are based on the 2012 Revision. Where UN Population Division estimates are not available, national data or UIS estimates are used. For more information on UN Population Division estimates, please visit http://www.un.org/esa/population/unpop.htm

Economic statistics

Data on economic indicators such as Gross domestic product (GDP) and Purchasing power parity (PPP) are World Bank estimates as of February 2016. For countries where GDP estimates are not published by the World Bank, data are obtained from the United Nations Statistics Division (UNSD). Data on total general government expenditure (all sectors) comes from the October 2015 release of the International Monetary Fund (IMF)'s World Economic Outlook database.

Technical notes

A. Education data and indicators

Education data and indicators are based on the revised International Standard Classification of Education (ISCED 2011). ISCED 2011 was implemented in the 2014 education data collection which covers the entire formal education system, including both formal initial education programmes and formal adult education programmes.

Regional averages are based on both publishable data and on non publishable estimated or imputed data. They are calculated based on data as of June 20165.

There are cases where an indicator theoretically should not exceed the maximum value (for example the adjusted net enrolment rate), but data inconsistencies may have resulted in the indicator exceeding the theoretical limit. In these cases, "capping" has been applied, while maintaining the same gender ratio (For more details, please find the capping definition in the UIS Glossary).

Due to rounding, Gender parity indices (GPI) may differ from those based directly on reported values.

For enrolment, the percentage of females (% F) is included to provide information on the proportion of girls enrolled with respect to the total enrolment. For gender parity in enrolment, a more relevant measure is the GPI.

Two Special Administrative Regions – Hong Kong and Macao – are reported separately from data for China.

B. Education finance

Expenditure on pre-primary education or from international sources – both of which are often comparatively small – have been treated as negligible in cases where data were in fact missing. In these cases, the totals may be underestimated.

C. Population issues

Azerbaijan: Education data do not cover the region of Nagorno-Karabakh, whereas UNPD data do. Therefore the population data used for the calculation of indicators were provided by national authorities and exclude Nagorno-Karabakh.Cyprus: Enrolment data for Cyprus do not include schools that are not under government control. The population data used for the calculation of indicators were provided by the government of Cyprus and only cover the population living in the government-controlled area.

Republic of Moldova: Enrolment data do not cover the region of Transnistria and population data for this region were excluded when calculating population-based indicators.

Palestine: Enrolment data do not include data for East Jerusalem, whereas the population data do. Population-based indicators may be underestimated and therefore should be interpreted with caution.

Serbia: Education data do not cover Kosovo, whereas the UN population division data do. Therefore, the population data used for the calculation of indicators were provided by Eurostat and exclude Kosovo.

United Republic of Tanzania: Enrolment data do not include Zanzibar, whereas the population data do. The population of Zanzibar is approximately 3 per cent of the total population of Tanzania. Indicators should thus be interpreted with caution.