

## Background Information on Education Statistics in the UIS Database

### 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 <http://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 <http://uis.unesco.org/en/methodology>

#### 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 data for countries between 50,000 and 90,000 inhabitants were not available in the 2015 Revision and are therefore based on the 2012 Revision. Where UN Population Division estimates are not available, or where population issues have arisen, national data or UIS estimates are used. For more information on UN Population Division estimates, please visit <http://www.un.org/en/development/desa/population>

## Economic statistics

Data on economic indicators such as Gross domestic product (GDP) and Purchasing power parity (PPP) are World Bank estimates as of August 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 2016 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 2016.

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.

## **Country notes**

### **Azerbaijan:**

Education data do not cover Nagorno-Karabakh, whereas the 2015 Revision of the World Population Prospects data do. The population data used for the calculation of indicators were provided by national authorities and exclude Nagorno-Karabakh.

### **Bolivia:**

Population-based indicators should be interpreted with caution due to concerns regarding the coherence between national enrolment data and population estimates from the 2015 Revision of the World Population Prospects.

### **Brazil:**

Due to concerns regarding the coherence between national enrolment data and the population estimates from the 2015 Revision of the World Population Prospects, population data were provided by the Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP). Population data for the years 2000, 2006 and 2010 are not available due to reliability issues.

Due to the following changes in 2013 to the age ranges in pre-primary and primary education programmes in the national ISCED mapping, population-based indicators have increased for pre-primary education and decreased for primary education when compared to previous years:

- The duration of pre-primary age education changed from 2 years to 1 year in 2013.
- The entry age to primary education changed from 7 years of age to 6 years of age and the duration from 4 years to 5 years in 2013.

### **Cyprus:**

Education data for Cyprus do not cover areas that are not under government control, whereas the 2015 Revision of the World Population Prospects data do. The population data used for the calculation of indicators were provided by national authorities and only cover the population living in government-controlled areas.

**Mexico:**

Due to the following changes in 2014 to the age range and duration of pre-primary education in the national ISCED mapping, population-based indicators are lower than in previous years:

- The entry age to pre-primary education changed from 4 years of age to 3 years of age in 2014.
- The duration of pre-primary age education changed from 4 to 5 years in 2014.

**Palestine:**

Education data do not cover East Jerusalem, whereas the 2015 Revision of the World Population Prospects data do. Population-based indicators may be underestimated and therefore should be interpreted with caution.

**Republic of Moldova:**

Education data do not cover Transnistria, whereas the 2015 Revision of the World Population Prospects data do. The population data used to calculate indicators were provided by national authorities and exclude Transnistria.

**Serbia:**

Education data do not cover Kosovo, whereas the 2015 Revision of the World Population Prospects do. The population data used for the calculation of indicators were provided by Eurostat and exclude Kosovo.

**United Republic of Tanzania:**

Education data do not cover Zanzibar, whereas the 2015 Revision of the World Population Prospects data do. The population of Zanzibar is approximately 3 per cent of the total population of the United Republic of Tanzania. Population-based indicators may be underestimated and therefore should be interpreted with caution.