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STATISTICS



Background Information on Education Statistics in the UIS Database

The following symbols are used:

- .. No data available
- (a) Category not applicable
- (n) Magnitude 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 February and September. Attainment statistics are disseminated annually in September and literacy statistics are disseminated every alternate year, also in September. 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 (early childhood education, primary 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/uis-questionnaires>

i) UIS survey of formal education

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 of formal education

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.

iii) Literacy and attainment Survey

The UIS gathers attainment data through its annual literacy and attainment survey, which is sent to all UNESCO Member States. Countries report data based on censuses and national and international household surveys. The UIS supplements literacy and educational attainment data provided by countries by calculating indicators based on information obtained from the United Nations Statistical Division and international survey programmes such as the Multiple Indicator Cluster Survey (MICS) and the Demographic and Health Surveys (DHS). The UIS also applies methodologies such as the Global Age-specific Literacy Projections Model (GALP) to produce literacy estimates for missing data.

Population estimates

Mid-year population estimates for countries with at least 90,000 inhabitants are provided by the United Nations Population Division, based on the **2017 Revision of the World Population Prospects**. Population data for countries between 50,000 and 90,000 inhabitants were not available in the 2017 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 January 2018. For countries where GDP estimates are not published by the World Bank, data are obtained from the December 2017 release by the United Nations Statistics Division (UNSD). Data on total general government expenditure (all sectors) come from the October 2017 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 and 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 January 2018.

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 refer to the capping definition in the [UIS Glossary](#).

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 early childhood 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 2017 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 (Plurinational State of):

Population-based indicators should be interpreted with caution due to concerns regarding the coherence between national enrolment data and population estimates from the 2017 Revision of the World Population Prospects.

The rate of out-of-school adolescents of lower secondary (ISCED 2) and upper secondary (ISCED 3) age does not include data on students enrolled in tertiary education (ISCED 5 to 8).

Brazil:

Due to concerns regarding the coherence between national enrolment data and the population estimates from the 2017 Revision of the World Population Prospects, population data were provided by the Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP).

A break in the time series of pre-primary and primary indicators occurs in 2013 due to the following changes in the national education system:

- The duration of pre-primary education changed from 3 years to 2 years.
- The entry age to primary education changed from 7 years to 6 years and the duration from 4 years to 5 years.

Cyprus:

Education data for Cyprus do not cover areas that are not under control of the national government, whereas the 2017 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:

A break in the time series of pre-primary indicators occurs in 2014 due to the following changes in the national education system:

- The entry age to pre-primary education changed from 4 years to 3 years.
- The duration of pre-primary education changed from 2 to 3 years.

Palestine:

Education data do not cover East Jerusalem, whereas the 2017 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 2017 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 2017 Revision of the World Population Prospects do. The population data used for the calculation of indicators were provided by Eurostat and exclude Kosovo.

Singapore:

Education data for 2016 refer to residents (citizens and permanent residents) with local addresses and who were away from Singapore for a cumulative period of below 6 months in the past 12 months prior to the reference date (end-June each year). The data should only be used for the purpose of computing education indicators and should not be compared against other sets of population data published by the Singapore Government.

Ukraine:

Education data do not cover Crimea and the part of Donbass that is not under government control from 2015 onwards, whereas the 2017 Revision of the World Population Prospects do. Population data excluding these areas are not available for the moment. Consequently, the UIS is not able to produce indicators from 2015 onwards.

United Republic of Tanzania:

Education data do not cover Zanzibar, whereas the 2017 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.