

Statistical tables¹

Introduction

The most recent data on pupils, students, teachers and education expenditure presented in these statistical tables are for the school and financial years ending in 2011.² They are based on survey results reported to and processed by the UNESCO Institute for Statistics (UIS) before the end of March 2013. Data received and processed after that date are published on the UIS website and will be used in the next EFA Global Monitoring Report. A small number of countries submitted data for the school year ending in 2012, presented in bold in the statistical tables.³

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 (UNPD), the World Bank and the World Health Organization (WHO).

The statistical tables list a total of 205 countries and territories. Most of them report their data to the UIS using standard questionnaires issued by the Institute. For some countries, however, education data are collected by UIS via surveys carried out under the auspices of the World Education Indicators (WEI) programme, or jointly by the UIS, OECD and the Statistical Office of the European Union (Eurostat) through the UIS/OECD/Eurostat (UOE) questionnaires. These countries are indicated with symbols at the end of the introduction.

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

² This means 2010/2011 for countries with a school year that overlaps two calendar years and 2011 for those with a calendar school year. The most recent reference year for education finance for the WEI/UOE countries is the year ending in 2010.

³ Bhutan, Burkina Faso, Djibouti, Ghana, Guinea, Kazakhstan, Montenegro, Morocco, Mozambique, Nepal, Niger, Sao Tome and Principe, Thailand (except primary education and education expenditure), Togo and the United Republic of Tanzania

Population

The indicators on school access and participation in the statistical tables are based on the 2010 revision of population estimates produced by the UNPD. 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 UNPD does not provide data by single year of age for countries with a total population of less than 50,000. Where no UNPD estimates exist, national population figures (when available) or UIS estimates were used to calculate enrolment ratios.

ISCED classification

Education data reported to the UIS since 1998 are in conformity with the 1997 revision of the International Standard Classification of Education (ISCED97). Data for the school year ending in 1991, presented in the statistical tables 12 and 13 (website), were collected according to the previous version of the classification, ISCED76. Where possible, the UIS has adjusted these data to comply with ISCED97 and to minimise any inconsistencies with data for years after 1997.⁵ ISCED is used to harmonize data and introduce more international comparability across national education systems. Countries may have their own definitions of education levels that do not correspond to ISCED. Some differences between nationally and internationally reported education statistics may be due, therefore, to the use of these nationally defined education levels rather than the ISCED standard, in addition to the population issue raised above.

Adult participation in education

ISCED does not classify education programmes by participants' age. For example, any programme with a content equivalent to primary education, or ISCED 1, may be classed as ISCED 1 even if provided to adults. The guidance the UIS provides for respondents to its regular annual education survey, on the other hand, asks countries to exclude 'data on programmes designed for people beyond regular school age'. As for the guidance for the UOE and WEI questionnaires, until 2005 it 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, the countries involved in the UOE/WEI survey have been requested to report data for such programmes separately so that the UIS can exclude them when calculating internationally comparable indicators. Despite the UIS instructions, data from some countries in the annual survey 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 Conference approved defining as functionally literate those who can engage in all activities in which literacy is required for the effective functioning of their group and community and also for enabling 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 and are largely 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

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 the enrolment ratios. This is the case with Bahrain, Brazil, Kuwait and Singapore, where enrolment ratios at all levels of education are not published for one or both of the reference school years, and with Albania, Andorra, Armenia, Belize, Benin, British Virgin Islands, Macao (China), Malaysia, United Arab Emirates, where publication of enrolment ratios at some levels of education are suspended.

⁵ To improve comparisons over time, the UIS has harmonized time-series data, adjusting data from before 1997 so that they comply with the ISCED97 classification.

comprehensive question or to demonstrate the skill.⁶ Some countries assume that persons who complete a certain level of education are literate.⁷ 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 years old. They refer to two periods, 1985–1994 and 2005–2011, and include both national observed data from censuses and household surveys, indicated with an asterisk (*) and UIS estimates. The latter are for 1994 and 2011 and are based on the most recent national observed data. They were produced using the Global Age-specific Literacy Projections Model (GALP).⁸ 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 to this interest, 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 the 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 literate/illiterate dichotomy.

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 if sufficient supplementary information is available. These estimates are marked with two asterisks (**). In addition, 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 data it regards as problematic.

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 2011 is not available. Such cases are indicated by a footnote.

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 data or reliable 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

⁶ In the new data released by the UIS, some literacy rates are based on assessments rather than individuals' declarations. This is the case for the following countries: Benin, Democratic Republic of the Congo, Ethiopia, Guyana, Haiti, Kenya, Lesotho, Liberia, Madagascar, Malawi, Namibia, Nepal, Nigeria, Rwanda, Sao Tome and Principe, United Republic of Tanzania, Zambia, and Zimbabwe. The use of the assessment measure 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 in interpreting these results.

⁷ For reliability and consistency reasons, the UIS does not publish literacy data based on educational attainment proxies. Only data reported by countries based on self-declaration, 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.

⁸ For a description of the GALP methodology, see UNESCO (2005, p. 261) and UIS (2006).

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

There are cases where an indicator theoretically should not exceed 100% (the net intake rates and net enrolment ratio, for example), but data inconsistencies may have resulted nonetheless in the indicator exceeding the theoretical limit. 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 based on 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 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 (net enrolment ratio, adjusted net enrolment ratio, etc.) and their derivative indicators (out-of-school rate, etc.) are capped based on the same capping factor. In this case, the capping factor is calculated by taking the maximum of the male and female enrolments and dividing by the population of primary school-age.

Data processing timetable

The timetable for collection and publication of data used in this report was as follows.

June 2011 (or December 2011 for some countries with a calendar school year): the final school year in the data collection period ended.

January 2012 and June 2012: questionnaires were sent to countries whose data are collected directly either by the UIS or through the WEI/UE questionnaires, with data submission deadlines of 30 April 2012 and 30 September 2012, respectively.

June and August 2012: reminders by e-mail, fax, phone and/or post were sent by the UIS to countries.

January to December 2012: UIS began to process data upon receipt, made estimates for missing data and calculated indicators.

October-December 2012: provisional statistical tables were produced and draft indicators sent to member states for their review.

Mid- February 2013: the first draft of statistical tables was produced for the EFA Global Monitoring Report.

12 April 2013: the final statistical tables were sent to the EFA Global Monitoring Report team.

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

- * National estimate
- ** UIS partial estimate
- ... No data available
- Magnitude nil or negligible
- .

Footnotes to the tables, along with the glossary following the statistical tables, also provide additional help in interpreting the data and information.

Composition of regions and other country groups

*World classification*⁹

⁹ This is a United Nations Statistical Division world classification, in three main country groupings, as revised on September 2011.

- Countries in transition (18):
12 countries of the Commonwealth of Independent States, including 4 in Central and Eastern Europe (Belarus, Republic of Moldova, Russian Federation^o and Ukraine) and the countries of Central Asia minus Mongolia; and 6 countries in Central and Eastern Europe formerly in the developed countries group: Albania, Bosnia and Herzegovina, Croatia, Montenegro, Serbia, and the former Yugoslav Republic of Macedonia.
- Developed countries (39):
North America and Western Europe (minus Cyprus^o); Central and Eastern Europe (minus Albania, Belarus, Bosnia and Herzegovina, Croatia, Montenegro, Republic of Moldova, Russian Federation^o, Serbia, the former Yugoslav Republic of Macedonia, Turkey^o and Ukraine); Australia^o, Bermuda, Japan^o and New Zealand^o.
- Developing countries (148):
Arab States; East Asia and the Pacific (minus Australia^o, Japan^o and New Zealand^o); Latin America and the Caribbean (minus Bermuda); South and West Asia; sub-Saharan Africa; Cyprus^o, Mongolia and Turkey^o.

EFA regions¹⁰

- Arab States (20 countries/territories)
Algeria, Bahrain, Djibouti, Egypt^w, Iraq, Jordan^o, Kuwait, Lebanon, Libya, Mauritania, Morocco, Oman, Palestine, Qatar, Saudi Arabia, Sudan,¹¹ Syrian Arab Republic, Tunisia^w, United Arab Emirates and Yemen.
- Central and Eastern Europe (21 countries)
Albania, Belarus, Bosnia and Herzegovina, Bulgaria^o, Croatia, Czech Republic^o, Estonia^o, Hungary^o, Latvia^o, Lithuania^o, Montenegro, Poland^o, Republic of Moldova, Romania^o, 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, Cook Islands, Democratic People's Republic of Korea, Fiji, Indonesia^w, Japan^o, Kiribati, Lao People's Democratic Republic, Macao (China), Malaysia^w, Marshall Islands, Micronesia (Federated States of), Myanmar, Nauru, New Zealand^o, Niue, Palau, Papua New Guinea, Philippines^w, 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, Democratic People's Republic of Korea, Indonesia^w, Japan^o, Lao People's Democratic Republic, Macao (China), Malaysia^w, Myanmar, Philippines^w, Republic of Korea^o, Singapore, Thailand^w, Timor-Leste and Viet Nam.
 - Pacific (17 countries/territories)
Australia^o, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, New Zealand^o, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu.

¹⁰ These are region classifications as defined in 1998 for the Education for All (EFA) 2000 assessment.

¹¹ Sudan (pre-secession) is presented in the statistical tables only for indication since weighted averages for the Arab States region prior to the secession still include data for this former entity.

- Latin America and the Caribbean (41 countries/territories)
Anguilla, Antigua and Barbuda, Argentina^w, Aruba, Bahamas, Barbados, Belize, Bermuda, Plurinational State of Bolivia, Brazil^o, British Virgin Islands, Cayman Islands, Chile^o, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica^w, Mexico^o, Montserrat, Netherlands Antilles, Nicaragua, Panama, Paraguay^w, Peru^w, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Uruguay^o and the Bolivarian Republic of Venezuela.
 - Caribbean (22 countries/territories)
Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Haiti, Jamaica^w, Montserrat, Netherlands Antilles, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, and Turks and Caicos Islands.
 - Latin America (19 countries)
Argentina^w, Plurinational State of Bolivia, Brazil^o, Chile^o, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico^o, Nicaragua, Panama, Paraguay^w, Peru^w, Uruguay^o 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, Netherlands^o, Norway^o, Portugal^o, San Marino, Spain^o, Sweden^o, Switzerland^o, United Kingdom^o and United States^o.
- South and West Asia (9 countries)
Afghanistan, Bangladesh, Bhutan, India^w, Islamic Republic of Iran, Maldives, Nepal, Pakistan and Sri Lanka^w.
- Sub-Saharan Africa (46 countries)
Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Equatorial Guinea, Eritrea, Ethiopia, Gabon, 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 Sudan, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia and Zimbabwe.
 - o Countries whose education data are collected through UOE questionnaires
 - w WEI programme countries
- *Income groups*¹²
 - Low income (37 countries)
Afghanistan, Bangladesh, Benin, Burkina Faso, Burundi, Cambodia, Central African Republic, Chad, Comoros, Democratic People's Republic of Korea, Democratic Republic of the Congo, Eritrea, Ethiopia, Gambia, Guinea, Guinea-Bissau, Haiti, Kenya, Kyrgyzstan, Liberia, Madagascar, Malawi, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Rwanda, Sierra Leone, Somalia, Tajikistan, Togo, Tokelau, Uganda, United Republic of Tanzania, and Zimbabwe.

¹² Country groupings by level of income presented in the statistical tables are as defined by the World Bank but include EFA countries only. The present list of countries by income group is that of the July 2012 revision.

- Lower middle income (52 countries)
 , Armenia, Belize, Bhutan, Plurinational State of Bolivia, Cameroon, Cape Verde, Congo, Côte d'Ivoire, Djibouti, Egypt, El Salvador, Fiji, Georgia, Ghana, Guatemala, Guyana, Honduras, India, Indonesia, Iraq, Kiribati, Lao People's Democratic Republic, Lesotho, Marshall Islands, , Micronesia (Federated States of), Mongolia, Morocco, Nicaragua, Nigeria, Pakistan, Palestine, Papua New Guinea, Paraguay, Philippines, Republic of Moldova, Samoa, Sao Tome and Principe, Senegal, Solomon Islands, South Sudan, Sri Lanka, Sudan , Swaziland, Syrian Arab Republic, Timor-Leste, Tonga, , Ukraine, Uzbekistan, Vanuatu, Viet Nam, Yemen and Zambia.

- Upper middle income (58 countries)
 Albania, Algeria, Angola, Antigua and Barbuda, Argentina, Azerbaijan, Belarus, Bosnia and Herzegovina, Botswana, Brazil, Bulgaria, Chile, China, Colombia, Cook Islands, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, Gabon, Grenada, Iran (Islamic Republic of), Jamaica, Jordan, Kazakhstan, Latvia, Lebanon, Libya, Lithuania, Malaysia, Maldives, Mauritius, Mexico, Montenegro, Montserrat, Namibia, Nauru, Niue, Palau, Panama, Peru, Romania, Russian Federation, , Saint Lucia, Saint Vincent and the Grenadines, Serbia, Seychelles, South Africa, Suriname, Thailand, the former Yugoslav Republic of Macedonia, Tunisia, Turkey, Turkmenistan, Tuvalu, Uruguay and Venezuela (Bolivarian Republic of).

- High income (58 countries)
 Andorra, Anguilla, Aruba, Australia, Austria, Bahamas, Bahrain, Barbados, Belgium, Bermuda, British Virgin Islands, Brunei Darussalam, Canada, Caymans Islands, Croatia, Cyprus, Czech Republic, Denmark, Equatorial Guinea, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Kuwait, Luxembourg, Macao (China), Malta, Monaco, Netherlands, Netherlands Antilles, New Zealand, Norway, Oman, Poland, Portugal, Qatar, Republic of Korea, Saint Kitts and Nevis, San Marino, Saudi Arabia, Singapore, Slovakia, Slovenia, Spain, Sweden, Switzerland, Trinidad and Tobago, Turks and Caicos Islands, United Arab Emirates, United Kingdom, United States.