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United Nations
Educational, Scientific and
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Education
2030

UIS Education Surveys: An update

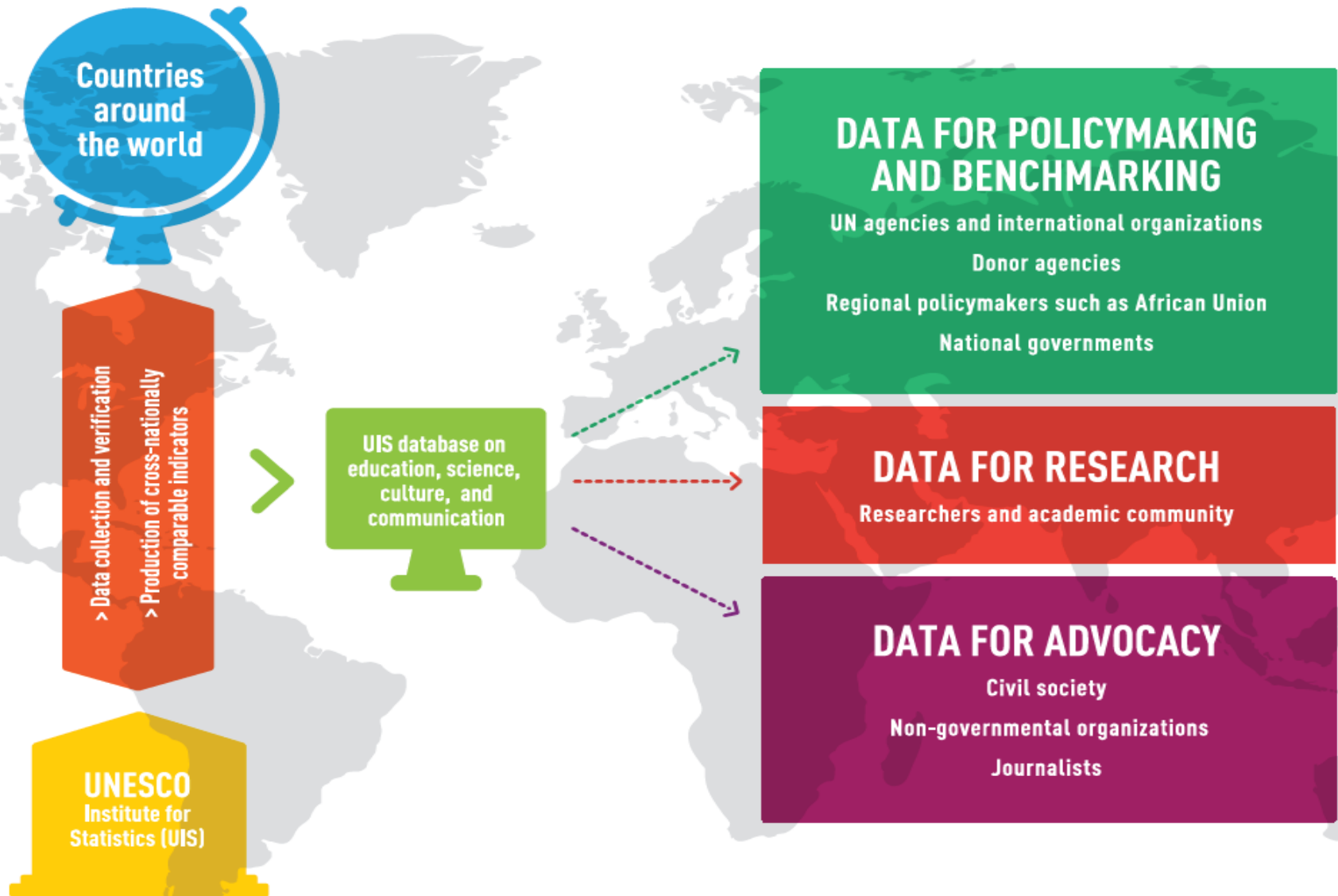
UIS Education Finance Workshop for South and West Asia
Bangkok (Thailand), 20 June 2016

Wendy, Xiaodan Weng

Outline

- Overview of international education data
- The education surveys
- Important dates to remember
- Timelines for UIS publications and data dissemination
- Response rates
- Key data gaps and issues

International education data, what for?



How to ensure international comparability?

- Data comparability across countries is ensured by:
 - Adopting ISCED (ISCED 2011)
 - Using United Nations Population Division (UNPD) population estimates
 - Using World Bank and IMF economic data

Education Surveys

- **UIS/OECD/EUROSTAT – UOE survey**
 - 48 countries (one in South and West Asia)
 - Data processing split between organizations
- **UIS Education survey**
 - 163 countries
 - Data processed by UIS

UIS Education Survey of Formal Education

- Based on ISCED 2011
- 3 questionnaires – sent every year :
 - Questionnaire A (UIS/ED/A): students and teachers (ISCED 0-4)
 - Questionnaire B (UIS/ED/B): educational expenditure (ISCED 0-8)
 - Questionnaire C (UIS/ED/C): students and teachers (ISCED 5-8)

2014 SURVEY OF FORMAL EDUCATION
Students and teachers (ISCED 0-4)

Date for the academic year ending in 2013

Deadline for returning the completed questionnaire: 30 June 2014

This questionnaire is designed to collect information on the educational status of students and teachers in the early childhood, primary, secondary and post-secondary non-tertiary levels, covering the academic year 2013. The data from this survey will be used for the production of the UIS/ED/A database for the ISCED 2011 classification. The data are also used for the production of the UIS/ED/A database for the ISCED 2011 classification. The data are also used for the production of the UIS/ED/A database for the ISCED 2011 classification.

Instructions for completing the questionnaire

Please refer to the Instructional Manual Survey of Formal Education for detailed examples and definitions used in this survey.

UIS/ED/A questionnaires and manuals are available on the Website: <http://www.unesco.org/uis/questionnaires>

Completed questionnaires should be sent by email attachment to: uis@unesco.org

Data from previous surveys are available at: <http://www.unesco.org/uis/questionnaires>

Coverage

This questionnaire covers the formal education system in both public and private institutions within the borders of your country. The data reported should include both formal initial education and formal adult education programs. If data are not available for some part of the education system, please indicate the reason for the missing data.

Academic year performance period for the data collected in this questionnaire

This questionnaire collects data on the academic year ending in 2013. If data are not available for 2013, please report the latest year for which data are available.

Using the Excel spreadsheet

This questionnaire has been developed using the Microsoft Excel spreadsheet. The questionnaire has been developed using the Microsoft Excel spreadsheet. The questionnaire has been developed using the Microsoft Excel spreadsheet.

Validation checks

The questionnaire includes validation checks to ensure that the data are consistent and reliable. If further input is required, for example where a message is returned to explain a missing value or if an error is detected in the data, the user will be notified and the appropriate message will appear.

Structure of data items

The questionnaire includes data items that are organized into a hierarchical structure. The data items are organized into a hierarchical structure. The data items are organized into a hierarchical structure.

Header data

These data items are used to identify the country and the academic year. The header data items are used to identify the country and the academic year.

Gender

These data items are used to identify the gender of the students and teachers. The gender data items are used to identify the gender of the students and teachers.

Z - category not applicable (previously denoted as "0")

If a data item is not applicable, the user should select the "Z" category. The "Z" category is used to indicate that the data item is not applicable.

E - data included elsewhere

If a data item is included elsewhere in the questionnaire, the user should select the "E" category. The "E" category is used to indicate that the data item is included elsewhere.

W - include data from another category (same code)

If a data item is included in another category, the user should select the "W" category. The "W" category is used to indicate that the data item is included in another category.

M - data not available or missing

If a data item is not available or missing, the user should select the "M" category. The "M" category is used to indicate that the data item is not available or missing.

2014 SURVEY OF FORMAL EDUCATION
Educational expenditure (ISCED 0-8)

Date for the academic year ending in 2013

Deadline for returning the completed questionnaire: 30 June 2014

This questionnaire is designed to collect information on the expenditure on education in the early childhood, primary, secondary and post-secondary non-tertiary levels, covering the academic year 2013. The data from this survey will be used for the production of the UIS/ED/B database for the ISCED 2011 classification. The data are also used for the production of the UIS/ED/B database for the ISCED 2011 classification.

Instructions for completing the questionnaire

Please refer to the Instructional Manual Survey of Formal Education for detailed examples and definitions used in this survey.

UIS/ED/B questionnaires and manuals are available on the Website: <http://www.unesco.org/uis/questionnaires>

Completed questionnaires should be sent by email attachment to: uis@unesco.org

Data from previous surveys are available at: <http://www.unesco.org/uis/questionnaires>

Coverage

This questionnaire covers the formal education system in both public and private institutions within the borders of your country. The data reported should include both formal initial education and formal adult education programs. If data are not available for some part of the education system, please indicate the reason for the missing data.

Academic year performance period for the data collected in this questionnaire

This questionnaire collects data on the financial year ending in 2013. If data are not available for 2013, please report the latest year for which data are available.

Using the Excel spreadsheet

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2014 SURVEY OF FORMAL EDUCATION
Students and teachers (ISCED 5-8)

Date for the academic year ending in 2013

Deadline for returning the completed questionnaire: 30 June 2014

This questionnaire is designed to collect information on the educational status of students and teachers in the tertiary level, covering the academic year 2013. The data from this survey will be used for the production of the UIS/ED/C database for the ISCED 2011 classification. The data are also used for the production of the UIS/ED/C database for the ISCED 2011 classification.

Instructions for completing the questionnaire

Please refer to the Instructional Manual Survey of Formal Education for detailed examples and definitions used in this survey.

UIS/ED/C questionnaires and manuals are available on the Website: <http://www.unesco.org/uis/questionnaires>

Completed questionnaires should be sent by email attachment to: uis@unesco.org

Data from previous surveys are available at: <http://www.unesco.org/uis/questionnaires>

Coverage

This questionnaire covers the formal tertiary education system in both public and private institutions within the borders of your country. The data reported should include both formal initial education and formal adult education programs. If data are not available for some part of the education system, please indicate the reason for the missing data.

Academic year performance period for the data collected in this questionnaire

This questionnaire collects data on the academic year ending in 2013. If data are not available for 2013, please report the latest year for which data are available.

Using the Excel spreadsheet

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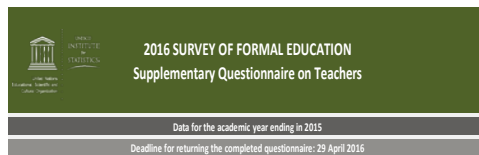
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UIS Education Survey of Formal Education

- 3 questionnaires – not necessarily collected every year
 - Questionnaire T (UIS/ED/T): Supplementary Questionnaire on Teachers
 - Survey on teachers in East and South and West Asia (UIS/ED/RM/T)
 - Questionnaire ISCED 2011 (UIS/ED/ISC11): national education systems



Instructions for completing the questionnaire

Please refer to the Instruction Manual: Survey of Formal Education and the VLE Glossary at the end of this questionnaire for detailed concepts and definitions used in this survey.

All UIS questionnaires and manuals are available on the Questionnaire Website: <http://www.uis.unesco.org/UISQuestionnaires/Pages/Country.aspx>

Completed questionnaires should be sent by email attachment to: uis_survey@unesco.org

Data from previous surveys are available at: <http://www.uis.unesco.org/UISmain.aspx>

Coverage

The Supplementary Questionnaire on Teachers has the same coverage as the Survey of Formal Education, covering formal initial and formal adult education from pre-primary to secondary education within the borders of your country. Data on all teachers employed in the country in both public and private institutions should be reported irrespective of the hiring entity (e.g. national, regional or local levels of government, communities, educational institutions or other entities). If data are not available for some part of the education system or do not cover all teachers as described above, please make estimates to ensure full data coverage. In case estimates are not possible please provide a comment regarding the coverage of the data and describe any omissions. Please also make every effort to ensure that the teacher data reported in this questionnaire are consistent with the data reported in Table A8 of UIS/EDA.

This questionnaire collects data on classroom teachers at ISCED levels 1 to 3 and not their assignments to specific programmes, levels or grades. This means that each teacher should be counted once only. If classroom teachers are assigned to more than one level or grade or if they have more than one teaching contract, their numbers should be prorated according to the percentage of contractual (or teaching) hours devoted to each programme, level or grade during the reference school year. Where this information is unknown, classroom teachers should be pro-rated in equal shares to each programme, level or grade to which they are assigned during the reference year.

If data on teachers with permanent contracts are not available, the number of civil servant teachers can be used as a proxy. If data are not available for private institutions, please report data for public institutions only. Please provide a comment in either of these cases.

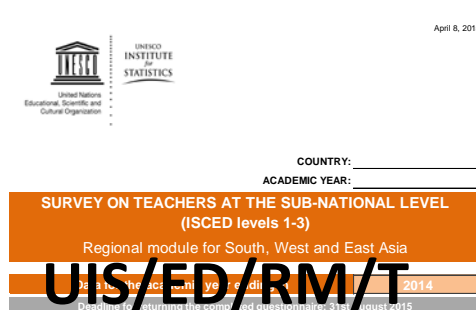
Please report salary data in accordance with the formal policies or statutory salary scales for a full-time full-year classroom teacher in public institutions in your country at each of the three levels of experience according to a teacher had the required minimum training to be fully trained to teach at the start of their teaching career. Data should be provided in units of the national currency. If it is not possible to provide data in units of the national currency please update Question 3 in the VLE T1 sheet.

ISCED 2011

Before completing this questionnaire, education programmes should first be classified by level according to the 2011 revision of the International Standard Classification of Education (ISCED 2011). The UIS will use the ISCED 2011 mapping of your country to validate your data submission. If your country does not have a recent ISCED mapping or if there have been subsequent changes to your national education system, please download and complete or update the questionnaire on National Education Systems (UIS/ED/ISC11) which is available on our Questionnaire Website.

Academic year/reference period for the data collected in this questionnaire

This questionnaire collects data on the academic year ending in 2015 or a more recent year. If data are not available for 2015, please report the latest year for which data are available.



This questionnaire is designed to collect internationally comparable data on teachers at the sub-national level for primary and secondary, general education (ISCED 2011 levels 1, 2A and 3A).

The goal to collect data on teacher at the sub-national level is part of the regional strategy initiated by the UNESCO Institute for Statistics (UIS) to better answer specific data needs at the regional level. In Asia, the regional module aims at informing the debate around education quality and inequalities which will be the focus of the post-2015 education agenda.

The data will be disseminated widely to help the users' community and to inform policy makers at both national and regional levels. The data are required for the calculation of many education indicators that will be used to monitor progress towards equitable education systems.

Instructions for completing the questionnaire

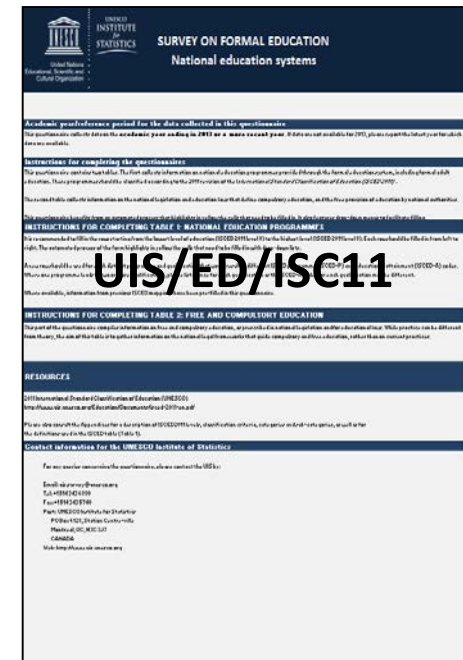
Completed questionnaires should be sent by email attachment to:

uisasia_survey@unesco.org

Coverage

This questionnaire covers the entire formal education system in both public and private institutions within the borders of your country. It collects data for primary education (ISCED 1) and lower and upper secondary, general education only (ISCED 2A and 3A). The questionnaire collects data on classroom teachers by first administrative divisions (designated by the acronym ADM1). **Update relevant totals in this questionnaire should correspond to totals reported in questionnaire UIS/EDA (regular UIS Education Survey) for the same reference year.**

Before completing this questionnaire, education programmes should first be classified by level according to the 2011 revision of the International Standard Classification of Education (ISCED 2011). The UIS will use the ISCED 2011 mapping of your country to validate your data submission. If your country does not have a recent ISCED mapping or if there have been subsequent changes to your national education system, please download and complete or update the questionnaire on National Education Systems (UIS/ED/ISC11) which is available on our Questionnaire Website (<http://www.uis.unesco.org/UISQuestionnaires/Pages/Country.aspx>).



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Instructions for completing Table 2: FREE AND COMPULSORY EDUCATION

The questionnaire covers the entire formal education system in both public and private institutions within the borders of your country. It collects data for primary education (ISCED 1) and lower and upper secondary, general education only (ISCED 2A and 3A). The questionnaire collects data on classroom teachers by first administrative divisions (designated by the acronym ADM1). **Update relevant totals in this questionnaire should correspond to totals reported in questionnaire UIS/EDA (regular UIS Education Survey) for the same reference year.**

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Your UIS questionnaires to complete – Survey 2016

<http://www.uis.unesco.org/UISQuestionnaires/Pages/country.aspx>

To download your customized questionnaires:

- HOME
- EDUCATION
- LITERACY
- SCIENCE, TECHNOLOGY AND INNOVATION
- CULTURE
- COMMUNICATION AND INFORMATION
- STATISTICAL CAPACITY BUILDING
- DATA CENTRE
- DOCUMENT LIBRARY
- UIS QUESTIONNAIRES
 - Country
- FACT SHEETS
- GLOSSARY
- ABOUT UIS

UIS QUESTIONNAIRES - AFGHANISTAN

Welcome to the new questionnaires page, which provides access to current surveys for education and literacy; science, technology and innovation; culture; communication and information. To access the questionnaires that your country has been requested to complete, select your country name and download the relevant questionnaire. To report any issues regarding the data collection or for additional support, please do not hesitate to contact us at: uis.survey@unesco.org

Afghanistan

2016 SURVEY OF FORMAL EDUCATION

UIS/ED/A	Students and Teachers (ISCED 0-4)	DOWNLOAD
UIS/ED/B	Educational Expenditure (ISCED 0-8)	DOWNLOAD
UIS/ED/C	Students and Teachers (ISCED 5-8)	DOWNLOAD
UIS/ED/T	Supplementary Questionnaire on Teachers	DOWNLOAD
UIS/ED/ISC11	National Education Systems	DOWNLOAD

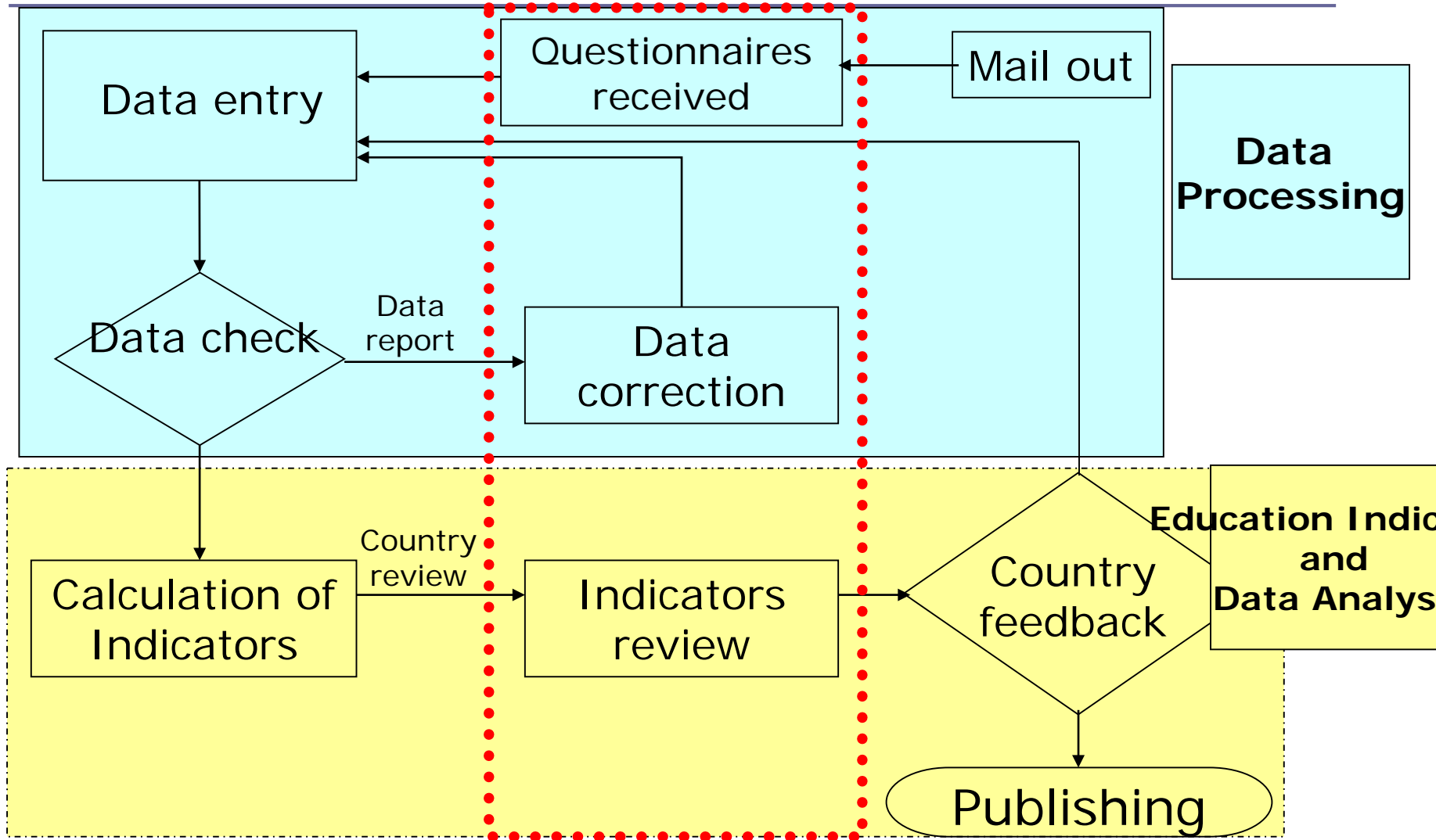
Supporting documents:

Instruction Manual: Survey of Formal Education	DOWNLOAD
International Standard Classification of Education 2011	DOWNLOAD
ISCED Fields of Education and Training (ISCED-F 2013)	DOWNLOAD
Fields of Education and Training 2013 (ISCED-F 2013) – Detailed field descriptions	DOWNLOAD
ISCED 2011 Operational Manual	DOWNLOAD


UIS Survey Schedule

SURVEY	Collection (dates)			
	Mail-out dates	Deadline for return	Reminder 1	Reminder 2
2015 Survey (school year ending in 2014)	Apr-29-2015	Jul-17-2015	Aug-14-2015	Sep-16-2015
2016 Survey (school year ending in 2015)	Feb-01-2016	Apr-29-2016	May-17-2016	Jun-20-2016

Data processing and validation at UIS



Data processing report



DATA PROCESSING REPORT

Country name: IRAN, ISLAMIC REPUBLIC OF

Questionnaire: UIS/ED/A/2016: Students and teachers (ISCED 0-4)

This document contains a Data Report, Time Series Report and the cleaned tables from your data submission for the questionnaire indicated above. We have reviewed your data submission to ensure that all metadata and data are complete and are consistent with your country's latest ISCED mapping and historical data. We have also run a series of data checks to ensure the validity of the data provided. **Please respond to our questions/comments below and review the data and metadata in the cleaned questionnaire tables. If necessary, corrections to data, codes and comments may be made directly in the relevant cells of the questionnaire tables.** Your timely and complete response is essential to ensure the quality of the data produced and their international dissemination.

Please provide your response to tn.ho@unesco.org and/or uis.survey@unesco.org by June 1st 2016.

1. Coverage, coding and coherence with ISCED mapping: Please review the issues below:

Table	UIS comments	Country comments
A11	Data at ISCED 01 have been coded as "02" (not applicable) based on the ISCED mapping.	
A8	Data at ISCED 343+353 have been coded as "02" (not applicable) based on the ISCED mapping.	

2. Missing data: Please complete the following tables/cells:

The following data items were not provided in this data submission. These data items are essential for producing cross nationally comparable data. If possible, please provide estimates for the missing data or an explanation regarding why the data are missing or when they will be available.

Table	UIS comments	Country comments
A2, A3, A9, A10	Students and teachers at ISCED 4	
A8	Graduates at ISCED 2 are missing but were available last year. Graduates at ISCED 2 are the number of students who completed the last grade of lower secondary, in your country it is lower secondary grade 3 in the new education system. Could you provide data or estimates please?	
A8	Graduates at the column "ISCED 342+352" are missing but were available last year. ISCED 352 exists according to the ISCED mapping. Could you provide data or estimates please?	
A9, A10	Classroom teachers, qualified and trained teachers at ISCED 02	

3. Data issues: Please review the issues below:

Table	UIS comments	Country comments
A5	At ISCED 1, the number of students in Table A3 (both initial education and formal adult education) do not equal to the sum of Tables A4 (formal adult education only) and A5 (initial education only) but should be. For example, total number of students at ISCED 1 age >24 is 388,936 in Table A3 but the sum of data in Tables A4 and A5 for age >24 is 386,956 (difference of 2980). The same can be observed for age group <15, 15, 16 and 24. Could you verify and provide corrected data please?	



TIME SERIES REPORT

Country name: IRAN, ISLAMIC REPUBLIC OF

Questionnaire: UIS/ED/A/2016: Students and teachers (ISCED 0-4)

This report highlights any changes to the data which require your explanation. Please review the tables below and provide an explanation or comment regarding the changes, increases or decreases (highlighted in yellow). If data need to be revised, please provide a comment and make the changes directly in the questionnaire. To revise historical data, please download and complete a new questionnaire indicating the reference year.

Table A2: ISCED 0 Students

Year	Students Enrolled in Early Childhood Education (ISCED level 0, Table A2)									
	Total				Public			Private		
	MF	M	F	%F	MF	M	F	MF	M	
2014	542,682	278,177	264,505	48.7	10,758	6,519	4,239	531,924	271,658	
2015	672,021	344,027	327,994	48.8	45,622	24,485	21,137	626,399	319,542	
Annual In-/Decrease	23.8	23.7	24.0		324.1	275.6	398.6	17.8	17.6	

Comment/explanation:

Table A3: Total Students by Age, ISCED 0

Year	Students Enrolled in Early Childhood Education by Age (ISCED level 0, Table A3)							
	Total	MF						
		2	3	4	5	6	7	unknown
2014	542,682	0	0	54,635	487,987	0	0	0
2015	672,021	0	0	49,269	622,752	0	0	0
Annual In-/Decrease	23.8	...	...	-9.9	27.6	...	...	...

Students Enrolled in Early Childhood Education by Age (ISCED level 0, Table A3)

Year	Students Enrolled in Early Childhood Education by Age (ISCED level 0, Table A3)								
	Total	M							Total
		2	3	4	5	6	7	unknown	
2014	278,177	0	0	25,335	252,842	0	0	0	264,505
2015	344,027	0	0	25,534	318,493	0	0	0	327,994
Annual In-/Decrease	23.7	...	...	0.8	26.0	...	...	...	24.0

Comment/explanation:

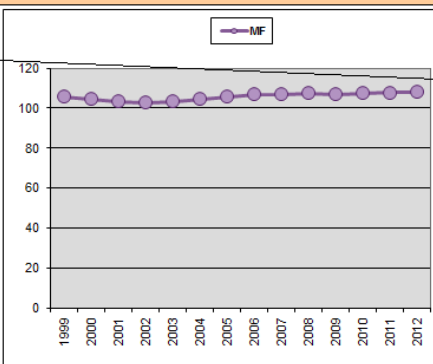
Table A2: ISCED 1 Students, Initial and formal adult education

Education Indicators Country Review

Access and participation in primary education

Gross enrolment ratio (GER)

Mauritius	Year	Gross enrolment ratio (GER)			
		MF	M	F	GPI
(EFA base year)	1999	105.4	105.4	105.3	1.00
	2000	104.6	105.0	104.1	0.99
	2001	103.1	103.4	102.7	0.99
	2002	102.9	103.0	102.7	1.00
	2003	103.3	103.5	103.1	1.00
	2004	104.3	104.6	104.0	0.99
	2005	105.7	106.0	105.3	0.99
	2006	106.6	107.0	106.2	0.99
	2007	106.7	107.1	106.3	0.99
	2008	107.4	108.2	106.6	0.99
	2009	106.9	107.5	106.4	0.99
	2010	107.2	107.9	106.6	0.99
	2011	107.6	108.2	107.1	0.99
	2012	108.2	108.9	107.4	0.99



Definition

Number of pupils enrolled in primary education, regardless of age, expressed as a percentage of the population in the theoretical age group for the same level of education.

Formula school year ending in 2012

GER (ISCED 1) = ENRL (ISCED 1) / Population (aged 5 to 10) * 100

MF = 113634 / 105052 * 100 = 108.2

Female = 55886 / 52029 * 100 = 107.4

Male = (113634 - 55886) / 53023 * 100 = 108.9

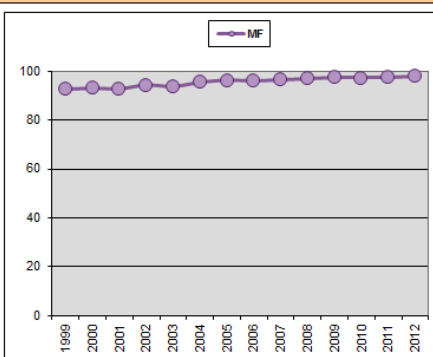
o.k

UIS: Please explain why you request UIS not to publish GER for years before 2004.

M.O.E:
GER for years prior to 2004 (i.e. for years 2003, 2002 & 2001) are lower compared to our National Estimates. Consequently, this would lead to an overestimation of out-of-school children. GER from the year 2004 onwards is more realistic. This is the reason why we recommend UIS to publish GER as from 2004.

Adjusted net enrolment rate (NERA)

Mauritius	Year	Adjusted net enrolment rate (NERA)			
		MF	M	F	GPI
(EFA base year)	1999	92.8	92.5	93.0	1.00
	2000	93.2	93.1	93.4	1.00
	2001	92.8	92.4	93.2	1.01
	2002	94.4	93.9	95.0	1.01
	2003	93.9 **	93.2 **	94.5 **	1.01 **
	2004	95.7	95.1	96.2	1.01
	2005	96.4	96.0	96.7	1.01
	2006	96.3	95.8	96.7	1.01
	2007	96.8	96.5	97.1	1.01
	2008	97.0	97.0	97.0	1.00
	2009	97.4	97.3	97.5	1.00
	2010	97.3	97.1	97.6	1.00
	2011	97.7	97.4	97.9	1.01



Definition

The percentage of children in the official primary school age range who are enrolled in either primary or secondary education.

Formula school year ending in 2012

NERA (ISCED 1) = (ENRL (ISCED 1, aged 5 to 10) + ENRL (ISCED 2+3, aged 5 to 10)) / Population (aged 5 to 10) * 100

MF = (103332 + 143 + n) / 105052 * 100 = 98.5 Capped value: 97.9

Female = (51164 + 76 + n) / 52029 * 100 = 98.5 Capped value: 97.9

Male = (52168 + 67 + n) / 53023 * 100 = 98.5 Capped value: 98

o.k

Data checking and your feedback: the importance of data report and indicator review

- Important steps to validate new data
- Improve UIS understanding of countries' specificities
- Allows for feedback which ensures that the data are of the best possible **quality**

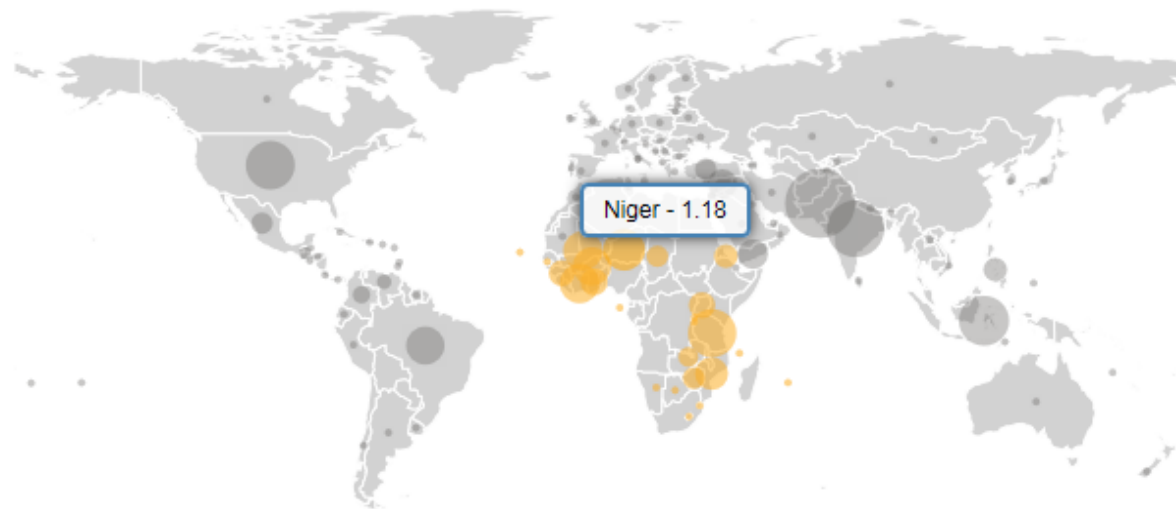
Outputs and data dissemination – UIS Data Centre

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Sub-Saharan Africa

[EDUCATION](#)
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Out-of-school children (in millions). Primary school age. Total 2013



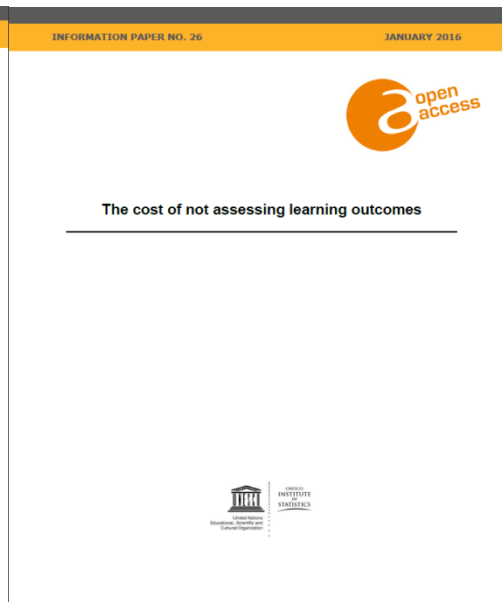
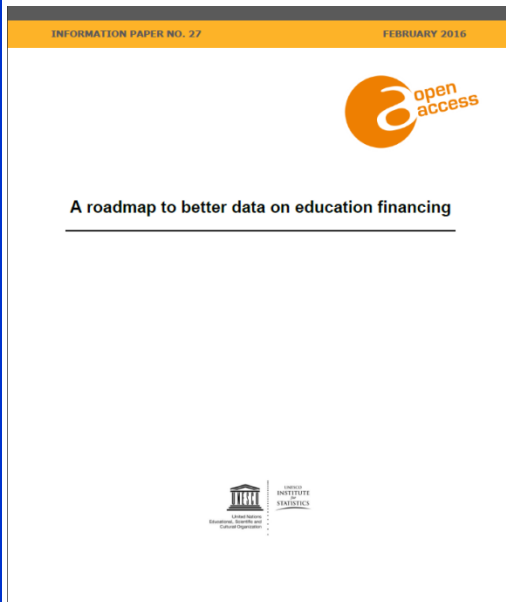
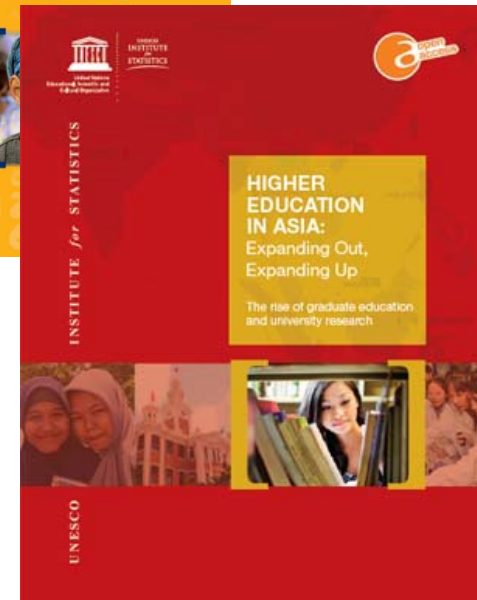
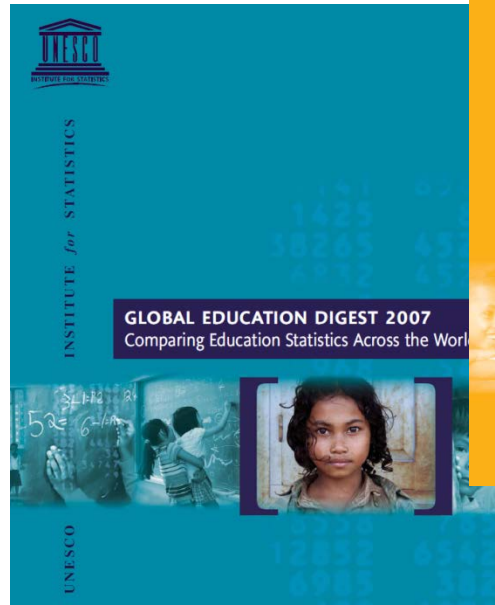
	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Gross enrolment ratio (%)										
Pre-primary. Total	16	16	18	16	16	17	17	17	19	20
Primary. Total	92	94	96	97	98	98	98	98	99	99
Secondary. All programmes. Total	31	32	33	34	37	38	40	41	42	42
Upper secondary. All programmes. Total	25	25	25	27	29	30	32	33	33	34

- HOME
- EDUCATION
- LITERACY
- SCIENCE, TECHNOLOGY AND INNOVATION
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 - Data release calendar
- DOCUMENT LIBRARY
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- FACT SHEETS
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UIS outputs

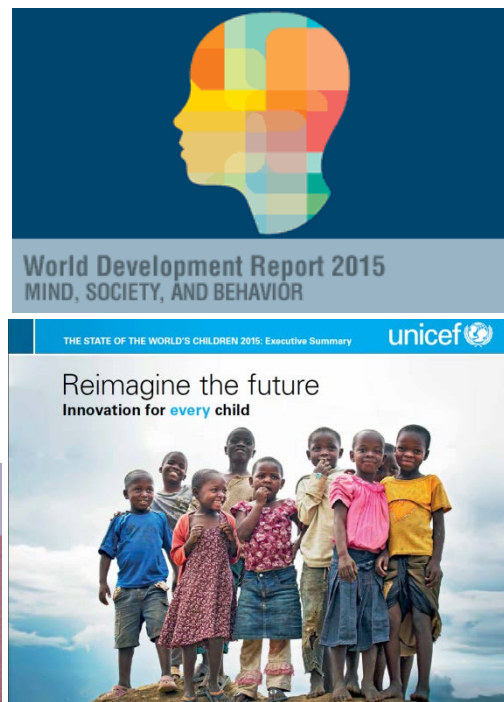
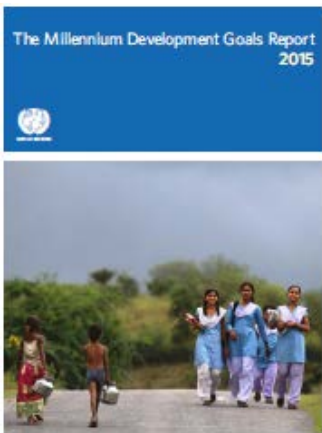
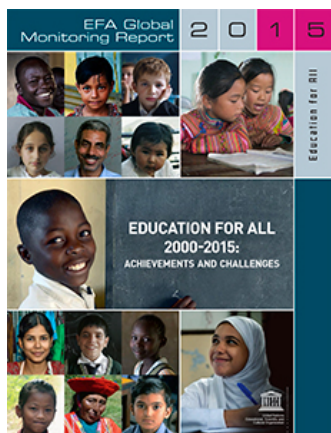
UIS Publications

- Thematic reports
- Information papers
- Technical documents



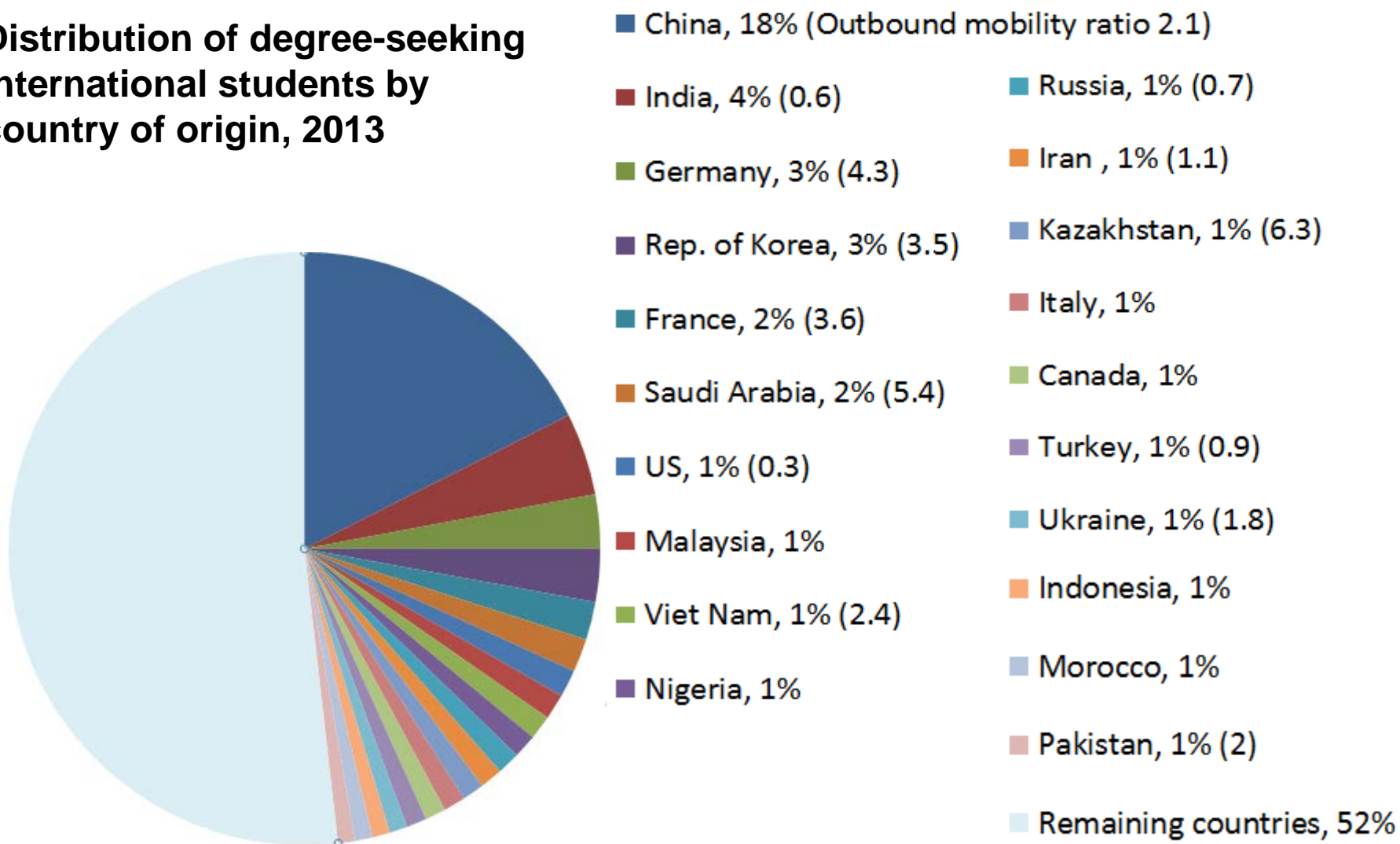
UIS outputs

Other important international publications



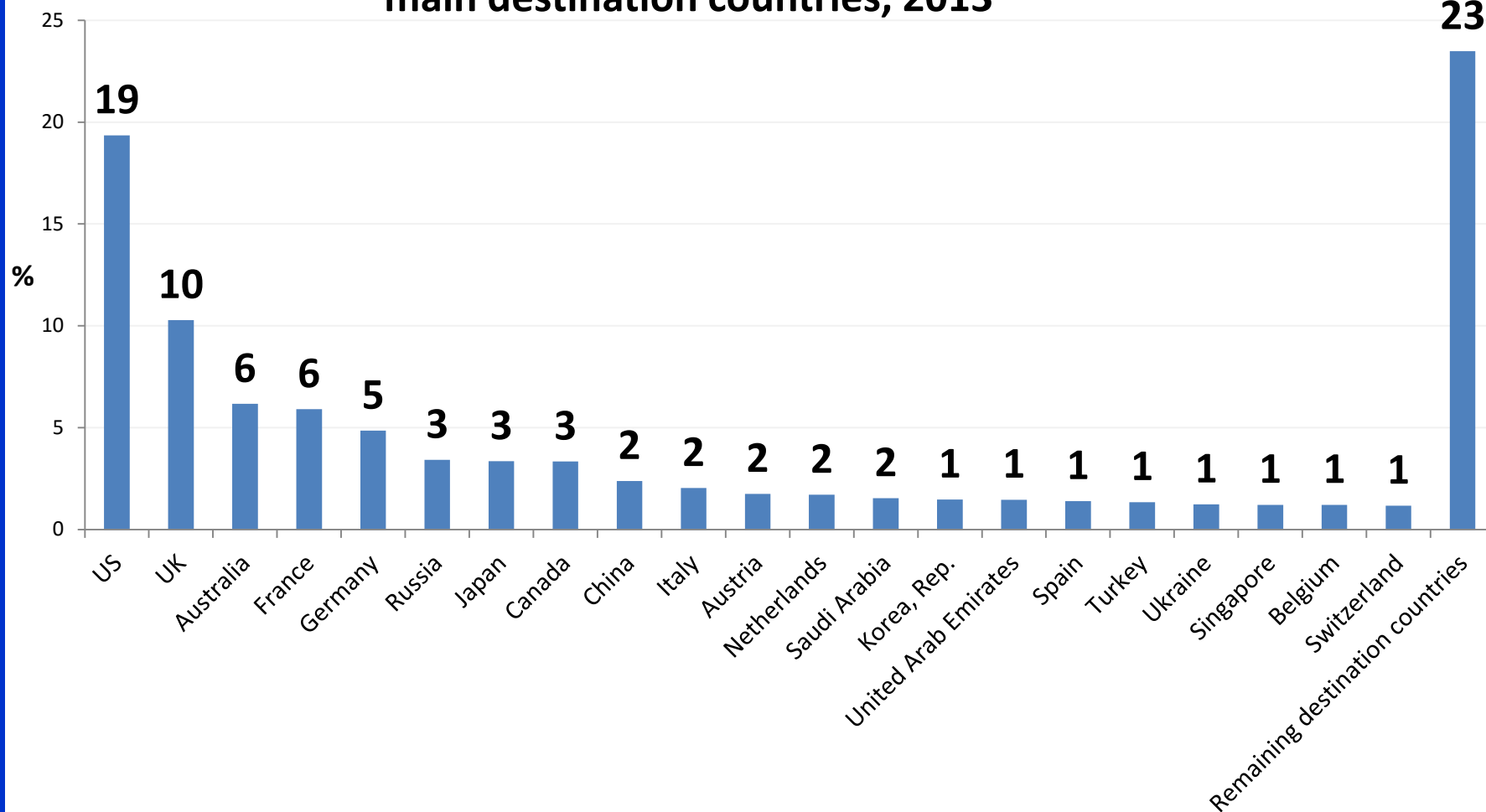
One of the most popular and unique data of the UIS: Top 20 source countries of international students

Distribution of degree-seeking international students by country of origin, 2013



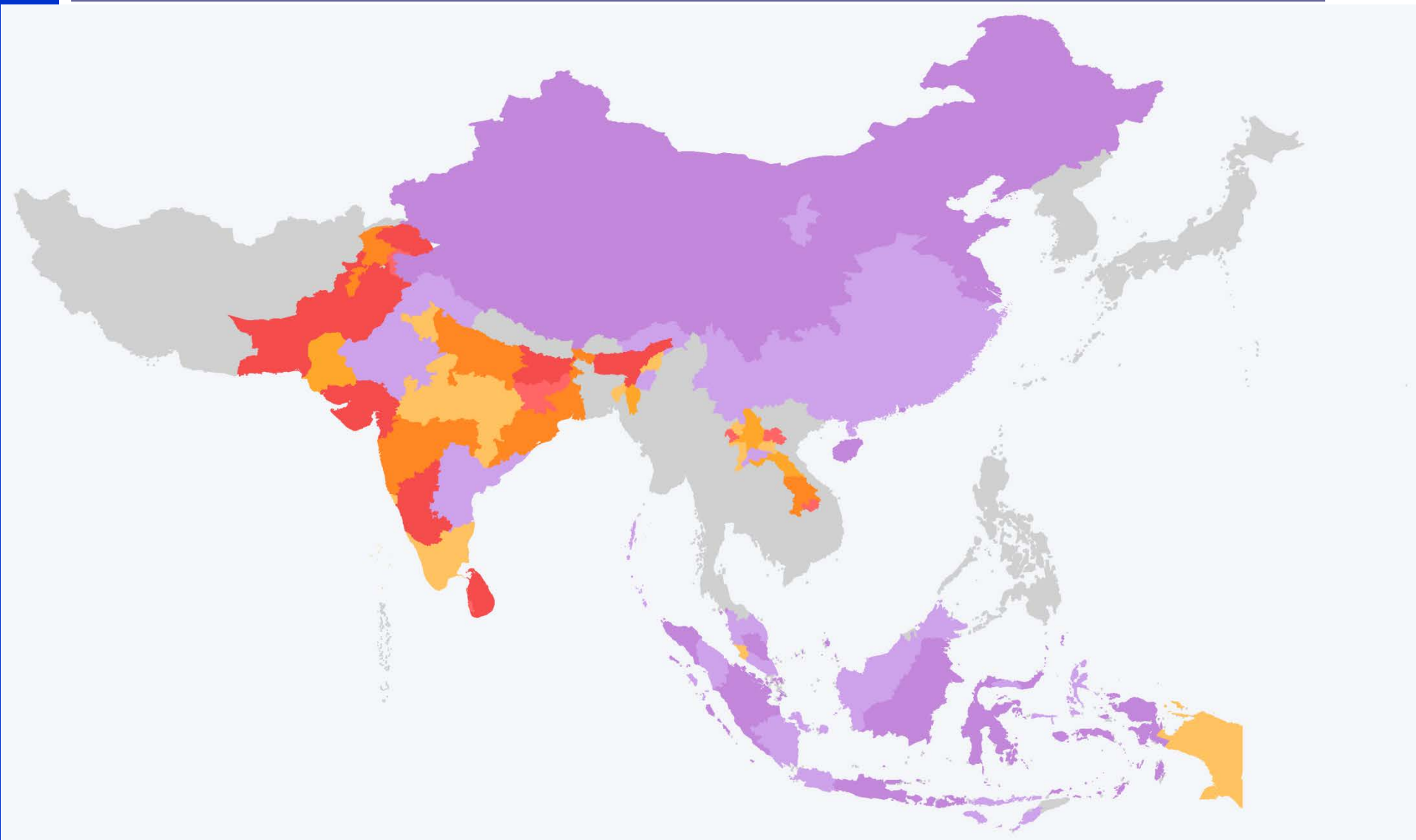
Main destinations of international students

Distribution of internationally mobile students by main destination countries, 2013



Initial result from Asia regional survey on teachers ---

<http://www.uis.unesco.org/Education/Pages/regional-data-collection-esw-ptr.aspx.aspx>



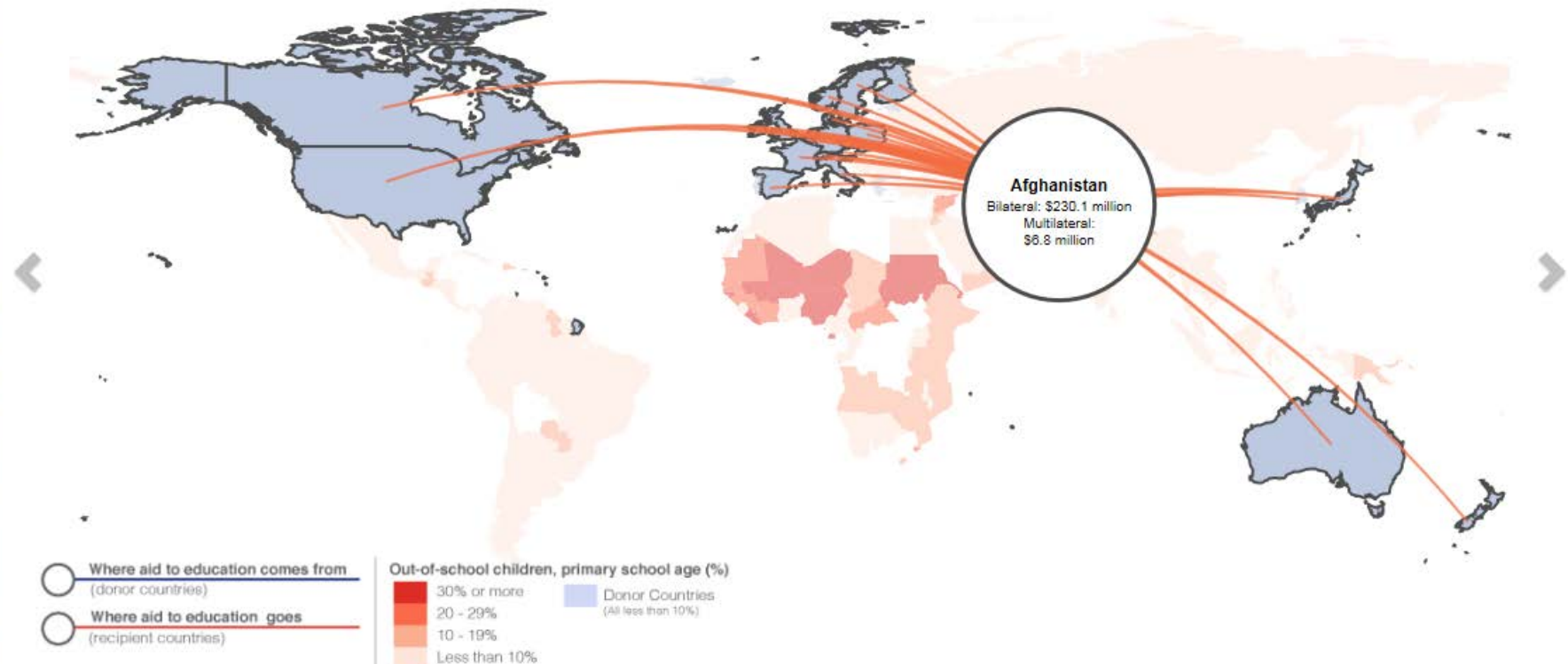
Outputs and data dissemination - Data visualization

Where aid to education goes?



Aid to Basic Education

While millions of children remain excluded from primary school, an extra \$39 billion is needed each year to achieve universal primary and secondary education.



Outputs and data dissemination - Data visualization

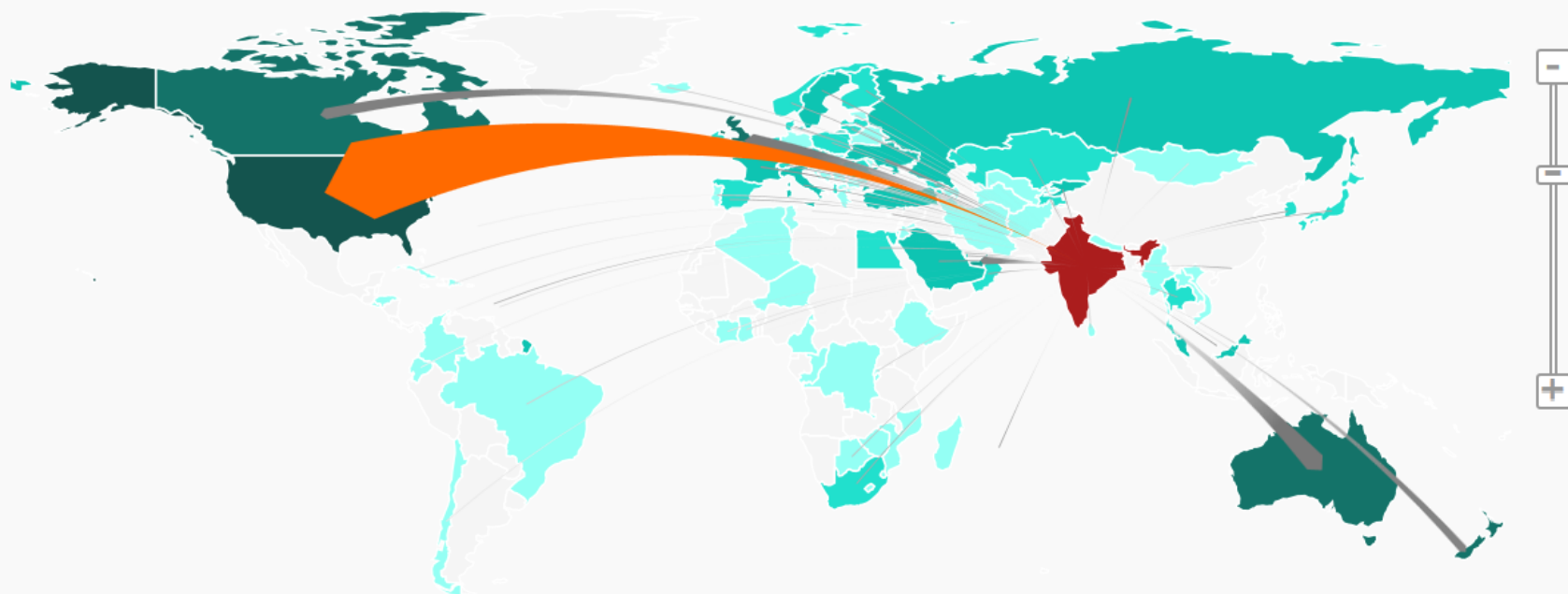
Where students goes?

India

- Where do students come from?
 Where do students go?

Arrows resized:

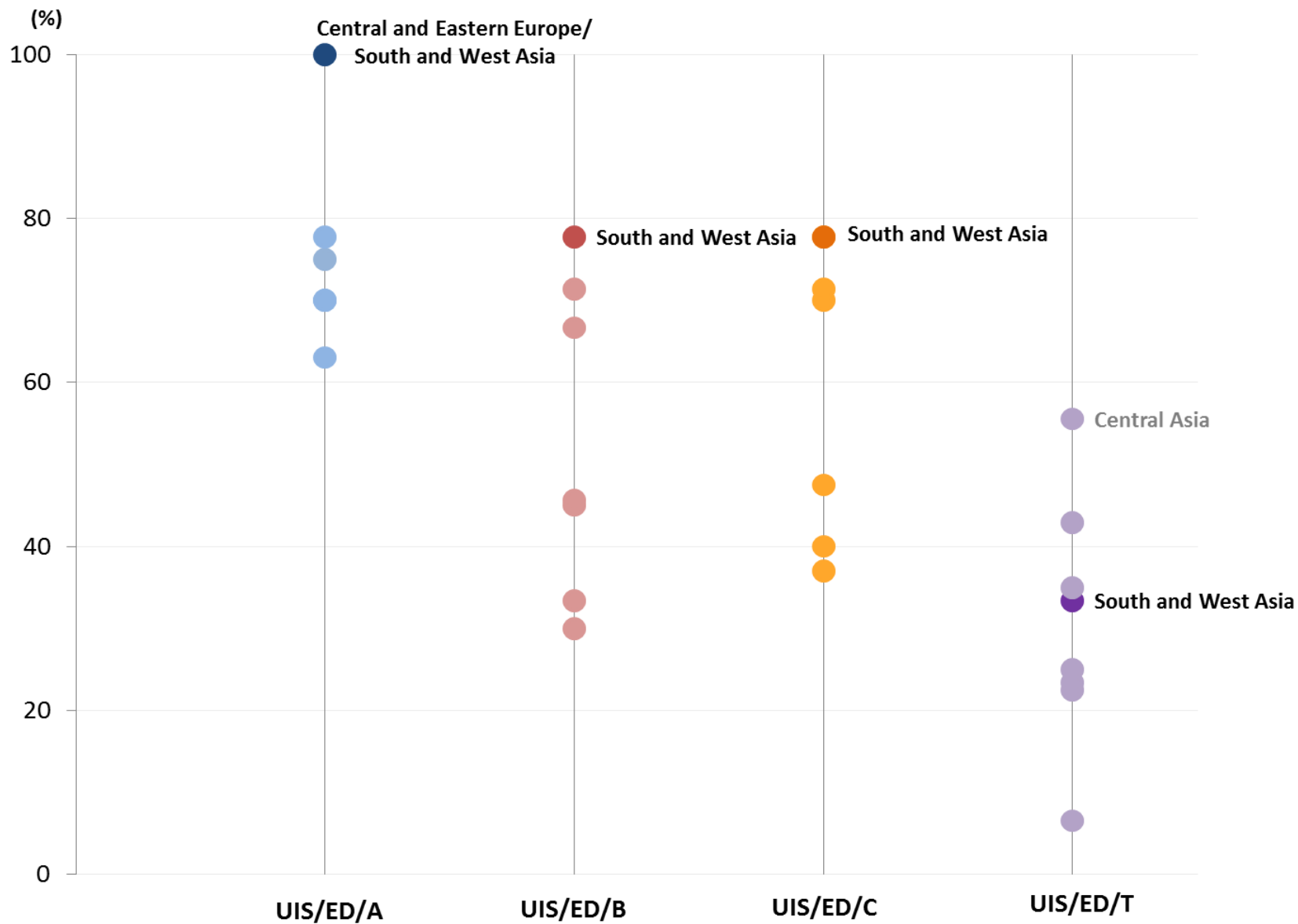
10



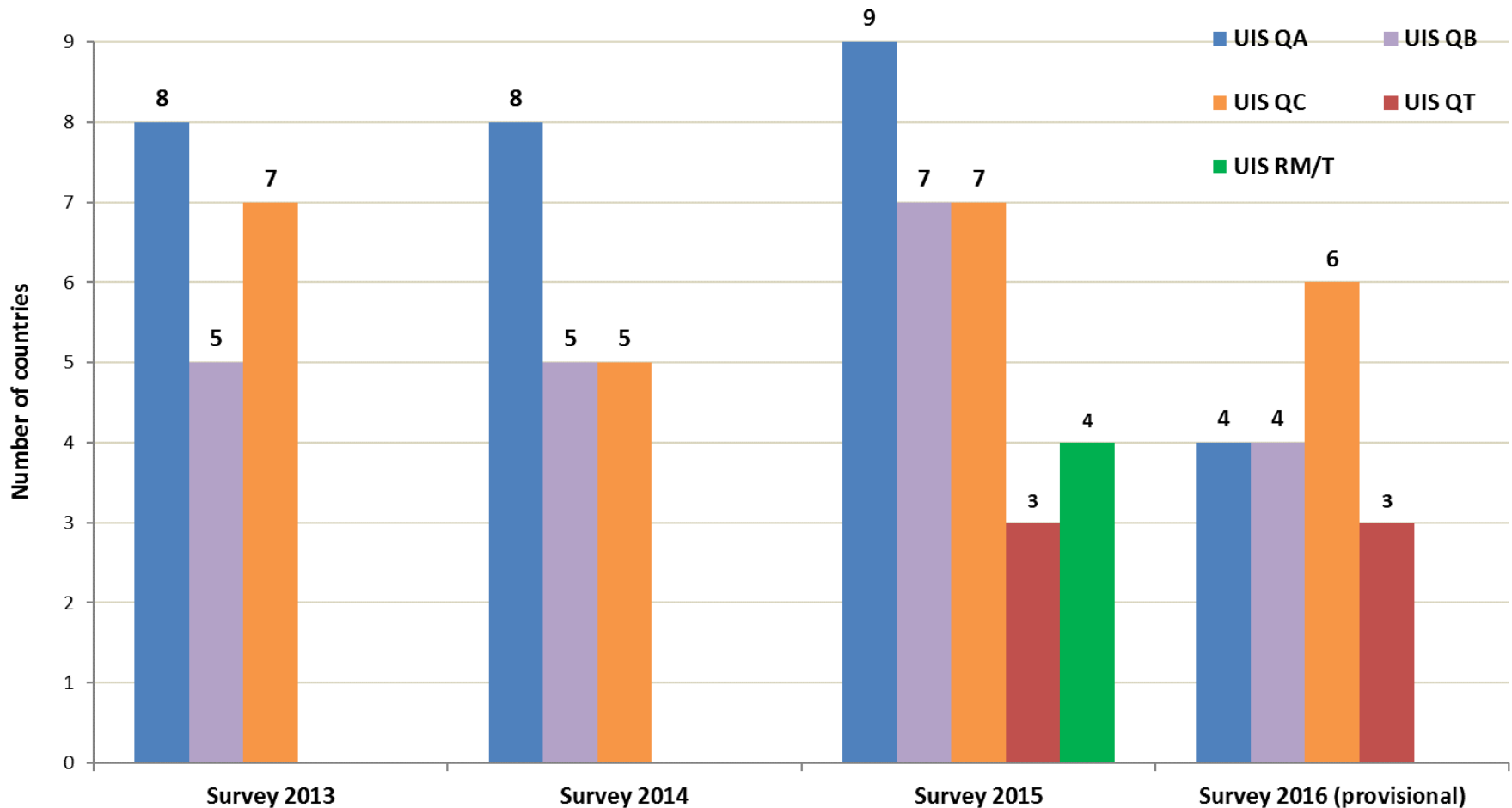
India

Country of origin		Destination country		Key Indicators	
Nepal	6,983	United States	97,613	Students abroad:	
Bhutan	2,362	Australia	25,562	Total number of mobile students abroad	181,872
Afghanistan	2,330	United Kingdom	19,604	(% of total mobile students)	...
Iran, Islamic Rep.	2,109	Canada	13,626	Outbound mobility ratio	0.6
Malaysia	1,874	New Zealand	10,255	Gross outbound enrolment ratio	0.2
Iraq	1,747	United Arab Emirates	9,273		

Response rate by region, Survey 2015



Response rate for South and West Asia region, Survey 2013 to Survey 2016 (provisional)



The importance of timely data

- To meet the international demand for data and their respective deadlines
- To influence policy changes within the country
- Country level statistics may not be shown if deadlines are missed
- UIS' own outputs rely on the availability of reliable timely data
- Last but not least, timely data allows for feedback which ensures that the data are of the best possible **quality**

Key data gaps and issues in UIS QA

- Pre-primary education (missing, under/over coverage)
- Lack of data on technical and vocational education (TVET)
- Post-secondary non-tertiary education often missing
- Enrolment by age
- Teaching staff disaggregated by ISCED level not available
- Graduates at primary and lower secondary education (missing, misreporting)

Key data gaps and issues in UIS QB

- Expenditure allocated by ISCED levels (e.g. high proportion not allocated)
- Expenditure by nature of spending (often not disaggregated by nature)
- Inconsistency between expenditure source and spending

Key data gaps and issues in UIS QC

- Enrolment and graduates by fields of study (not disaggregated by ISCED levels, high proportion in fields unknown)
- Enrolment and graduates in first degree programmes
- New entrants and first time new entrants to tertiary programmes
- International mobile students often missing

Document list

- Education Finance training materials
- ISCED documents
- UIS questionnaires and indicator guideline
- Education 2030 indicators

UIS website: <http://www.uis.unesco.org/>

UIS blog: <https://sdg.uis.unesco.org/>

uis.survey@unesco.org

**“Education is the most powerful
weapon which you can use to
change the world.”**

-- Nelson Mandela