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4 QUALITY EDUCATION

Education 2030

UIS Education Surveys: An update

UIS Education Finance Workshop for South and West Asia

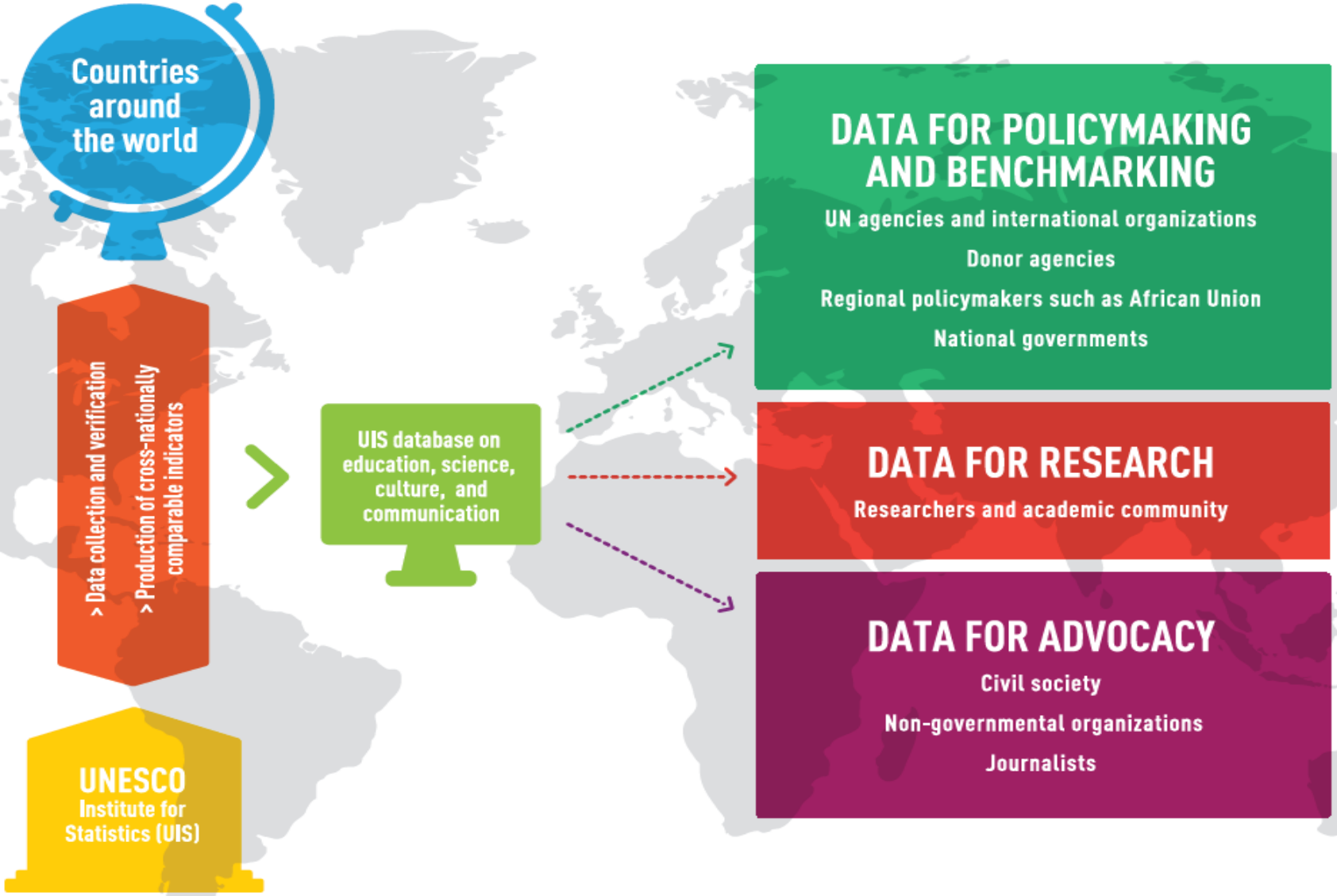
Bangkok (Thailand), 20 June 2016

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

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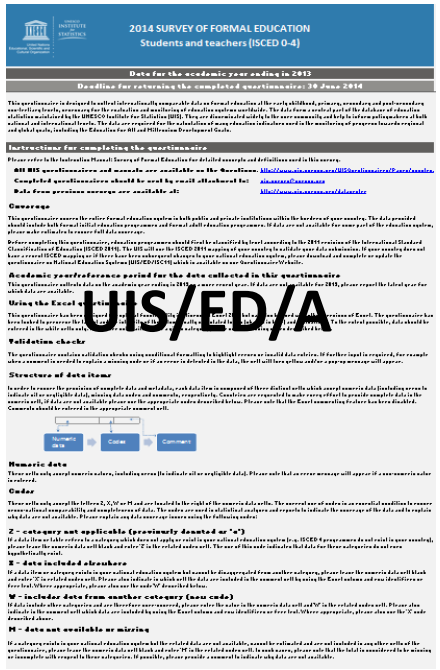
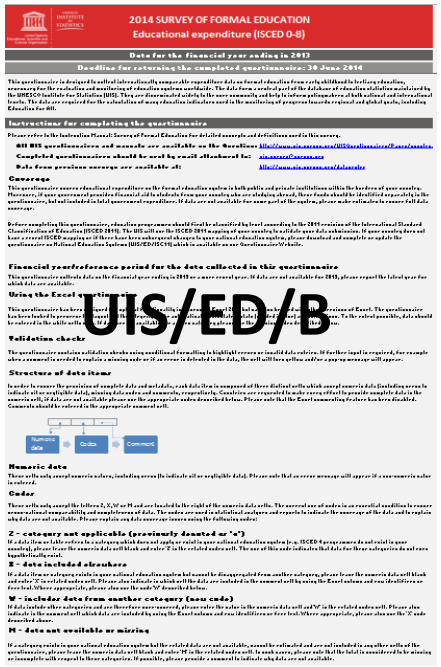
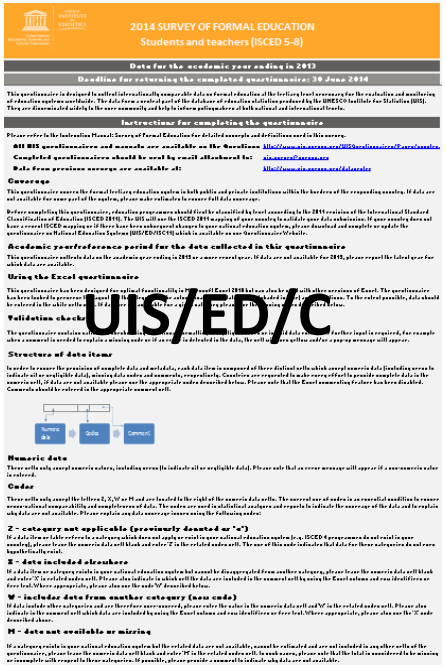
UIS Education Survey of Formal Education

- 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)

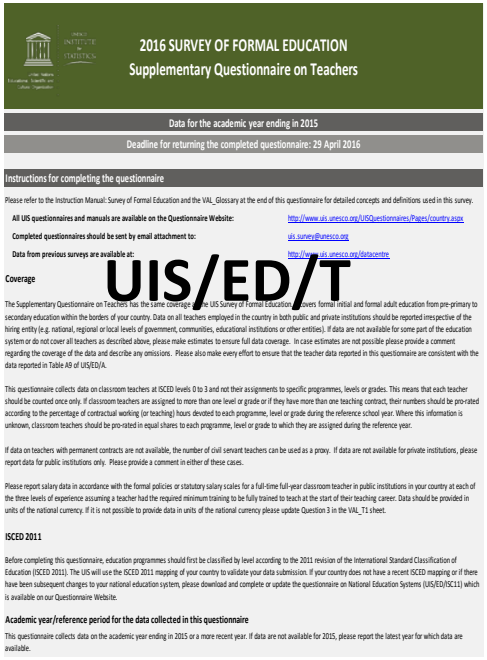




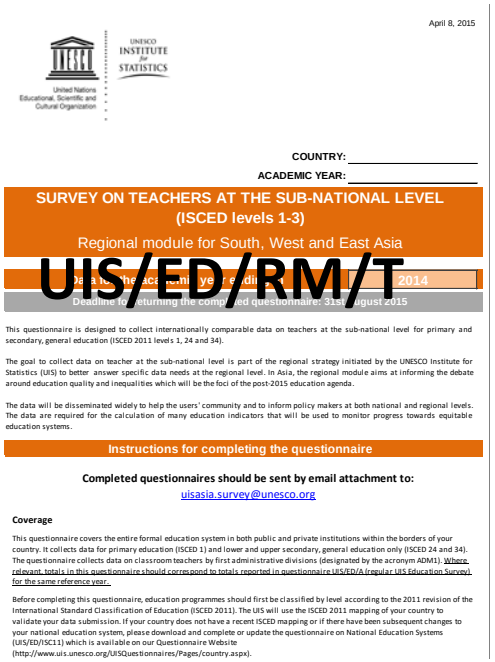


UIS Education Survey of Formal Education

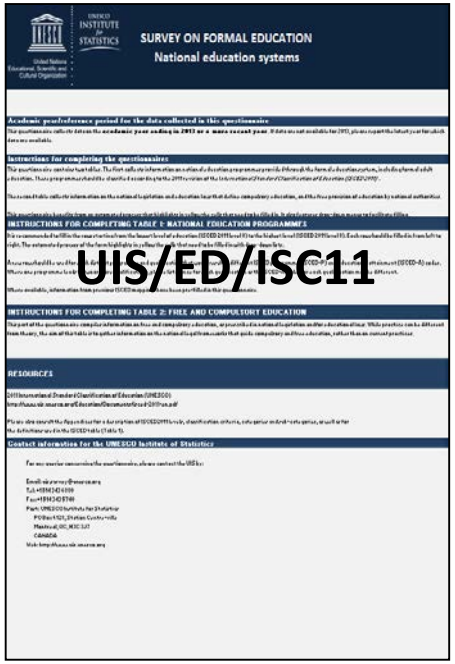
- 3 questionnaires – not necessarily collected every year
  - Questionnaire T (UIS/ED/T): Supplementary Questionnaire on Teachers
  - Survey on teachers in East and South and West Asia (UIS/ED/RM/T)
  - Questionnaire ISCED 2011 (UIS/ED/ISC11): national education systems



UIS/ED/T



UIS/ED/RM/T



UIS/ED/ISC11

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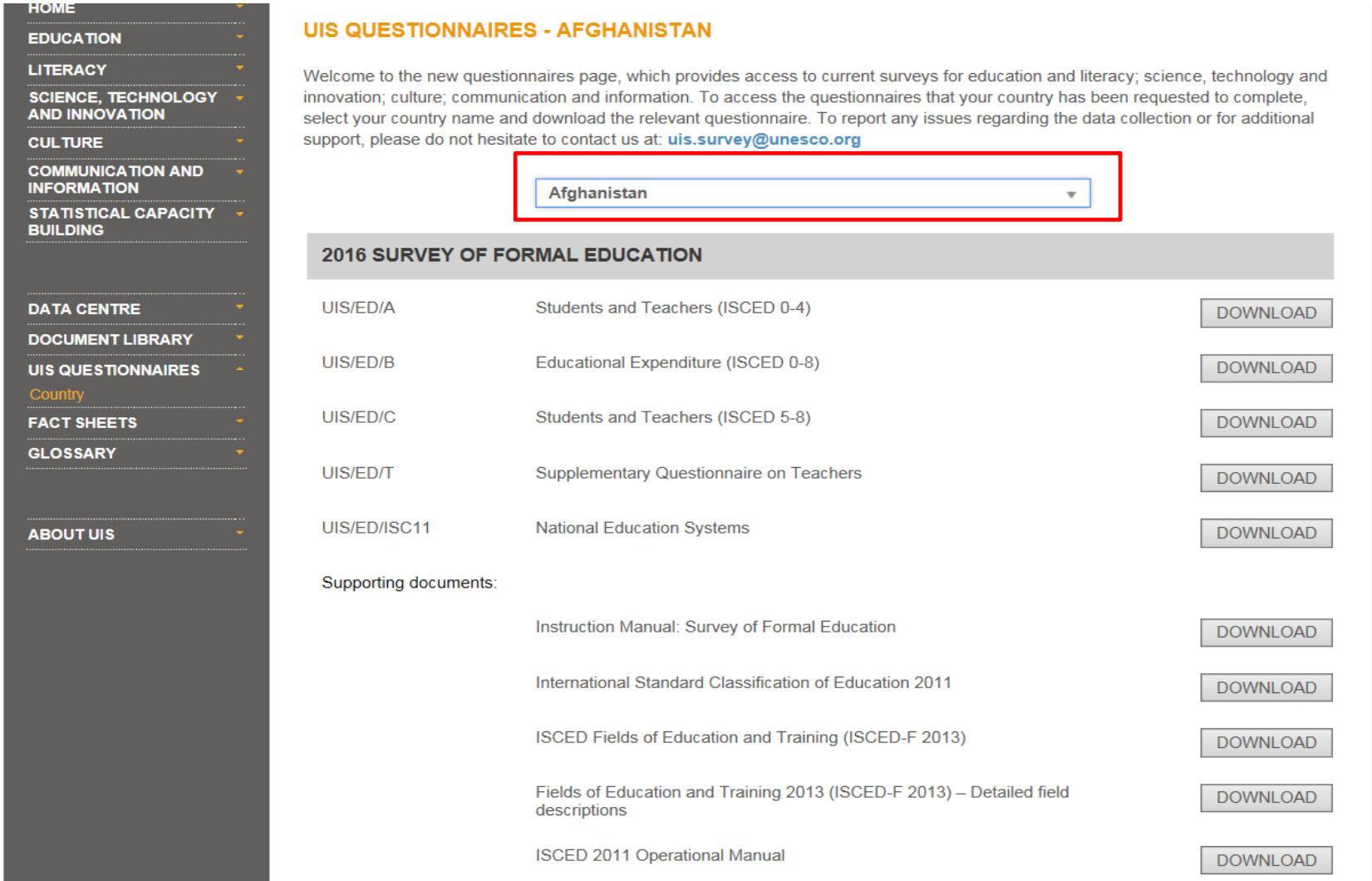
Your UIS questionnaires to complete – Survey 2016

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

To download your customized questionnaires:



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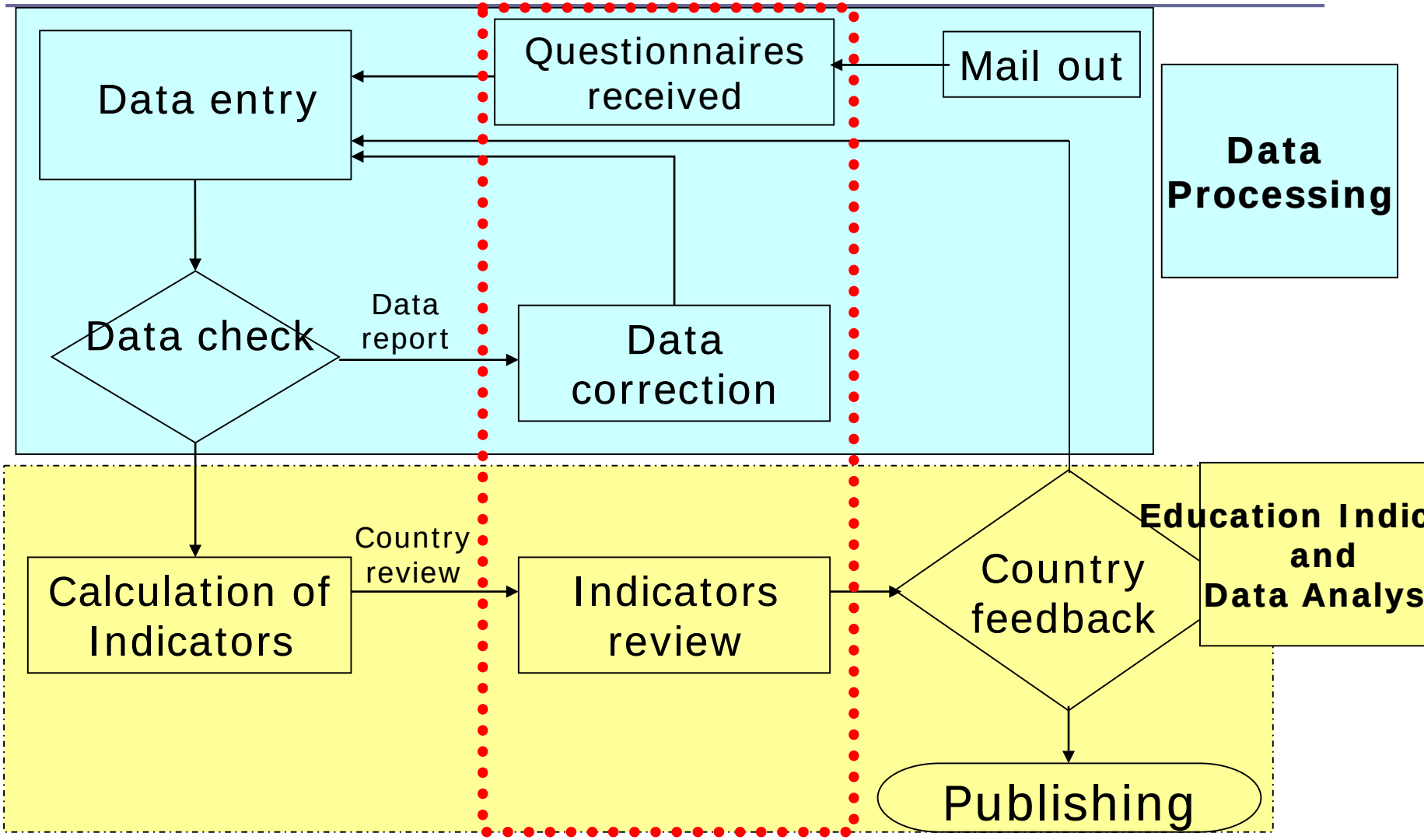
UIS Survey Schedule

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



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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
All	Data at ISCED 01 have been coded as "0Z" (not applicable) based on the ISCED mapping.	
A8	Data at ISCED 343+353 have been coded as "0Z"(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)							
	MF							
	Total	2	3	4	5	6	7	unknown
2014	542,682	0	0	54,695	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	... ...	... ...	... ...

Year	Students Enrolled in Early Childhood Education by Age (IS								
	M								
	Total	2	3	4	5	6	7	unknown	Total
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

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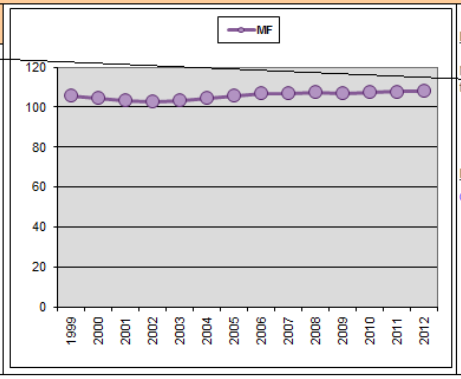
Education Indicators Country Review

Access and participation in primary education

Gross enrolment ratio (GER)

Mauritius	Year	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

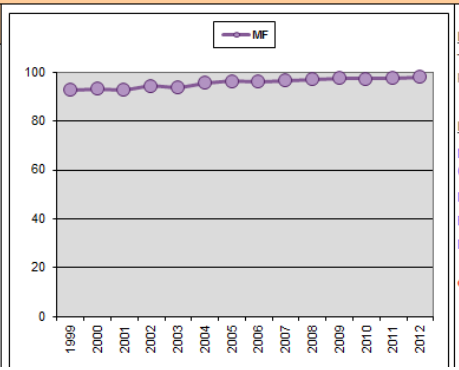
o.k

UIS: Please explain why you resquest 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	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**

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Outputs and data dissemination – UIS Data Centre

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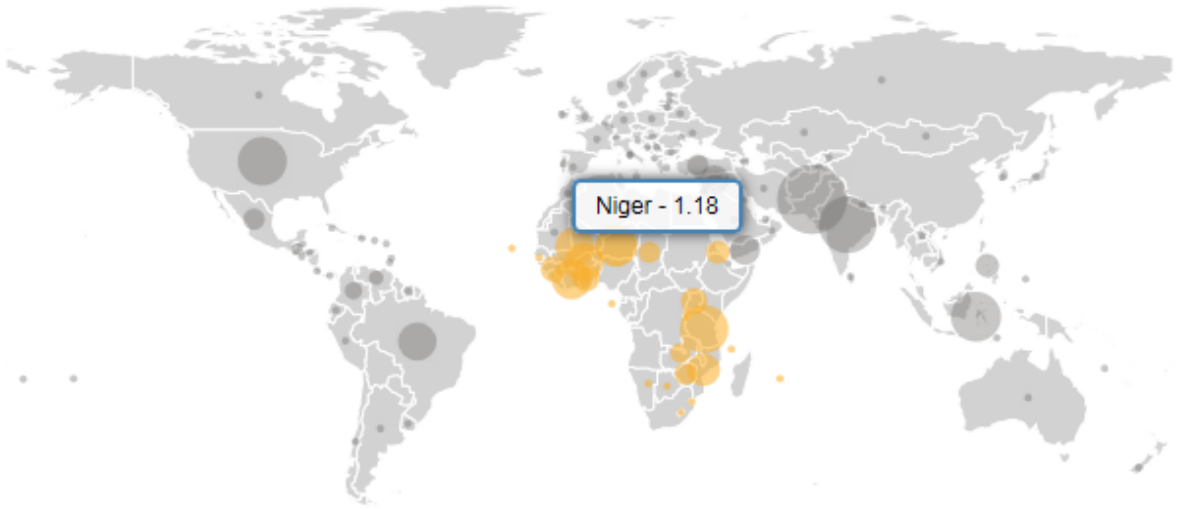
Out-of-school children (in millions). Primary school age. Total 2013



	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

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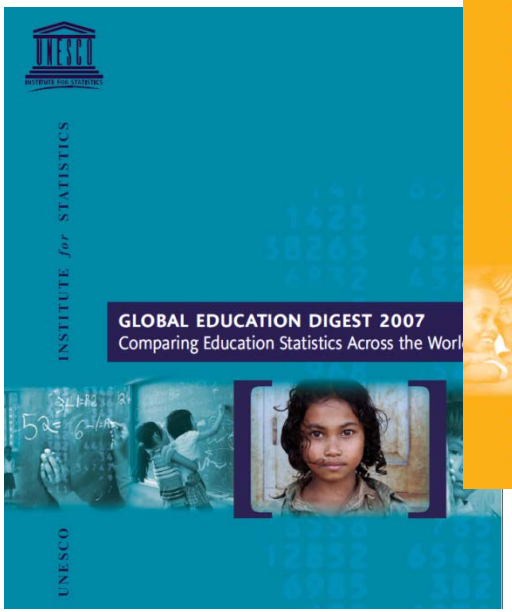
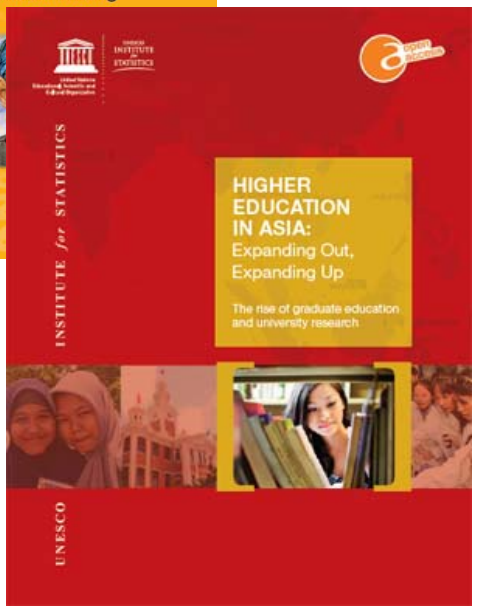
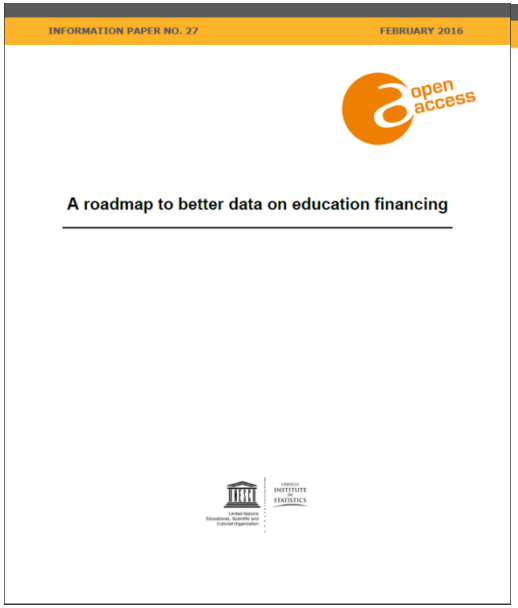
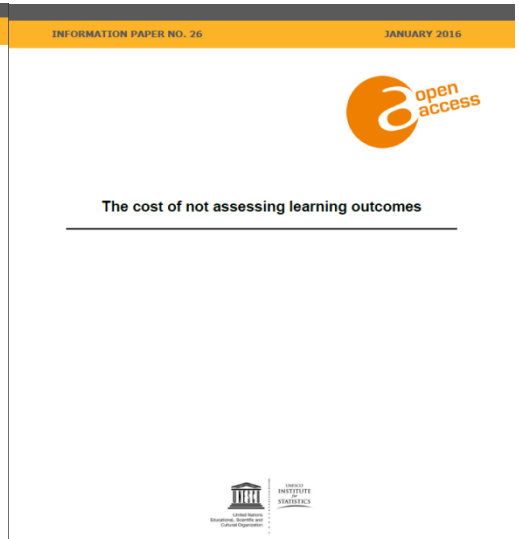
UIS outputs

UIS Publications
- Thematic reports
- Information papers
- Technical documents









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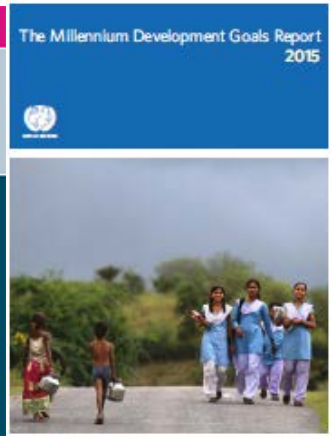
UIS outputs

Other important international publications



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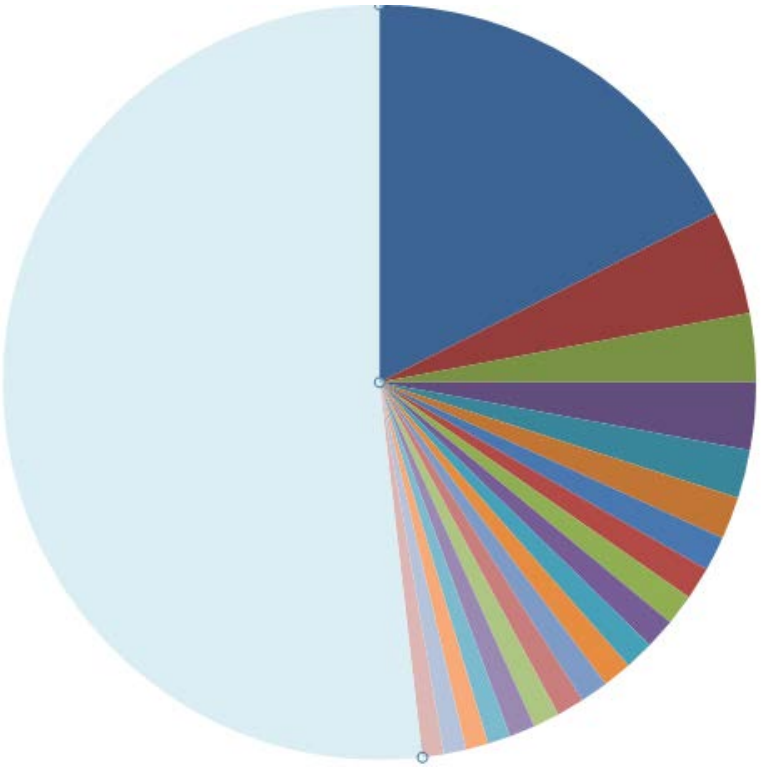
One of the most popular and unique data of the UIS: Top 20 source countries of international students

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



- China, 18% (Outbound mobility ratio 2.1)
- India, 4% (0.6)
- Germany, 3% (4.3)
- Rep. of Korea, 3% (3.5)
- France, 2% (3.6)
- Saudi Arabia, 2% (5.4)
- US, 1% (0.3)
- Malaysia, 1%
- Viet Nam, 1% (2.4)
- Nigeria, 1%
- Russia, 1% (0.7)
- Iran , 1% (1.1)
- Kazakhstan, 1% (6.3)
- Italy, 1%
- Canada, 1%
- Turkey, 1% (0.9)
- Ukraine, 1% (1.8)
- Indonesia, 1%
- Morocco, 1%
- Pakistan, 1% (2)
- Remaining countries, 52%

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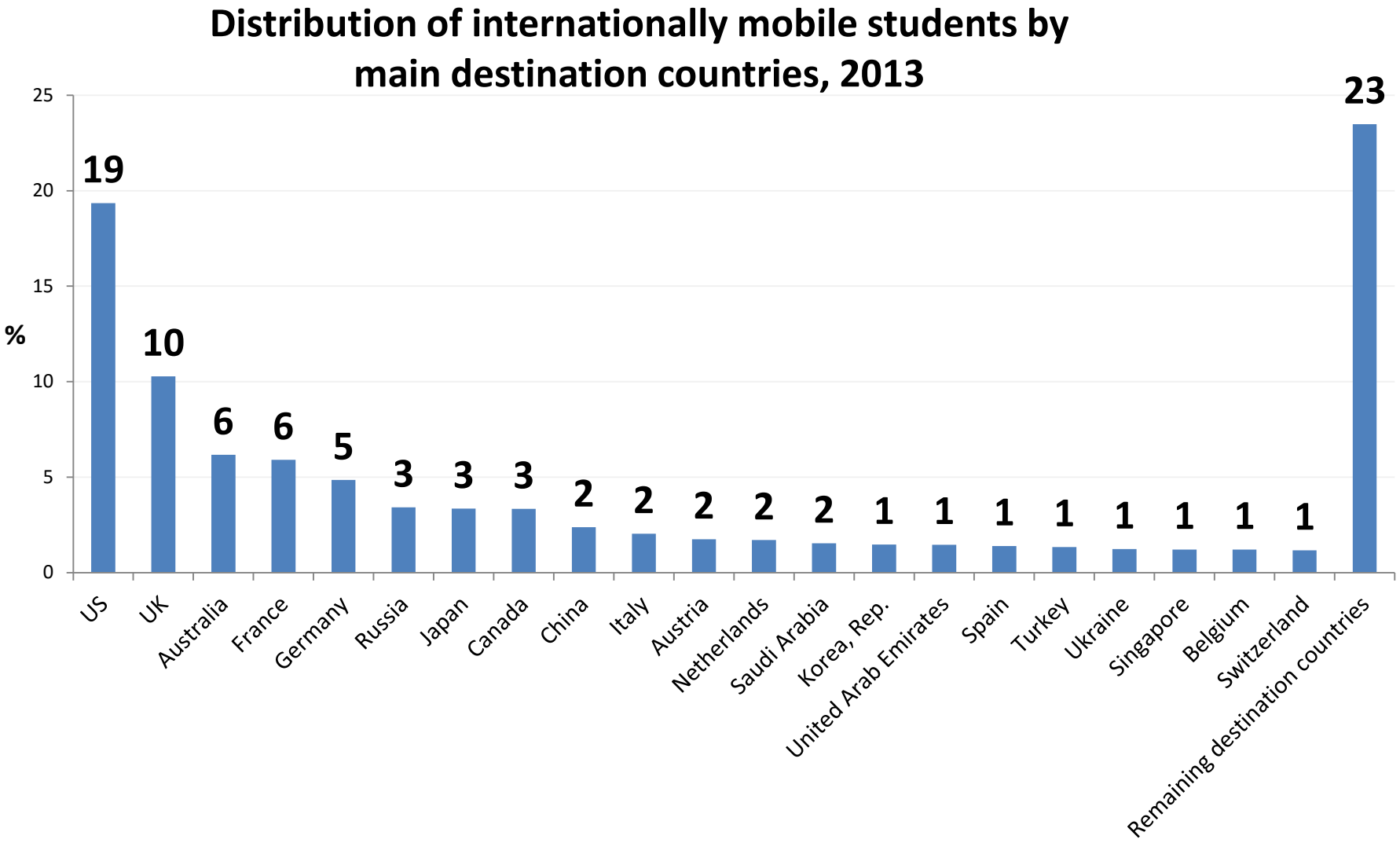
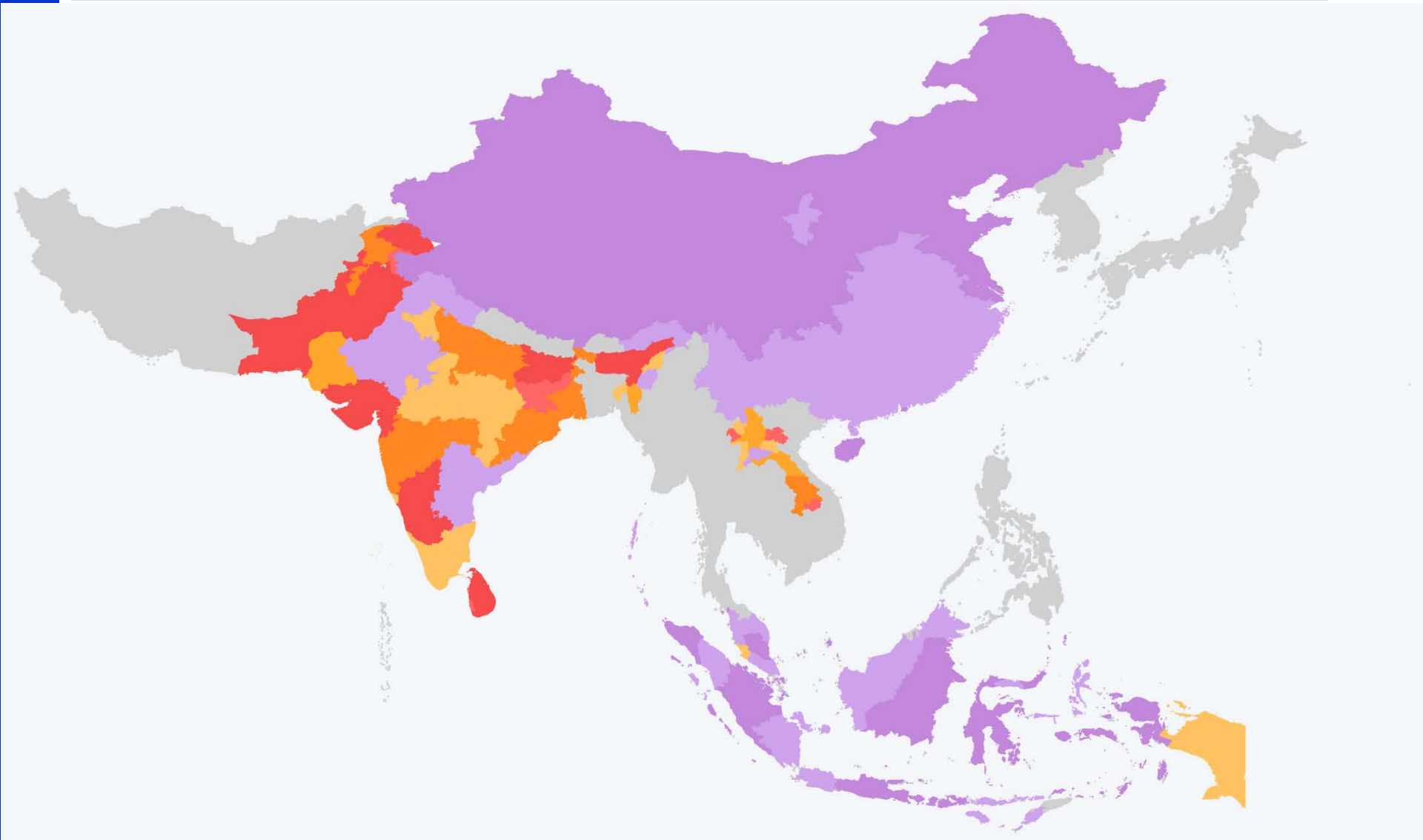
Main destinations of international students



Initial result from Asia regional survey on teachers ---

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



Outputs and data dissemination - Data visualization

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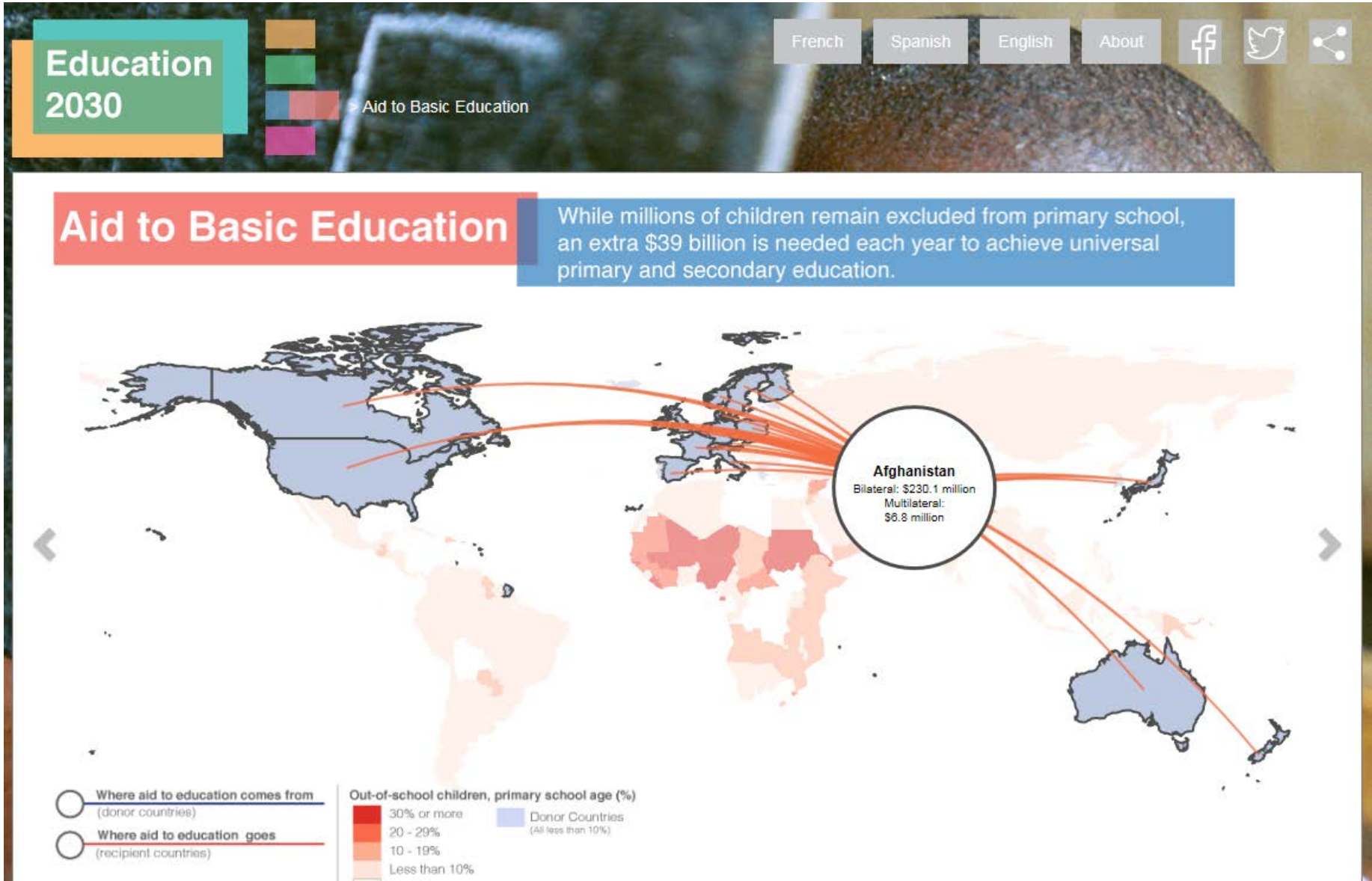
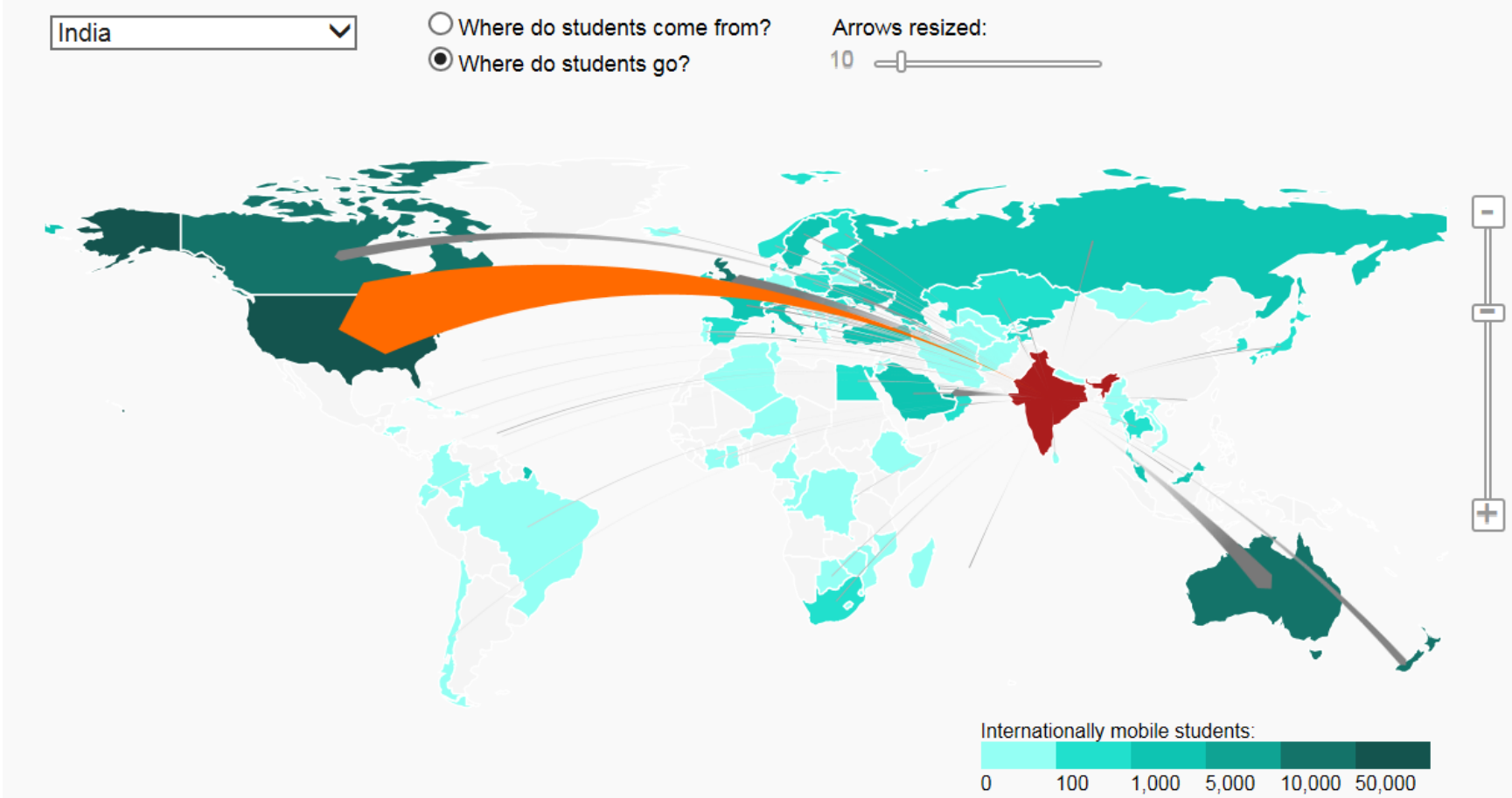
Where aid to education goes?



Outputs and data dissemination - Data visualization

Where students goes?



India

Country of origin	
Nepal	6,983
Bhutan	2,362
Afghanistan	2,330
Iran, Islamic Rep.	2,109
Malaysia	1,874
Iraq	1,747

Destination country	
United States	97,613
Australia	25,562
United Kingdom	19,604
Canada	13,626
New Zealand	10,255
United Arab Emirates	9,273

Key Indicators	
Students abroad:	
Total number of mobile students abroad	181,872
(% of total mobile students)	...
Outbound mobility ratio	0.6
Gross outbound enrolment ratio	0.2

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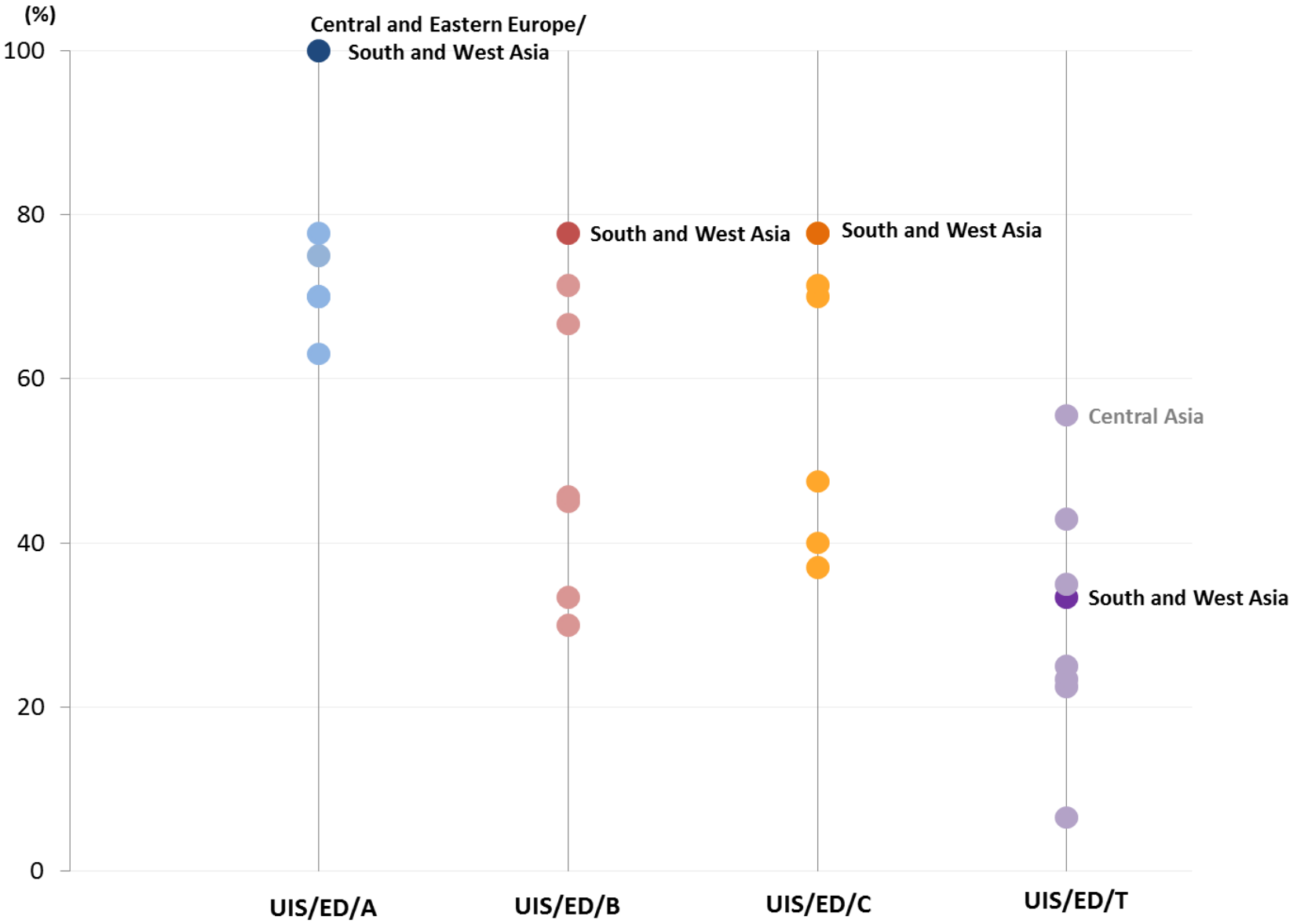
Response rate by region, Survey 2015



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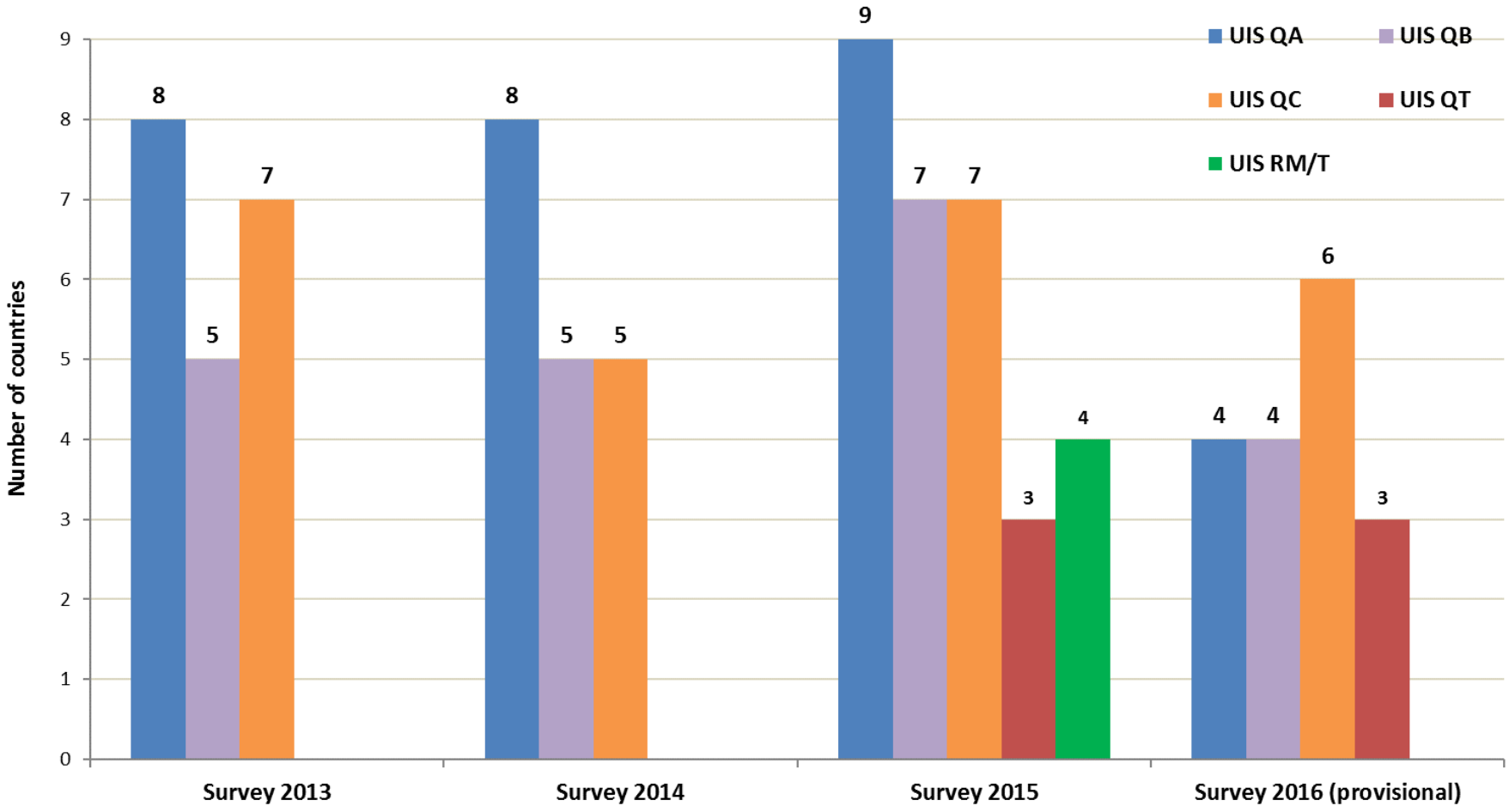
Response rate for South and West Asia region, Survey 2013 to Survey 2016 (provisional)



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