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Using ISCED Diagrams to Compare Education Systems



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Using ISCED Diagrams to Compare Education Systems

SHORT SUMMARY

Comparing national education systems

This report presents diagrams of country education structures based on the International Standard Classification of Education (ISCED). UNESCO created ISCED in the 1970s, with important revisions in 1997 and 2011, to categorize national education structures by student age, programme duration and programme level from pre-primary through to tertiary education. By standardizing each category of education, ISCED plays an important role in ensuring that the data required to meet country commitments to the Sustainable Development Goal 4 (SDG 4) for education can be compared across countries.

This report provides diagrams for 133 countries enabling readers to visualize education systems categorized by ISCED in a way that allows for fast and easy comparisons. The report guides readers through ISCED by offering definitions for each ISCED level, an explanation on how the diagrams were created from country mappings, along with ISCED governance structure, and challenges and recommendations. This is followed by a global analysis of ISCED, which considers how the education systems of each region compare in the context of the Agenda 2030. Then, in-depth analyses of the Arab States, Asia and the Pacific, Latin America and the Caribbean and sub-Saharan Africa provide detailed snapshots of key features in each region.

The report aims to give government policymakers, national statistical offices, international organizations and academia an understanding of ISCED and its importance in helping countries meet their SDG 4 commitments by providing a framework for organizing education systems in a way that allows for cross-national comparability.

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Foreword

The Sustainable Development Goal 4 for education (SDG 4) requires careful and consistent monitoring and reporting. Producing internationally-comparable education statistics and indicators for SDG 4 requires a framework to collect and report data on education programmes and their resulting qualifications. Currently, the structure of education systems varies widely between countries, but looking at education systems through the lens of the International Standard Classification of Education (ISCED) facilitates comparisons. ISCED itself is comprised of three main classifications – levels of education (ISCED-P), educational attainment (ISCED-A) and education and training (ISCED-F).

These classifications are considered to be internationally valid and comprehensive for all education systems. It cannot be emphasized too strongly that reporting for SDG 4 cannot be fully carried out unless ISCED mappings completed for all countries in all regions. In other words, ISCED is necessary for reaching SDG 4 objectives. By creating a visualization of education systems, this report, and accompanying online content, provide a tool for comparing (and eventually harmonizing) education systems across regions and countries.

The UNESCO Institute for Statistics (UIS) is mandated by the United Nations to be the autonomous, trusted and official source of cross-nationally comparable data on SDG 4. To improve the quality of country data and its comparability, the UIS has developed visual representations of education systems based on ISCED to help countries compare education data. This report presents diagrams for the educational systems of 133 countries. These diagrams can also be found on the UIS website (<http://isced.uis.unesco.org/>) and on the PEER website hosted by the Global Education Monitoring Report (<https://education-profiles.org/>). The report does not include countries reporting education data to the OECD and Eurostat. This data is collected by partner agencies and shared with the UIS.

We created these visualization tools to support countries with the implementation of ISCED 2011 as a framework for evaluating their education systems and to support their efforts to collect and produce cross-nationally comparable data for SDG 4. We also hope that international organizations, education policymakers, national statistical offices, and academia will use it to compare education systems and structures regionally, and across the globe. *Using ISCED Diagrams to Compare Education Systems* has three main components: an abridged explanation of ISCED 2011 levels, global and regional analyses, and diagrams for 133 countries.

The UIS prepared this report despite the COVID-19 pandemic, with significant participation of countries. The overall development was led by Bertrand Tchatchoua. UIS regional office representatives, Georges Boade, Roshan Bajracharya and Yacine Ndeye Fall prepared the regional analyses for Asia and the Pacific and sub-Saharan Africa. Martin Scasso contributed to the analysis for Latin America and the Caribbean and the Arab States. Tanya Guyatt, Shereen Joseph and Richard Warren provided editorial support and coordinated the production of the report.



Silvia Montoya
Director, UNESCO Institute for Statistics

Acronyms & abbreviations

ECE	early childhood education
ECED	early childhood education development
EU	European Union
ISCED	International Standard Classification of Education
OECD.....	Organisation for Economic Co-operation and Development
SDG 4	Sustainable Development Goal 4 for education
TTP	teacher training programme
TVET	technical and vocational education and training
UIS.....	UNESCO Institute for Statistics
UNESCO.....	United Nations Educational, Scientific and Cultural Organization

1. Introduction

Monitoring progress on education around the world is vital to achieving Sustainable Development Goal 4 (SDG 4). To obtain a consistent global view of educational attainment on a yearly basis, the UNESCO Institute for Statistics (UIS) collects data on education for all countries around the world. However, education systems differ greatly from country to country and there are often discrepancies between levels of learning, teaching and fields of education. To be able to compare data on education globally, UNESCO created the International Standard Classification of Education (ISCED) as a reference for internationally comparable education statistics and indicators. ISCED applies uniform and internationally agreed definitions to facilitate comparisons of education systems, classifying education programmes and their related qualifications by education levels and fields. These classifications are considered to be internationally valid and comprehensive for all education systems. ISCED classifications have been included in the administrative data collection of the UIS, thus ensuring the comparability of the national education data of countries.

Depending on the level and type of education concerned, a hierarchical ranking system is established between main and subsidiary criteria (such as typical entrance qualifications and minimum entrance requirements).

1.1 WHY IS ISCED IMPORTANT?

ISCED is essential for the consistent monitoring, analysis and advancement of countries' educational systems. The data collected in each country must be comparable to create a benchmark of performance across countries over time and to monitor each country's progress. Statistics on education provide information for policymakers and other education stakeholders. Data on enrolment and school attendance, the human or financial resources required for greater educational attainment and the overall education level of the population provide information to countries themselves, to international organizations and to the wider world. ISCED will be as strong as its weakest link: the more countries that are integrated into the ISCED system, the greater the potential for achieving SDG 4. Individual countries will benefit from comparison with the education systems of others and be able to define their specific needs and problems.

ISCED is an ongoing, evolving classification of education systems around the world. It is a framework for assembling, compiling and analysing cross-nationally comparable statistics on education and is an international reference classification for organizing education programmes and related qualifications by levels and fields of education.

1.2 ABOUT THE ISCED VISUALIZATIONS

The UIS has designed a series of diagrams to provide a visual representation of the structure of national education systems based on ISCED. It is intended that these diagrams create a framework that will allow for easier cross-country comparison of education data as required by SDG 4. The diagrams were created from the mappings provided by countries and validated by the UIS. Based on ISCED classifications, different programmes can be mapped to the same level, for example, all programmes for primary education regardless of the theoretical entrance age or programme duration should be mapped to ISCED level 1.

The diagrams will be updated annually. All educational institutions within a participating country, both public and private, and both formal and informal, are included. However, the diagrams do not include adult or special needs education.

Despite the COVID-19 pandemic, a significant number of countries delivered ISCED mappings to the UIS. Following consultations with countries in the Arab States, Asia and the Pacific, Latin America and the Caribbean and sub-Saharan Africa, the UIS produced 133 diagrams; 115 are based on data that has been checked and validated **as of 1 March 2021**, and an additional 18 are included with a footnote denoting “country approval pending”. The outstanding country ISCED diagrams will be published on the new UIS ISCED website (<http://isced.uis.unesco.org>) as they become available. They are also available on the PEER website hosted by the Global Education Monitoring Report (<https://education-profiles.org/>).

There are a total of 184 ISCED 2011 mappings available on the UIS website (<http://uis.unesco.org/en/isced-mappings>). Diagrams for EU countries are available here: https://www.eurydice.si/publikacije/The-Structure-of-the-European-Education-Systems-2019-20_Schematic-Diagrams-EN.pdf and diagrams for OECD countries are available here: <https://gpseducation.oecd.org/Home>. Please note that the ISCED diagrams available on the Eurydice and OECD websites are in a different format than those produced in this publication and on the UIS website.

This publication has three main components: an abridged explanation of ISCED 2011, global and regional analyses of country education systems and structures, and diagrams for 133 countries. Specifically, Chapter 2 of this publication provides a description of ISCED 2011 along with a definition for each level from ISCED 01 to ISCED 8. Chapter 3 offers a guide to the diagrams, Chapter 4 lists the countries included in the global and regional analyses, Chapter 5 gives readers a global overview of education levels in the context of SDG 4, Chapter 6 highlights regional differences and similarities in the structure of education systems while Chapter 7 presents the 133 ISCED diagrams organized by region.

ISCED governance and resources

The UNESCO Institute for Statistics (UIS) is the custodian of ISCED and is thus responsible for the development, maintenance, updating and revision of this reference classification. It also provides guidance on the effective and consistent use of ISCED for data collection and analysis.

Further responsibilities of the UIS include: describing how the structure and details of the classification are used when producing and presenting statistics; promoting the use of ISCED for cross-nationally comparable statistics; providing guidance materials, training and technical support to countries to ensure the effective implementation and utilization of the classification throughout the world; establishing monitoring mechanisms for proper feedback from ISCED users about problems in its use and forming an ISCED Committee with other data collection partners to review the classification and advise on its implementation.

The UIS works closely with countries and partner data collection agencies (including Eurostat and OECD) to ensure that mappings are in accordance with the ISCED classification and updated as needed. There is a mechanism for the peer review of mappings of formal national education programmes and qualifications.

Through its publications, website and other communications tools, the UIS describes how the structure and details of the classification are used when producing and presenting statistics. The UIS produced an **operational manual** to facilitate the classification and mapping of national education systems to ISCED (initially on formal education programmes and qualifications) along with a document with **detailed field descriptions** and a **questionnaire**. All documents are available on the UIS website: <http://uis.unesco.org/en/topic/international-standard-classification-education-isced>. All country diagrams are also available on the UIS website: <http://isced.uis.unesco.org/>

The UIS promotes the use of ISCED for cross-nationally comparable statistics and provides guidance materials, training and technical support to countries to ensure the effective implementation and use of the classifications throughout the world.

2. The International Standard Classification of Education (ISCED)

ISCED is an instrument for compiling statistics on education systems in a consistent manner. ISCED was established to benchmark performance across countries over time and to monitor the progress of all regions and countries. It covers two cross-classification variables: levels and fields of education, with the complementary dimensions of general/vocational/pre-vocational orientation and education-labour market destination. ISCED was originally created in the 1970s and continues to be refined, with a major revision in 1997, and another in 2011. Both the categories of fields of learning and levels of education, along with any ISCED revisions, are agreed internationally and adopted formally by the General Conference of UNESCO Member States.

As part of the 2011 update, ISCED now has nine levels of education instead of seven. Tertiary education was expanded to four levels and a new category was created covering early childhood education for children under age three. Further, each education level is now more clearly delineated and comprises two parallel classifications: ISCED-P (a revision of ISCED-97 levels of education) and ISCED-A (which includes improved definitions of formal and non-formal education, educational activities and programmes). ISCED 2011 now has only two complementary dimensions or categories of orientation: general and vocational.

A further revision in 2013 produced ISCED-F which revised the classification of the fields of education and training. ISCED-F 2013 contains 11 broad fields, 29 narrow fields and about 80 detailed fields.

The broad fields of education in ISCED-F 2013 are:

- 00 – Generic programmes and qualifications
- 01 – Education
- 02 – Arts and humanities
- 03 – Social sciences, journalism and information
- 04 – Business, administration and law
- 05 – Natural sciences, mathematics and statistics
- 06 – Information and Communication Technologies
- 07 – Engineering, manufacturing and construction
- 08 – Agriculture, forestry, fisheries and veterinary
- 09 – Health and welfare
- 10 – Services

Each broad field of education is then broken down into sub-fields. This new classification was first implemented in 2016 and was based on the school year 2014/15 and household surveys of 2016.

Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical

ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.).

ISCED statistics are collected in every country, both nationally and sub-nationally, reflecting the number of students in school, their fields of study and levels of schooling. Also collected are the qualifications they receive at each stage of schooling. Data can be taken from various sources: administrative registers, individual and household surveys and macroeconomic aggregated statistics.

The different ISCED levels, as established by ISCED 2011, are as follows:

ISCED 0: Early childhood education programmes:

ISCED 01: Early childhood educational development (ECED), age range 0-2 years

ISCED 02: Pre-primary education, age 3 to the start of ISCED 1

ISCED 1: Primary education programmes, to provide students with basic skills in reading, writing and mathematics. Age is the only entry requirement.

ISCED 2: Lower secondary education, designed to build on learning outcomes from ISCED 1. Students are typically aged 10 to 13.

ISCED 3: Upper secondary education, designed to complete secondary education in preparation for tertiary education or to provide skills for employment. Students are between ages 14 and 16.

ISCED 4: Post-secondary non-tertiary education, providing learning experience based on secondary education, preparing for labour market entry. A requirement for entry is completion of ISCED 3.

ISCED 5: Short-cycle tertiary education programmes to provide professional knowledge, skills and competencies. They are practical and occupation-specific for the labour market, although they may provide a pathway to other tertiary education programmes.

ISCED 6: Bachelor's degree or equivalent programmes to provide intermediate academic and/or professional knowledge, skills and competencies leading to a first degree or equivalent qualification. Entry may depend on subject choice and/or grades achieved at ISCED levels 3 and 4.

ISCED 7: Master's degree or equivalent programme to provide advanced academic and/or professional knowledge, skills and competencies leading to a second degree or equivalent qualification. These programmes are theoretically-based but may include practical components and are traditionally offered at universities and other tertiary educational institutions.

ISCED 8: Doctoral or equivalent programme, to lead to an advanced research qualification. These programmes are devoted to advanced study and original research and are typically offered only by research-oriented tertiary educational institutions such as universities. Doctoral programmes exist in both academic and professional fields.

As the custodian of global education data through ISCED and the lead agency for producing the indicators needed to track global progress towards SDG 4 on education, the UIS has initiated the development of an international classification of teacher training programmes (TTPs). This aims to support the monitoring of global Indicator 4.c.1:

“Proportion of teachers with the minimum required qualifications, by education level”. The classification is envisioned as an extension of ISCED and is preliminarily referred to as ISCED-T. ISCED-T will be a standard classification for TTPs that can be used for international comparison of such programmes.

How ISCED country mappings are created:

National education structures are recorded and mapped in a collaborative process between the UNESCO Institute for Statistics (UIS) and Member States based on the framework set by the 2011 International Standard Classification of Education (ISCED).

The information is collected in the UIS Annual Survey of Formal Education using the ISCED 2011 questionnaire called “National Education Systems” (UIS/ED/ISC11). The questionnaire gathers national information on the entry requirements, entry age, programme duration and the qualification awarded upon completion of each educational level. The associated level of ISCED 2011, from pre-primary to tertiary education, is also indicated. The questionnaire also collects data on free and compulsory education.

The UIS pre-fills the ISCED 2011 questionnaire with existing information on the national education structure. Countries can confirm that its content remains unchanged, or submit a revised questionnaire. The UIS processes the updated information and works with national statistics offices to solve any pending issues. The resulting document is validated by the country before the UIS publishes the resulting ISCED mapping on its website: <http://uis.unesco.org/en/isced-mappings>. Based on the validated ISCED 2011, the UIS annually sends three questionnaires on formal education (QA, QB and QC): QA covers students and teachers (ISCED 0-4); QB, covers education expenditure (ISCED 0-8) and QC covers students and teachers (ISCED 5-8).

These mappings are then used by the UIS to ensure the international comparability of its education statistics. As the number of number of countries integrated into the ISCED mapping system increases, more comparisons between regions and countries can be made, improving the possibility of addressing education issues in specific countries.

The UIS is responsible for the development, maintenance, updating and revision of this reference classification. It also provides guidance on the effective and consistent use of ISCED for data collection and analysis. The UIS aims to maintain links with custodians of other relevant classifications in order to ensure consistency across related standard frameworks.

Through its publications, website and other communications tools, the UIS describes how the structure and details of the classification are used when producing and presenting statistics. The UIS promotes the use of ISCED for cross-nationally comparable statistics and provides guidance materials, training and technical support to countries to ensure the effective implementation and use of the classifications throughout the world. It continues to establish monitoring mechanisms for proper feedback from ISCED users about problems in its use and has formed an ISCED Committee with other data collection partners to review the classification and advise on its implementation.

3. Guide to the diagrams

This chapter describes the range of programmes included in the diagrams, the graphical display and layout, and the harmonization criteria used. It then explains how the UIS undertakes revisions to the diagrams and it outlines some challenges and recommendations.

3.1 SCOPE

The diagrams include the most representative mainstream programmes of formal educational systems from early childhood education to the tertiary level.

The diagrams encompass:

1. Early childhood education and care provided in publicly-subsidized and accredited centre-based settings for children from the youngest age of enrolment.
2. Primary and secondary education programmes.
3. Post-secondary non-tertiary programmes.
4. Tertiary-level programmes.

They do not cover:

1. Education programmes intended exclusively for adults with low formal educational attainment and/or low level of basic skills. The diagrams cover only the courses allowing adults to go back to school or to gain further qualifications that are part of mainstream education programmes. Usually, these courses are integrated in the programmes providing competence-based qualifications at the secondary education level or allowing access to tertiary education (i.e. the post-secondary non-tertiary education level).
2. Separate provision outside mainstream education for children and young people with special educational needs.
3. Tertiary level, doctoral studies.

3.2 HOW TO READ THE DIAGRAMS

3.2.1 Main elements

Age of students and programme duration scales:

Student age: The student age scale indicates the age of pupils and students when they start each level of education from pre-primary through to non-tertiary vocational education (ISCED levels 0 to 4). These ages are theoretical and give an indication of the official age at which children might begin early childhood education or compulsory education. Early or late entry, grade retention or other interruptions to schooling, and adult learning are not taken into account.

Programme duration: The programme duration is indicated by the length of the bars. For primary, secondary and vocational education duration is implied by student age in years which is indicated on the scale at the top of the diagram. For tertiary programmes, the scale is based on the duration of the programme in years, from zero to eight. The duration of part-time studies or individualized study patterns are not available in these diagrams.

Levels and types of education:

The coloured bars of the diagrams show the national education system programmes with different colours representing the different levels and types of education. Separating each coloured bars, solid white vertical lines show the division of each level of education. A dotted white line within the same coloured bar depicts the continuation of a programme to the next level. A black dotted box indicates that an additional year of the programme is available. The ISCED level is indicated by the number in the black circle on each bar.

3.2.2 Graphic representation

Early childhood and post-secondary education (left hand side of the diagram):

The coloured bars on the left depict the main education programmes from pre-primary to post-secondary non-tertiary levels (ISCED levels 0 to 4) in relation to the age of students when they start a particular programme. The ages indicate the theoretical age at which students are supposed to enter an education level in that country or begin a study programme. (Early or late entry, grade retention or other interruption to schooling are not taken into account.)

Order of representation in the diagram from left to right:

- Pre-primary
- Primary
- Secondary
- Post-secondary non-tertiary vocational

Tertiary education programmes (right hand side of the diagram):

The coloured bars on the right show the main programmes at the tertiary level in relation to the standard number of years necessary to complete these programmes on a full-time basis. The duration of part-time studies or individualized study patterns are not presented.

Order of representation in the diagram from top to bottom:

- Bachelor's degree/programme
- Master's degree/programme and specialization
- ISCED 6 Bachelor's degree/programme in specialized studies
- ISCED 7 Bachelor's degree/programme in specialized studies
- Short-cycle tertiary education

If a programme requires the certification of another tertiary education programme for its entry, they are placed next to each other.

Tertiary education programmes are ordered as follows:










- Programmes that require ISCED 4 or less for admission (usually a Bachelor's degree or short cycle tertiary programmes) are placed in the "0" axis position.
- ISCED 7 programmes for which entrance requirements include certification of ISCED 5 or 6 programmes for entry are positioned at the final year of those programmes based on their theoretical duration, separated by a vertical white line.
- The same criteria are used for all tertiary education programmes that have another tertiary education programme completion certificate as an entrance requirement.

- If the country has Bachelor's degree programmes with a different theoretical duration, the ISCED 7 bar is positioned at the end of the lowest theoretical duration of those levels.

3.3 LEGENDS USED TO STANDARDIZE THE VISUAL DISPLAY OF INFORMATION

Levels and types of education

Compulsory full-time education/training

<p>Early childhood education and care, for which the Ministry of Education:</p> <p> is not responsible</p> <p> is responsible</p> <p> Primary Education</p> <p> Additional Year</p>	<p> Secondary general education</p> <p> Secondary vocational education</p> <p> Post-secondary non-tertiary education</p> <p> Tertiary education (full-time)</p> <p> Short-cycle tertiary education</p>
---	---

ISCED 2011 levels

ISCED 0 1 2 3 4 5 6 7

Additional year: This dotted box is used to indicate the cases where the duration of an education programme has a variable theoretical duration. For example, in cases where an education programme has a part that does not need to be completed to finalize a cycle or level of education, but may be necessary to access a higher level of education or move on to a different path.

3.4 CONSULTATION AND REVISION PROCESS FOR DIAGRAMS

Consultation: The current diagrams were produced based on existing ISCED mapping validated by countries and posted on the UIS website (<http://uis.unesco.org/en/isced-mappings>). The completed diagrams were shared with countries for validation and comments alongside the criteria used.

The initial country consultation was carried out between May and July 2020 in Latin America and the Caribbean, in the Arab States, sub-Saharan Africa, and Asia and the Pacific, with the exact start date dependent on the status of diagram production. Additional consultations were carried out until 1 March 2021.

During this consultation the three possible responses were: (i) countries approved the diagram; (ii) countries did not provide any feedback and (iii) countries provided feedback and requested modifications to their ISCED mapping.

Revision: When a country requested modifications or updates, this was communicated to the UIS ISCED team who then used an internal validation process to make the changes to that country's ISCED mappings.

If no feedback was provided by the countries, the diagrams were produced based on the existing, validated ISCED mapping.

Any update of the ISCED mapping received after 1 March 2021 will be used to adjust and revise the diagram for the next UIS data release.

Maintenance/updating of diagrams: The diagram visualization will be published on a UIS website and will be updated annually. The updates will be aligned with the UIS education data release of September (and if needed, the February data refresh). This alignment will ensure coherence between the diagrams and ISCED mappings which are published in more detail on the UIS website.

Challenges and recommendations: A clear challenge in producing these diagrams was the fact that the process took place in the midst of the COVID-19 pandemic. This situation affected the consultation process with countries and had an impact on the country response rate. Around 35% of countries provided feedback on their diagrams. Another challenge in collecting data for ISCED mappings is created by the segmentation of national education systems across several ministries.

The UIS is committed to working with countries to address their data challenges. One of the ways we can do this is to advocate for the collection and production of high-quality education data across the various sectors of national education systems. It is our goal, as the custodian agency for SDG 4 data, to ensure that countries have the support they need to provide information for ISCED mappings so that they can collect and produce education data in such a way that it is cross-nationally comparable so countries can meet their commitments to SDG 4.

4. List of publishable diagrams

The following 133 countries are included in the global and regional analyses. Readers may find the ISCED diagram for each country on the indicated pages.

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Egypt	50	Thailand	75
Iraq	51	Timor-Leste	76
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Kuwait	52	Latin America and the Caribbean	
Lebanon	52	Anguilla	81
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Morocco	54	Aruba	82
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5. Global analysis

The Incheon Declaration and Framework for Action for Education 2030 calls on countries to provide nine years of compulsory education and 12 years of free education for all children and adolescents. Further, the SDG 4 thematic Indicator 4.1.7 considers the “*number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks.*”

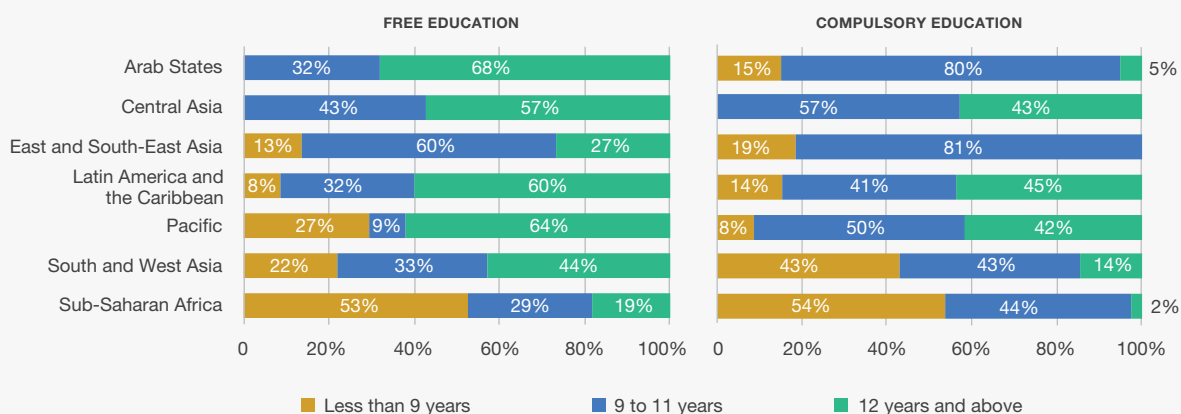
Currently, most countries have legislation specifying the age and level of education at which children should start school. Such legislation usually specifies the number of years of education that are guaranteed, the age at which young people may leave education or, in some cases, both. Ideally, education should be free for the same number of grades of primary and secondary education which young people are expected to have completed before being legally eligible to leave school.

In this section, *Using ISCED Diagrams to Compare Education Systems* looks at how regions compare in terms of whether or not education is free and/or compulsory and for which levels, the structure and availability of early childhood education, the theoretical school starting age and the duration, in years, of each level of education.

Free and compulsory primary and secondary education

Figure 5.1 presents the percentage of free and compulsory education in primary and secondary schooling by region. More than 70% of countries analysed in each region have more than nine years of free education. The exception is sub-Saharan Africa, where 53% of countries analysed offer less than nine years of free schooling. In this region, free education varies from six years (primary school only) to 16 years (includes upper secondary school). In the Asia and the Pacific subregion, Central Asia, 57% of countries provide free education for at least 12 years. Compulsory education – schooling mandated in a country’s legal framework – varies from six to 12 years across all regions, with 31 countries providing five or six years of compulsory education and 15 countries requiring nine or ten years. Overall, the number of countries requiring at least 12 years of education is still very low. Latin America and the Caribbean and Central Asia have the highest proportions of countries with compulsory education with 45% of countries in these regions requiring more than 12 years of education. Many countries in Latin America and the Caribbean have taken steps to ensure free and compulsory education at the secondary level. In the Arab States, of the 20 countries analysed, 17 have established at least nine years of primary and lower secondary compulsory education and in most countries in this region, compulsory education is complemented by free education. Only one country, Egypt, extends compulsory education to 12 years.

Figure 5.1 Percentage of countries in each region offering free and compulsory education, by years



Source: UNESCO Institute for Statistics database

Early childhood education

The availability of early childhood education (ECE) (ISCED 0) varies from region to region. In Latin America and the Caribbean, 19 countries (66% of all countries in the region) provide ECE, and all offer at least one year of compulsory pre-primary education. Fourteen countries in this region guarantee at least two years of pre-primary education and 20 include free pre-primary education in their educational systems. In Asia and the Pacific, 61% of countries provide ECE, and all offer at least one year of pre-primary education. However, less than 30% of countries in this region have ECE programmes focusing on children aged 2 and under (ISCED 01). In the Arab States, 40% of countries provide ECE, and of these, all include at least one year of pre-primary schooling. None of the Arab State countries have made progress in incorporating compulsory pre-primary education in their legal education frameworks.

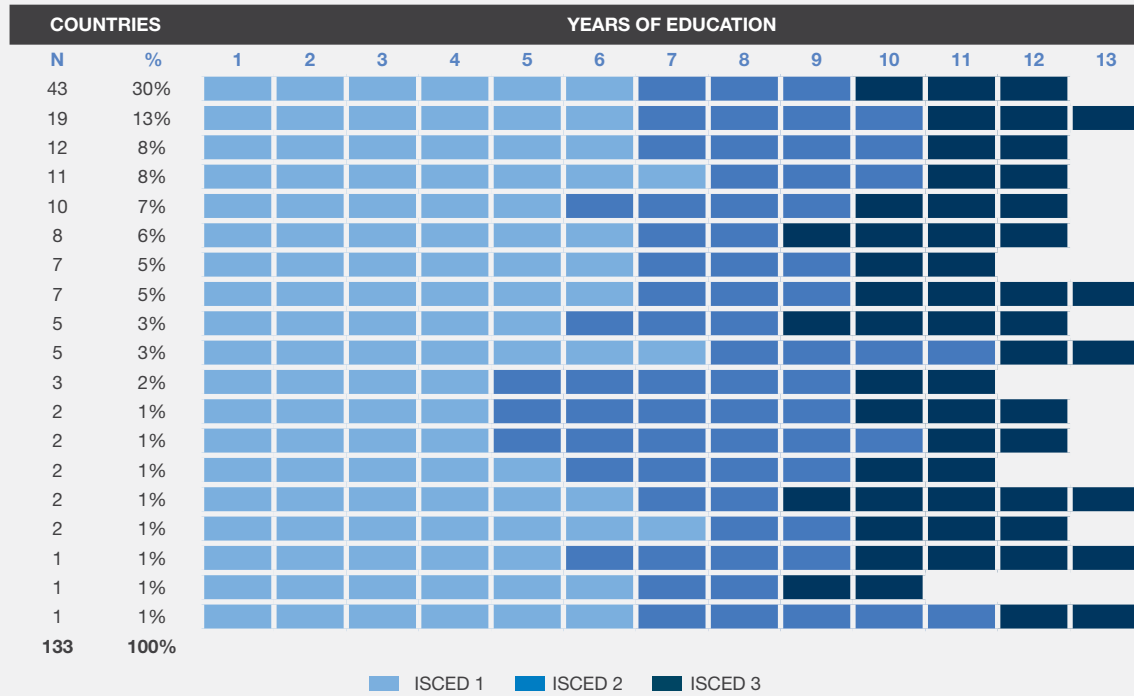
School entrance age and duration by ISCED level: common profiles

In the countries analysed, the most common profile for duration of studies is six years of ISCED 1, three years of ISCED 2 and three years of ISCED 3, or 6-3-3 (see **Figure 5.2**). This particular combination of duration of studies is represented in 43 countries out of the 143 analysed. Globally, around 55% of countries in the Arab States, 27% of countries in Asia and the Pacific, 28% in Latin America and the Caribbean, and 24% in sub-Saharan Africa have this ISCED 1, 2, 3 duration profile, or 6-3-3.

The second most common ISCED duration combination is six years of ISCED 1, four years of ISCED 2 and three years of ISCED 3, or 6-4-3. Of the countries analysed, 13% present this profile. This combination exists in 14% of countries in the Asia and the Pacific region and in 27% of countries in sub-Saharan Africa.

In the majority of countries, the most common entry age for primary school is 6 years. In some cases, children start school at 5 or 7 years of age. For 20% of countries in the Asia and the Pacific region, children begin school at age 5 but in 65% of those countries, the entrance age for schooling is 6 years old. Overall, the total duration of primary and secondary education ranges from 11 to 13 years.

Figure 5.2 Duration profile of ISCED levels, from most to least common, globally



Source: UNESCO Institute for Statistics database

6. Regional analysis

The following analysis provides an educational portrait of each region showing the differences and similarities in the structure of their education systems. It considers each region's educational model including issues such as education levels, programme duration, and age of students entering school, highlighting how each fit into ISCED so that the organizational structures are comparable. This section focuses on the regions in the following order: Arab States, Asia and the Pacific, Latin America and the Caribbean, and sub-Saharan Africa.

This analysis includes more countries than the number of diagrams published as the UIS worked with validated data available in the UIS database.

Each regional analysis is presented following the structure below:

1. Key features of education structure
2. Compulsory and free education
3. Early childhood education (ECE) programmes by type and duration
4. Organizational models of primary and secondary education
5. School entrance age and duration of primary and secondary education

6.1 ARAB STATES

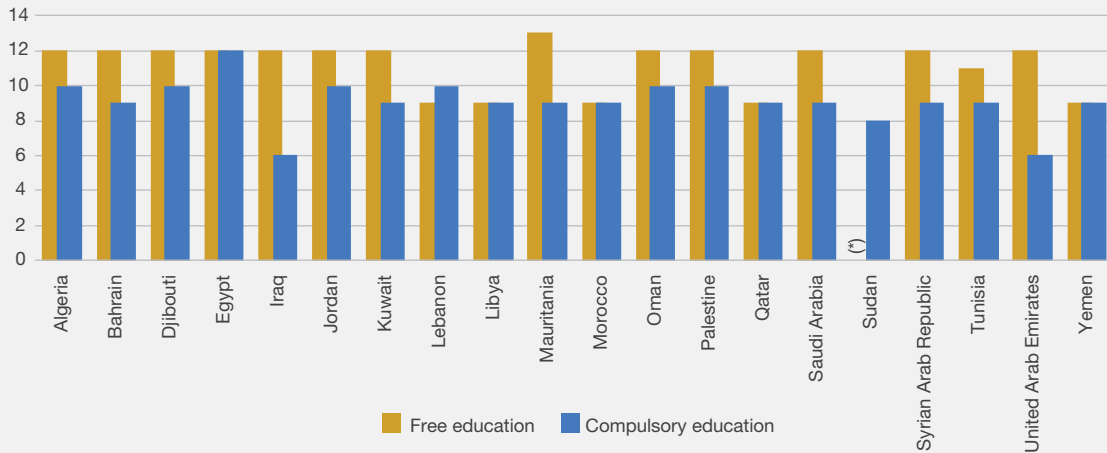
6.1.1 Key features of education structure

- Of the 20 countries analysed, 17 require at least nine years of primary and lower secondary compulsory education. In most of these countries, this obligation for education is complemented by the existence of a free education. Only one country extends compulsory education to 12 years.
- Some 40% of countries offer ECE, and of these, all include at least one year of pre-primary.
- No country in this region has incorporated compulsory pre-primary education in the legal framework of education.
- In most countries, the theoretical entry age for primary education is 6 years old. In one case it is 5 years old.
- Primary and secondary education vary in length but together, both levels add up to between 12 and 13 years of education. The most frequent organizational model is: six years of ISCED 1, three years of ISCED 2 and three years of ISCED 3.

6.1.2 Compulsory and free education provisions

In the Arab States region, many countries have taken steps towards legalizing free and compulsory education for the primary and lower secondary levels. Of the 20 countries analysed, 14 have established at least 12 years of primary and secondary compulsory education. This obligation is complemented by the existence of free education.

Figure 6.1 Years of free and compulsory primary and secondary education, Arab States

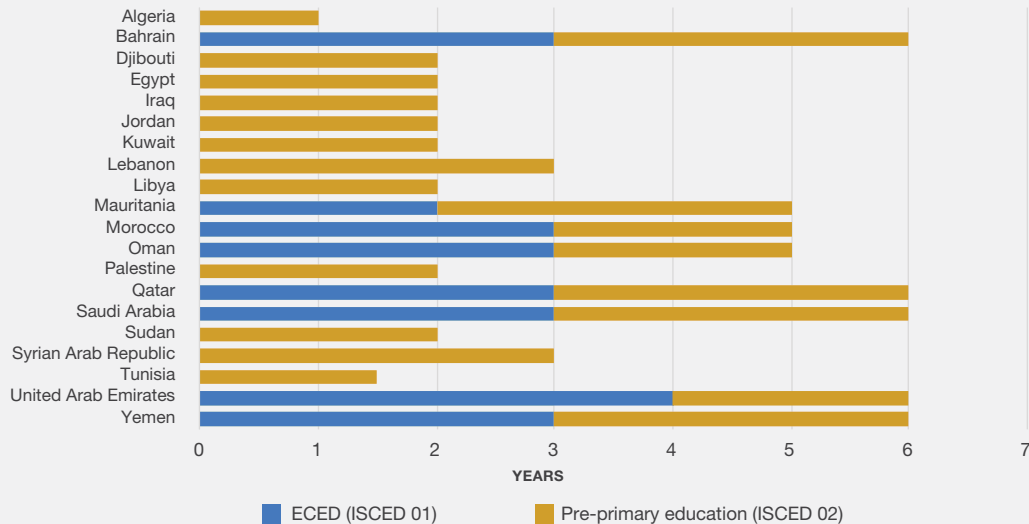


(*)missing data
Source: UNESCO Institute for Statistics database

6.1.3 Early childhood education programmes by type and duration

Only eight countries in the Arab States have ECE educational offerings for children in their first two years of life (ISCED 01). Within these eight countries, the theoretical entrance age for ECE is before age 1, and the theoretical duration is between two and three years. On the other hand, all countries in the region offer an educational programme for at least one year of pre-primary education (ISCED 02), with two to three years of theoretical duration.

Figure 6.2 Duration of early childhood education programmes, Arab States



Source: UNESCO Institute for Statistics database

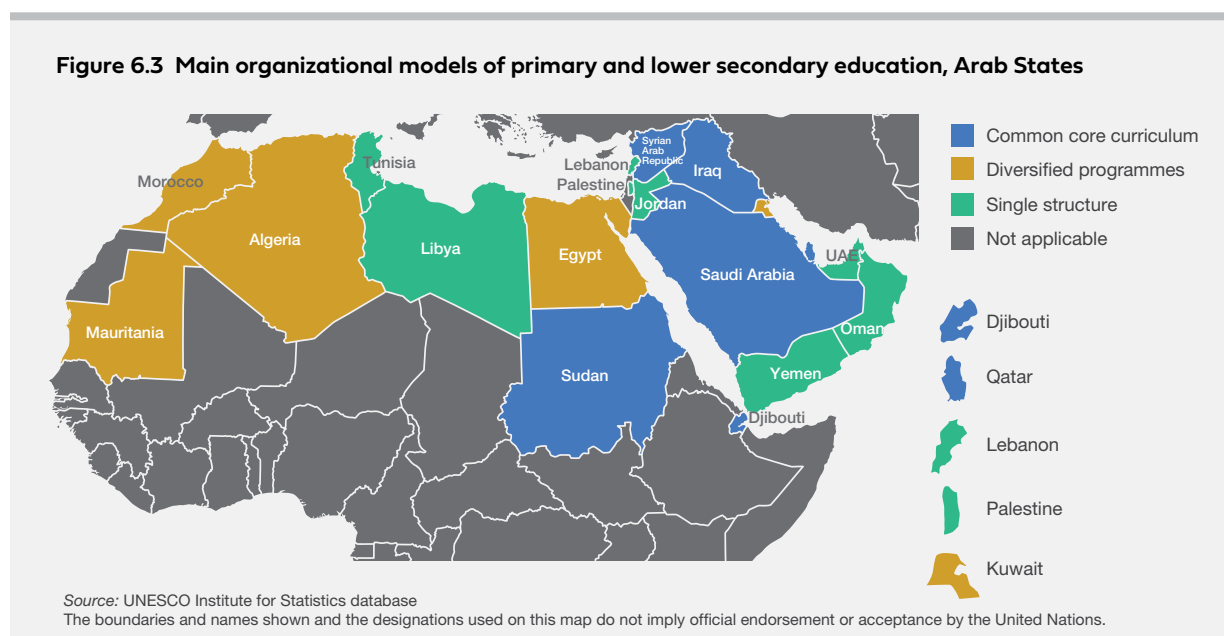
6.1.4 Organizational models of primary and secondary education

The ISCED mapping reveals three main organizational models of primary and lower secondary education (ISCED 1 and 2) in the region:

Single structure education: Only one structure from primary (ISCED 1) to lower secondary education (ISCED 2) with no transition between levels, and with general education provided in common for all pupils.

Common core curriculum: After successful completion of primary education (ISCED 1), all students progress to lower secondary (ISCED 2) where they follow the same general common core curriculum.

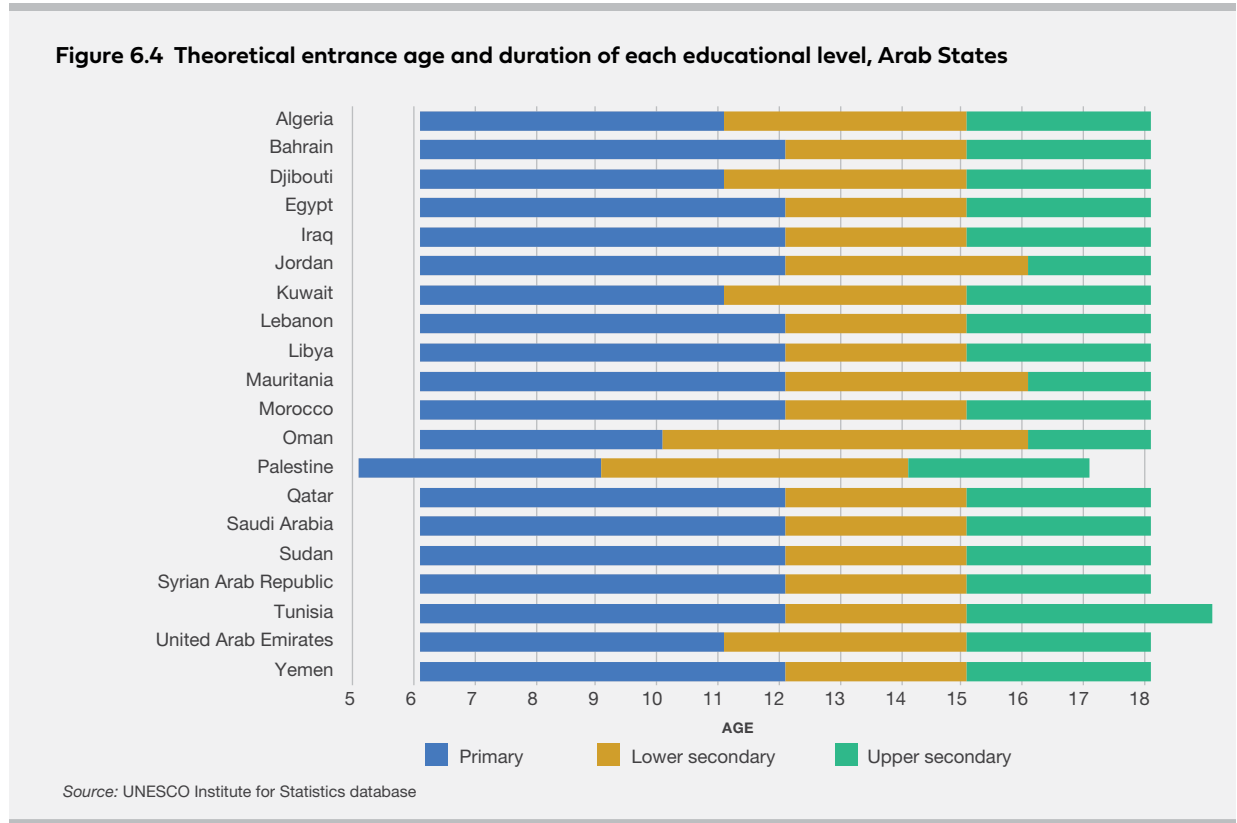
Diversified programmes: Either at the beginning or during lower secondary education, students follow different tracks for vocational, technical or general education. At the end of their studies, they receive different levels of certificates.



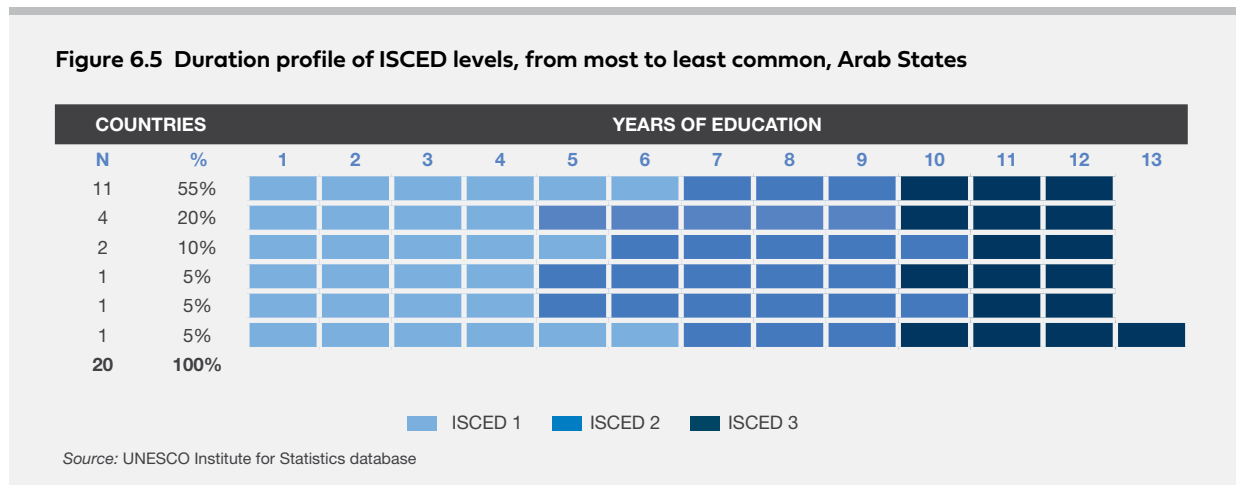
Eight countries organize primary and lower secondary education into a single structure. Seven have a common core curriculum for primary and lower secondary education, and five offer different tracks for vocational, technical or general education in lower secondary education. All countries deliver a diploma that certifies the completion of each level of education. The number of years of education this certification represents depends on the duration of each country's educational programmes, and may vary. In many cases, the duration of the national programme coincides with the ISCED classification. Therefore, the certificate reflects the completion of the equivalent ISCED level. In countries where ISCED 1 and ISCED 2 correspond to the same programme (single structure organizational model), they usually include an intermediate diploma. In three countries, an ISCED 1 completion certificate is not delivered, as well as in two other countries where ISCED 1 and 2 do not form a common structure. In educational systems where ISCED 2 and ISCED 3 are part of the same secondary education programme, all countries deliver an intermediate certificate.

6.1.5 School entrance age and duration of primary and secondary education

The theoretical entry age for primary education is 6 years old in all countries in the Arab States except Palestine, where it is 5 years of age. Primary and secondary education also vary in length but together, both levels add up to 12 years of education, or 13 years in one country.



The most frequent organizational model in the region is six years of primary education (ISCED 1), three years of lower secondary (ISCED 2) and three years of upper secondary education (ISCED 3).



6.2 ASIA AND THE PACIFIC

The Asia and the Pacific region has fully embraced SDG 4 and tremendous resources have been invested in the education sector, yet complex challenges remain. Despite steady progress in access to and participation in education (95% of primary-age children are in school and in 2019 there was a primary survival rate of more than 90%), improving the quality of education presents a major challenge for all countries at every level of education. In addition, gender disparity persists in some countries while in others disparities by location and wealth are more severe, hindering equitable access and quality education for all.

6.2.1 Key features of education structure

- Around 40% of countries in the region legally require free education for at least 12 years. More than 72% of the countries in this region provide free education for at least nine years.
- Less than 30% of countries have ECE (ISCED 01) programmes focusing on children age 2 years and less.
- All countries in the region have pre-primary education programmes (ISCED 02) which range in duration from one to four years.
- For 20% of countries in the region, the entrance age for schooling is 5 years old. For 64% of countries, the entrance age for schooling is 6 years old.
- The total duration of primary and secondary education ranges from 11 to 13 years.
- For primary education, the duration ranges from four years in Central Asia to seven years in some of the countries in the Pacific subregion.
- There is some variation in the organization of primary and secondary education which can be grouped into three key categories:
 1. Single structure education
 2. Common core curriculum provision
 3. Diversified programmes

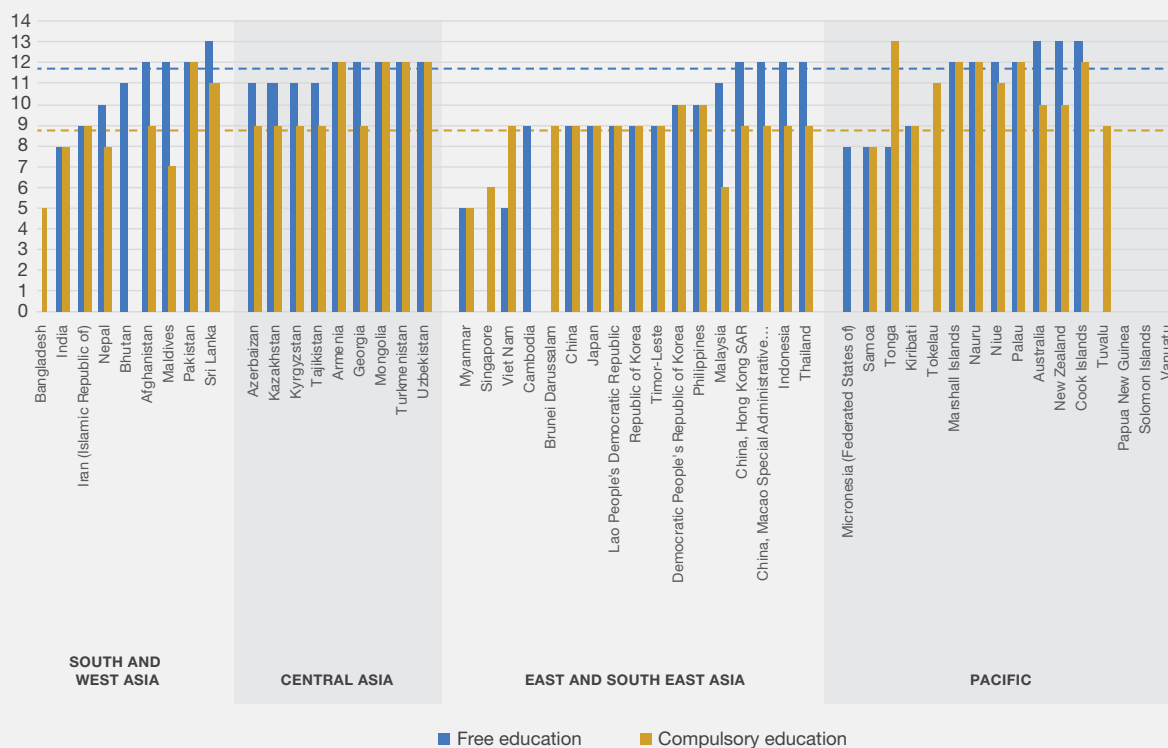
6.2.2 Compulsory and free education provisions

In the Asia and the Pacific region, 28% of countries do not meet the international standard of nine years of compulsory education and more than 60% do not have 12 years of free education. However, many countries have taken steps to incorporate free and compulsory education into their legal frameworks to meet international standards. In 2018, more than two-thirds of countries in the region legally endorsed compulsory education of nine years or more.

Looking at the subregional data, all nine **Central Asian** countries included in the analysis have legal provision of nine or more years of compulsory education. In **East and South-East Asia**, out of 17 countries and territories, only three countries – Malaysia, Myanmar and Cambodia – do not meet the standards of compulsory education. In **South and West Asia**, out of nine countries, only four – Afghanistan, Iran, Nepal and Sri Lanka – met this international standard, while the Maldives and Bhutan have no legal provision of compulsory education. Almost two-thirds of countries in the **Pacific** subregion have legal provision for compulsory education as prescribed by the Agenda 2030.

Regarding free education, less than 40% of the countries in the region have a legal provision for free education of at least 12 years. In the subregions, 44% of countries in the **Pacific**, 56% of the countries in **Central Asia**, 24% of countries in **East and South-East Asia** and 44% of countries in **South and West Asia** have a legal provision for free education for 12 or more years of schooling.

Figure 6.6 Years of free and compulsory primary and secondary education, Asia and the Pacific, 2018

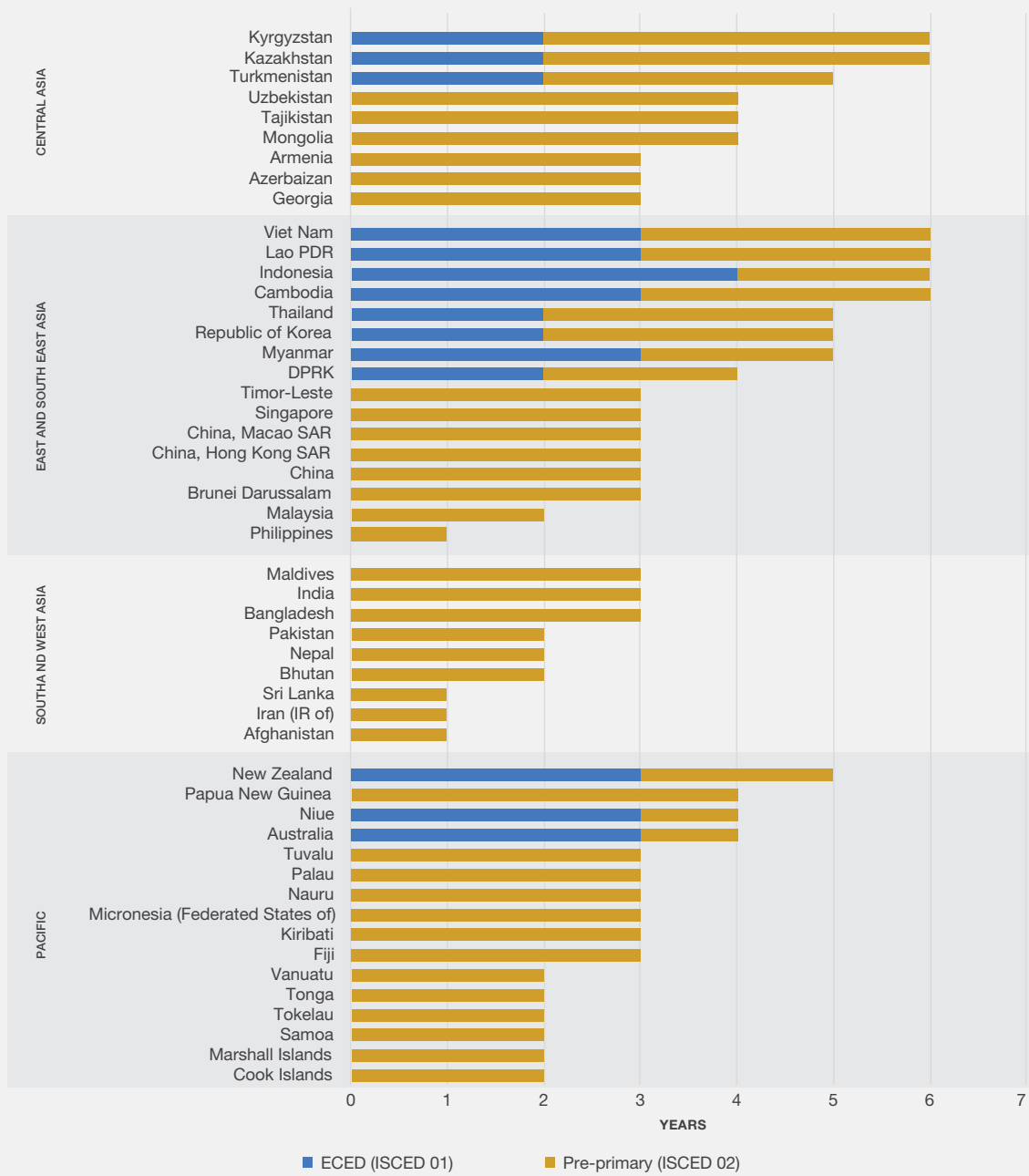


Source: UNESCO Institute for Statistics database

6.2.3 Early childhood education programmes by type and duration

Less than 28% of countries in the Asia and the Pacific region have ECE programmes focusing on children aged 2 years and less (ISCED 01). In the subregions, no country in **South and West Asia** offers ECE for children under age 2, while only 19% of the countries in the **Pacific**, half of countries in **East and South-East Asia**, and one-third of countries in **Central Asia** do so. However, all countries in the region as a whole have pre-primary education programmes (ISCED 02) ranging in duration from one year to four years.

Figure 6.7 Duration of early childhood education programmes, Asia and the Pacific



Source: UNESCO Institute for Statistics database

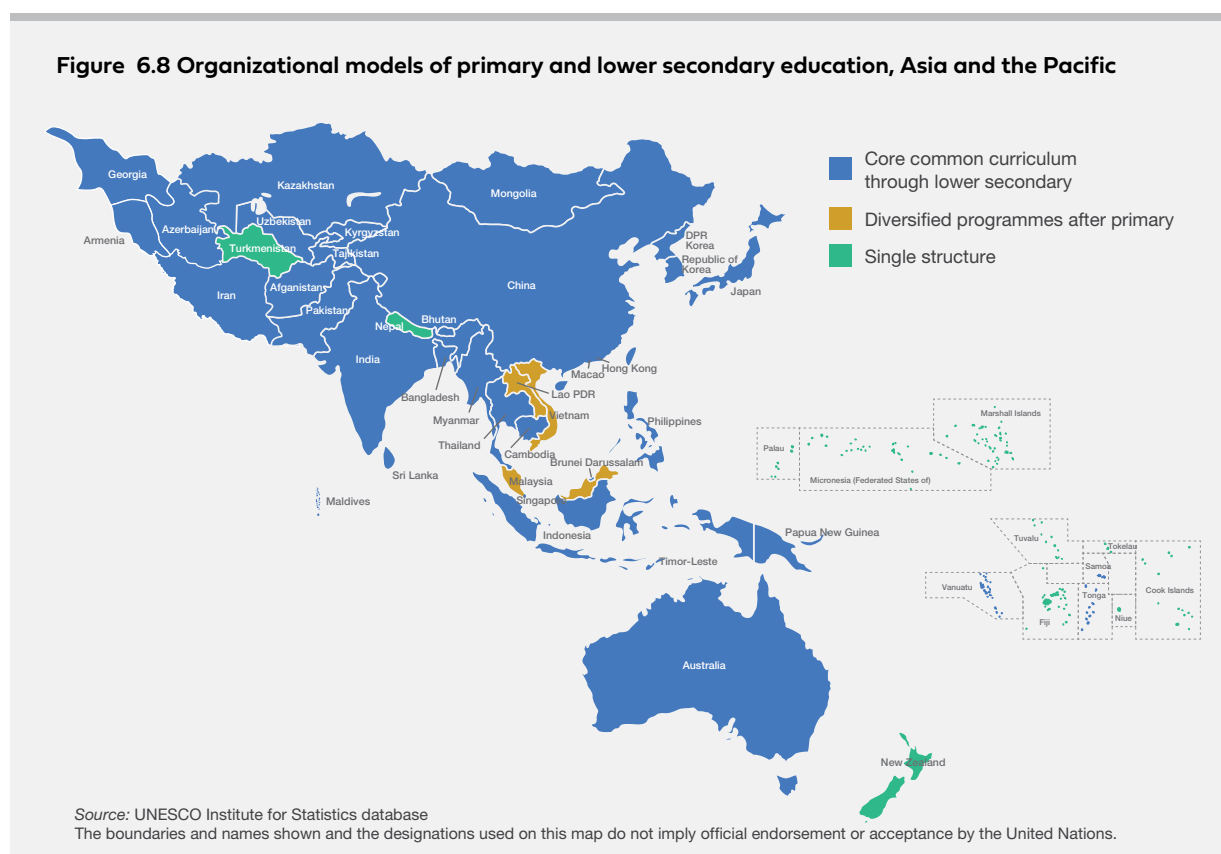
6.2.4 Organizational models of primary and secondary education

In terms of the organization of primary and secondary education there is some variation among countries within the region. The countries are grouped into three key categories:

Single structure education: There is only one structure from primary (ISCED 1) to lower secondary education (ISCED 2) with no transition between levels, and with general education provided in common for all pupils.

Common core curriculum provision: After successful completion of primary education (ISCED 1), all students progress to the lower secondary level (ISCED 2) where they follow the same general common core curriculum.

Diversified programmes: Either at the beginning or during lower secondary education, students follow different tracks in vocational, technical or general education. At the end of their studies, they receive different levels of certificates.



In the **Pacific** subregion, two-thirds of countries are organized based on a single-structure of education while the rest have a core common curriculum structured organization. In **South and West Asia** eight out of nine countries have a core common curriculum structured organizational structure in their education system, except Nepal which has a single-structure organizational structure. In the **East and South-East Asia** subregion, 13 out of 16 countries have a core common curriculum structured organizational structure in their education system while the remaining countries have developed a diversified structure. In **Central Asia**, all countries, except Turkmenistan, which has a single-structure organization, have developed a core common curriculum organizational structure in their education system.

6.2.5 School entrance age and duration of primary and secondary education

In the majority of countries in the region (65%), the entrance age for schooling is 6 years old. In 20% of countries, students enter school at age 5 and in 15%, the school start age is 7 years old.

The total duration of primary and secondary education ranges from 11 to 13 years. The duration of primary education ranges from four years in Central Asia to seven years in some of the countries in the Pacific subregion (see **Figure 6.9**).

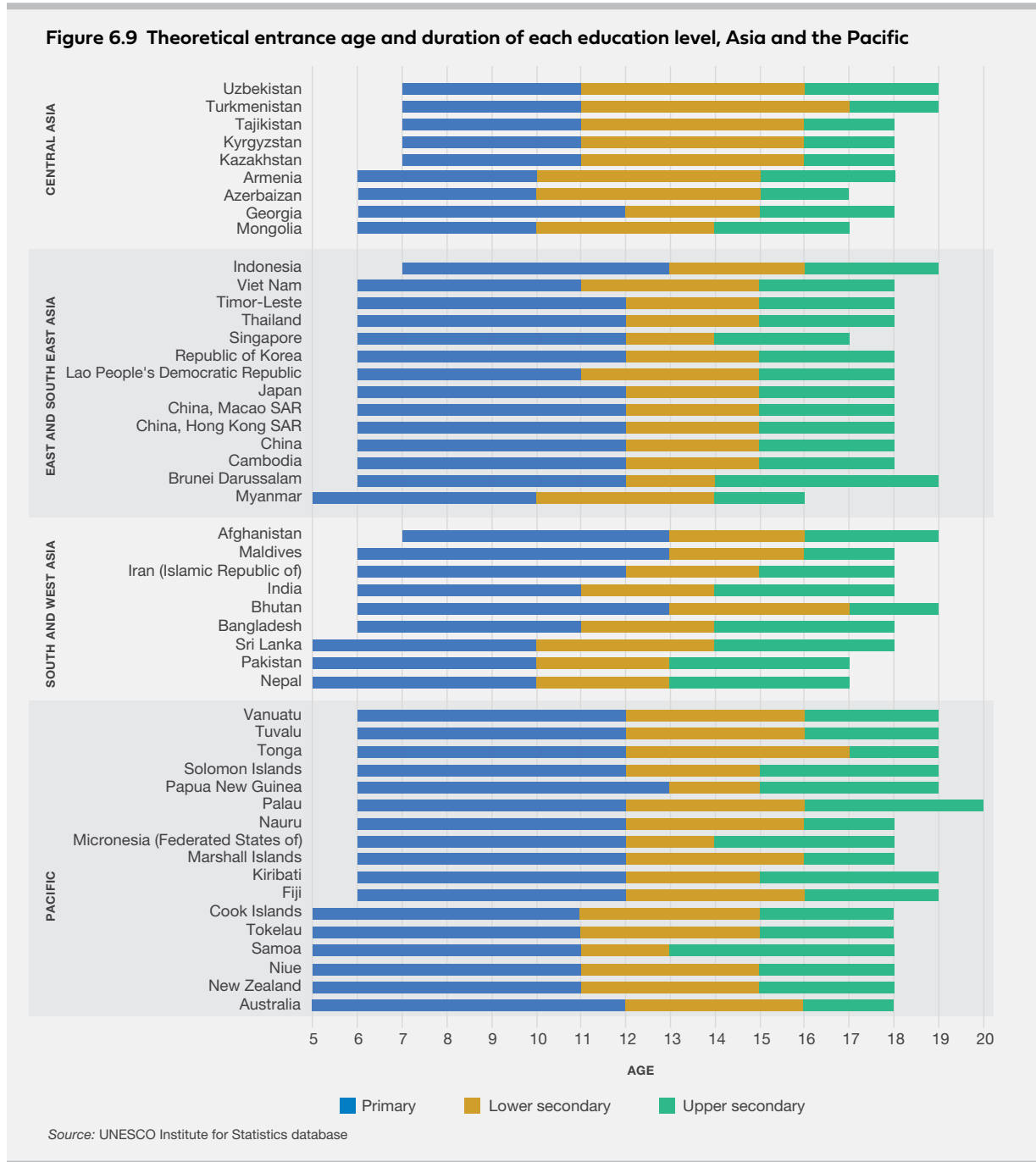
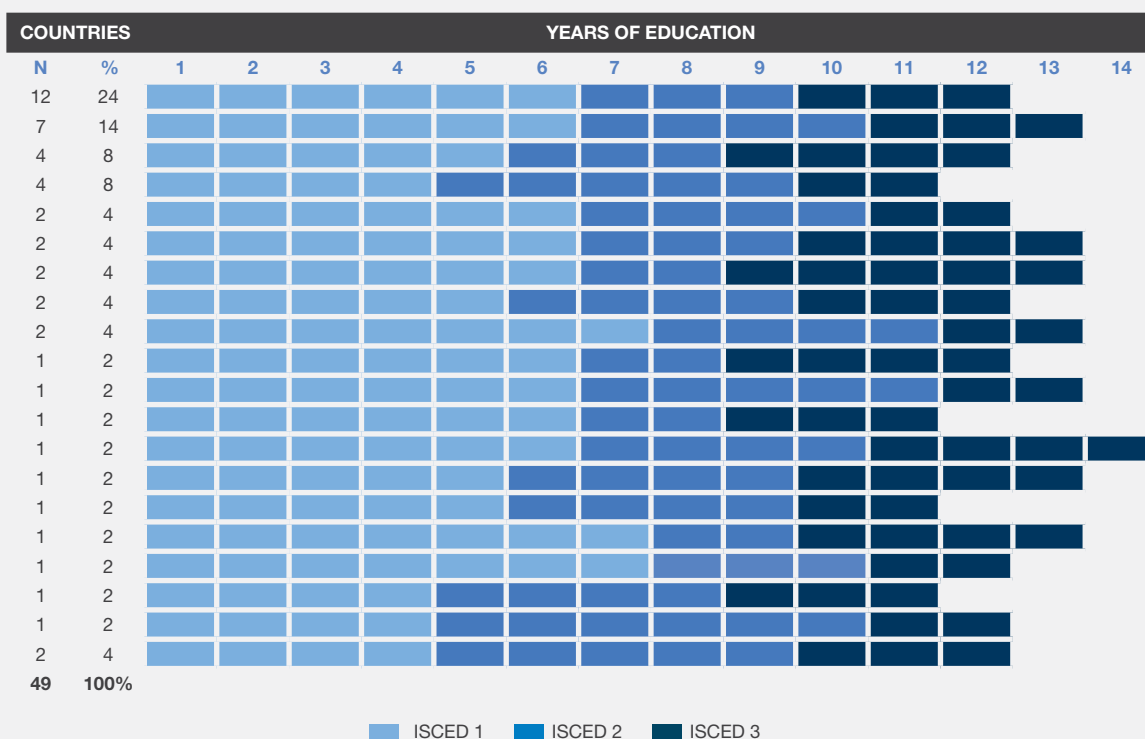


Figure 6.10 Duration profile of ISCED levels, from most to least common, Asia and the Pacific



Source: UNESCO Institute for Statistics database

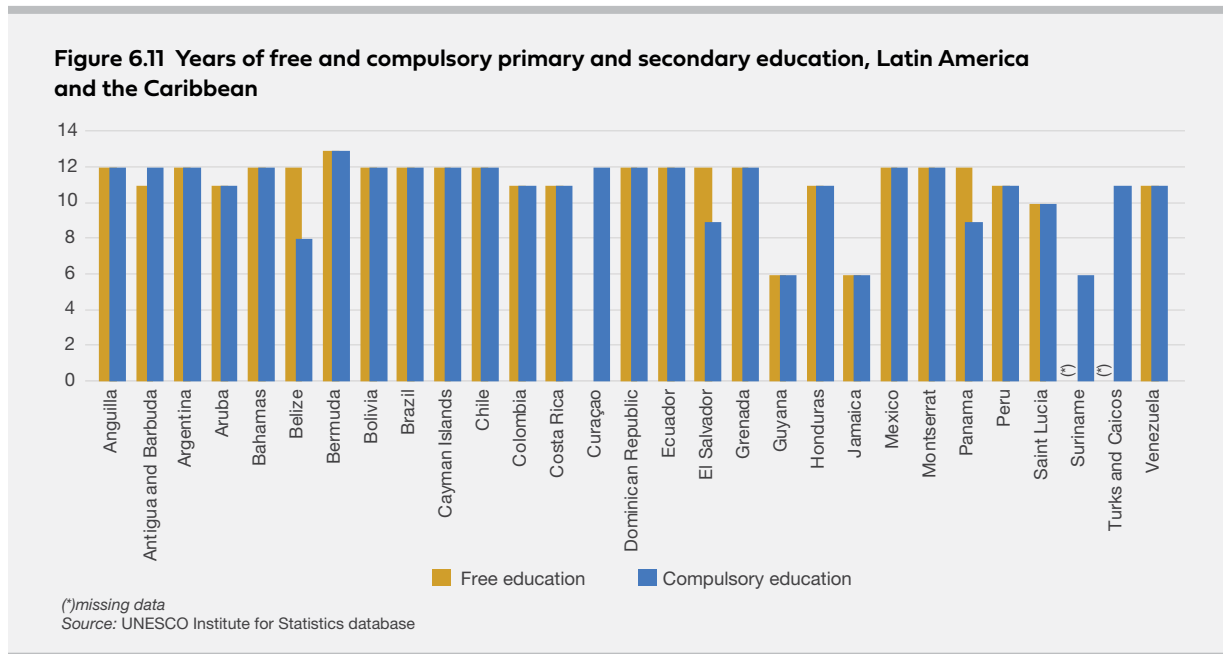
6.3 LATIN AMERICA AND THE CARIBBEAN

6.3.1 Key features of education structure

- Of the 29 countries analysed, 18 have at least 11 years of primary and secondary compulsory education. In most countries this is complemented by free education.
- Over 60% of countries offer ECE, and of these, all include at least one year of pre-primary education.
- At least one year of compulsory pre-primary education is offered by 14 countries, and at least two years of pre-primary compulsory education is included in 12 of them. Free pre-primary education is offered by 17 countries.
- In most countries, the theoretical entry age into primary education is 6 years old. In some cases, it is 5 or 7 years of age.
- Primary and secondary education vary in their length but together, both levels add up to between 11 and 13 years of education. The most frequent organizational model is six years of ISCED 1, three years of ISCED 2 and two or three years of ISCED 3.

6.3.2 Compulsory and free education provisions

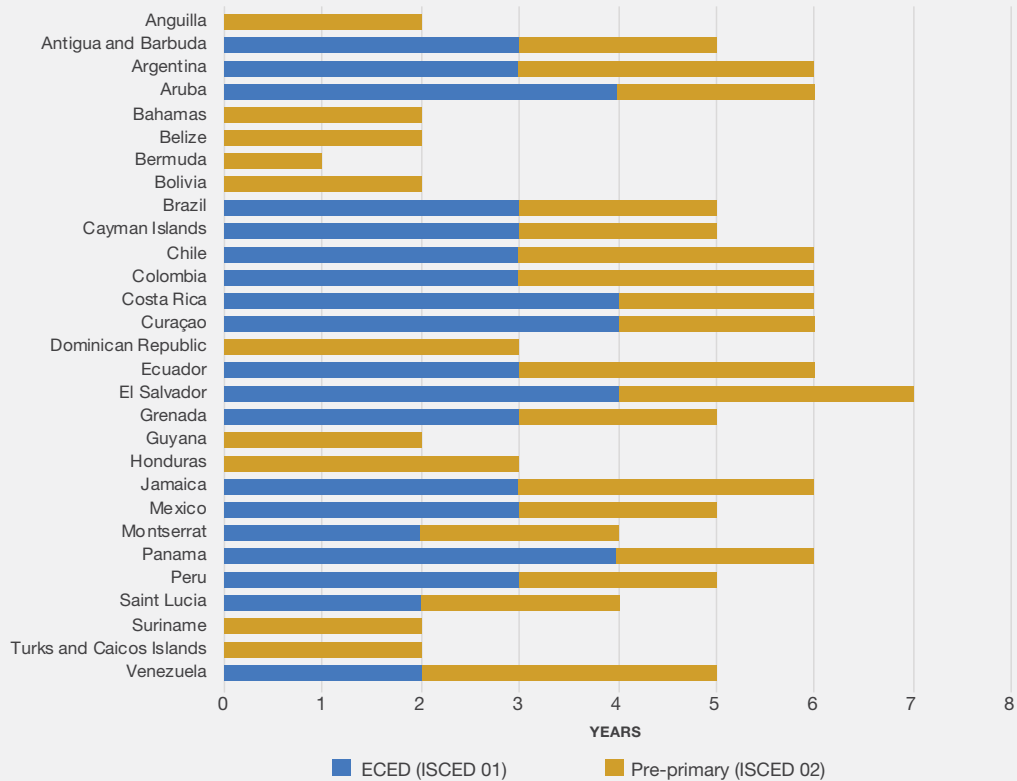
In Latin America and the Caribbean, many countries have taken steps towards legalizing free and compulsory education in secondary education. Of the 23 countries analysed, 22 have established at least 11 years of primary and secondary compulsory education. In most countries, this obligation is complemented by free education. However, some countries have not included compulsory upper secondary (ISCED 3), and several countries of the Caribbean region have not included lower secondary (ISCED 2).



6.3.3 Early childhood education programmes by type and duration

In recent years, many countries in Latin America and the Caribbean have expanded their educational offering of ECE. Access to free education was extended, new schools were built, additional school vacancies were created and public policies were designed and educational funding was earmarked for this growth. Currently, 66% of countries in the region offer ECE (ISCED 0), and of these, all have at least one year of pre-primary (ISCED 02), with the exception of Bermuda, the duration of pre-primary education is two to three years. In 18 countries, the entry age for ECE is within a child's first year, and in one country children can access ECE after turning one year old (ISCED 01). The theoretical duration of ISCED 01 varies between two and four years.

Figure 6.12 Duration of early childhood education programmes, Latin America and the Caribbean



Source: UNESCO Institute for Statistics database

6.3.4 Organizational models of primary and secondary education

The ISCED mapping reveals the three most frequent organizational models of primary and lower secondary education (ISCED 1 and 2) in Latin America and the Caribbean:

Single structure education: One unified educational structure from primary (ISCED 1) to lower secondary (ISCED 2) with no transition between levels.

Common core curriculum: After successful completion of primary education (ISCED 1), all students progress to lower secondary (ISCED 2) where they follow a common core curriculum.

Diversified programmes: Either at the beginning or during lower secondary education, students split into different tracks for vocational, technical or general education. At the end of their studies, they receive different levels of certificates.

Figure 6.13 Main organizational models of primary and lower secondary education, Latin America and the Caribbean



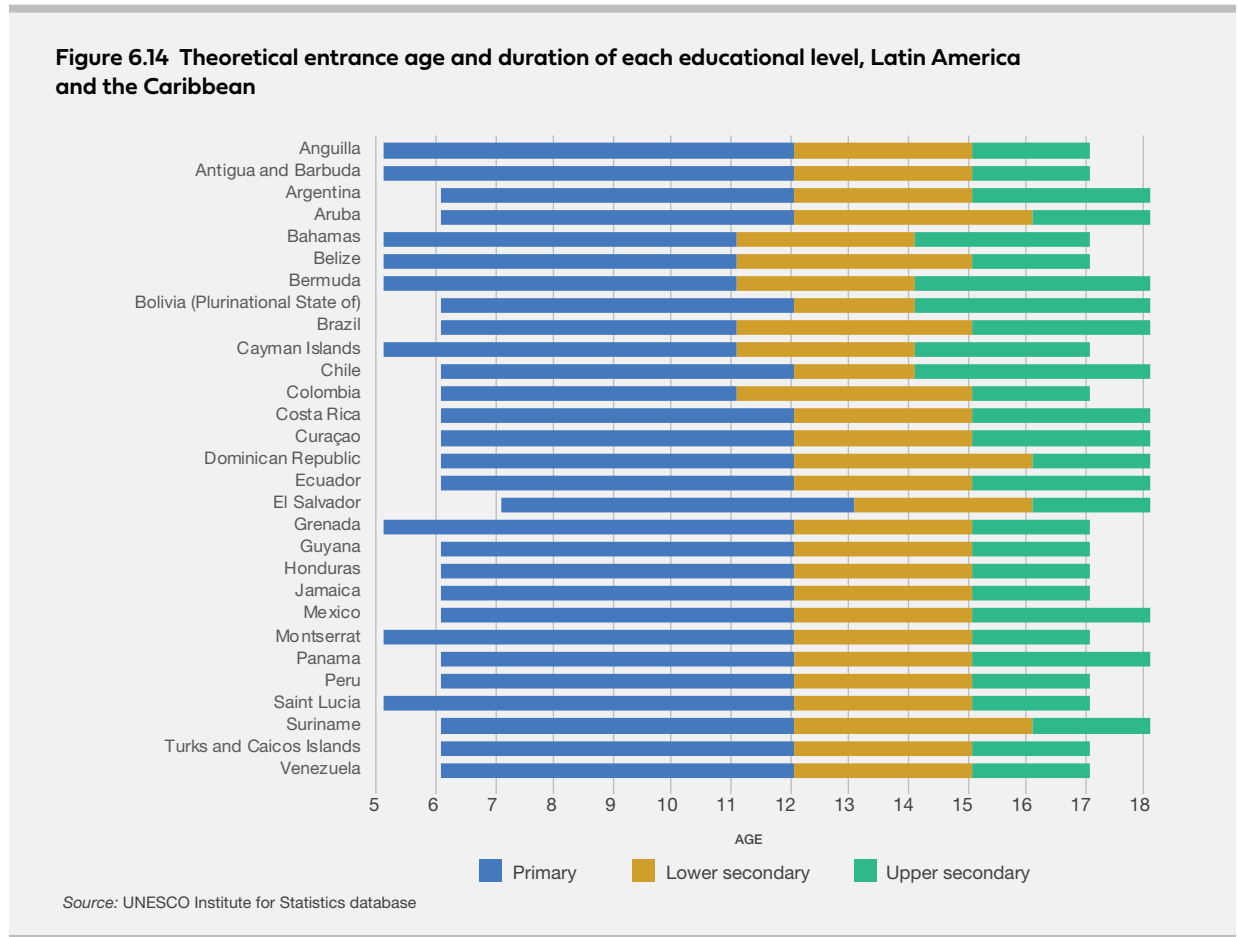
Source: UNESCO Institute for Statistics database
The boundaries and names shown and the designations used on this map do not imply official endorsement or acceptance by the United Nations.

Eight educational systems organize primary and lower secondary education into a single structure. Fourteen have a common core curriculum for primary and lower secondary education, and seven offer different tracks in vocational, technical or general education in lower secondary education. All countries deliver a diploma that certifies the completion of each level of education. The number of years of education this certification represents depends on the duration of each country’s educational programme, and may vary.

In many cases, the duration of the national programme coincides with the ISCED classification. Therefore, the certificate reflects the completion of the equivalent ISCED level. In countries where ISCED 1 and ISCED 2 correspond to the same programme (single structure organizational model), they usually include an intermediate diploma. Only in one country is an ISCED 1 completion certificate not delivered. Something similar happens in educational systems where ISCED 2 and ISCED 3 are part of the same secondary education programme. Only two countries in the region offer a unified programme and do not include an intermediate certificate.

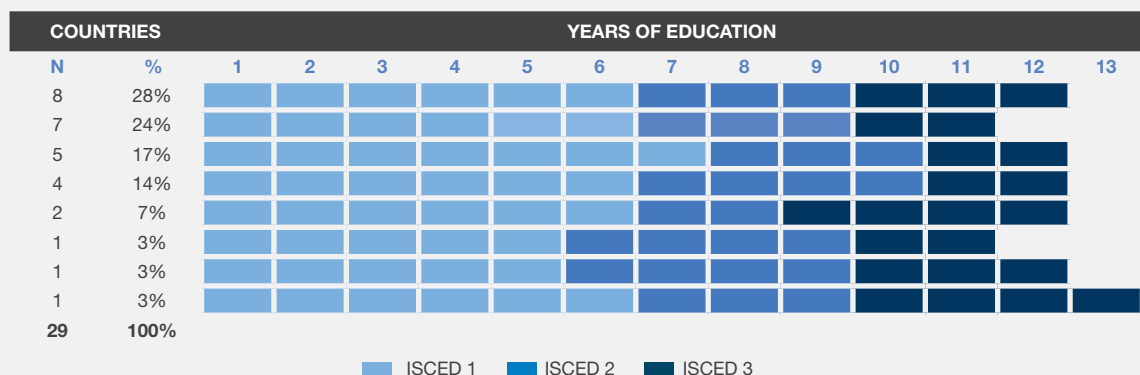
6.3.5 School entrance age and duration of primary and secondary education

In most countries, the theoretical entry age for primary education is 6 years old. In some cases, it is 5 years old, and in one country the entry age is 7 years old.



Primary and secondary education also vary in length but in countries across the region, together, both levels add up to between 11 and 13 years of education. The most frequent organizational model is six years of primary education (ISCED 1), three years of lower secondary education (ISCED 2) and two or three years of upper secondary education (ISCED 3).

Figure 6.15 Duration profile of ISCED levels, from most to least common, Latin America and the Caribbean



6.4 SUB-SAHARAN AFRICA

In this report, sub-Saharan Africa is analysed by looking at the region as a whole as well as according to the following subregions: **Central and West Africa**, and **Eastern and Southern Africa**. The majority of countries in Central and West Africa have French as an official language while English is used in Eastern and Southern Africa. A few countries like Cameroon, Rwanda, Seychelles and Mauritius use both official languages. Many other countries including Madagascar, Kenya, Rwanda, Seychelles, and Tanzania, for example, also use their national languages in addition to French or English as official languages and as a medium of instruction, particularly at the primary level.

6.4.1 Key features of education structure

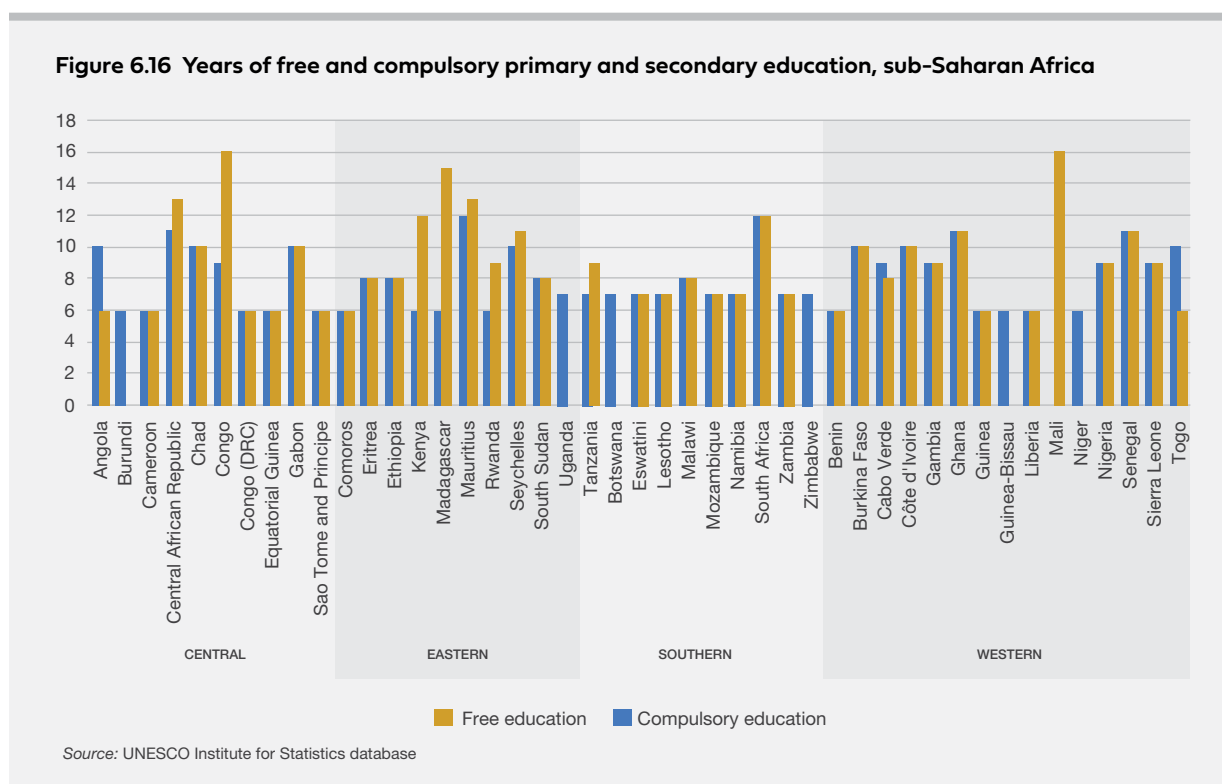
- Compulsory education varies between six and 12 years.
- There are 31 countries with five or six years of primary education, while 13 have six years of compulsory education, and 14 countries have nine or ten years.
- Primary education is compulsory in nearly all countries (90%) that have a provision of seven or eight years of primary education.
- Only seven countries have a complete ECE programme comprising ISCED 01 (children age 2 and less) and ISCED 02 (children 3 years old and above).
- Free education varies from six years of primary education to 16 years including upper secondary education.
- The duration of free education and compulsory education is equal in 70% of countries.
- The minimum duration of primary school is five years while for secondary education, the minimum duration is two years and the maximum is four.

6.4.2 Compulsory and free education provisions

Compulsory education in sub-Saharan Africa varies from six to 12 years in length. There are 31 countries with five or six years of primary education, and for 43% of these countries, six years of primary education is compulsory. In the same percentage (43%) of countries, education is compulsory for nine or ten years. Primary education is compulsory in nearly all countries (90%) that have a provision of seven or eight years of primary education.

Free education in sub-Saharan Africa varies from six years of primary education to 16 years, which includes upper secondary. The largest concentration, ten countries out of 40 with data (25%), provide six years of free education, followed by seven, eight and nine years of free education each in five countries (see **Figure 6.16**).

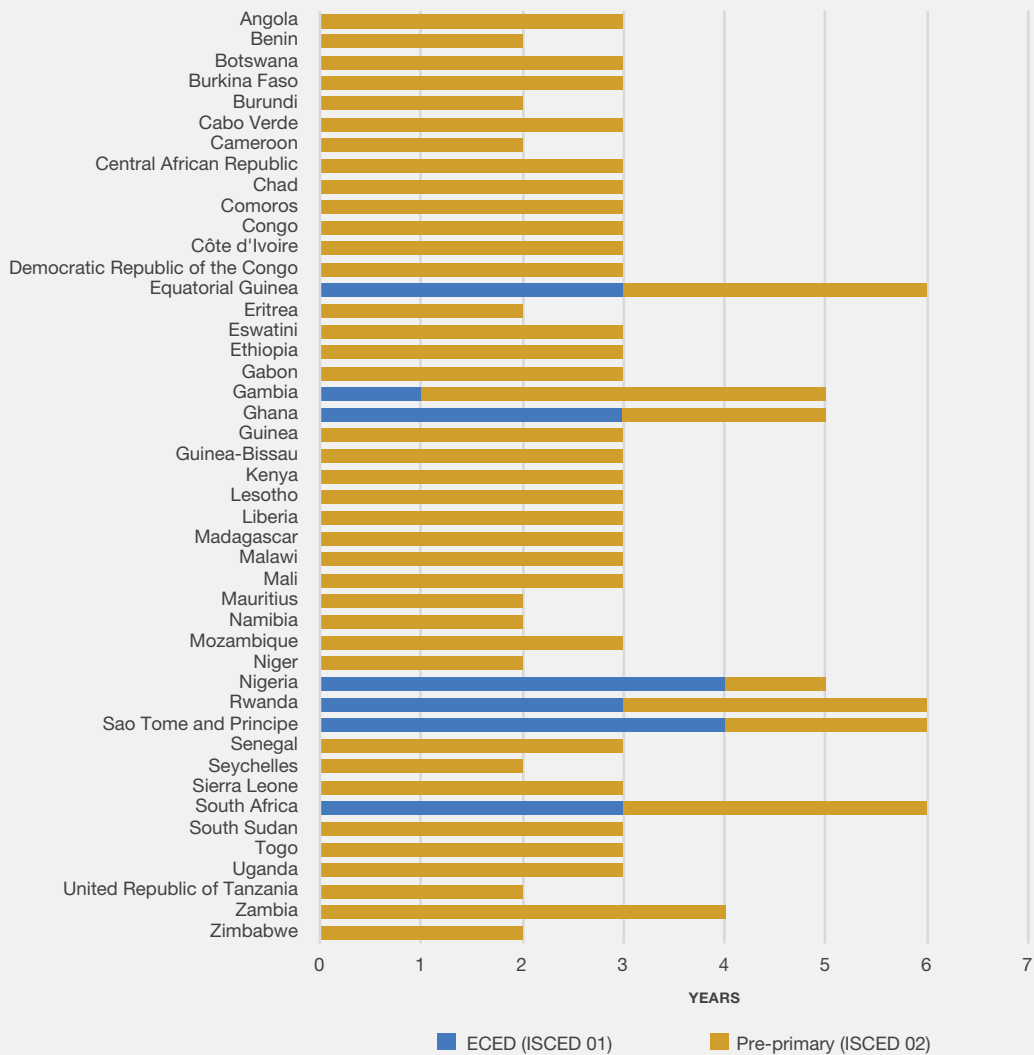
Figure 6.16 below shows that 71% of countries have the same duration for both free and compulsory education. In 9% of countries, the duration of free education is less than compulsory education, while the opposite is observed in 21% of countries. Only the Central African Republic and Ghana integrate pre-primary (ISCED 02) into compulsory education (11 years). In the other countries, compulsory and free education start at the primary level.



6.4.3 Early childhood education programmes by type and duration

ECE is under development in sub-Saharan Africa. Only recently have governments started investing to improve access to ECE, rather than relying on the private sector. The common approach has been to build additional classrooms in existing public primary schools. Only seven countries have a complete ECE programme comprising ISCED 01 (children 2 years old and less) and ISCED 02 (children 3 years old and above). According to available data, the most popular option in the region is to offer ECE for children from 3 to 5 years old before primary education (25 countries). In eight countries, ECE is available for children who are 4 to 5 years old. The remaining countries offer ECE programmes for the age ranges 3 to 4, 5 to 6, or 4 to 6 years old. In the majority of countries (68%), ISCED 02 is a three-year programme, while its duration is two years in 25% of countries and four years in the remaining 7% of countries. Only in Ghana, is pre-primary (ISCED 02) integrated into compulsory education.

Figure 6.17 Duration of early childhood education programmes, sub-Saharan Africa



Source: UNESCO Institute for Statistics database

6.4.4 Organizational models of primary and secondary education

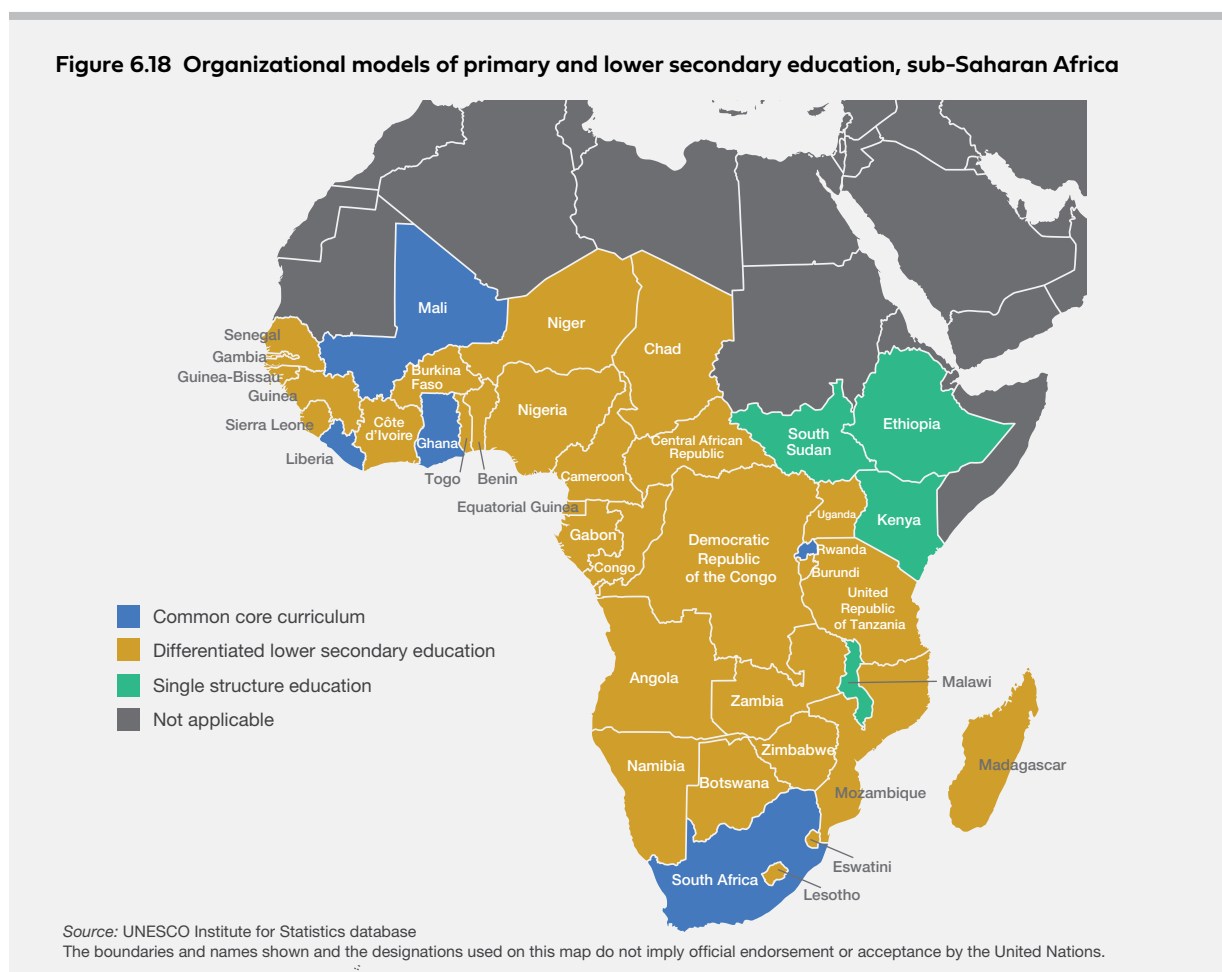
In sub-Saharan Africa, a national examination at the end of primary school, or the requirement to access technical and vocational education and training (TVET), can indicate whether or not a country has a single structure in primary and lower secondary. The organizational model of primary and lower secondary is part of either a common core curriculum, single structure or a diversified structure.

Figure 6.18 shows the three types of education structures:

Single structure model: This education structure is found in five countries (11%) that provide eight years of primary education. Years 7 and 8 are equivalent to partial completion of ISCED 2. In Malawi, the two-year national lower secondary programme, together with Grades 7 and 8, form the equivalent to ISCED 2 (lower secondary). All five countries administer a primary leaving certificate exam in Year 8 of primary education. These countries are Eritrea, Ethiopia, Kenya, Malawi and South Sudan.

Common core curriculum: Seven countries (16%) that do not administer a primary school leaving certificate use a common core curriculum. In these countries, the duration of primary school is either six or seven years, and access to TVET is allowed after completion of lower secondary. These countries are Cabo Verde, Gambia, Ghana, Liberia, Mali, Rwanda and South Africa.

Diversified programme: This model of lower secondary education is practiced in the remaining 33 countries (73%) where students take a national exam before they leave primary school. TVET is generally accessible from the second year of lower secondary (Grade 8 or equivalent, including countries offering eight years of primary school). In this group, students can choose to continue either in general education or in a TVET programme at any time between Grade 8 and completion of their upper secondary education.



6.4.5 School entrance age and duration of primary and secondary education

In 87% of countries, children enter primary school at age 6. In the remaining 13% of countries, they enter at age 7 (**Figure 6.19**). The minimum duration in primary school is five years (Madagascar). At the secondary education level, the minimum duration is two years and the maximum is four. Details of each educational level is given in the respective sub-sections that follow. These details are also illustrated in **Figures 6.19** and **6.20**.

Primary education is a core segment of compulsory education in all countries in sub-Saharan Africa. According to the national systems, the duration of primary education varies between five and eight years. Twenty-five countries in **West and Central Africa**, both English and French speaking, have harmonized their primary education at six years, with the exception of Gabon where it is five years. In the twelve countries of **Eastern Africa**, the duration is as follows: five years (two countries), six years (four countries), seven years (two countries) and eight years (four countries). The six countries with five or six years in primary education have French as an official language. In **Southern Africa**, the duration of primary education is seven years in eight countries, except in Malawi which has eight years. In general, countries that have eight years of primary education do not have lower secondary school as part of the national education system. In this case, secondary education is a four-year programme. However, for the international comparison of data and indicators, the first six years correspond to ISCED 1 while the seventh and eighth years are considered to be ISCED 2. The exception is Malawi, where the four years of secondary school are split between two years of lower secondary and two years of upper secondary.

The structure of the secondary education level (including lower and upper levels: ISCED 2 and ISCED 3) is determined by the duration of primary education. All five countries where primary education is eight years have a block of four years of secondary education, except in Malawi where lower secondary is clearly differentiated in the national system. It comprises two years after primary education, and two years dedicated to upper secondary education.

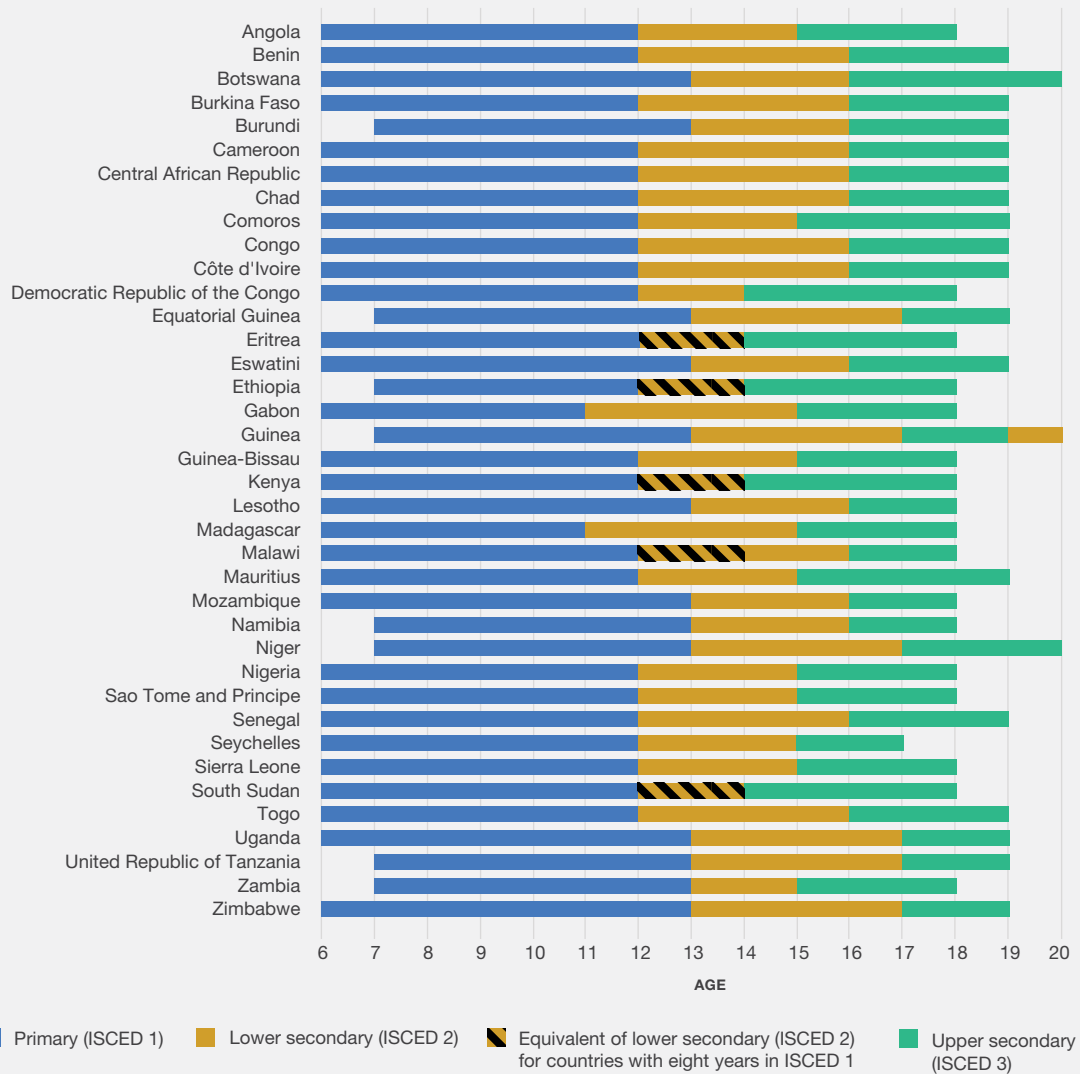
Of the 30 countries with five to six years of primary education, the structure of secondary education is a combination of three to four years in lower secondary except in the Democratic Republic of Congo where it is two years; and two to four years in upper secondary. Fifteen of the remaining 29 countries offer four years of lower secondary school, while 14 countries have three years of lower secondary. Of the 30 countries, 84% offer a three-year upper secondary education.

All countries in sub-Saharan Africa deliver a certificate to mark the completion of a given level of education. This tradition varies from one country to another. Ghana, Gambia, Liberia, Nigeria and Sierra Leone together organize a common examination at the end of lower and upper secondary general education.

In 30 countries where the duration of primary school is five or six years, 80% organize a national examination at the end of primary school, while 93% do so at the end of lower secondary.

With the exception of South Africa, the 15 countries where the duration of primary school is seven or eight years, all organize an official examination at the end of primary education.

Figure 6.19 Theoretical entrance age and duration of each education level, sub-Saharan Africa



Source: UNESCO Institute for Statistics database

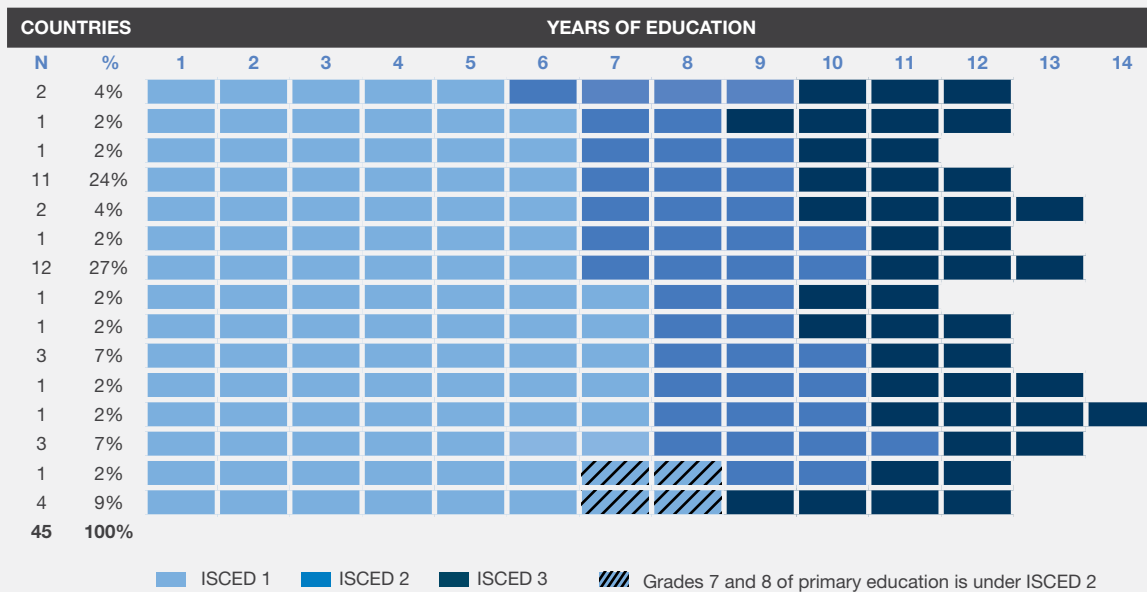
Access to TVET: TVET is a sub-sector left behind by the development partners whose interest focused on universal primary education as part of the Millennium Development Goals. Unfortunately, governments have not managed to compensate for the lack of investment to boost TVET in sub-Saharan Africa, and to make TVET a deliberate life choice for well-performing students. They also lack a clearly articulated development strategy for TVET despite the fact that it is considered to be a key component for industrializing the continent.

TVET is accessible from the completion of primary education in 45% of countries in sub-Saharan Africa, and after completion of lower secondary general education in 30%. In the remaining countries, access to TVET is possible

in many forms. TVET may be offered after primary education in combination with professional experience, during lower secondary education and during upper secondary education.

Figure 6.20 shows that five countries in Africa have eight years of primary school according to the national education system. In four of them, Grades 7 and 8 of primary are counted under lower secondary (ISCED 2), for international data production purposes, while the four years of secondary school in the national system are counted under upper secondary (ISCED 3) without any data adjustment. In Malawi, the national system provides two years of junior secondary and two years of senior secondary. Grades 7 and 8 of primary are added to junior secondary to form the equivalent of lower secondary (ISCED 2) for international data production purposes.

Figure 6.20 Duration profile of ISCED levels, from most to least common, sub-Saharan Africa



Source: UNESCO Institute for Statistics database

7. ISCED diagrams

The ISCED visualization diagrams are produced based on the existing ISCED mapping of 2011. They provide a summary of the most representative educational programmes within formal educational systems from ECE to tertiary-level programmes. They are presented by region and by country for those countries for which ISCED mapping has been validated in consultation with countries. These diagrams will be updated annually, and published alongside the UIS September education data release.

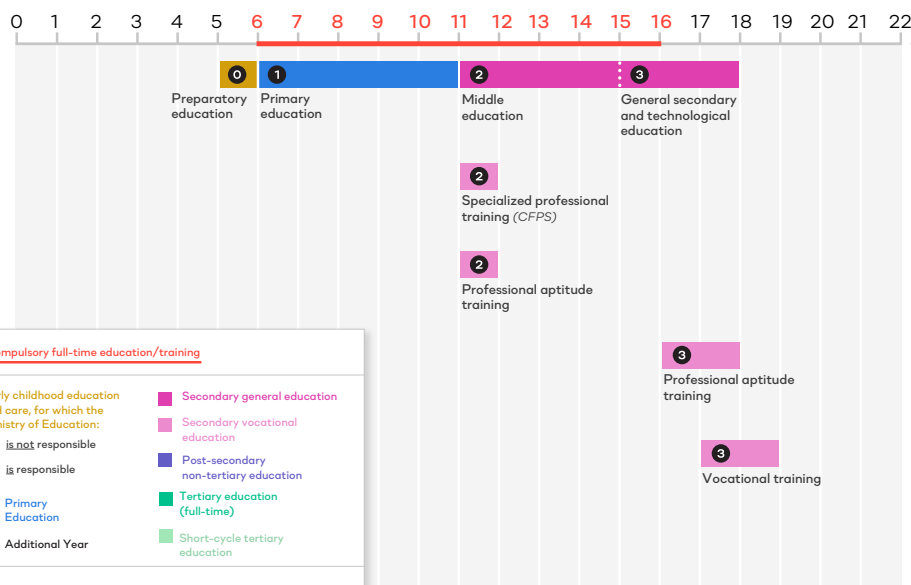
Arab States

Algeria



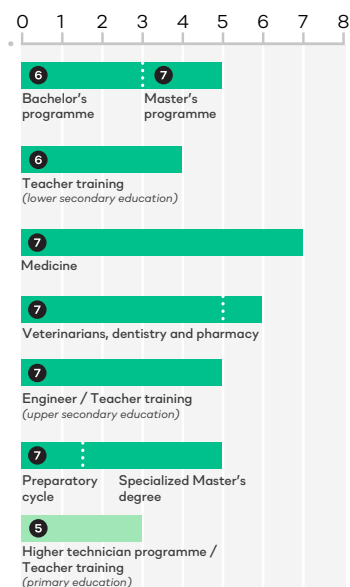
Early Childhood - Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

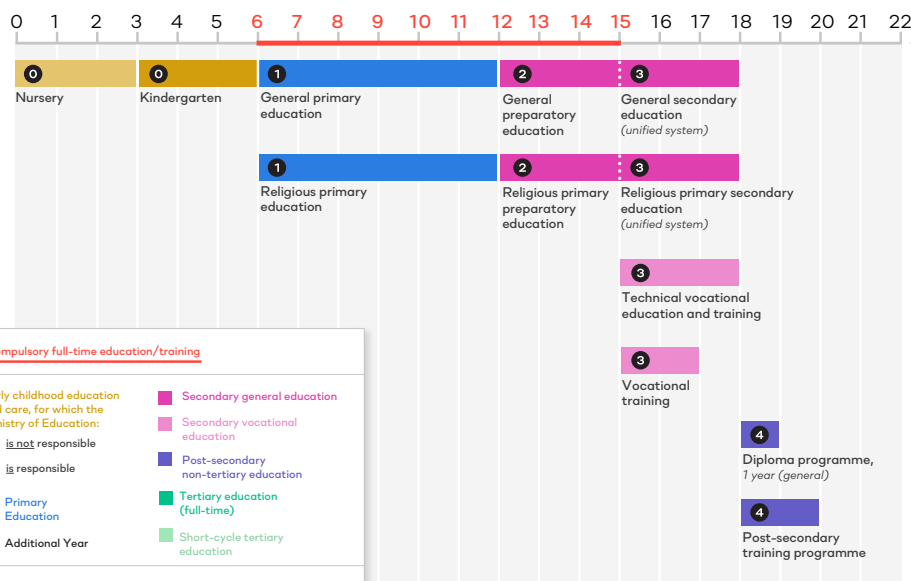


Bahrain



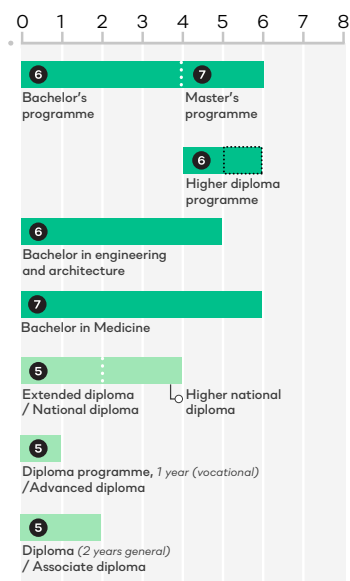
Early Childhood - Post-Secondary Education

Student's age



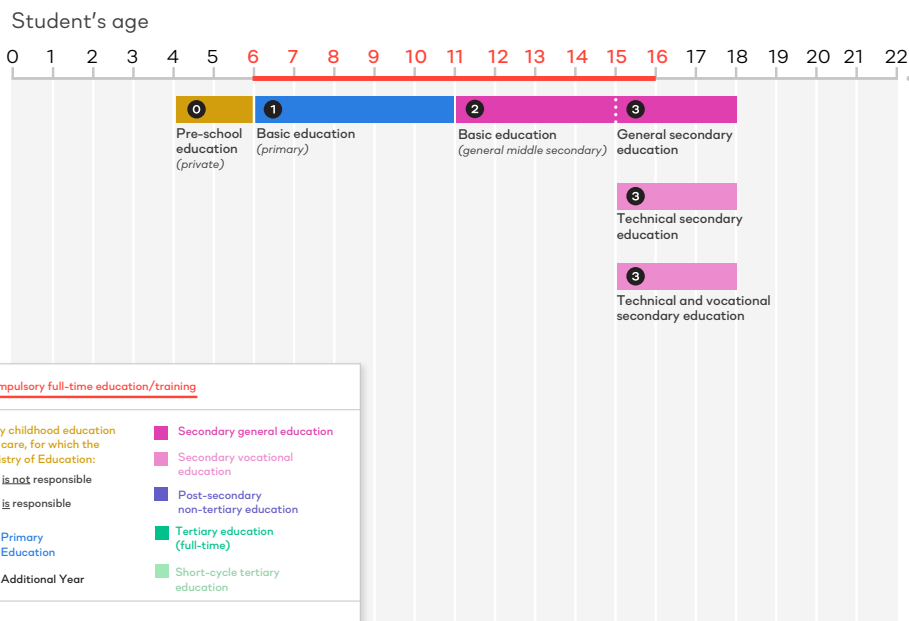
Tertiary Education

Programme duration (in years)



Djibouti

Early Childhood – Post-Secondary Education

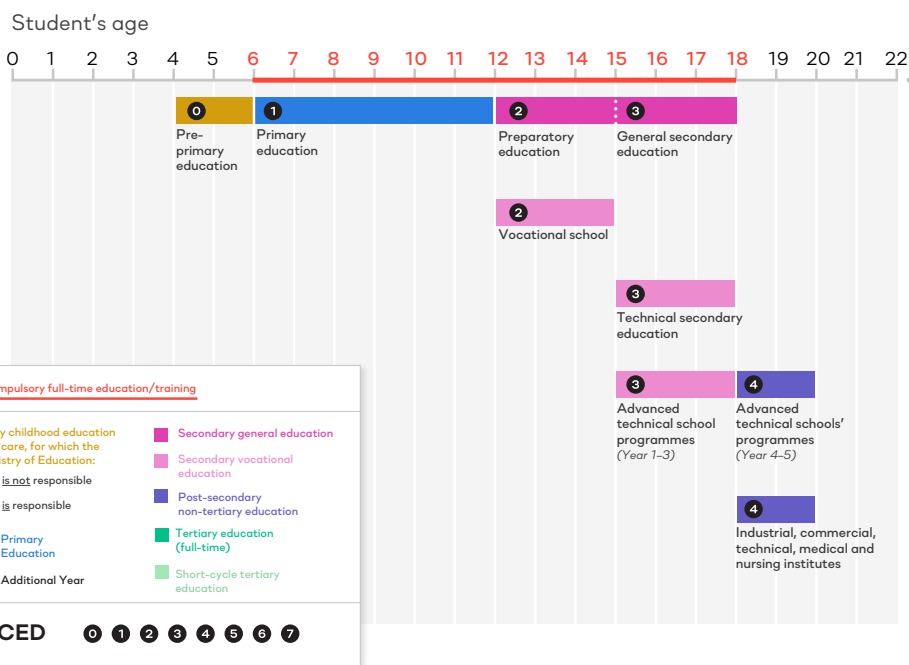


Tertiary Education

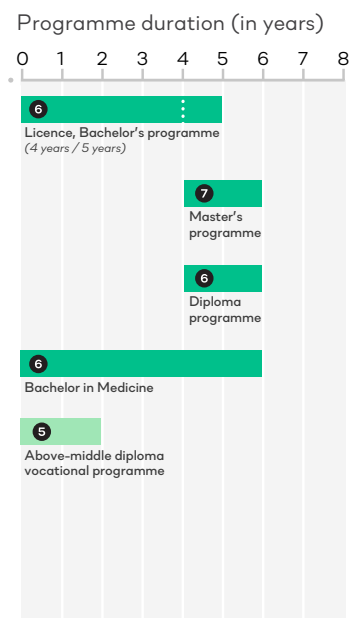


Egypt

Early Childhood – Post-Secondary Education

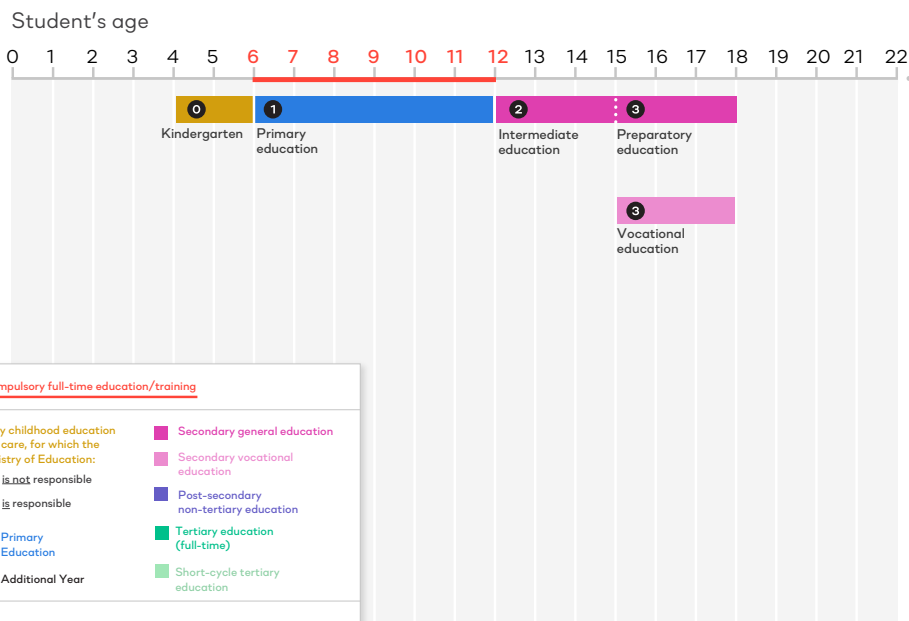


Tertiary Education

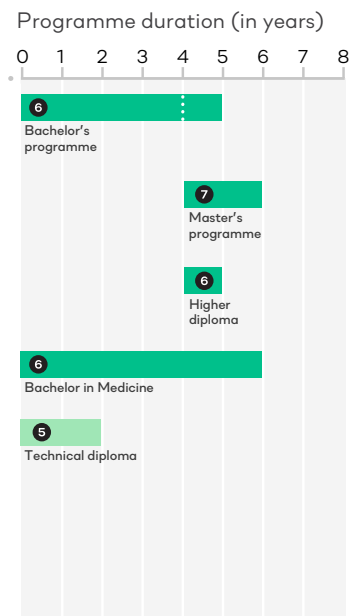


Iraq

Early Childhood – Post-Secondary Education

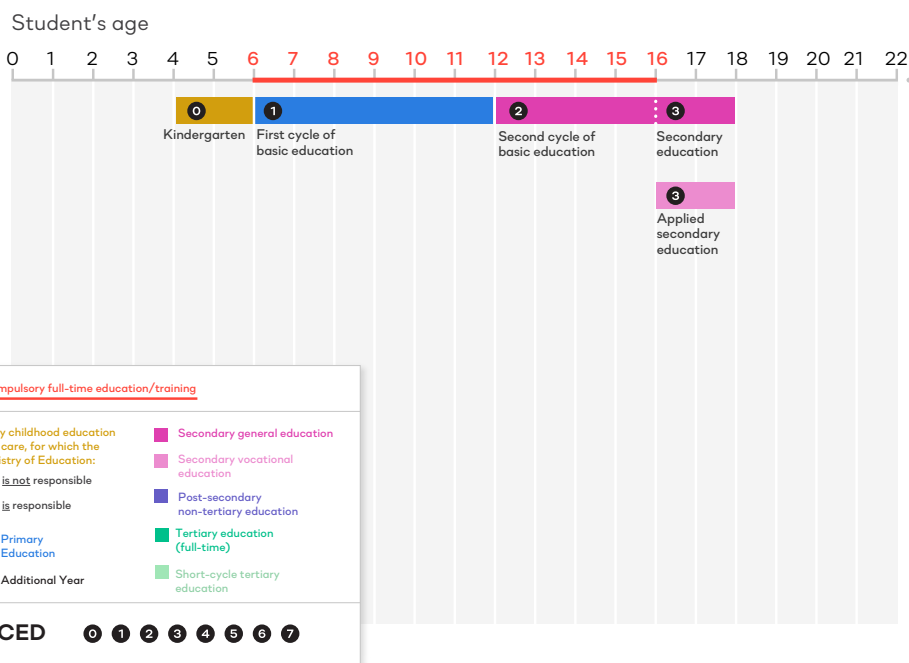


Tertiary Education

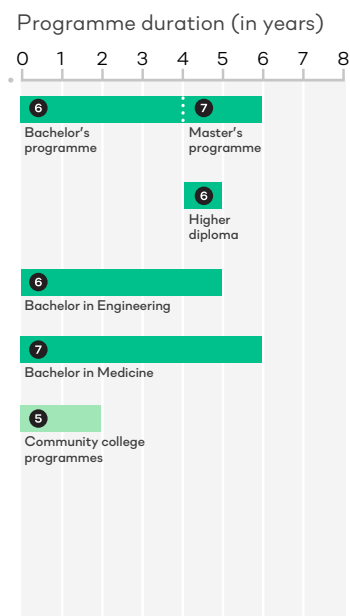


Jordan

Early Childhood – Post-Secondary Education

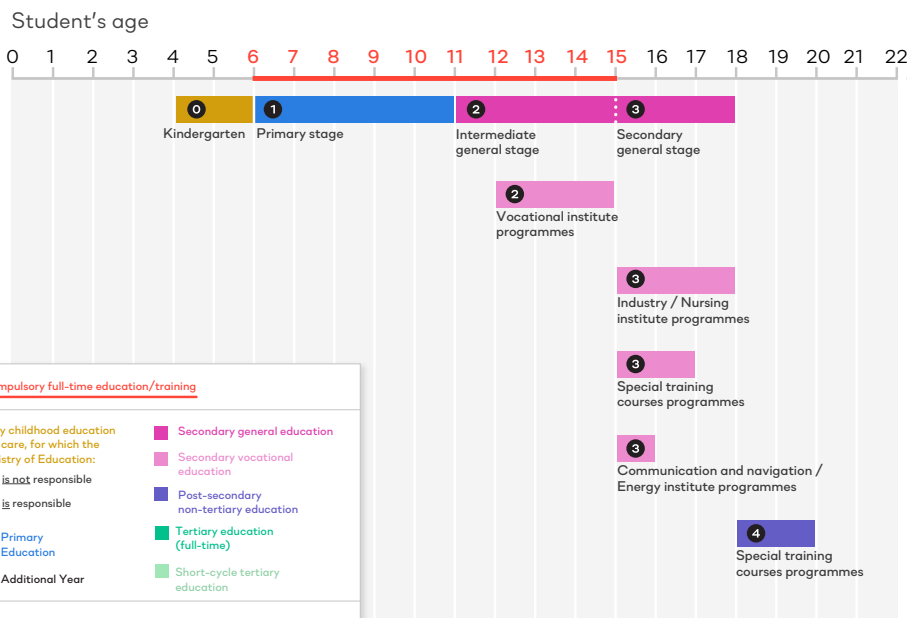


Tertiary Education

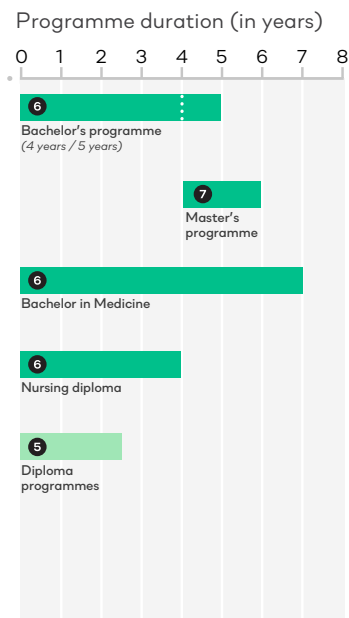


Kuwait

Early Childhood – Post-Secondary Education

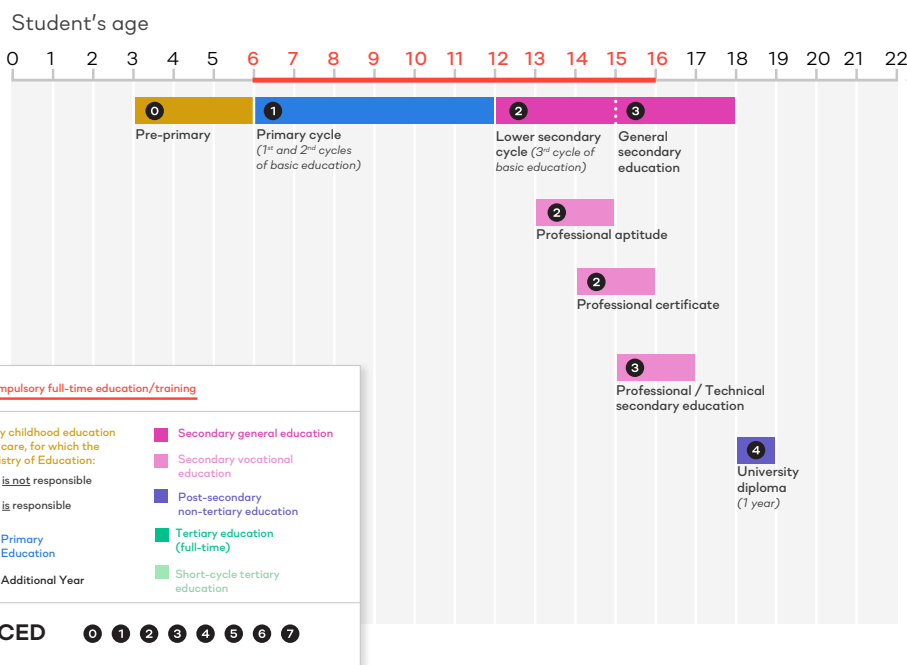


Tertiary Education

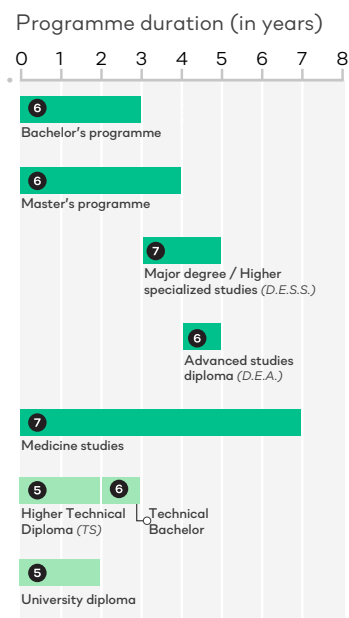


Lebanon

Early Childhood – Post-Secondary Education

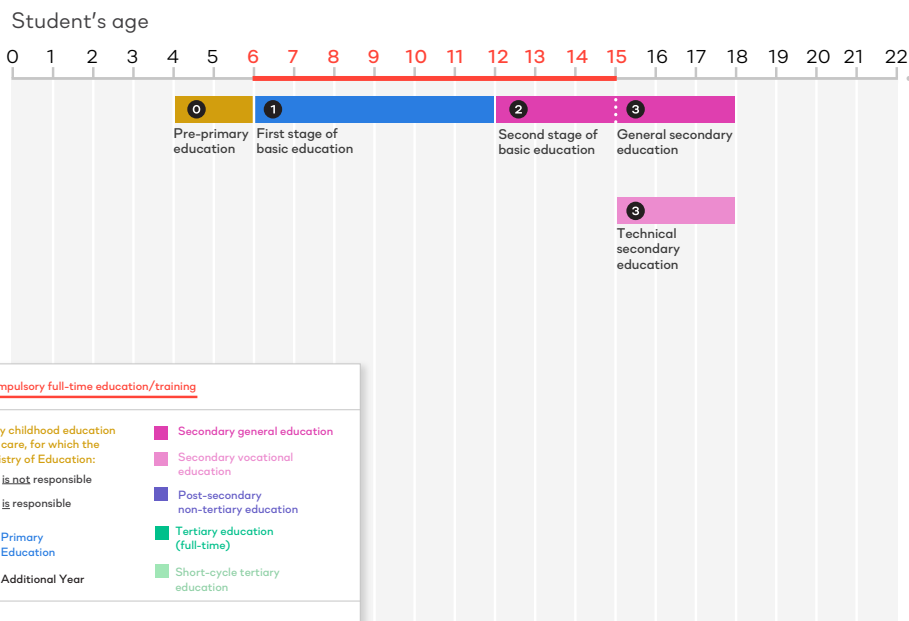


Tertiary Education

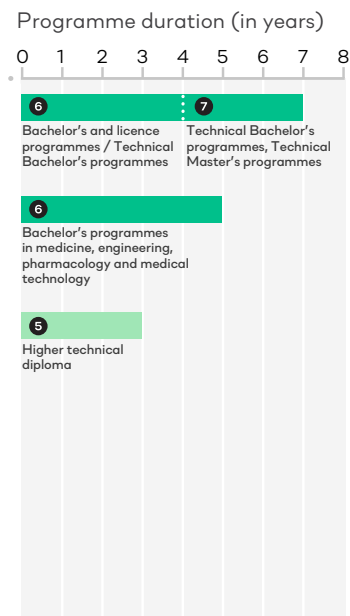


Libya

Early Childhood – Post-Secondary Education

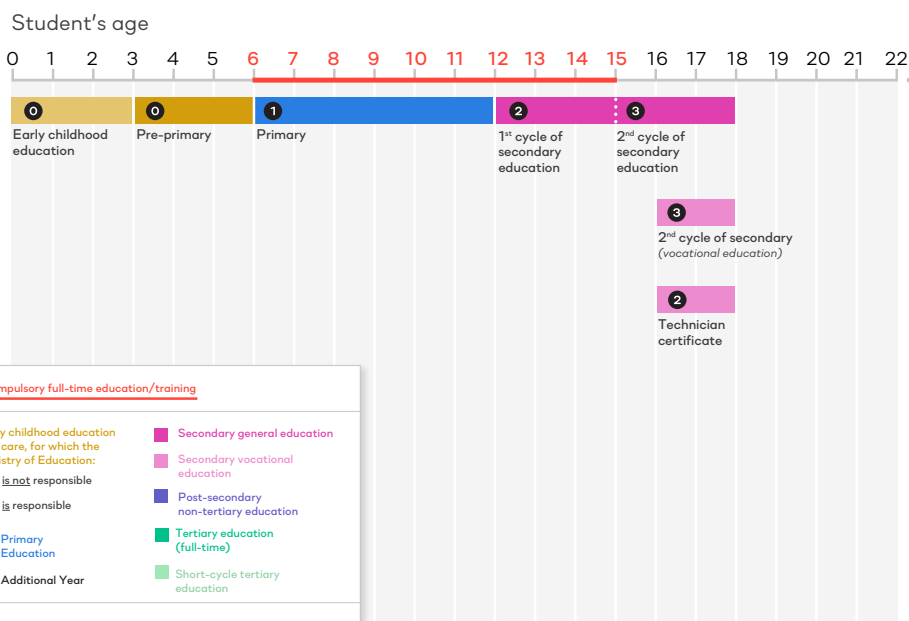


Tertiary Education

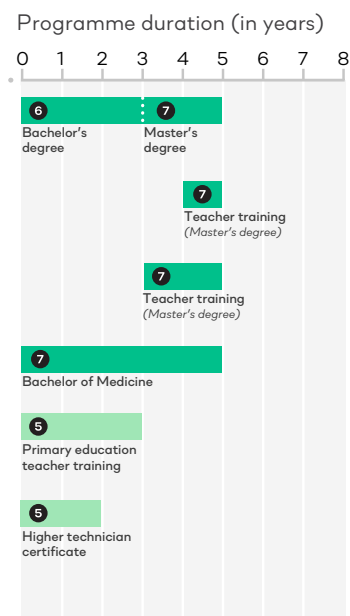


Mauritania

Early Childhood – Post-Secondary Education

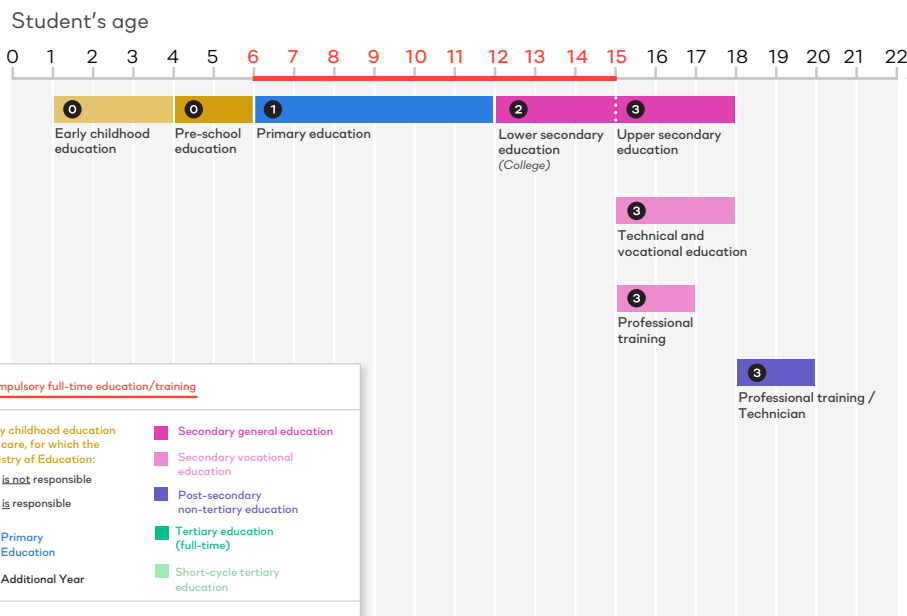


Tertiary Education

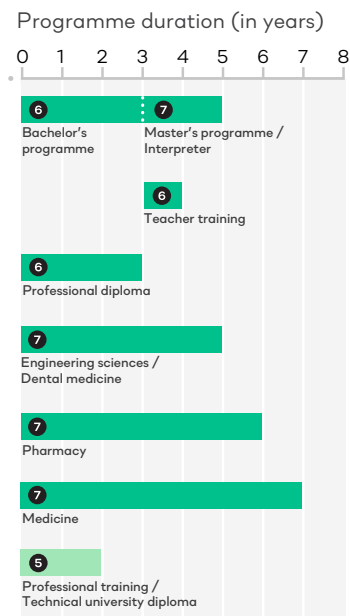


Morocco

Early Childhood – Post-Secondary Education

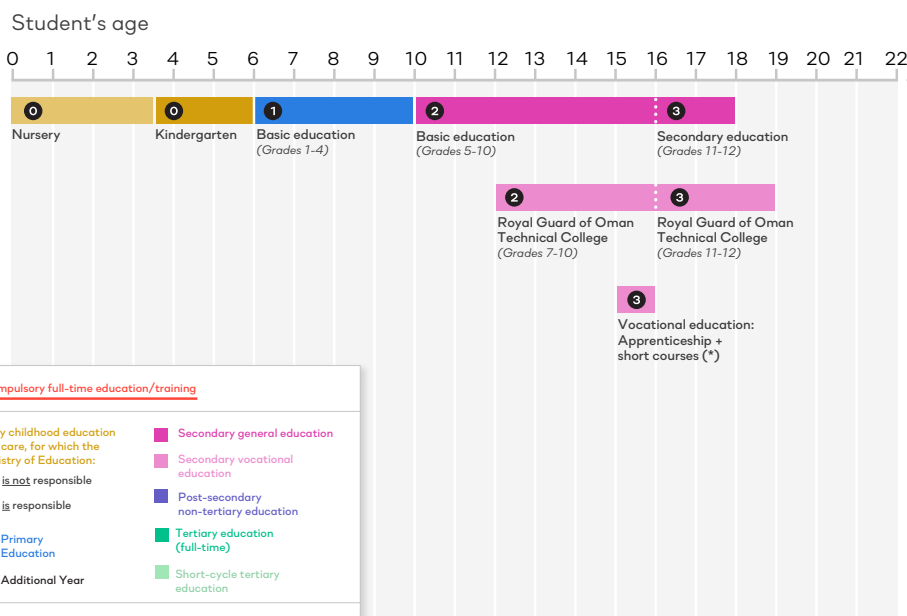


Tertiary Education

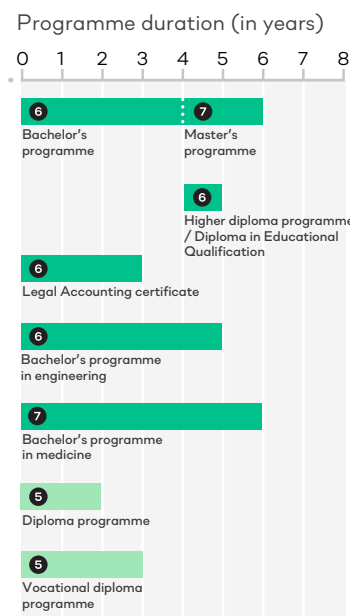


Oman

Early Childhood – Post-Secondary Education

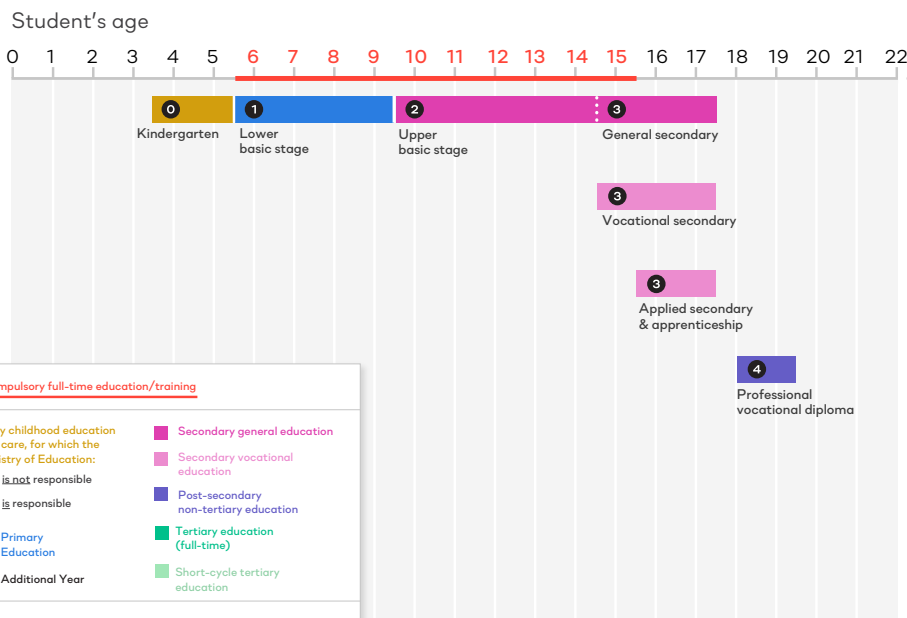


Tertiary Education

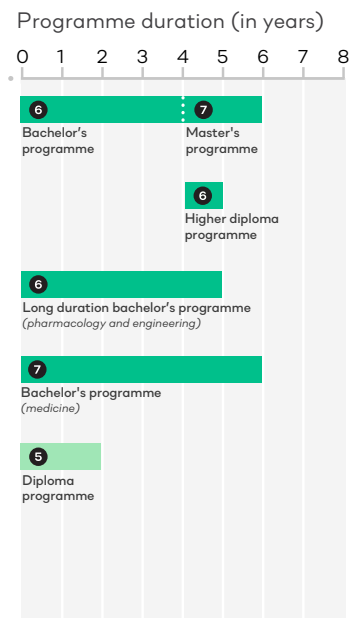


Palestine

Early Childhood – Post-Secondary Education

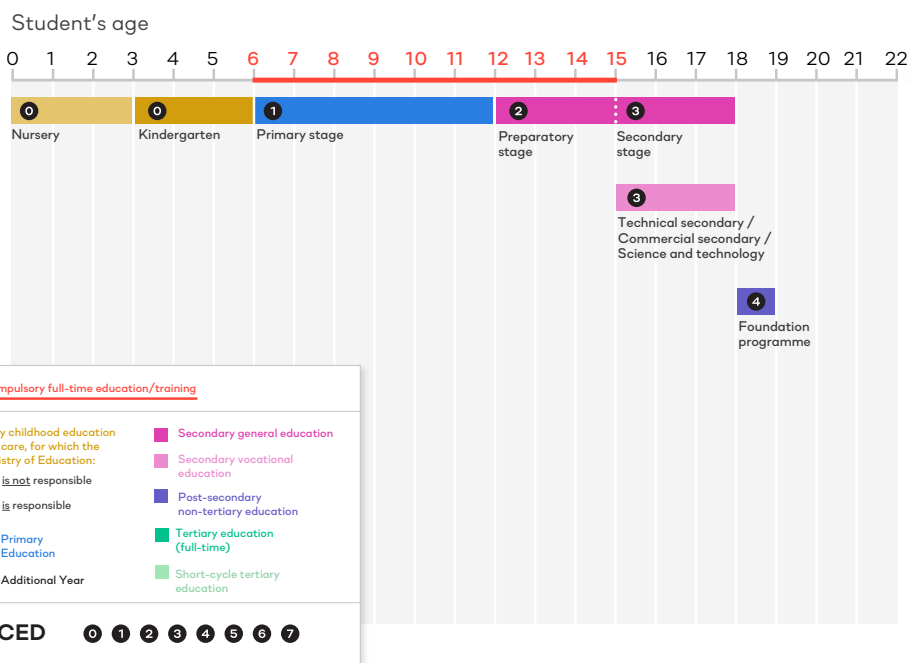


Tertiary Education

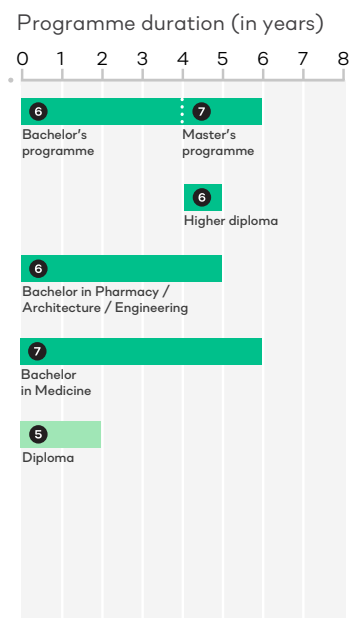


Qatar

Early Childhood – Post-Secondary Education

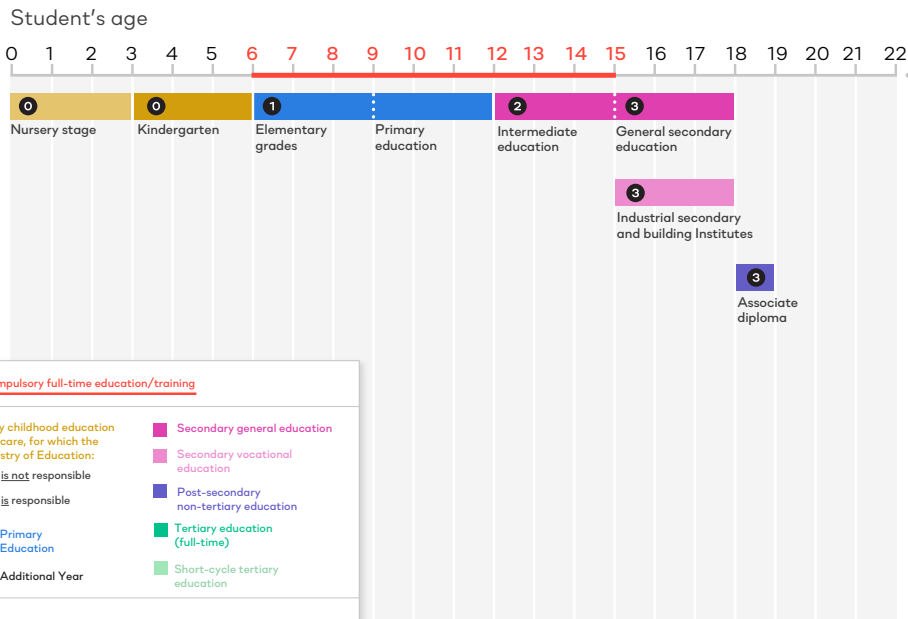


Tertiary Education

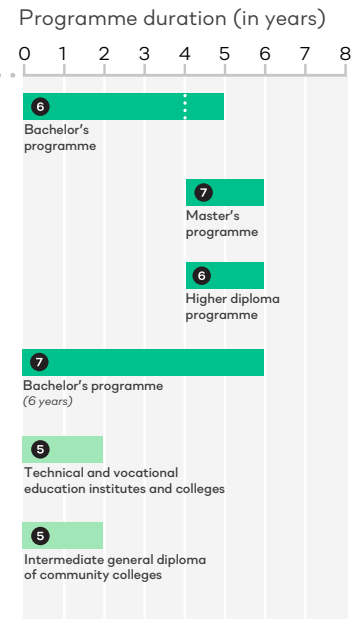


Saudi Arabia

Early Childhood – Post-Secondary Education

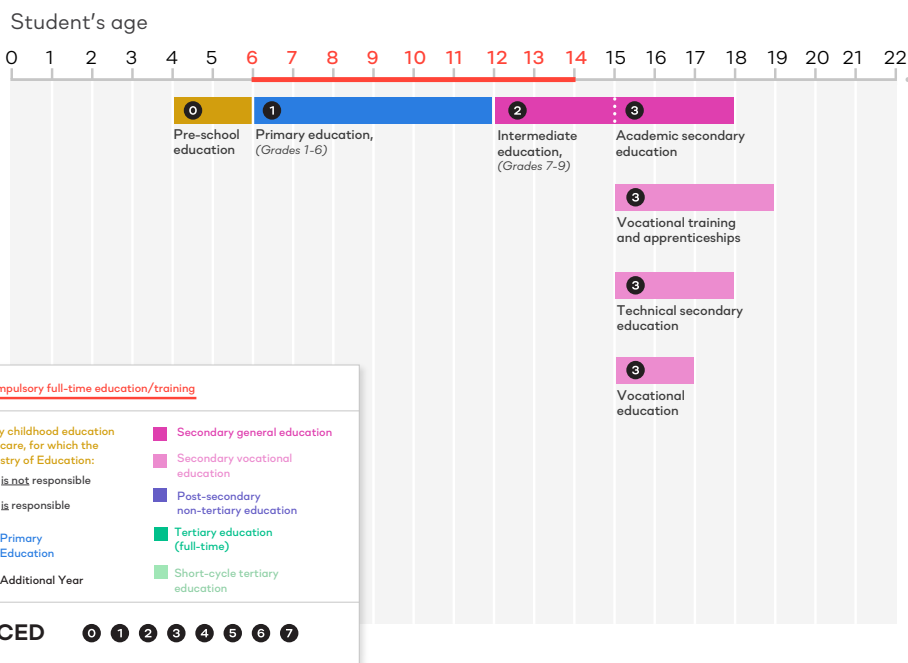


Tertiary Education

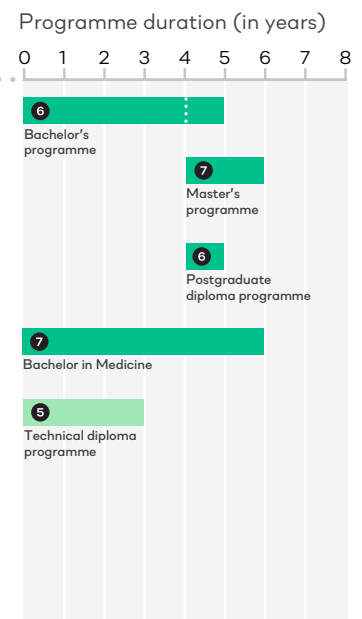


Sudan

Early Childhood – Post-Secondary Education



Tertiary Education

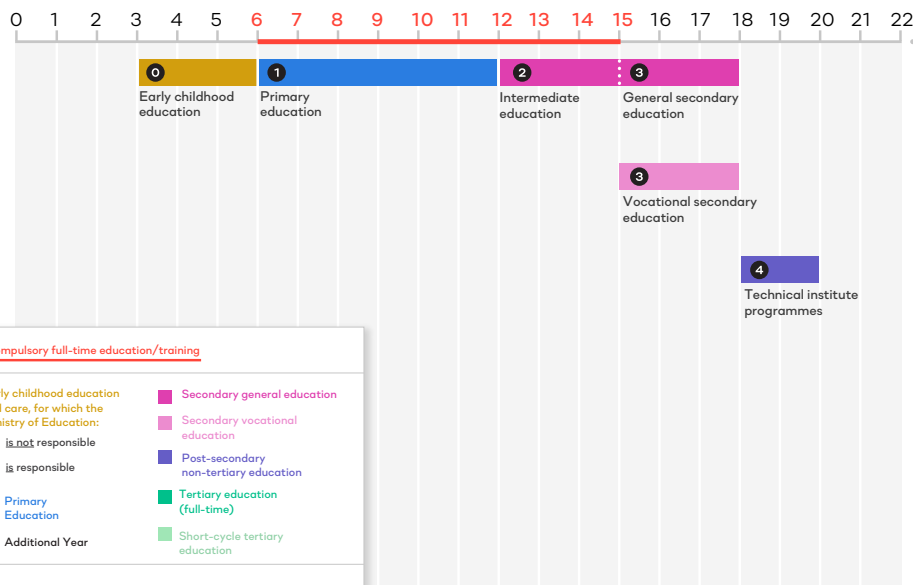


Syrian Arab Republic



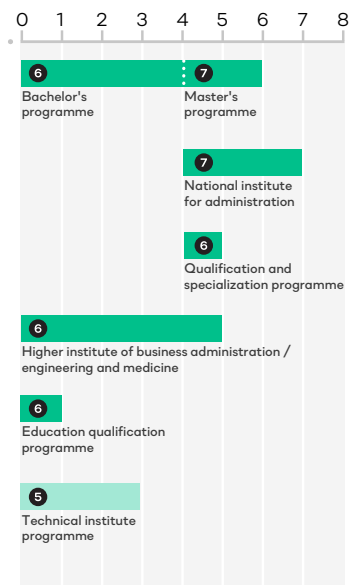
Early Childhood - Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

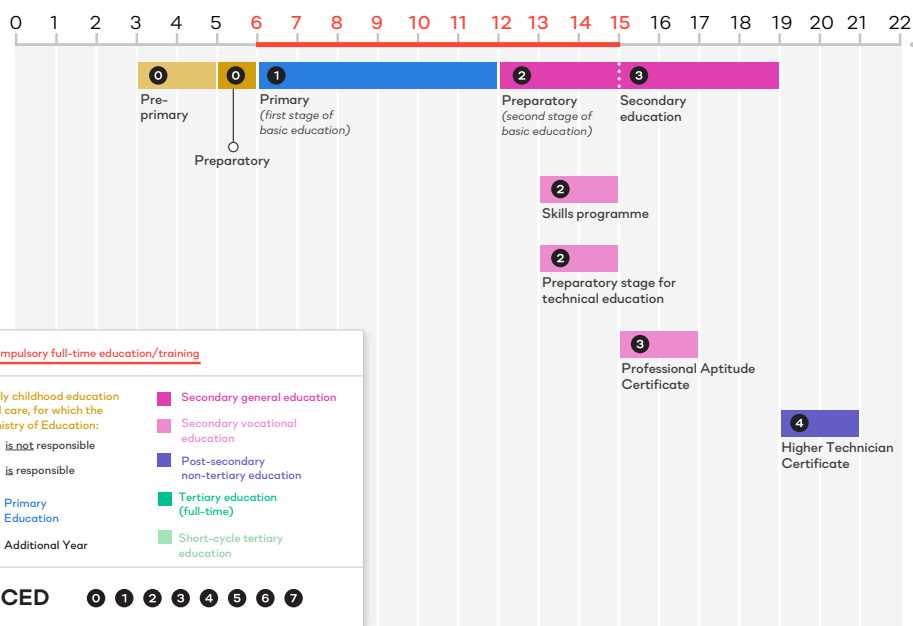


Tunisia



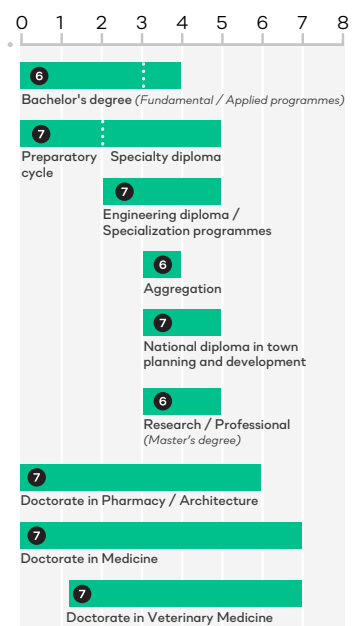
Early Childhood - Post-Secondary Education

Student's age



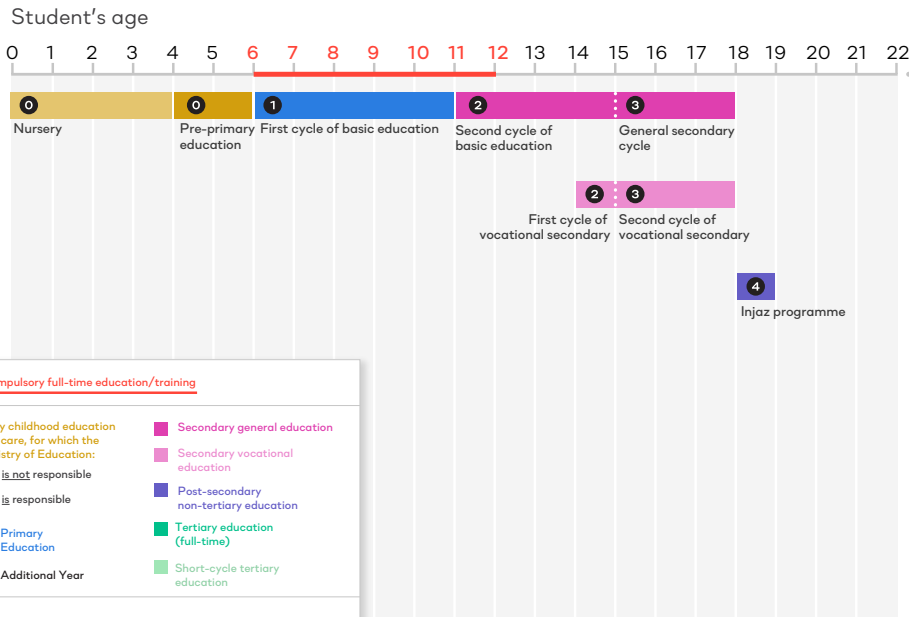
Tertiary Education

Programme duration (in years)

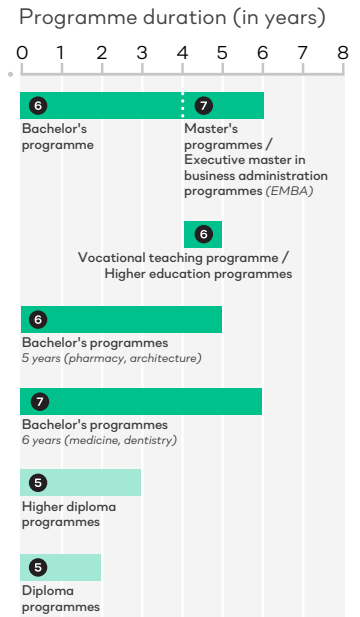


United Arab Emirates

Early Childhood – Post-Secondary Education

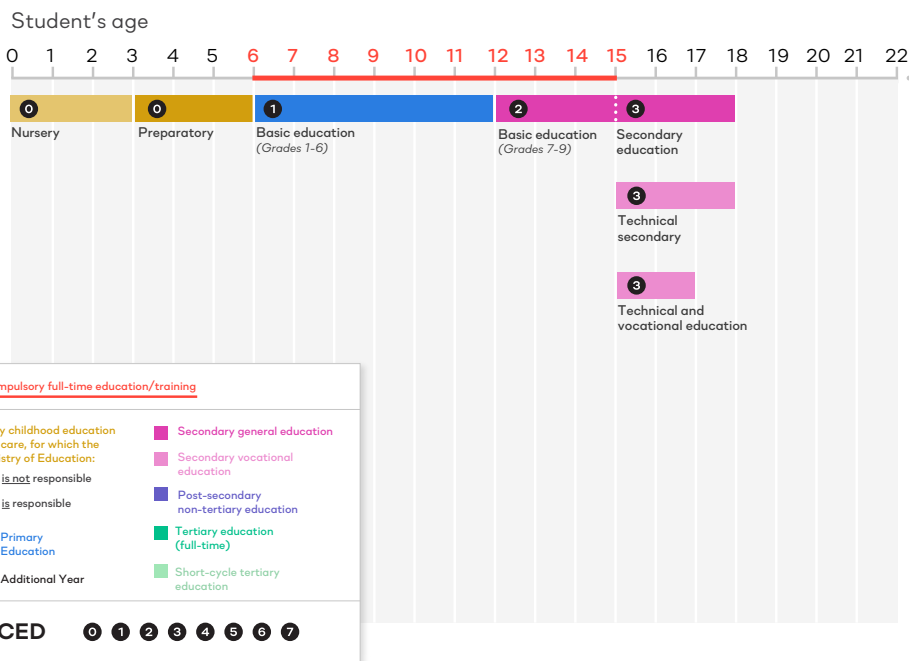


Tertiary Education

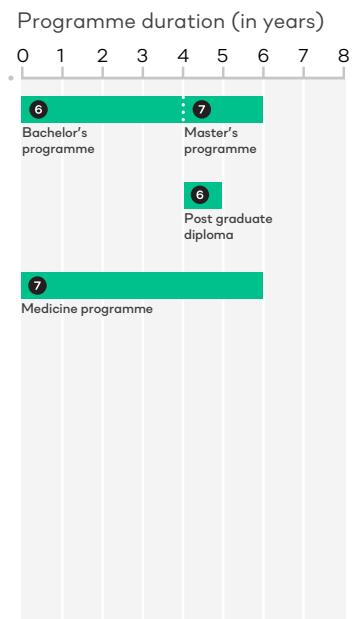


Yemen

Early Childhood – Post-Secondary Education



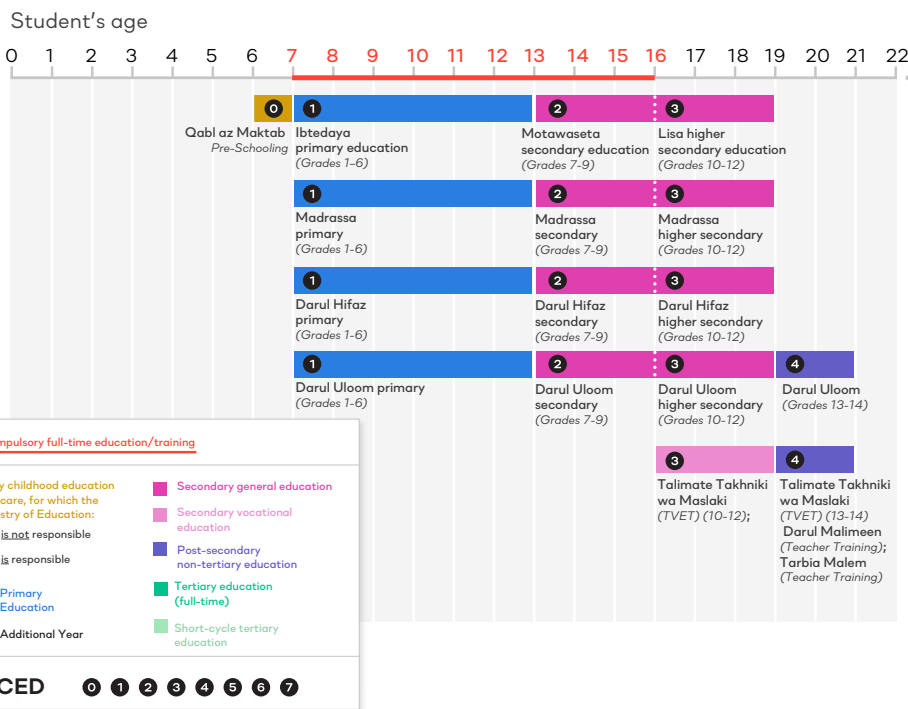
Tertiary Education



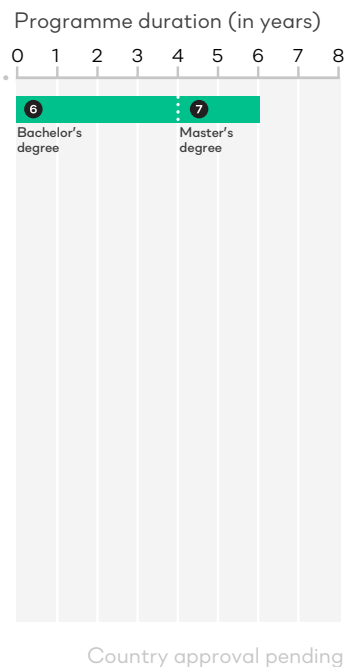
Asia and the Pacific

Afghanistan

Early Childhood – Post-Secondary Education

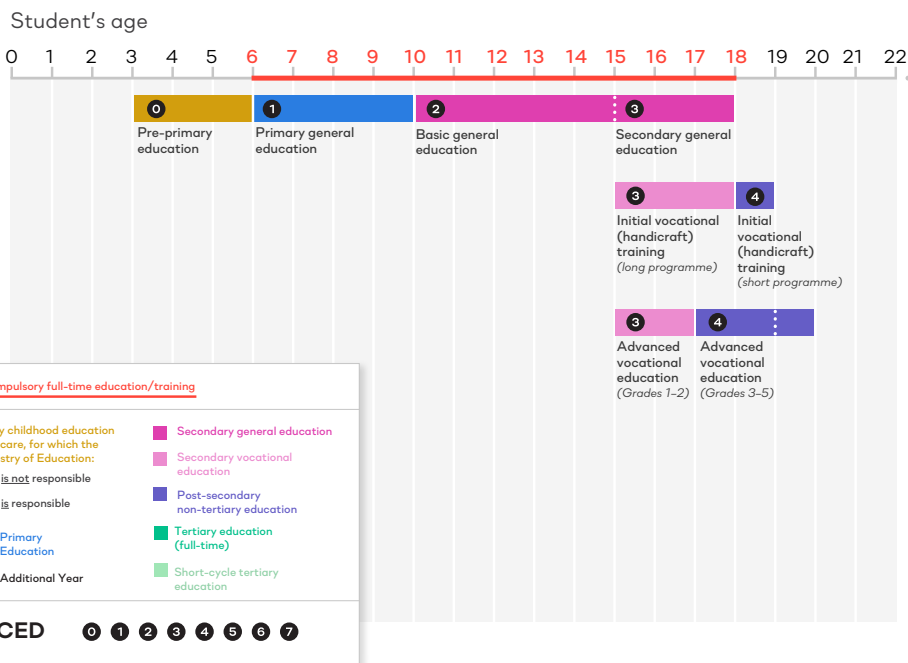


Tertiary Education

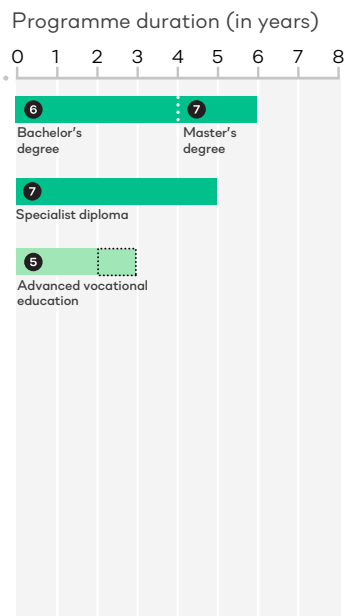


Armenia

Early Childhood – Post-Secondary Education



Tertiary Education

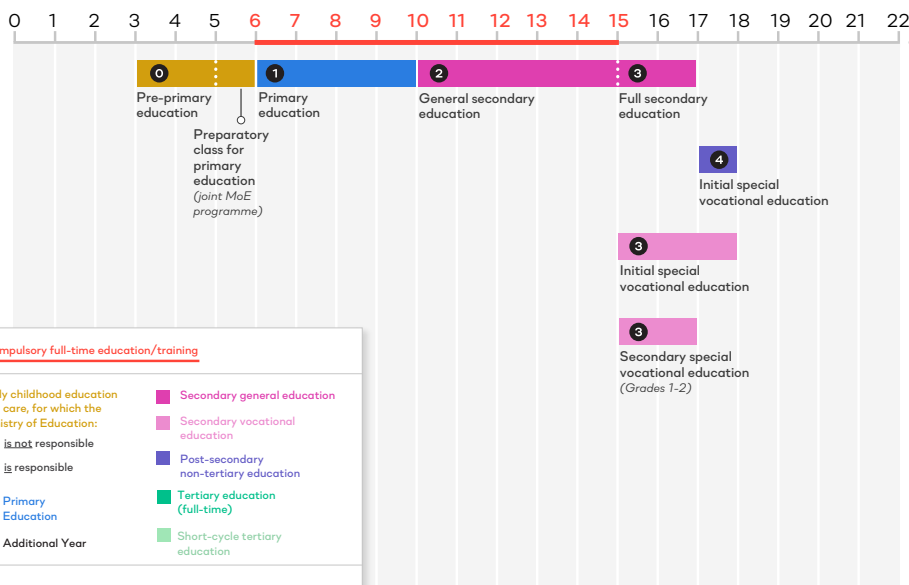


Azerbaijan



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

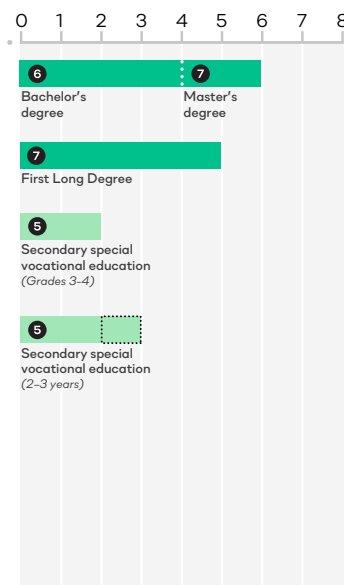
Additional Year

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

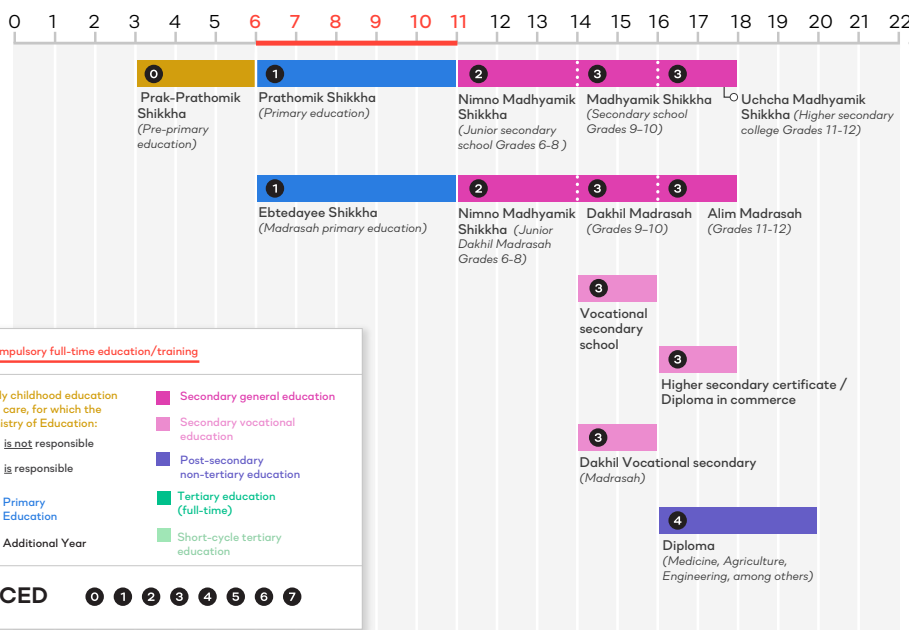


Bangladesh



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

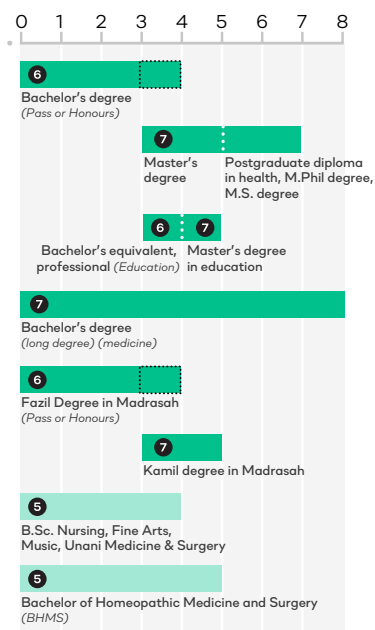
Additional Year

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)



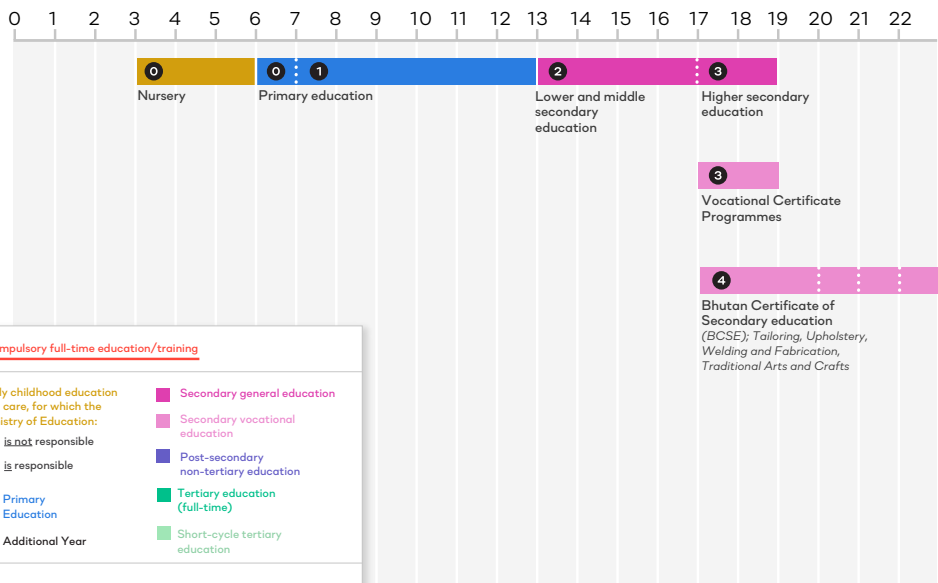
Country approval pending

Bhutan



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

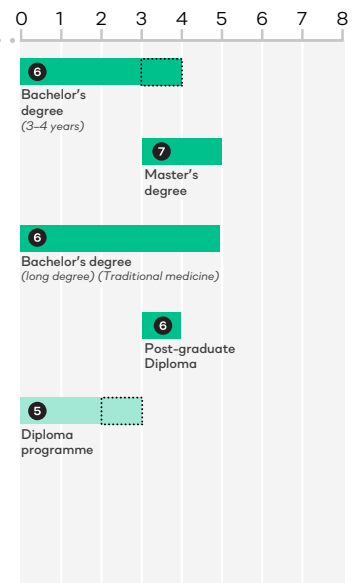
Additional Year

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)



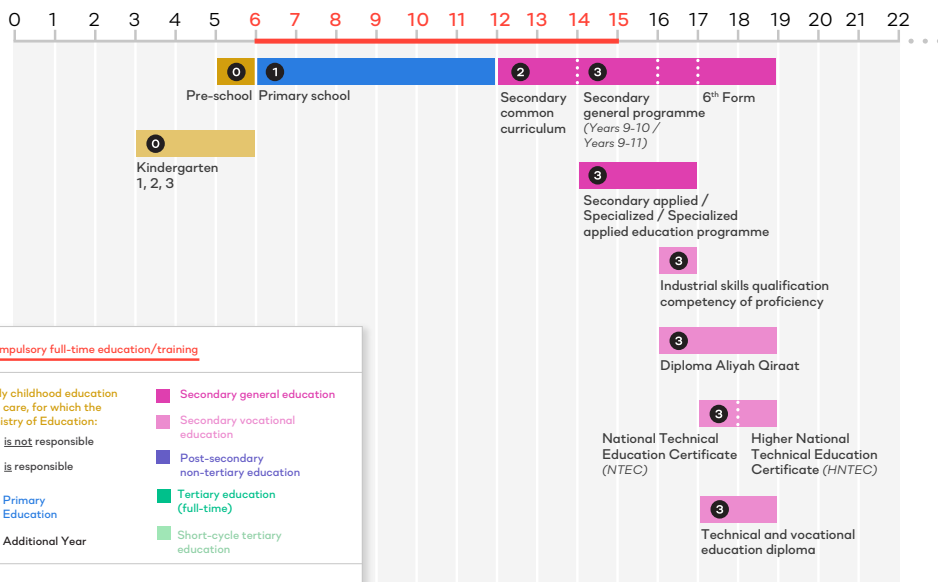
Country approval pending

Brunei Darussalam



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

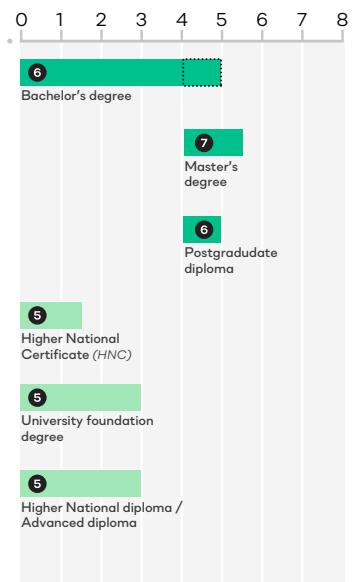
Additional Year

ISCED 0 1 2 3 4 5 6 7



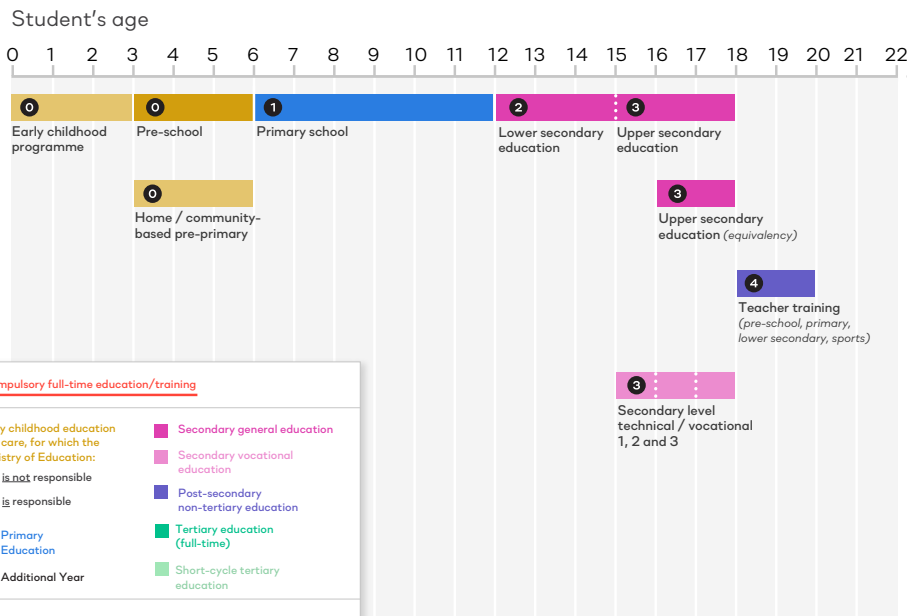
Tertiary Education

Programme duration (in years)

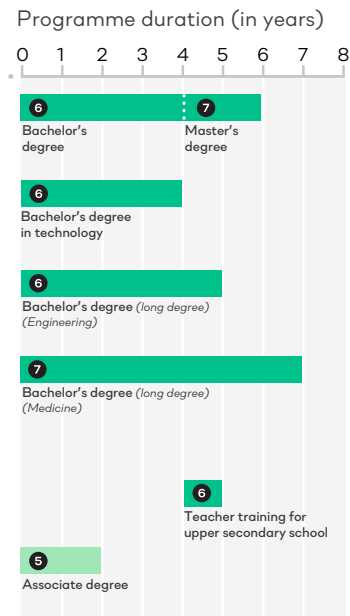


Cambodia

Early Childhood – Post-Secondary Education

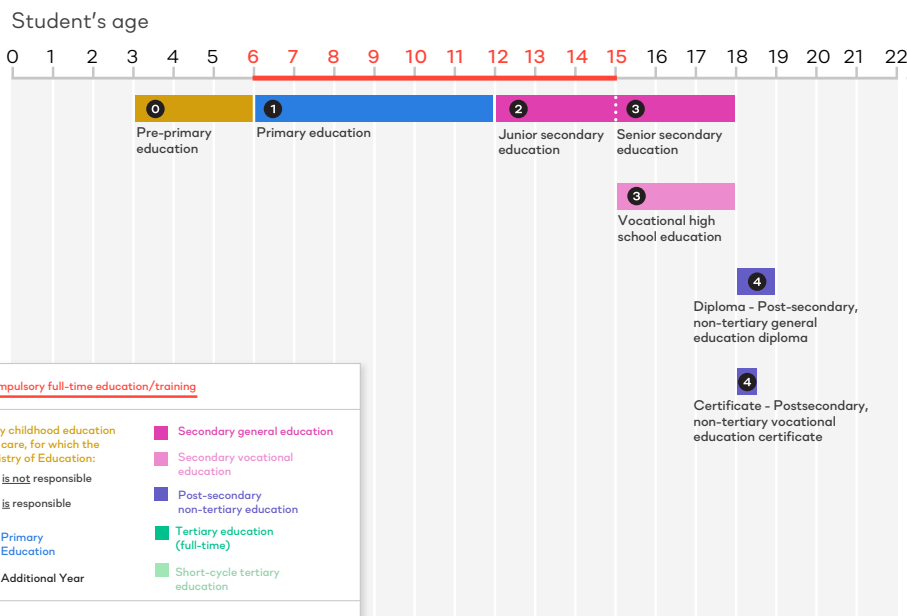


Tertiary Education

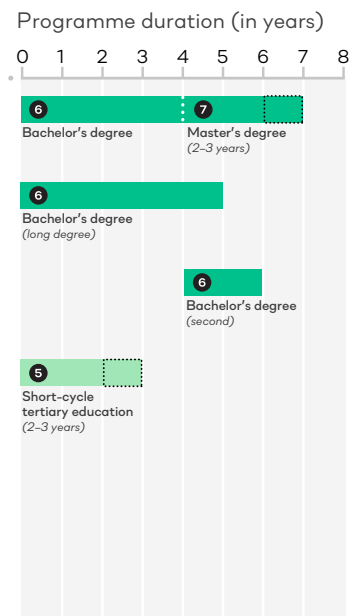


China

Early Childhood – Post-Secondary Education

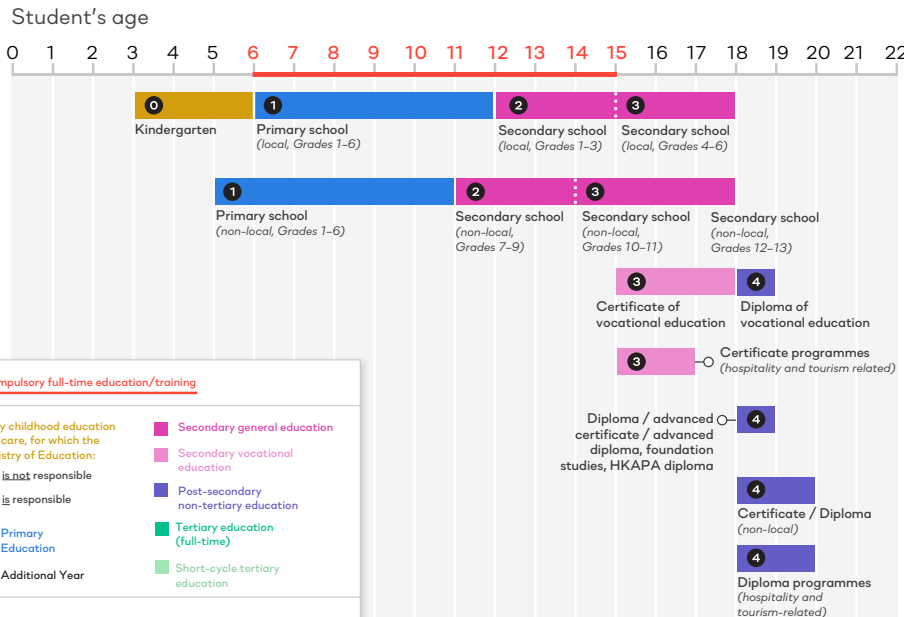


Tertiary Education

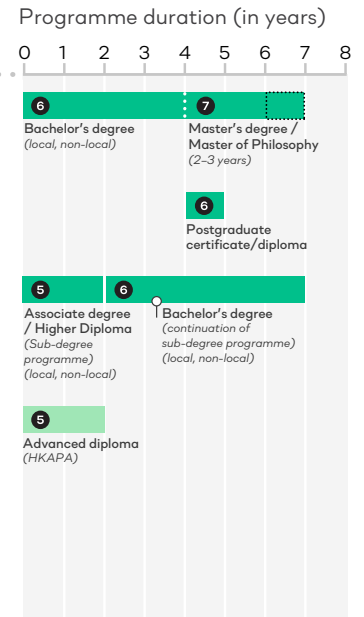


Hong Kong, SAR China

Early Childhood – Post-Secondary Education

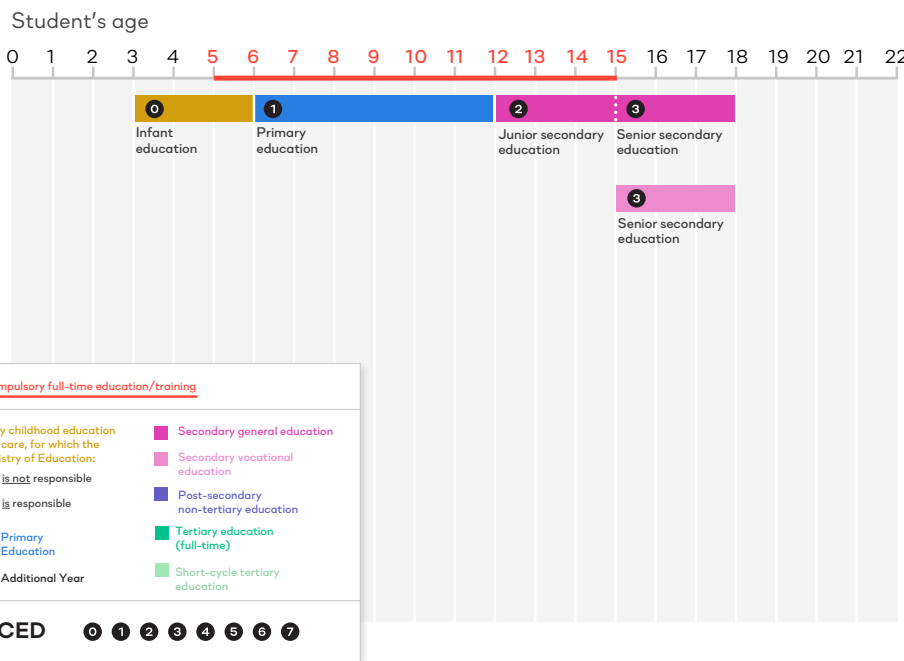


Tertiary Education

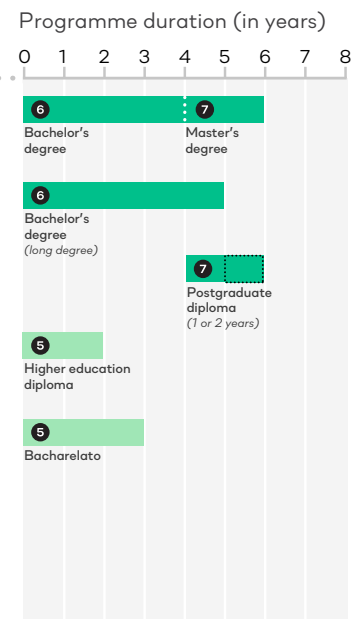


Macao SAR, China

Early Childhood – Post-Secondary Education



Tertiary Education

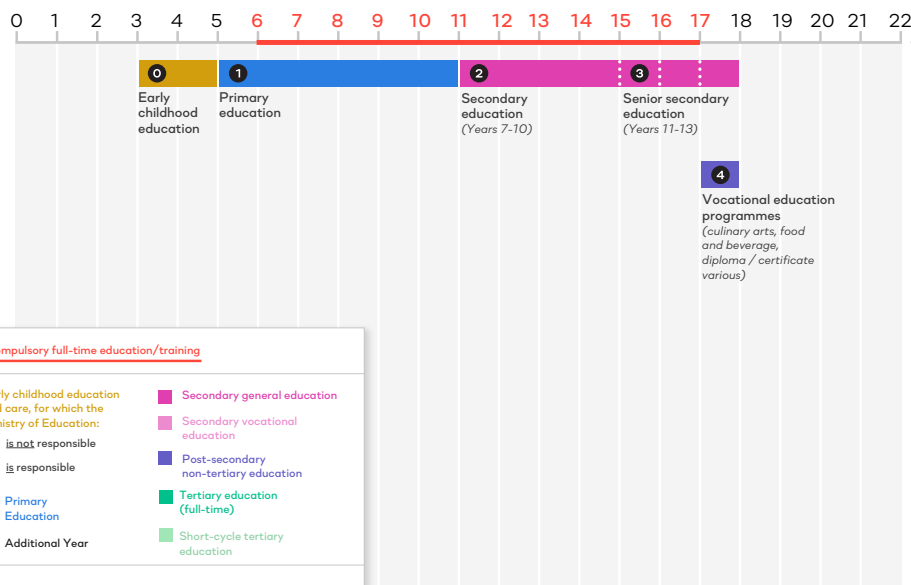


Cook Islands



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

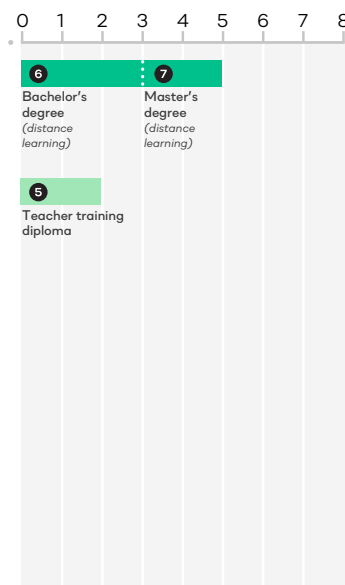
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

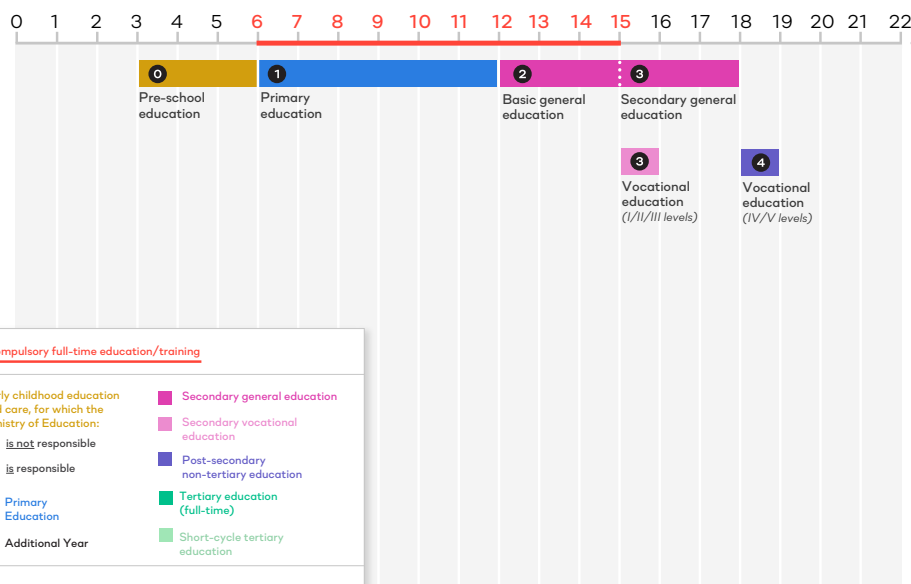


Georgia



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

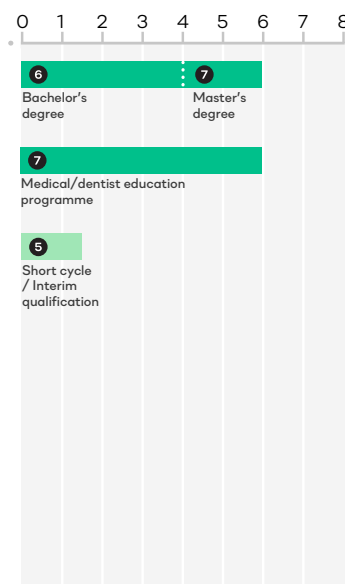
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

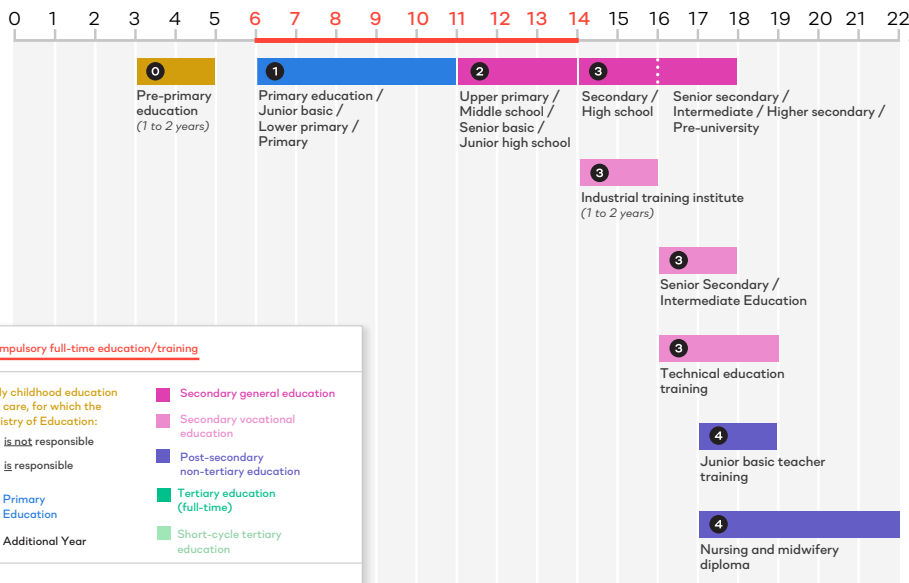


India



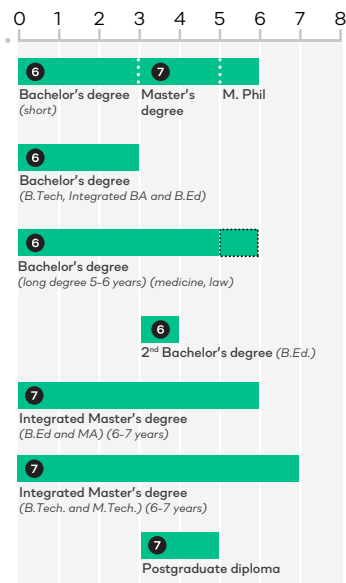
Early Childhood – Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

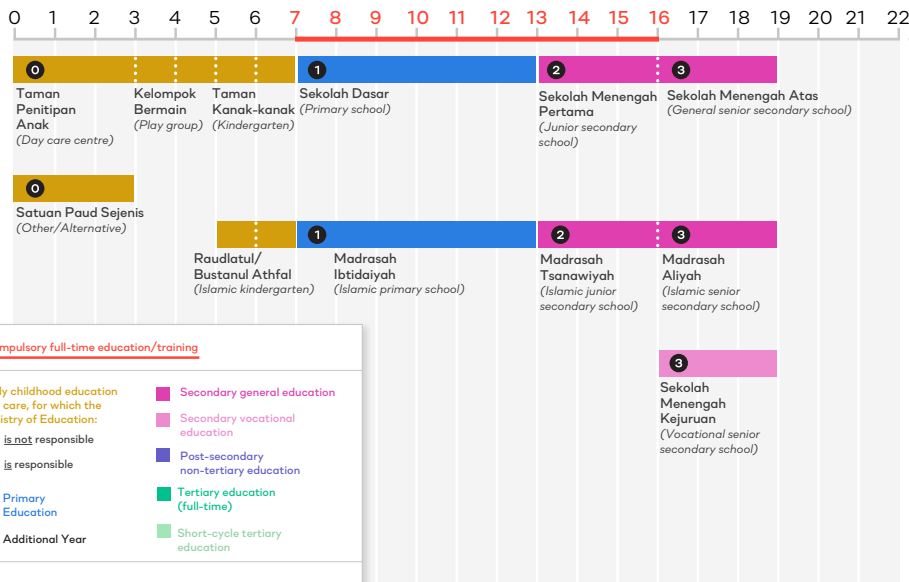


Indonesia



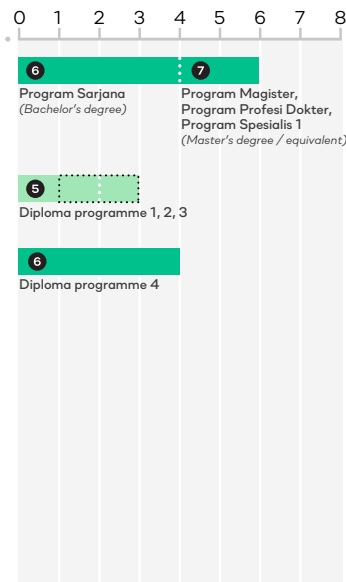
Early Childhood – Post-Secondary Education

Student's age



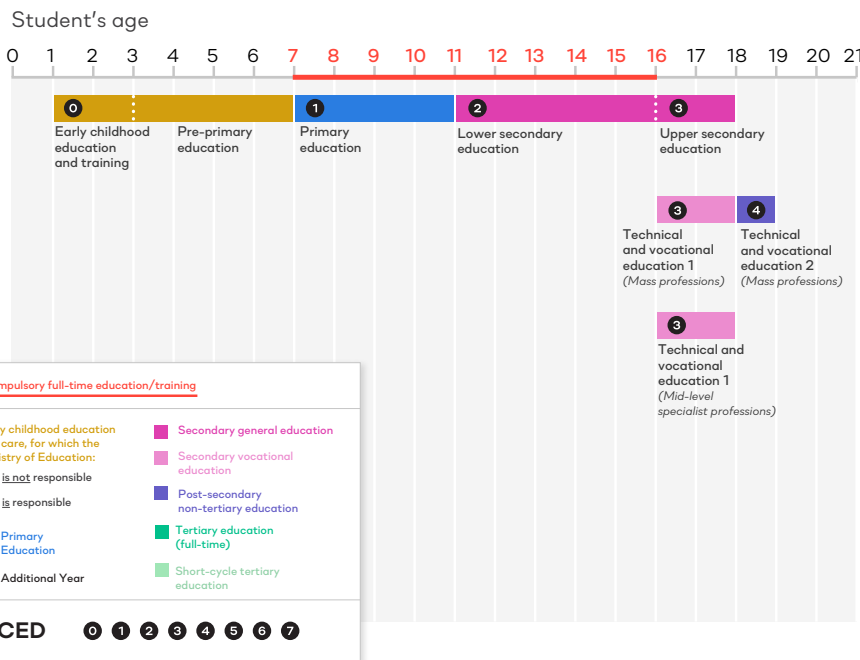
Tertiary Education

Programme duration (in years)

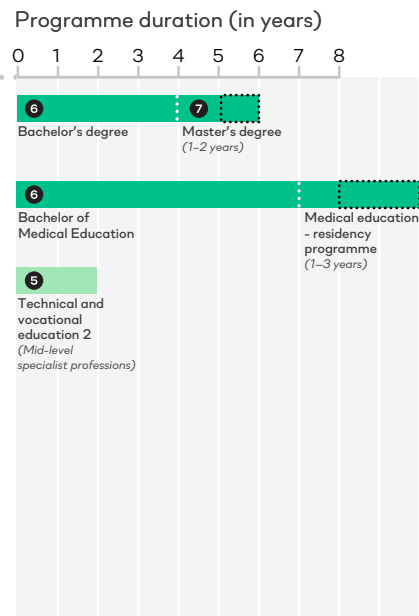


Kazakhstan

Early Childhood – Post-Secondary Education

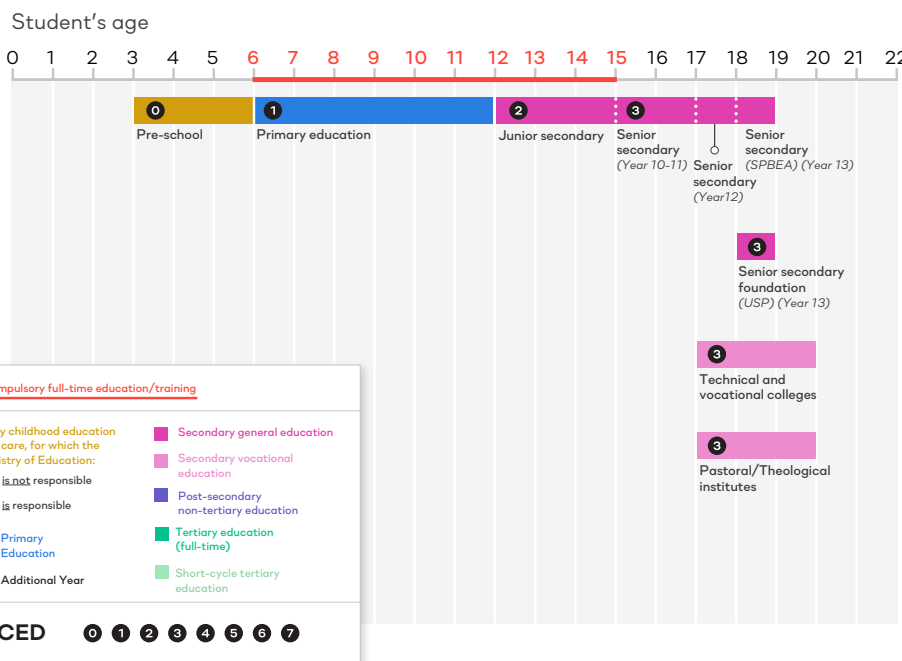


Tertiary Education

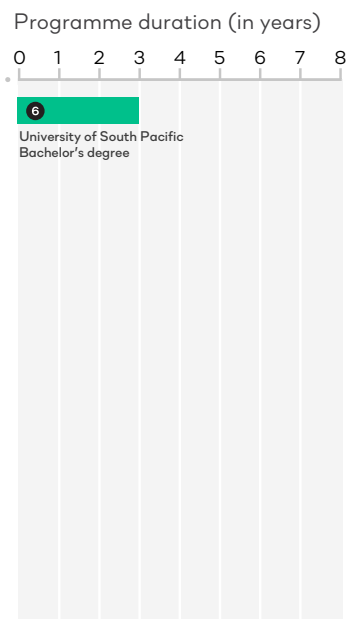


Kiribati

Early Childhood – Post-Secondary Education

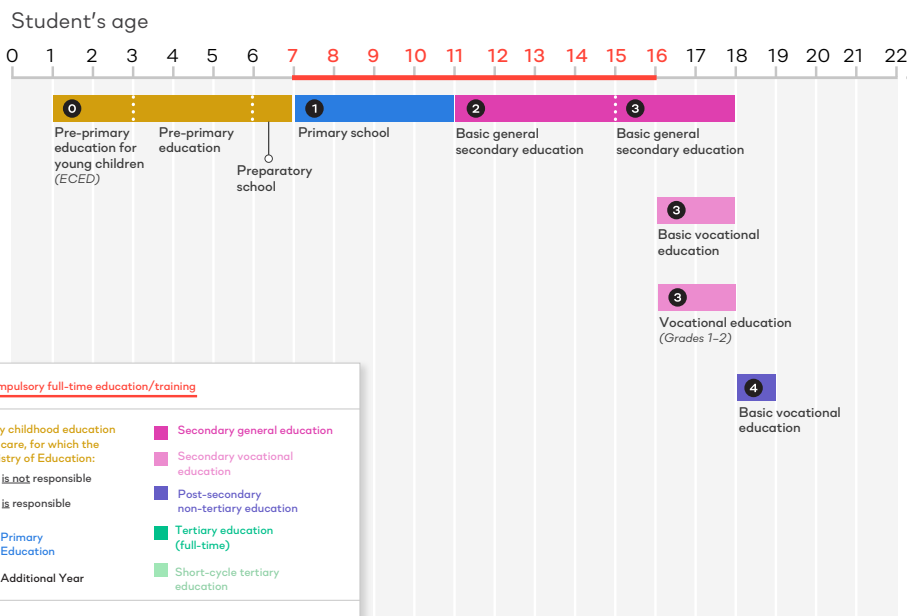


Tertiary Education

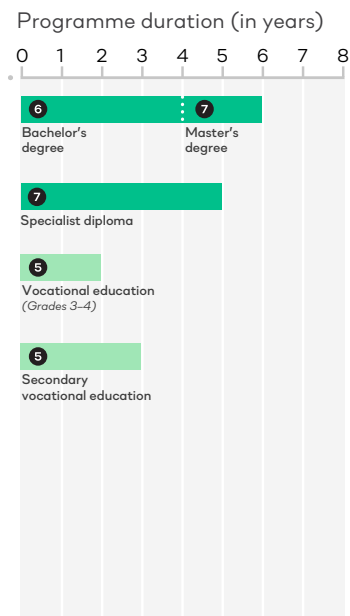


Kyrgyzstan

Early Childhood – Post-Secondary Education

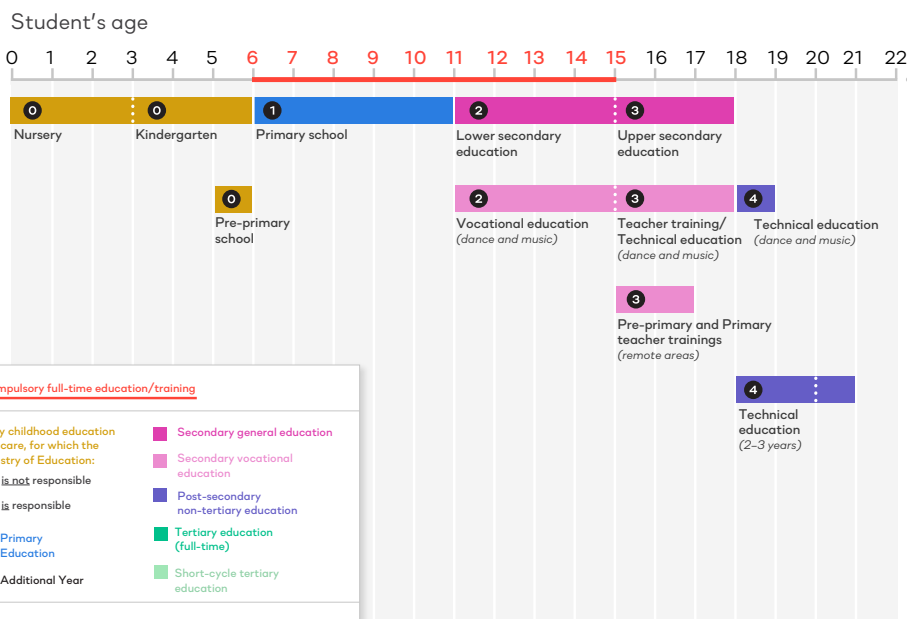


Tertiary Education

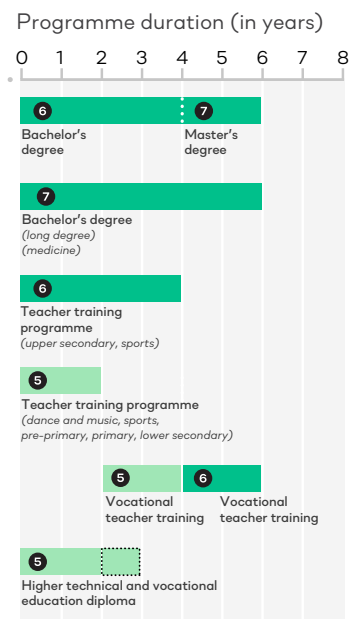


Lao PDR

Early Childhood – Post-Secondary Education

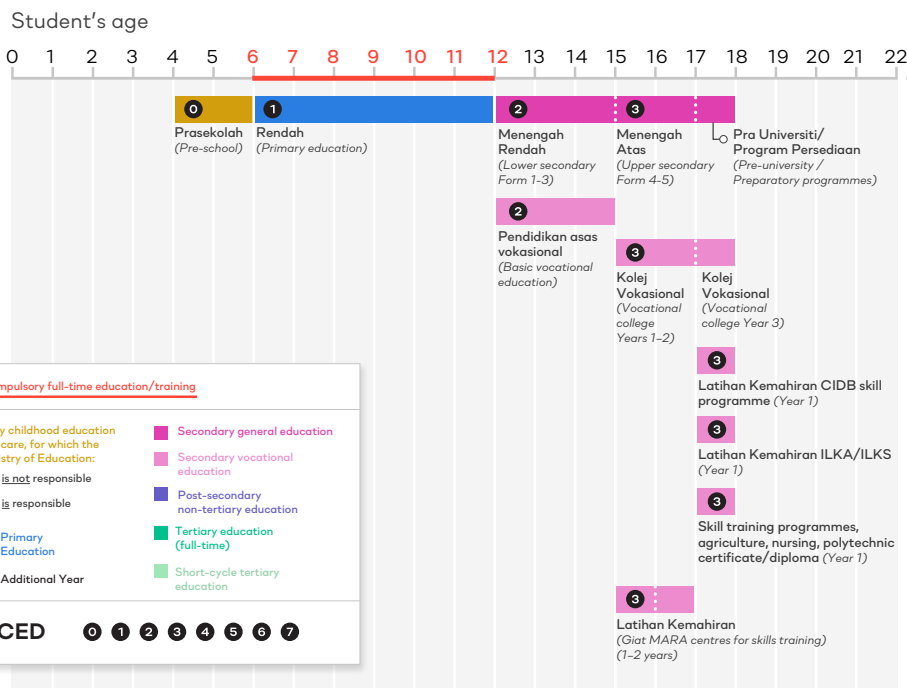


Tertiary Education

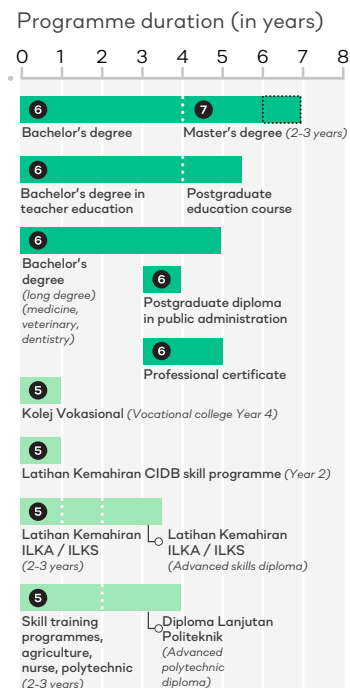


Malaysia

Early Childhood – Post-Secondary Education

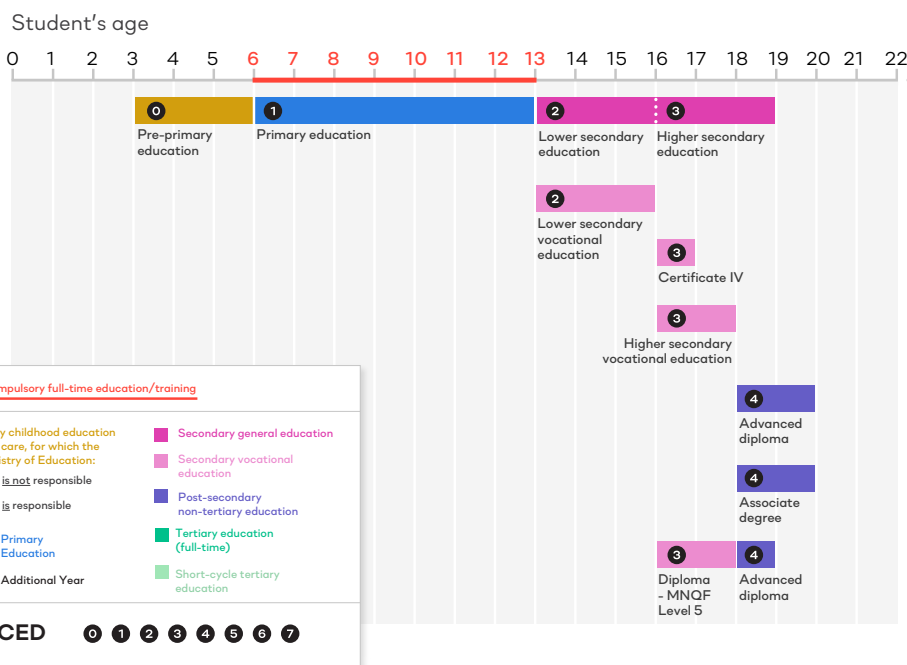


Tertiary Education

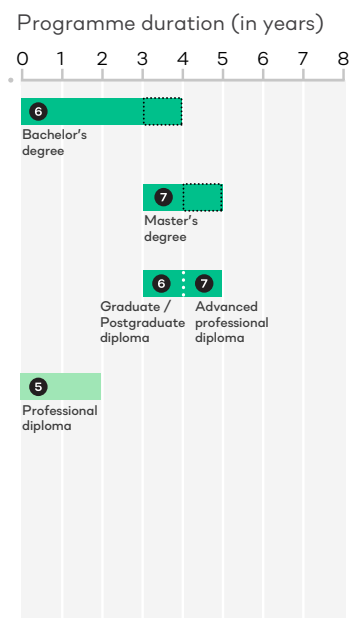


Maldives

Early Childhood – Post-Secondary Education



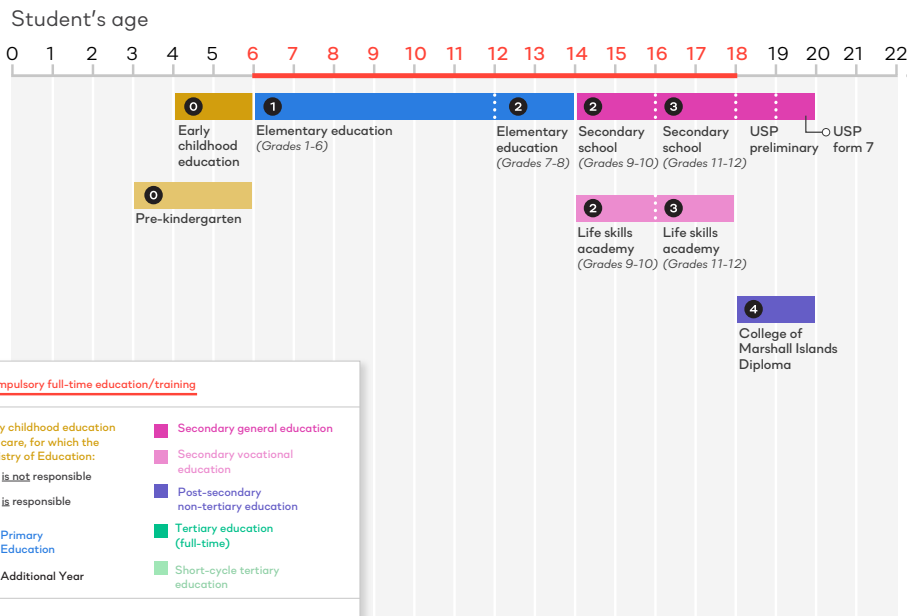
Tertiary Education



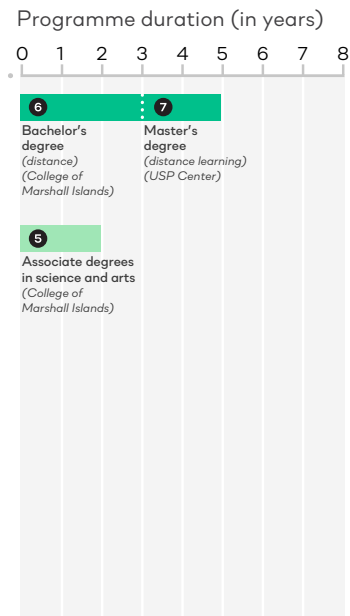
Marshall Islands



Early Childhood - Post-Secondary Education



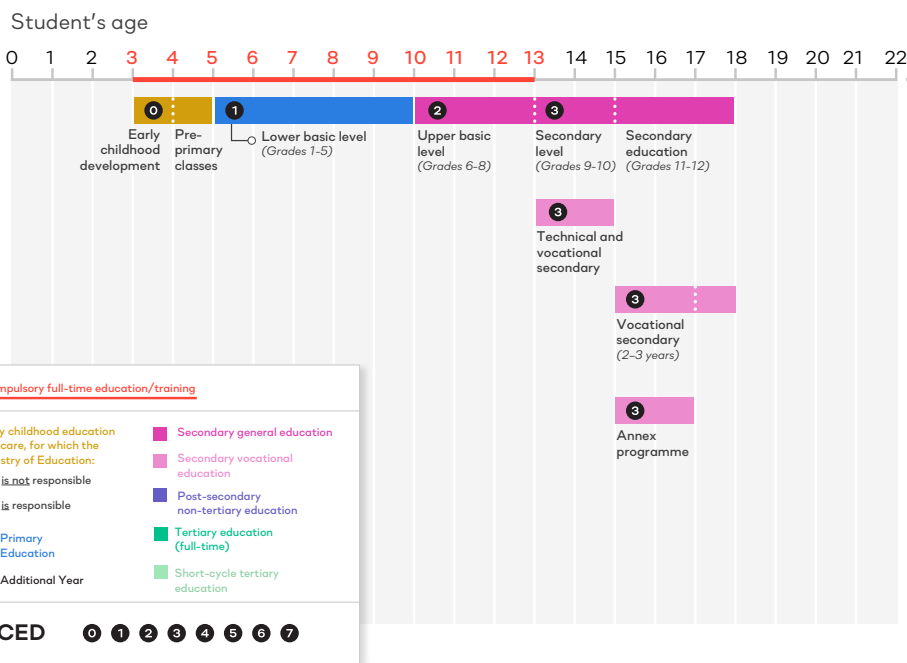
Tertiary Education



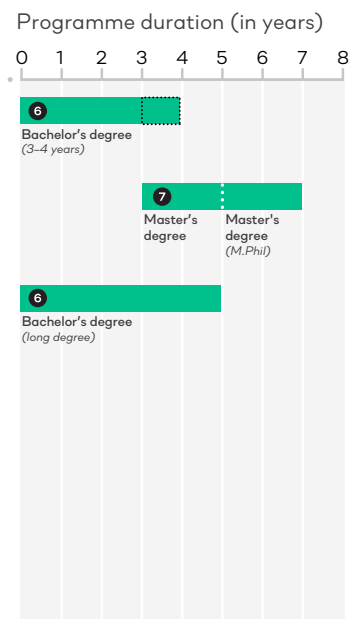
Nepal



Early Childhood - Post-Secondary Education



Tertiary Education

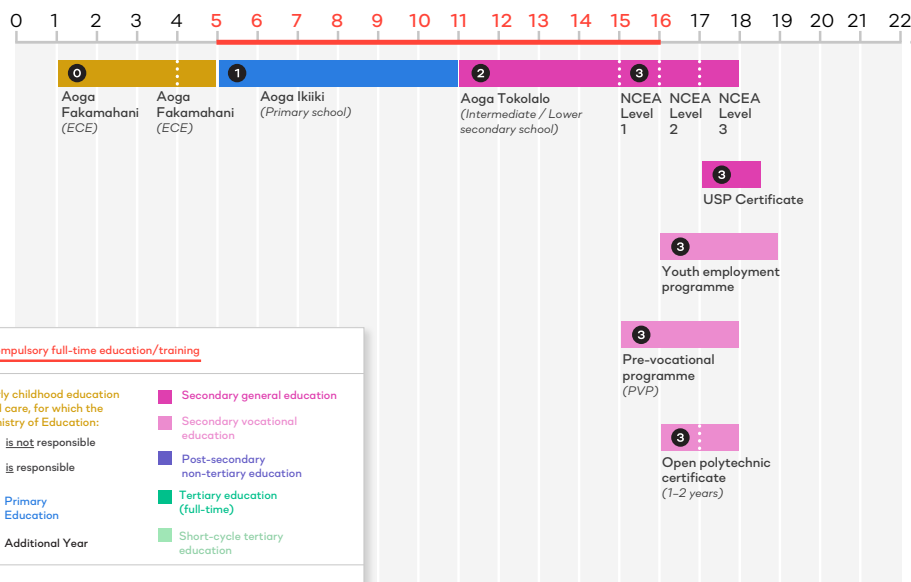


Niue



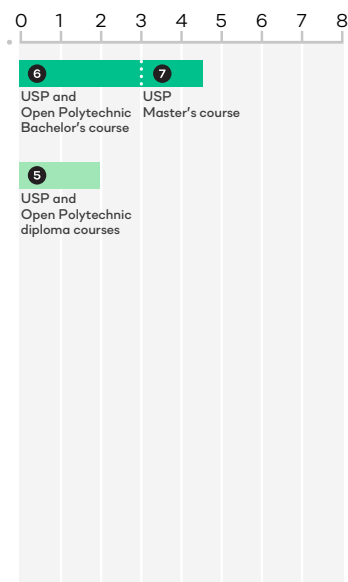
Early Childhood – Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

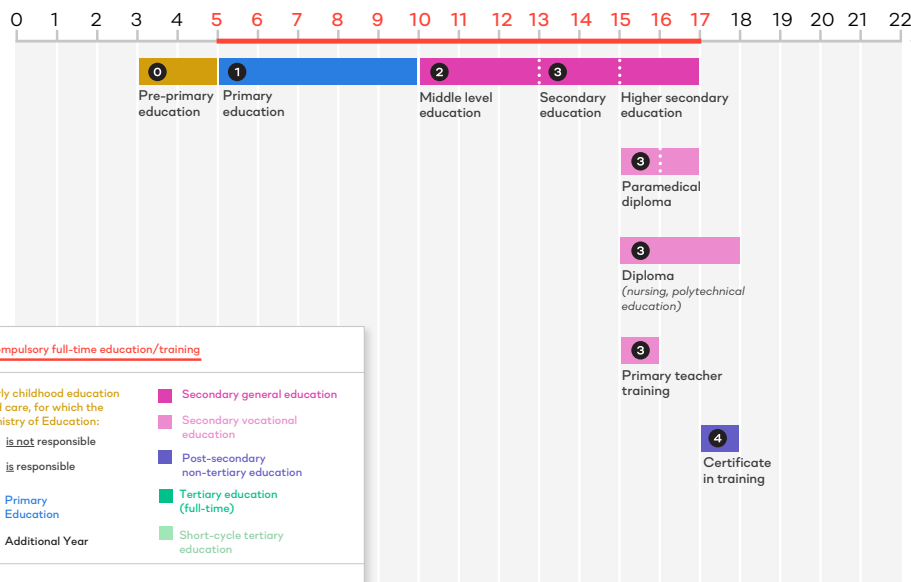


Pakistan



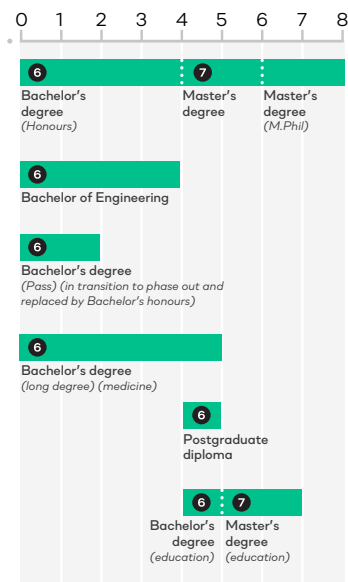
Early Childhood – Post-Secondary Education

Student's age



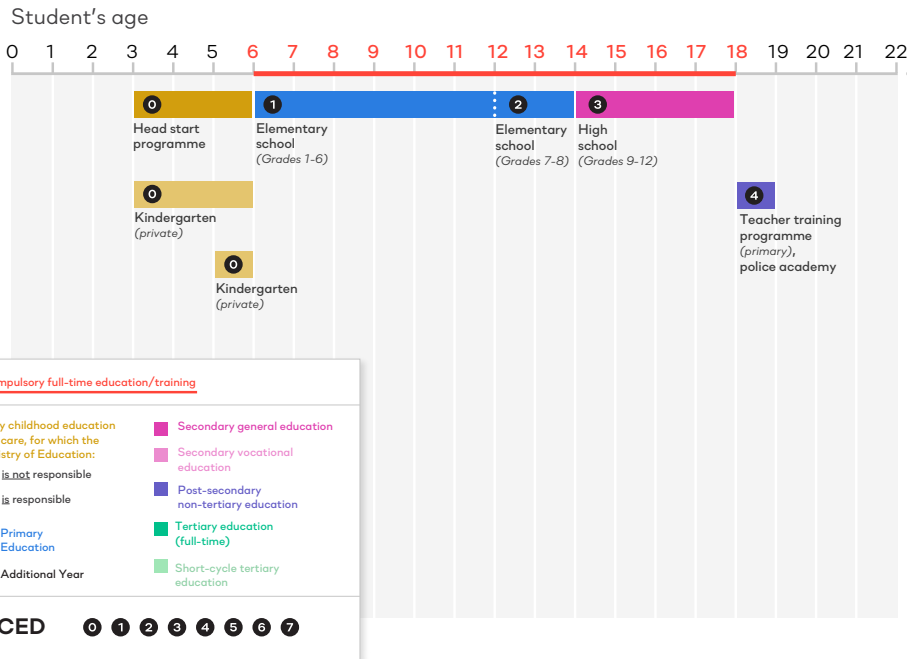
Tertiary Education

Programme duration (in years)

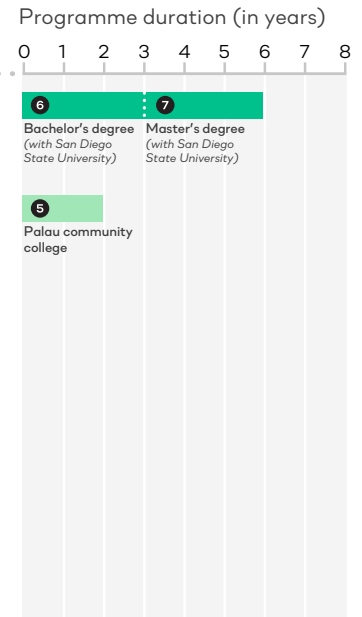


Palau

Early Childhood – Post-Secondary Education

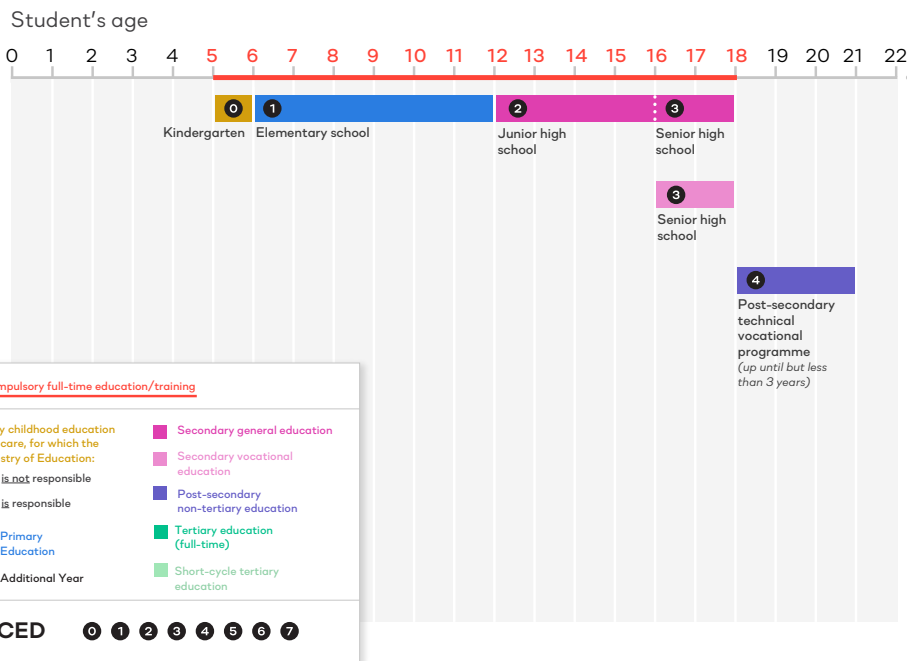


Tertiary Education

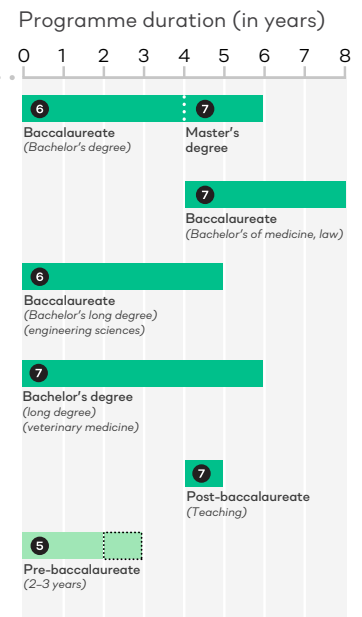


Philippines

Early Childhood – Post-Secondary Education



Tertiary Education

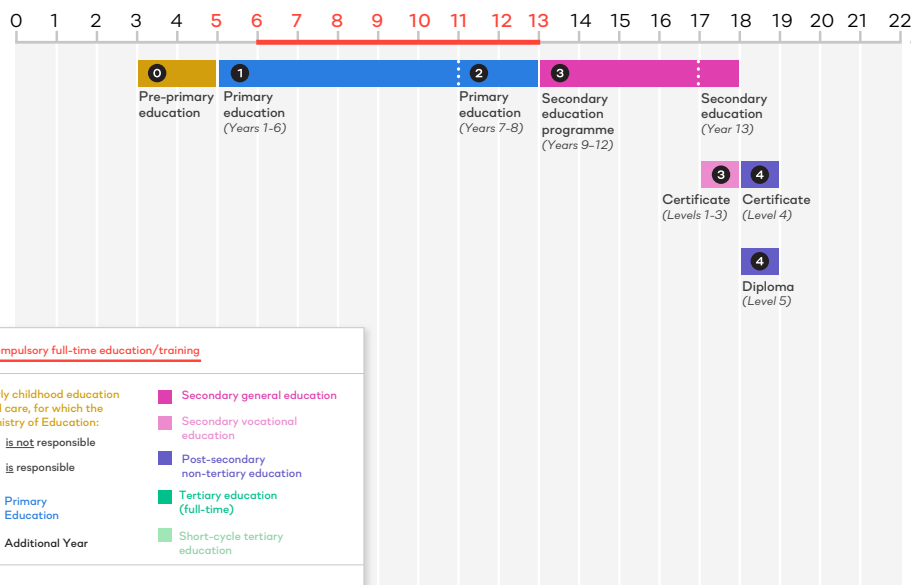


Samoa



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

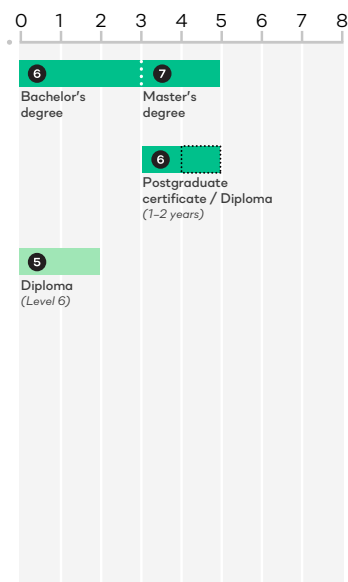
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

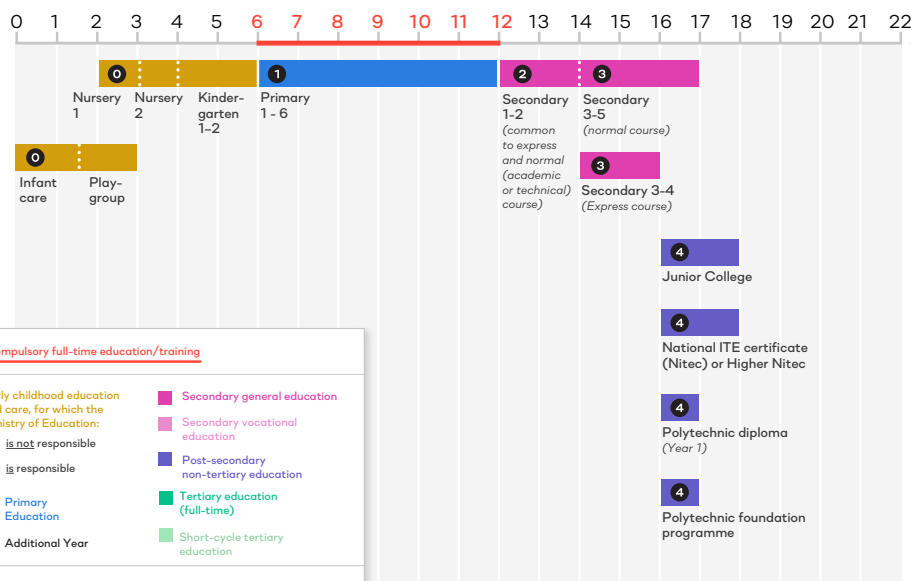


Singapore



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

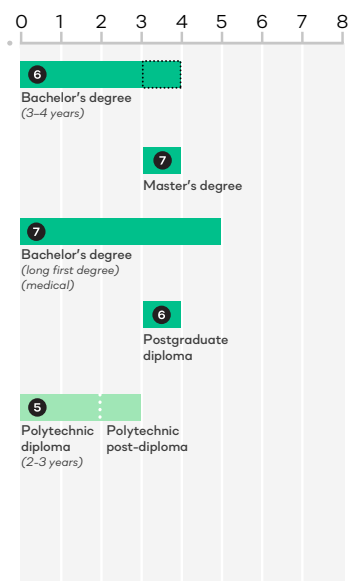
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

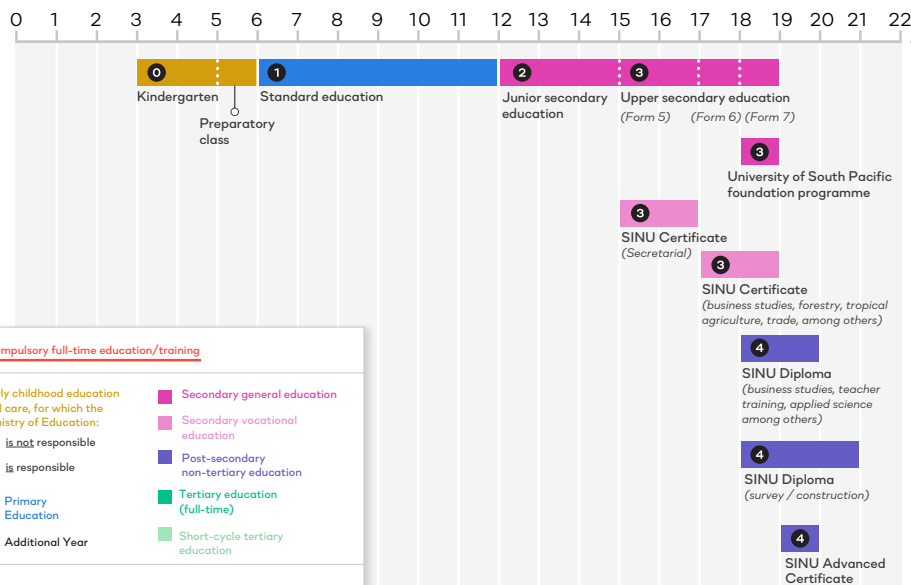


Solomon Islands



Early Childhood - Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

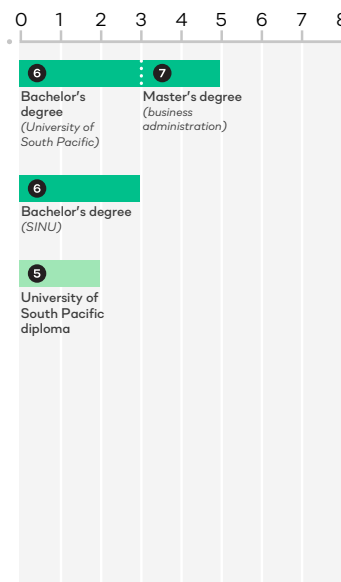
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

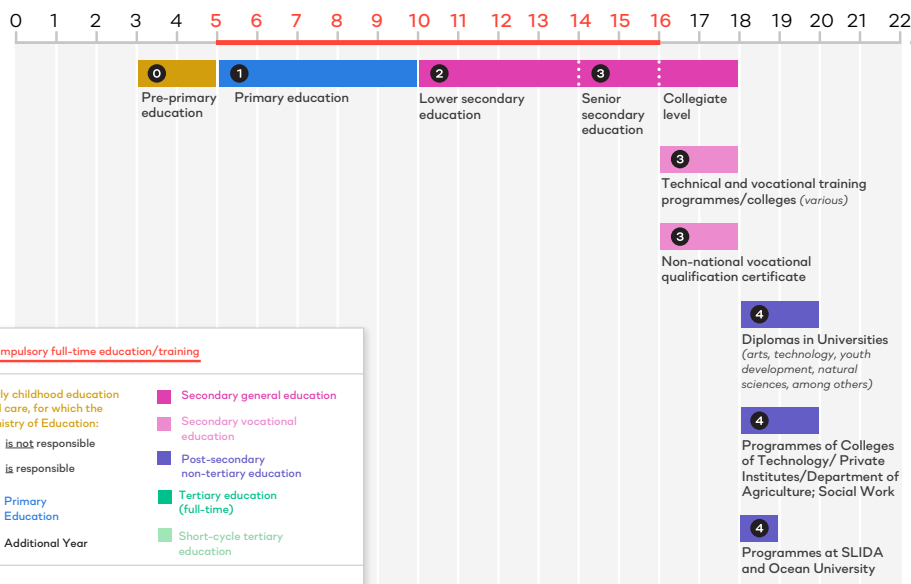


Sri Lanka



Early Childhood - Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

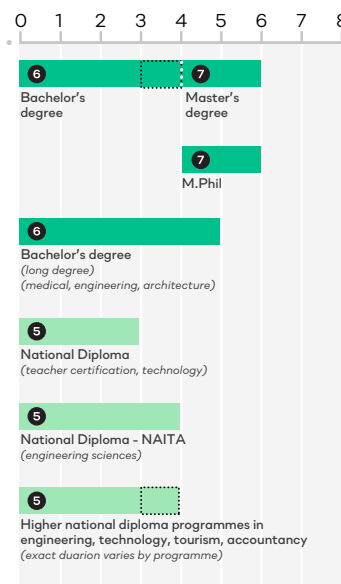
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

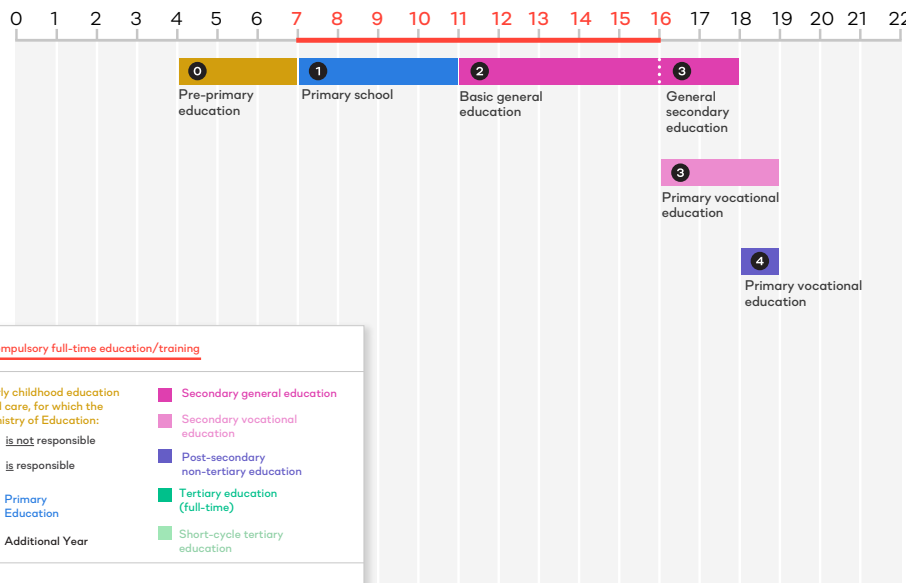


Tajikistan



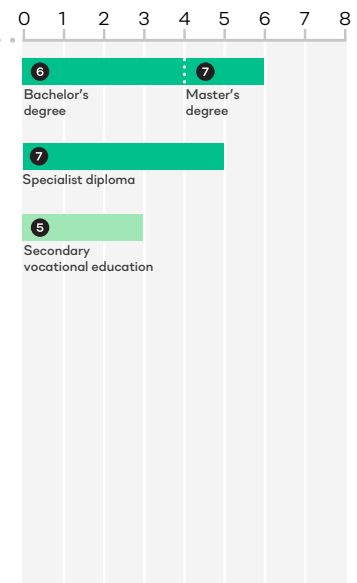
Early Childhood – Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

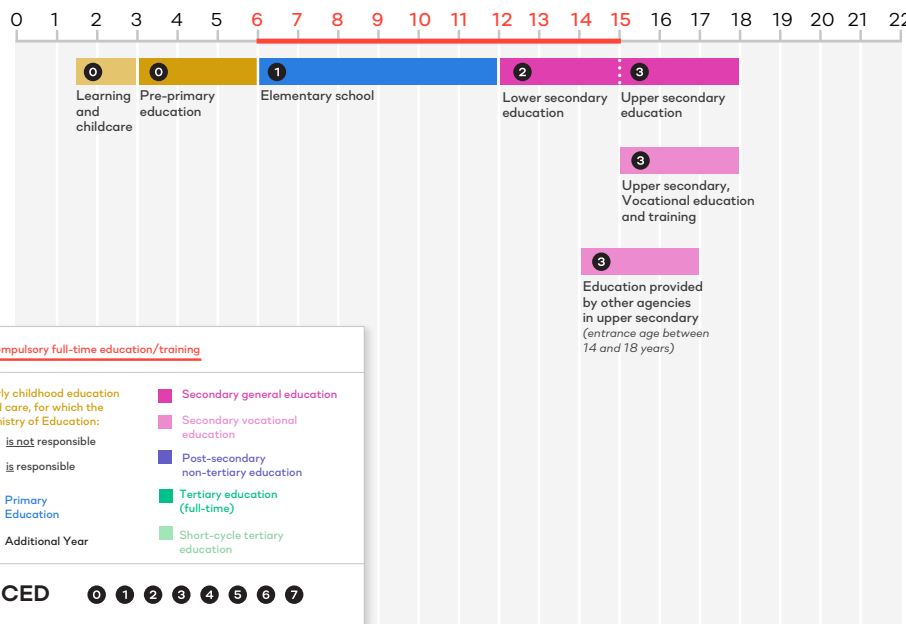


Thailand



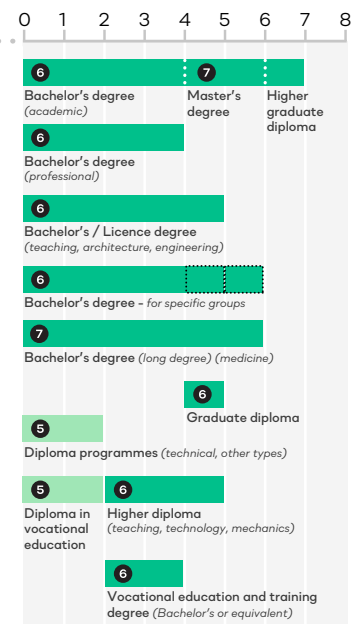
Early Childhood – Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)



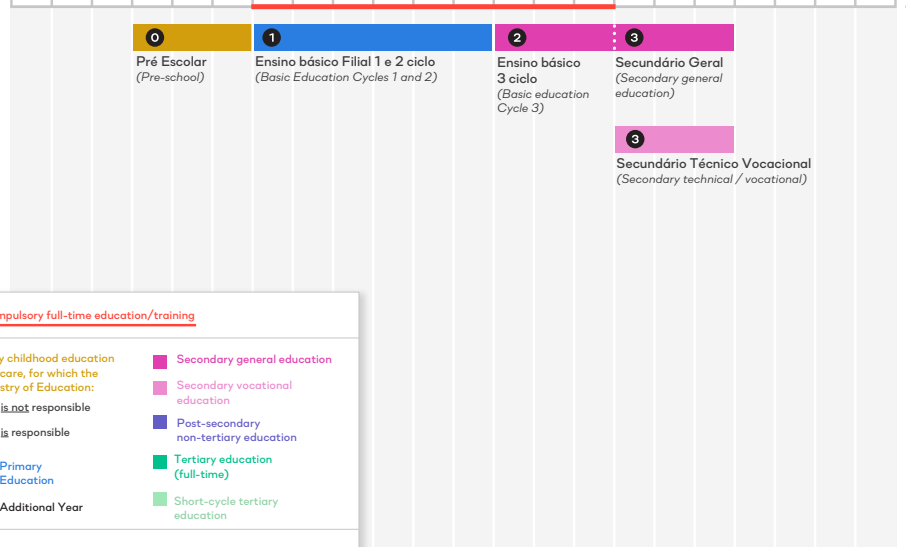
Timor-Leste



Early Childhood - Post-Secondary Education

Student's age

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

Additional Year

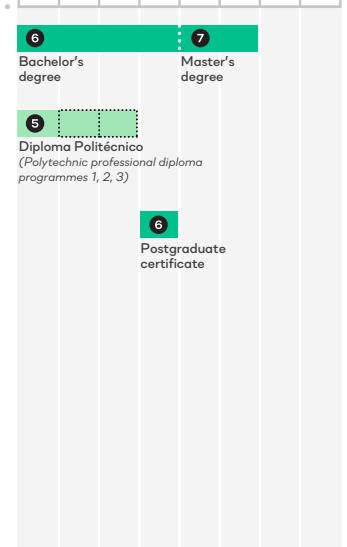
ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

0 1 2 3 4 5 6 7 8



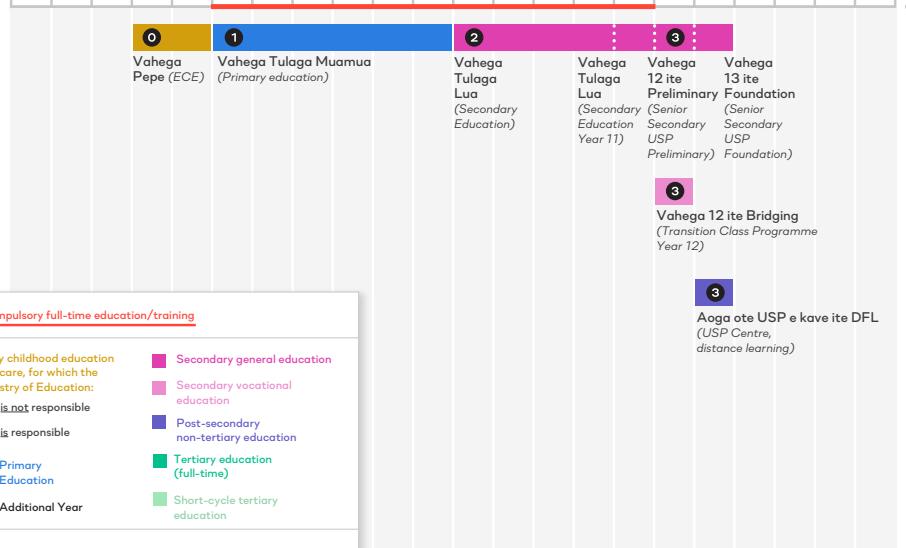
Tokelau



Early Childhood - Post-Secondary Education

Student's age

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

Additional Year

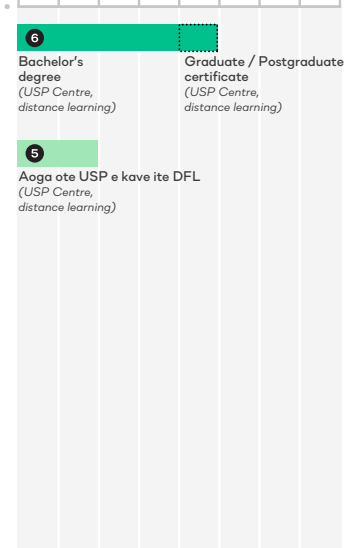
ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

0 1 2 3 4 5 6 7 8



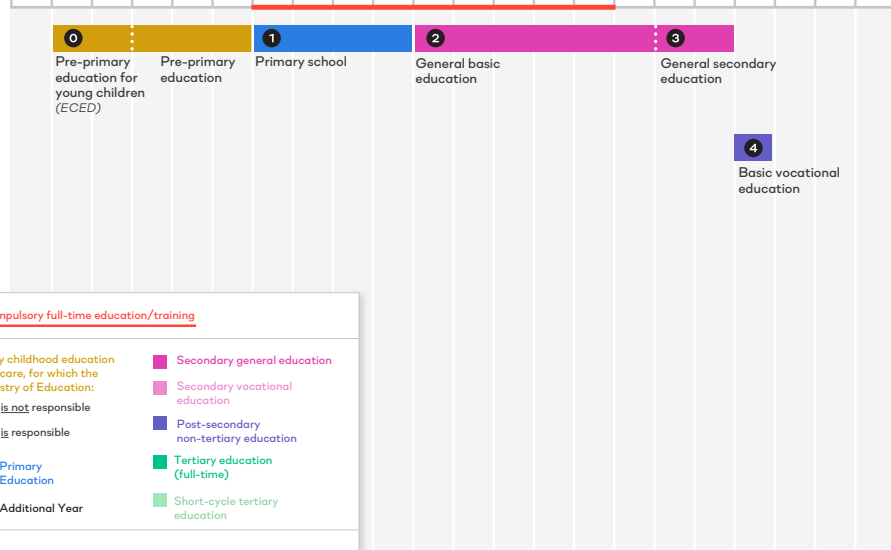
Turkmenistan



Early Childhood – Post-Secondary Education

Student's age

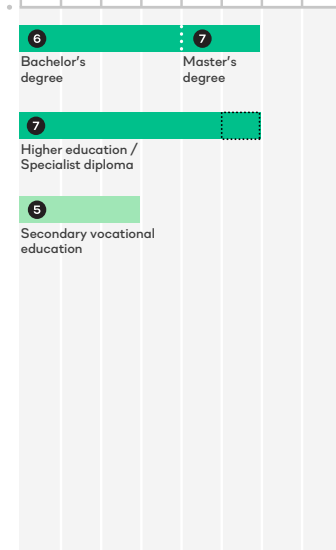
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22



Tertiary Education

Programme duration (in years)

0 1 2 3 4 5 6 7 8



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education
 Secondary vocational education
 Post-secondary non-tertiary education
 Tertiary education (full-time)
 Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7

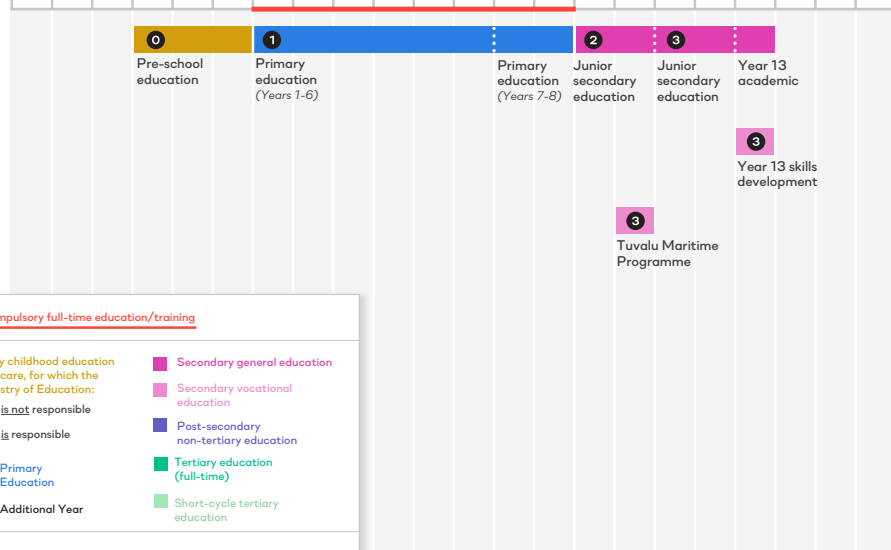
Tuvalu



Early Childhood – Post-Secondary Education

Student's age

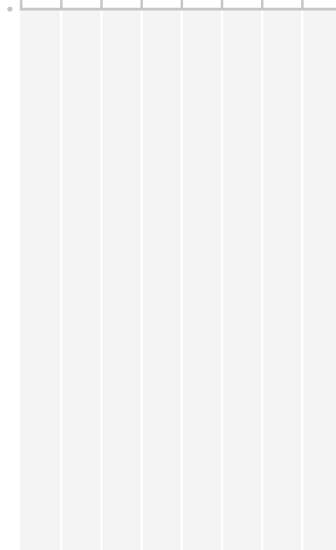
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22



Tertiary Education

Programme duration (in years)

0 1 2 3 4 5 6 7 8



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

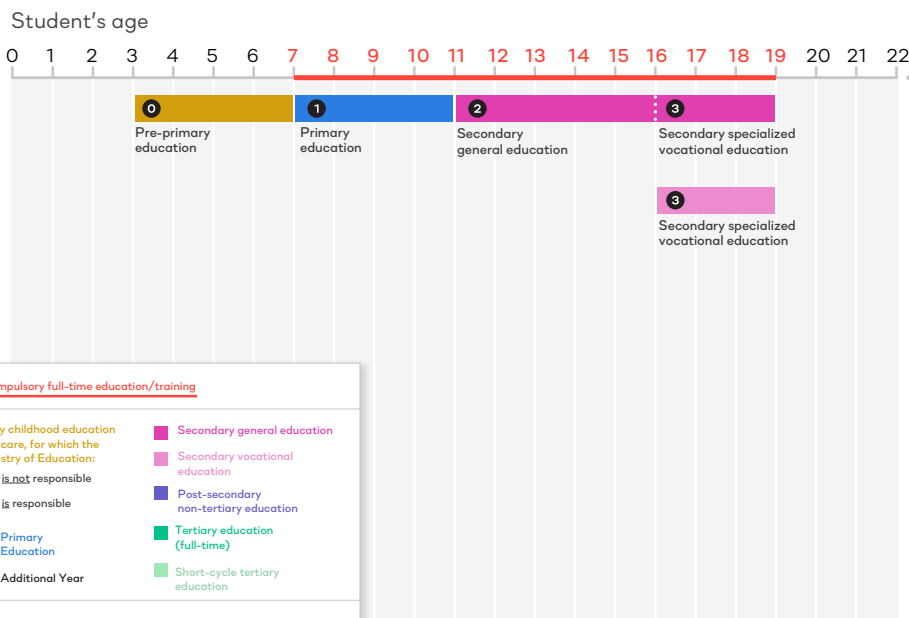
Additional Year

Secondary general education
 Secondary vocational education
 Post-secondary non-tertiary education
 Tertiary education (full-time)
 Short-cycle tertiary education

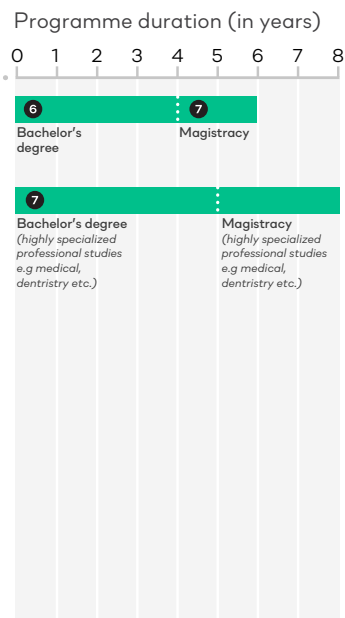
ISCED 0 1 2 3 4 5 6 7

Uzbekistan

Early Childhood – Post-Secondary Education

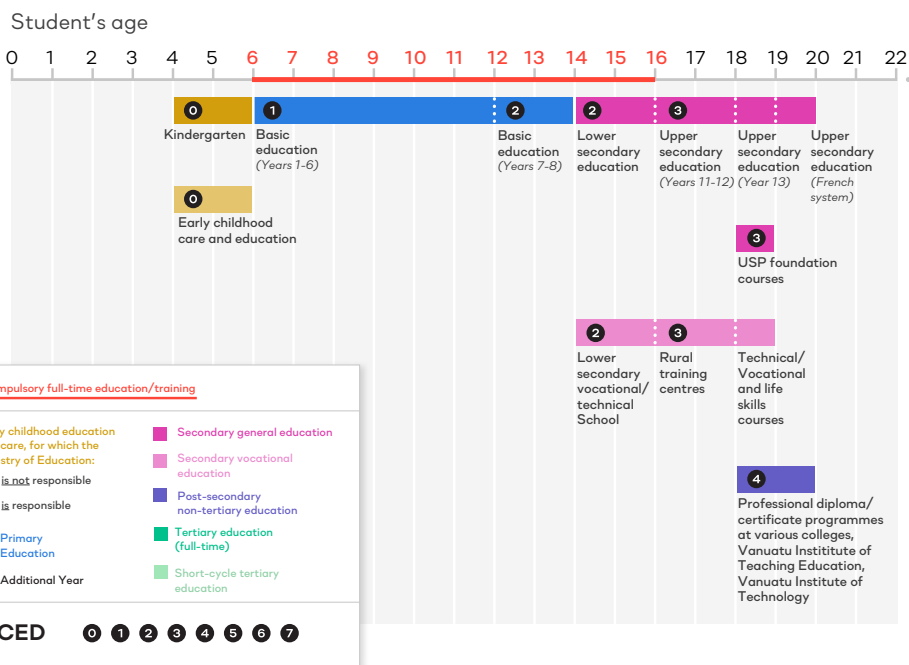


Tertiary Education

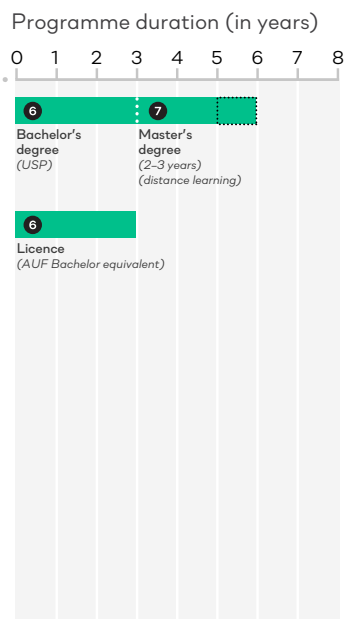


Vanuatu

Early Childhood – Post-Secondary Education



Tertiary Education

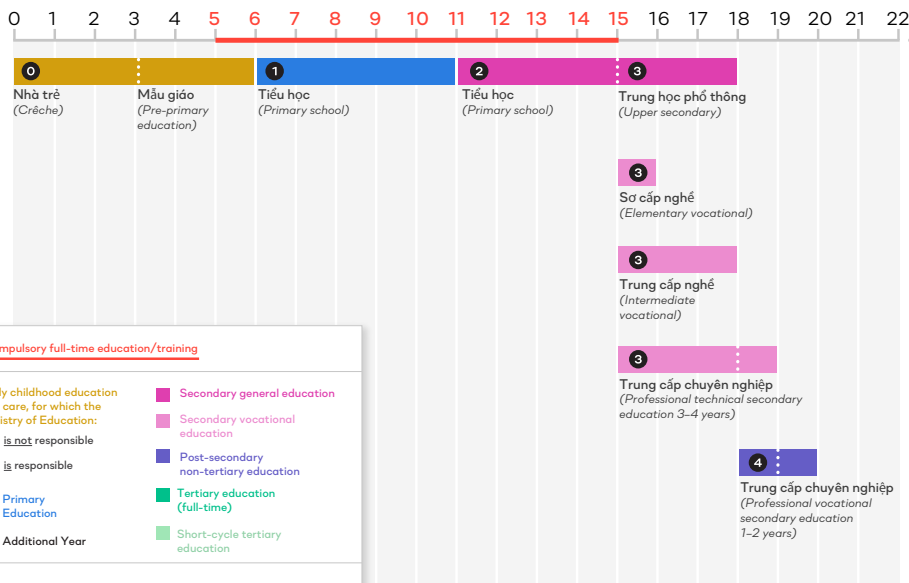


Viet Nam



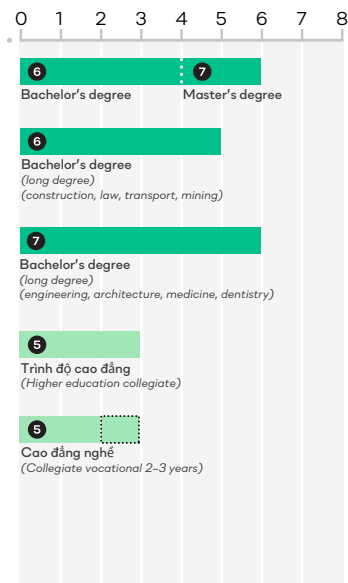
Early Childhood – Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)



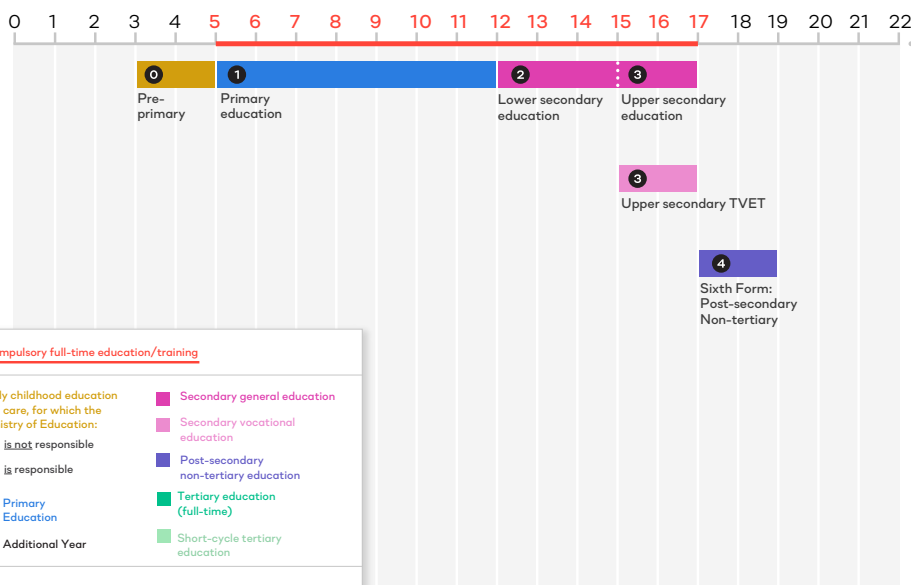
Latin America and the Caribbean

Anguilla



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education
Secondary vocational education
Post-secondary non-tertiary education
Tertiary education (full-time)
Short-cycle tertiary education

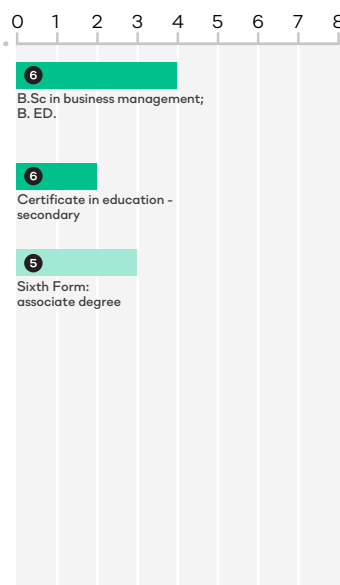
Additional Year

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)



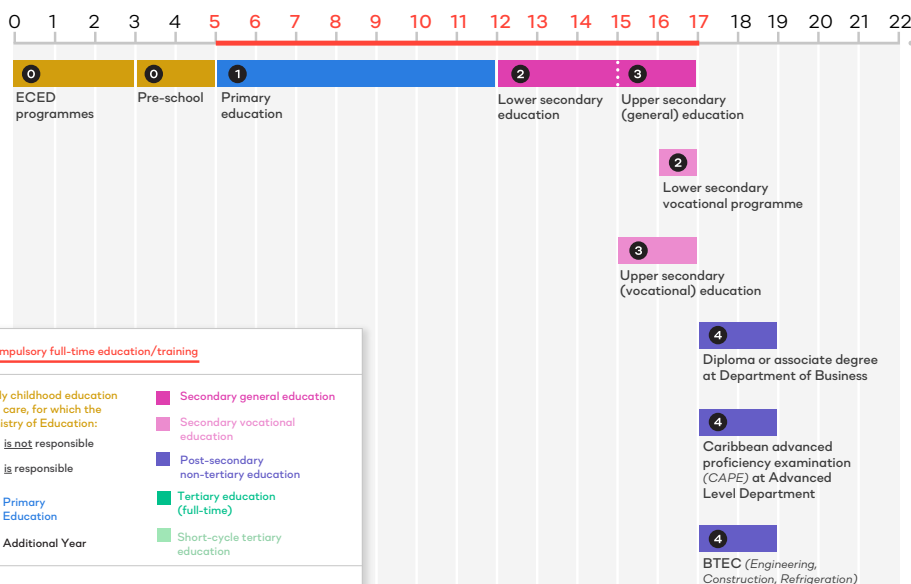
Country approval pending

Antigua and Barbuda



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education
Secondary vocational education
Post-secondary non-tertiary education
Tertiary education (full-time)
Short-cycle tertiary education

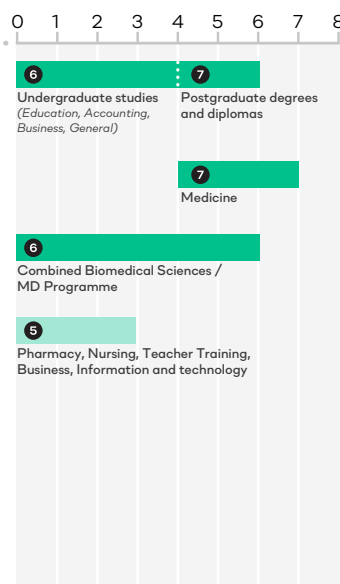
Additional Year

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)



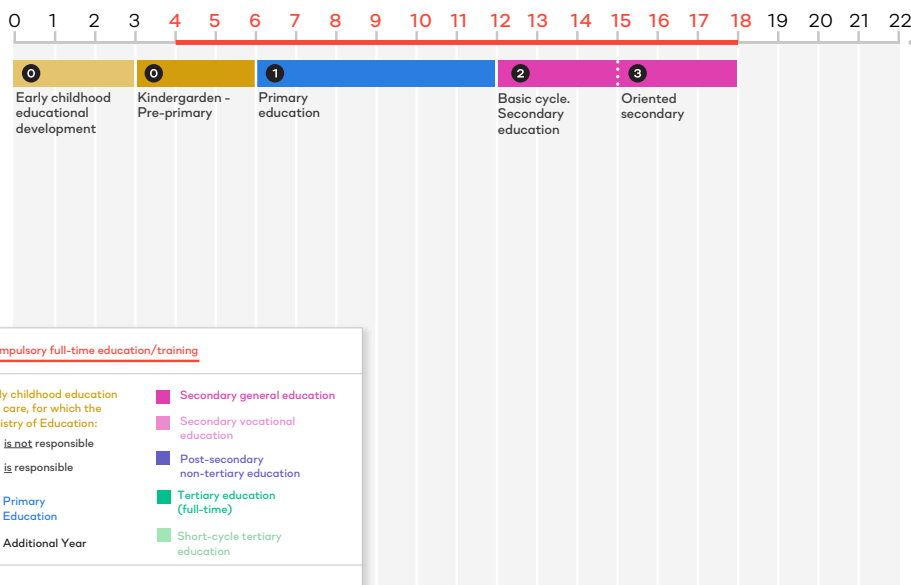
Country approval pending

Argentina



Early Childhood - Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

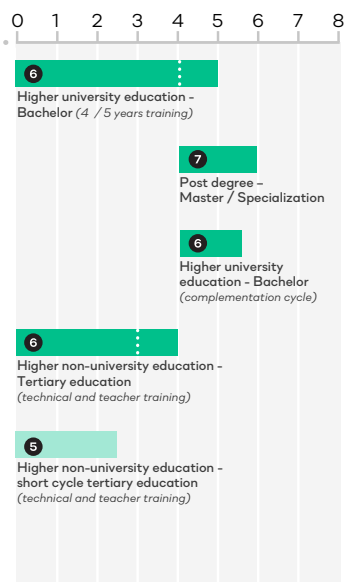
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)



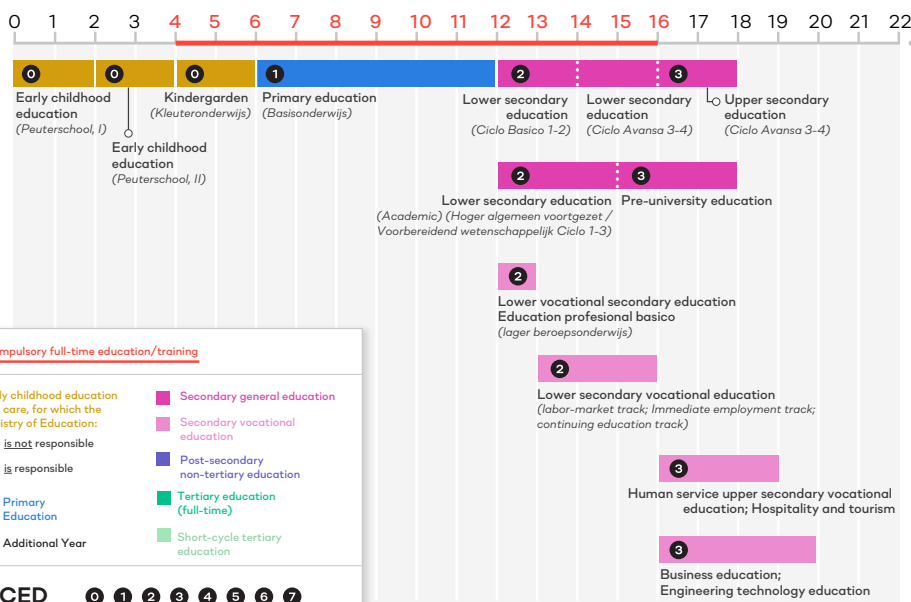
Country approval pending

Aruba



Early Childhood - Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

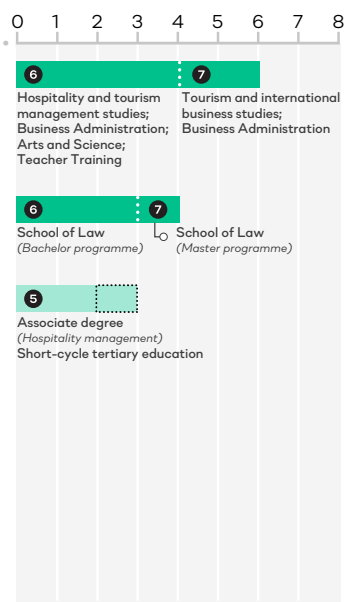
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)



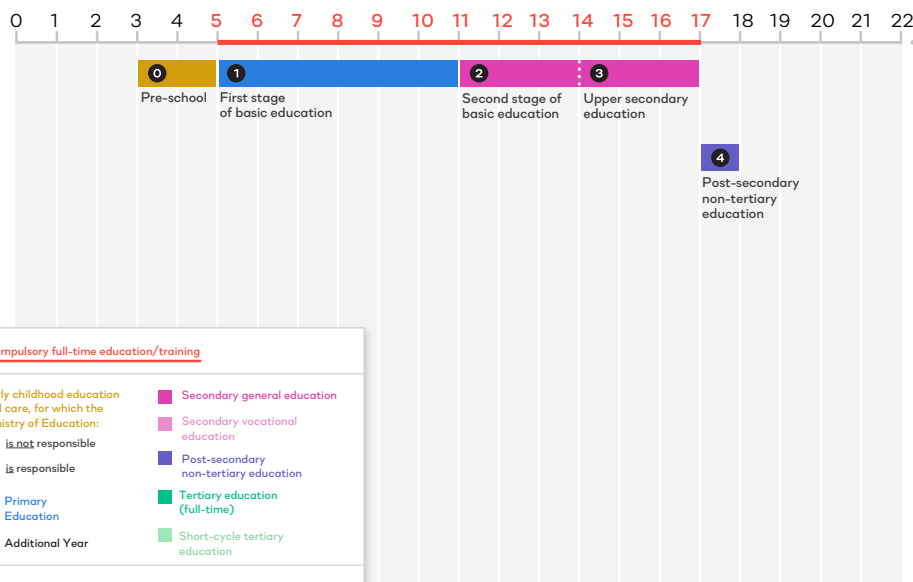
Country approval pending

Bahamas



Early Childhood - Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

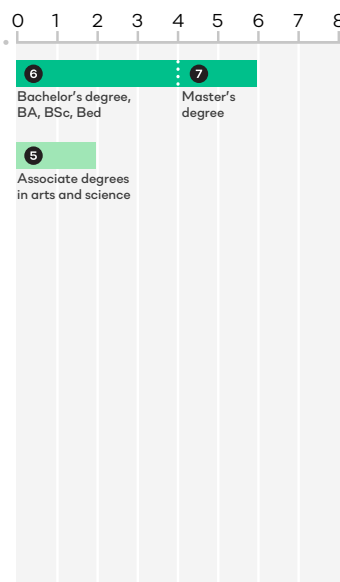
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

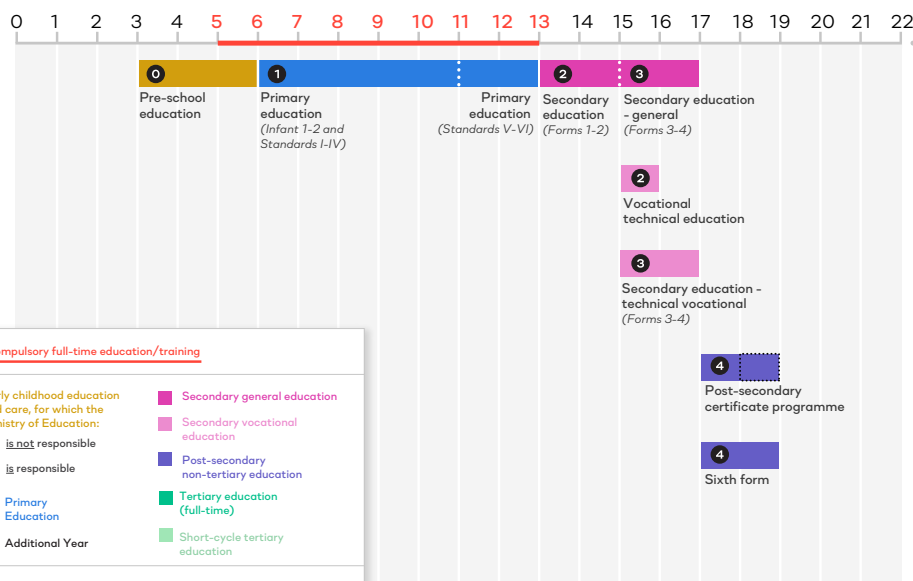


Belize



Early Childhood - Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

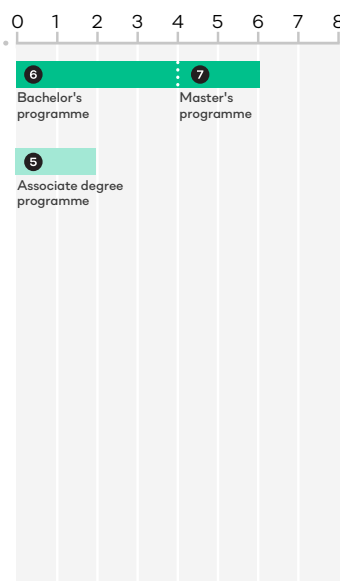
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

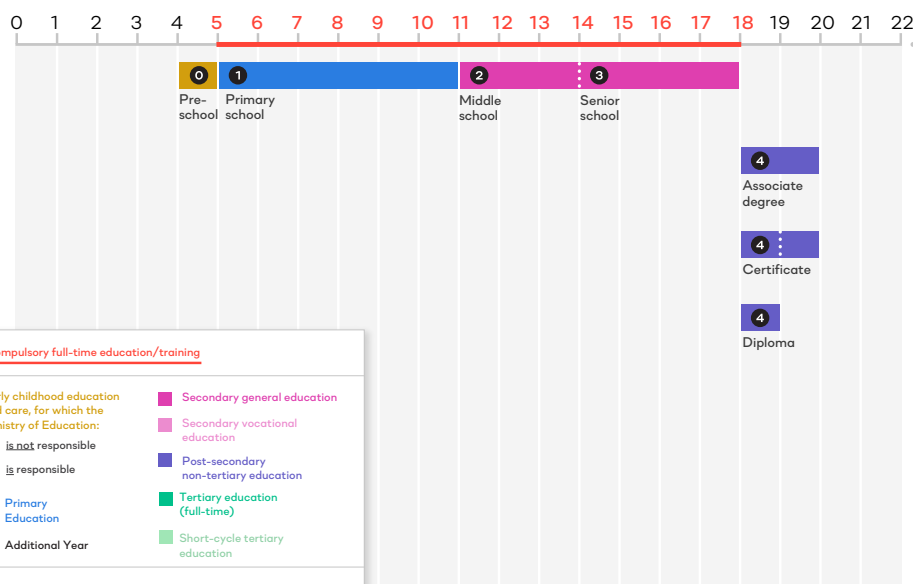


Bermuda



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education
Secondary vocational education
Post-secondary non-tertiary education
Tertiary education (full-time)
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

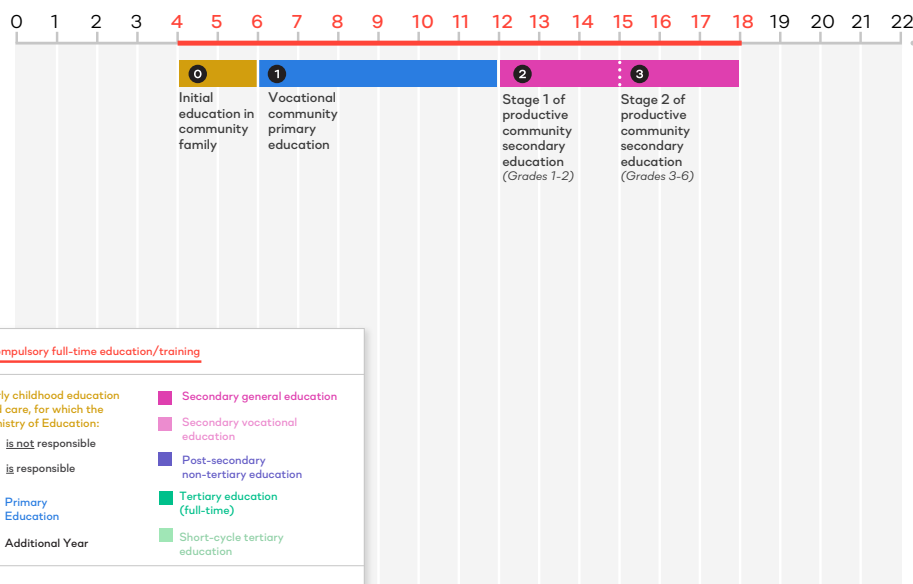


Plurinational State of Bolivia



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

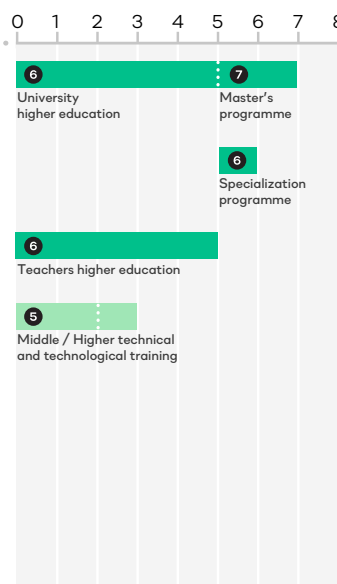
Secondary general education
Secondary vocational education
Post-secondary non-tertiary education
Tertiary education (full-time)
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

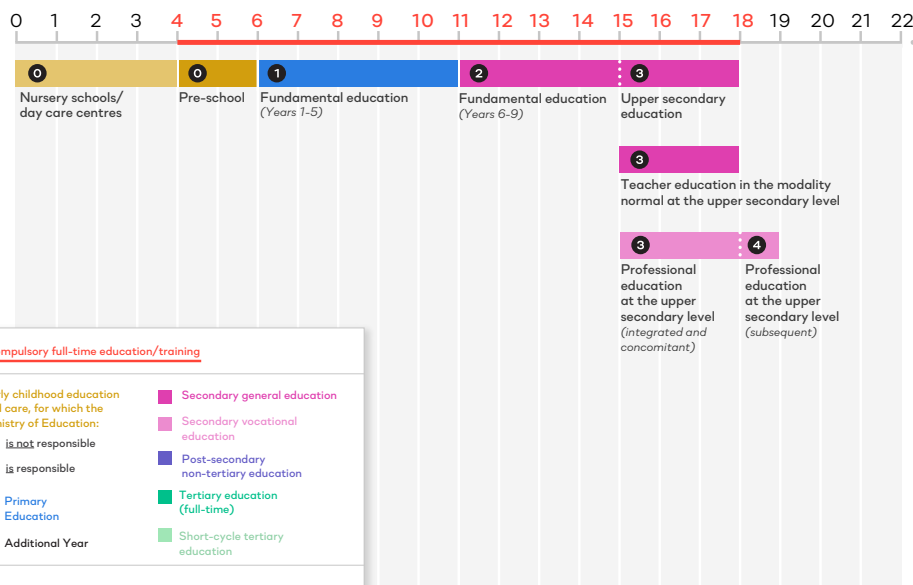


Brazil



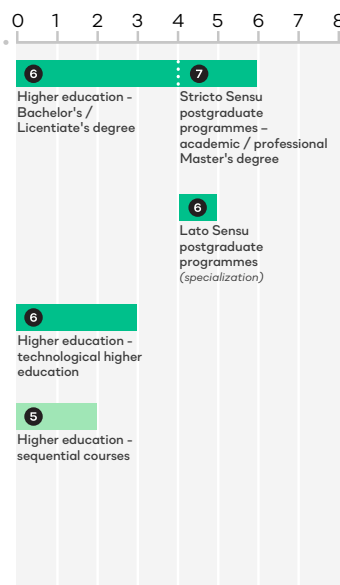
Early Childhood - Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

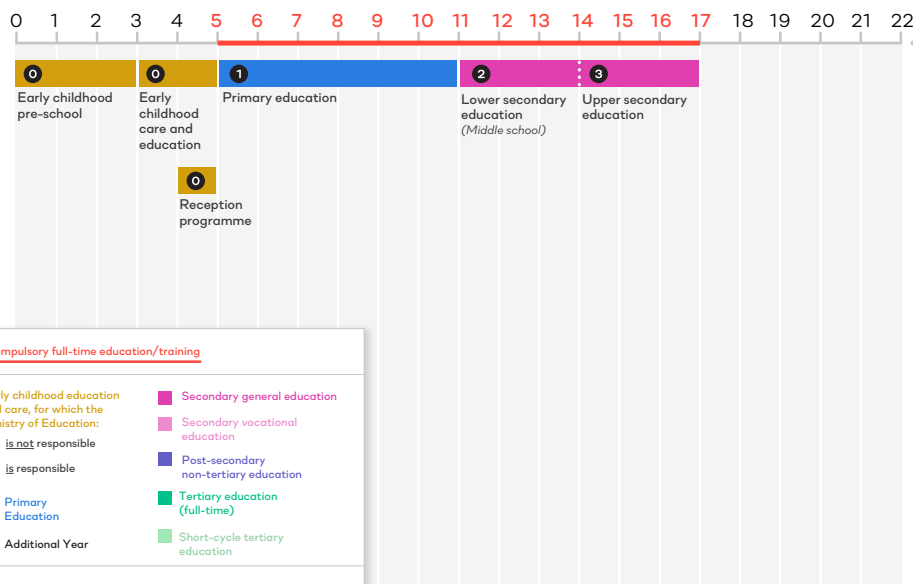


Cayman Islands



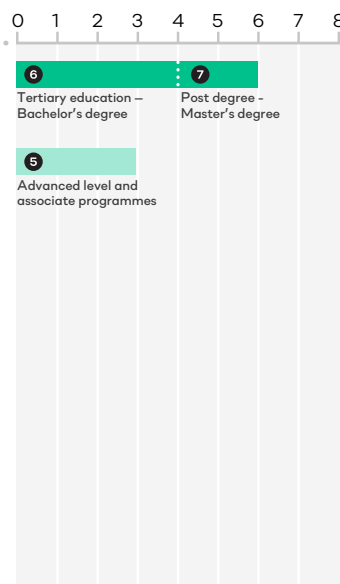
Early Childhood - Post-Secondary Education

Student's age



Tertiary Education

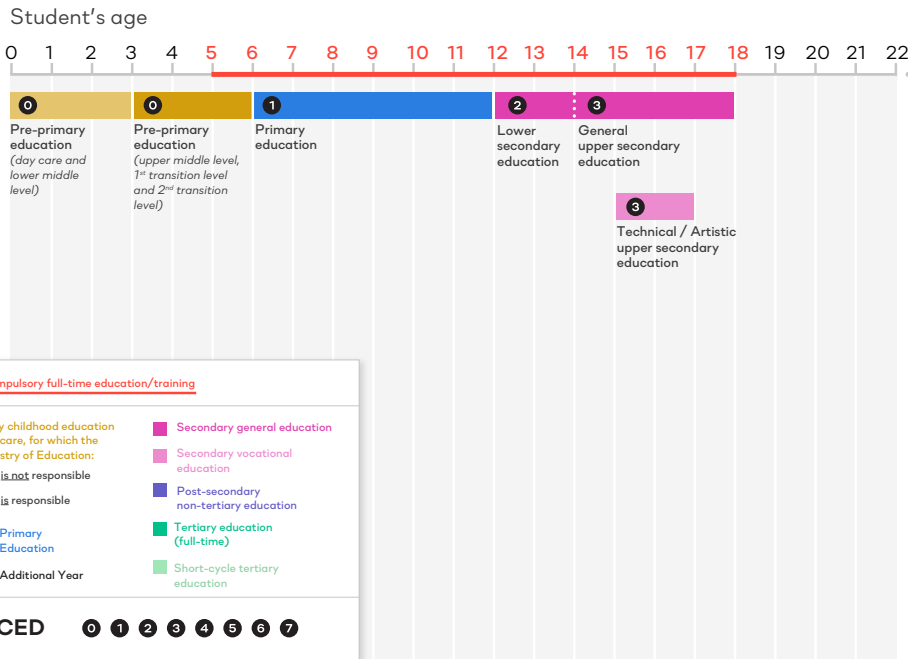
Programme duration (in years)



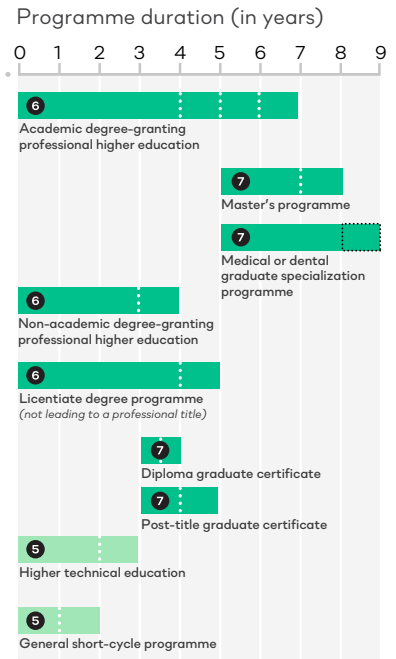
Country approval pending

Chile

Early Childhood – Post-Secondary Education

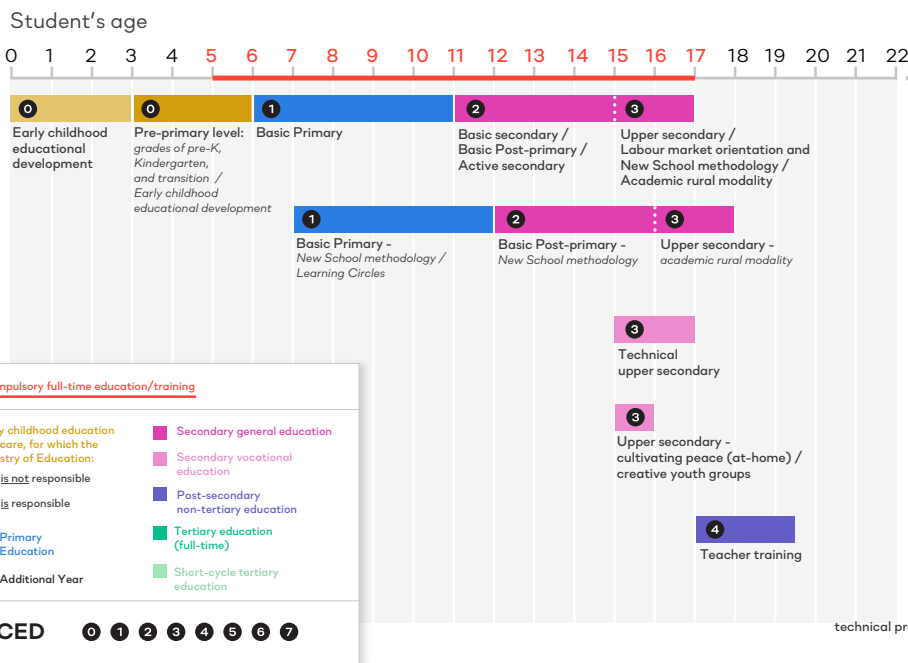


Tertiary Education

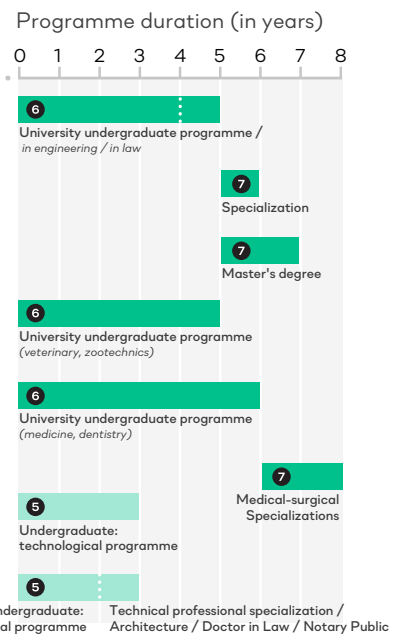


Colombia

Early Childhood – Post-Secondary Education



Tertiary Education

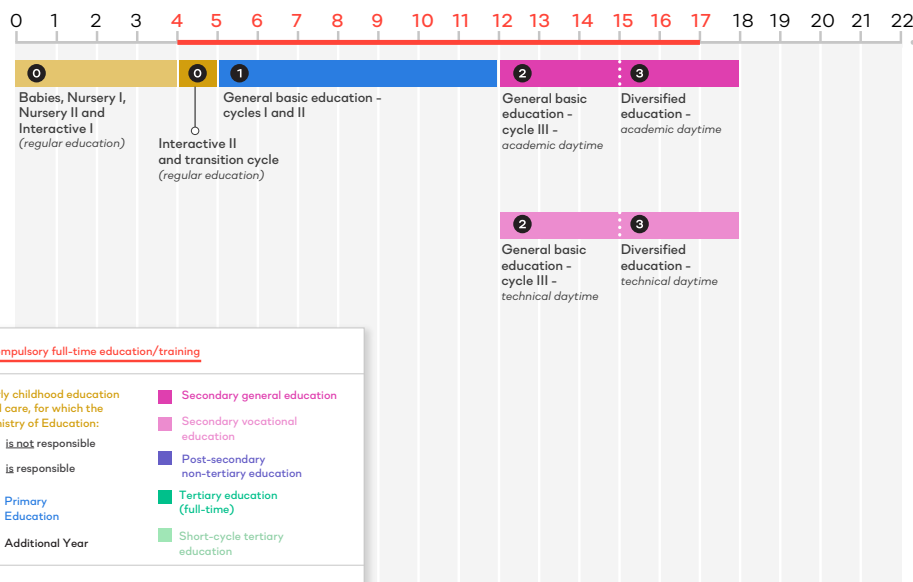


Costa Rica



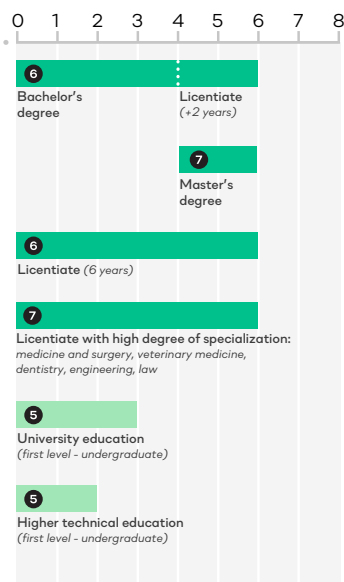
Early Childhood - Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

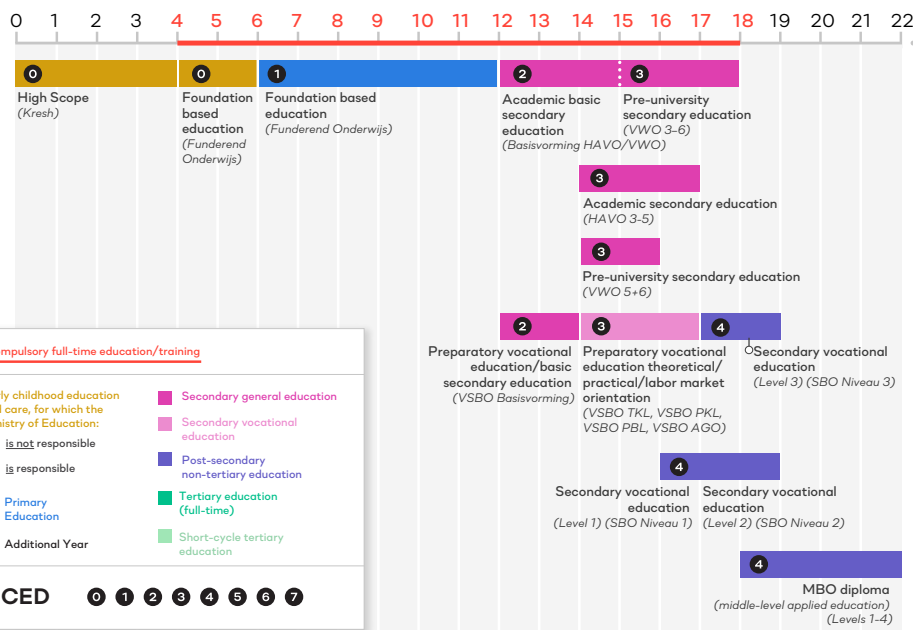


Curaçao



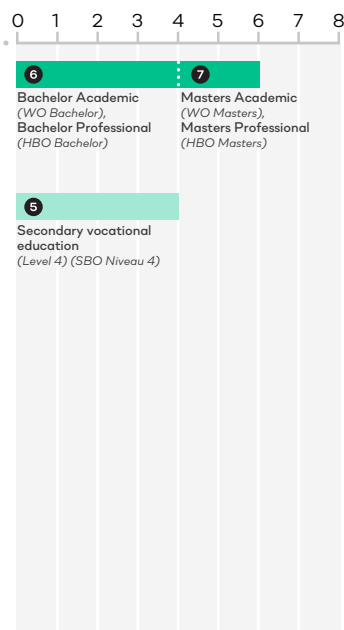
Early Childhood - Post-Secondary Education

Student's age



Tertiary Education

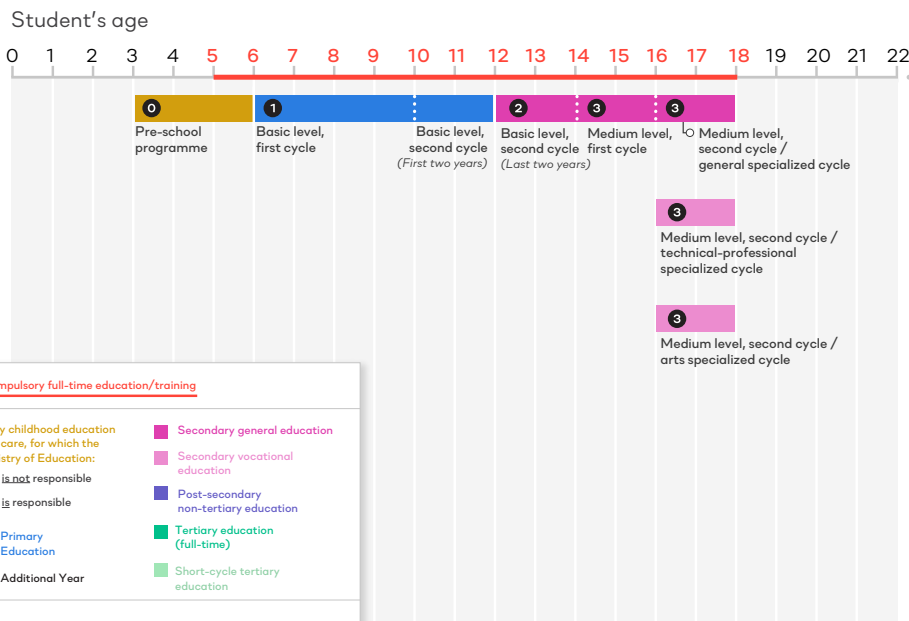
Programme duration (in years)



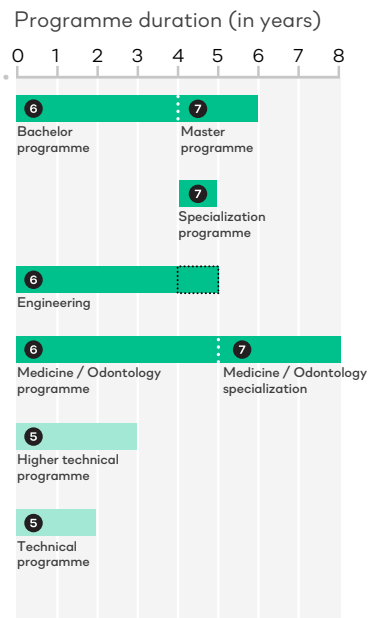
Country approval pending

Dominican Republic

Early Childhood – Post-Secondary Education



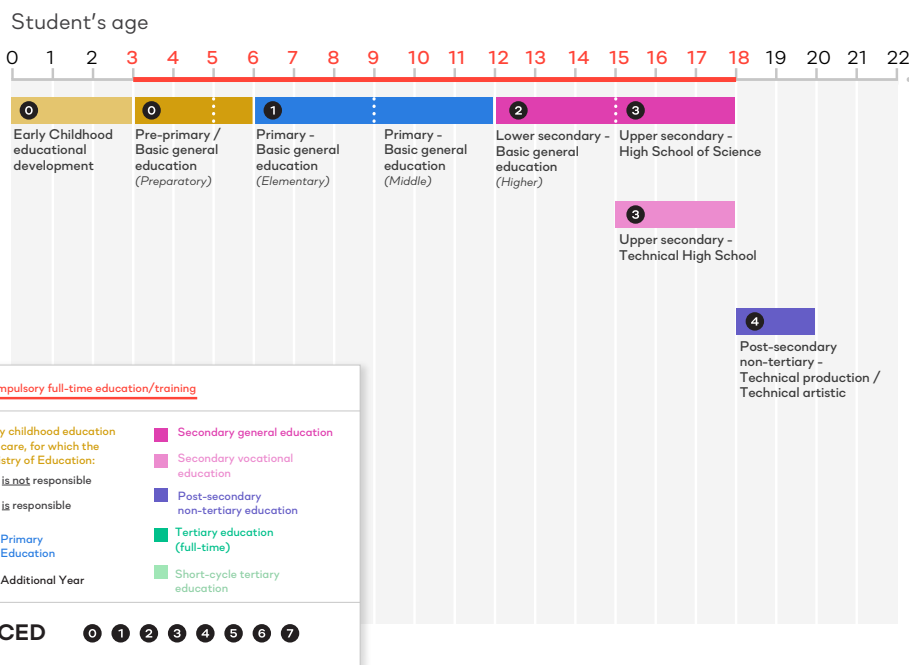
Tertiary Education



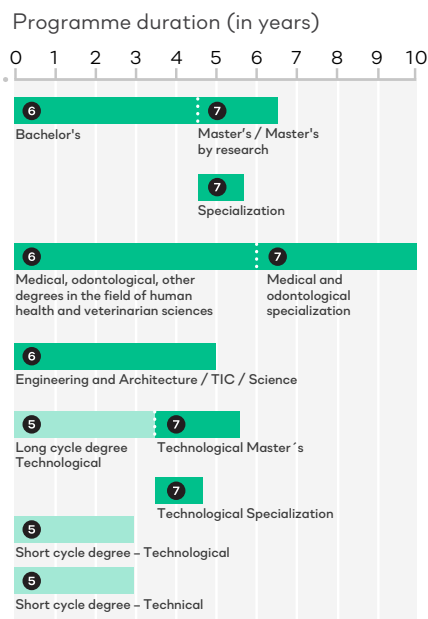
Country approval pending

Ecuador

Early Childhood – Post-Secondary Education



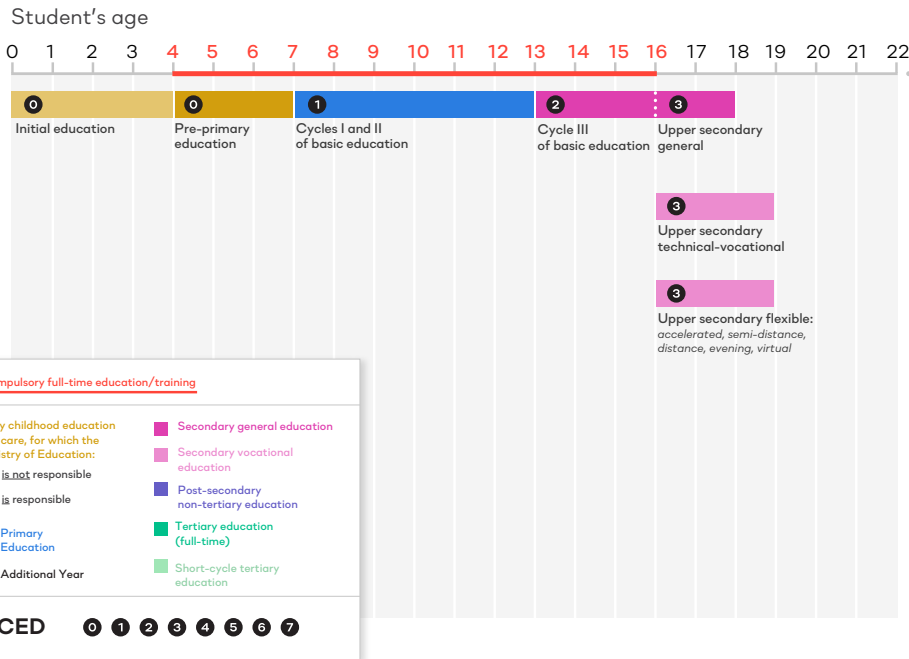
Tertiary Education



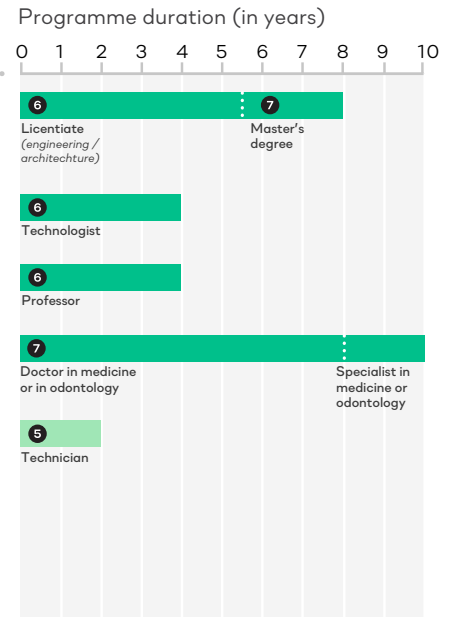
Country approval pending

El Salvador

Early Childhood – Post-Secondary Education

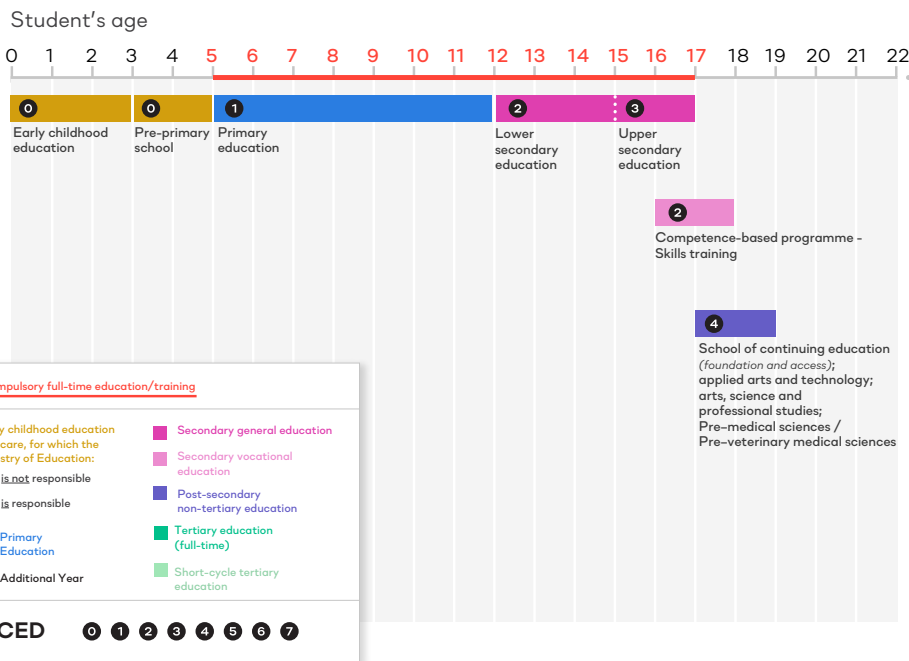


Tertiary Education

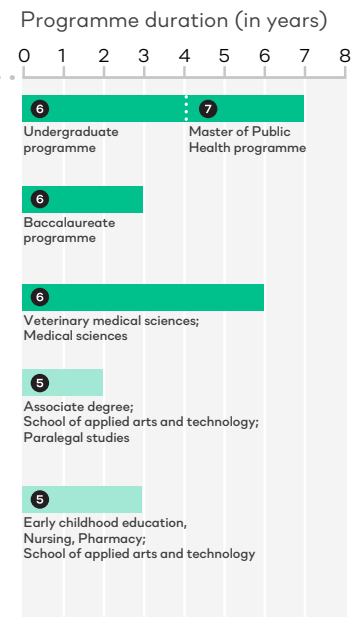


Grenada

Early Childhood – Post-Secondary Education



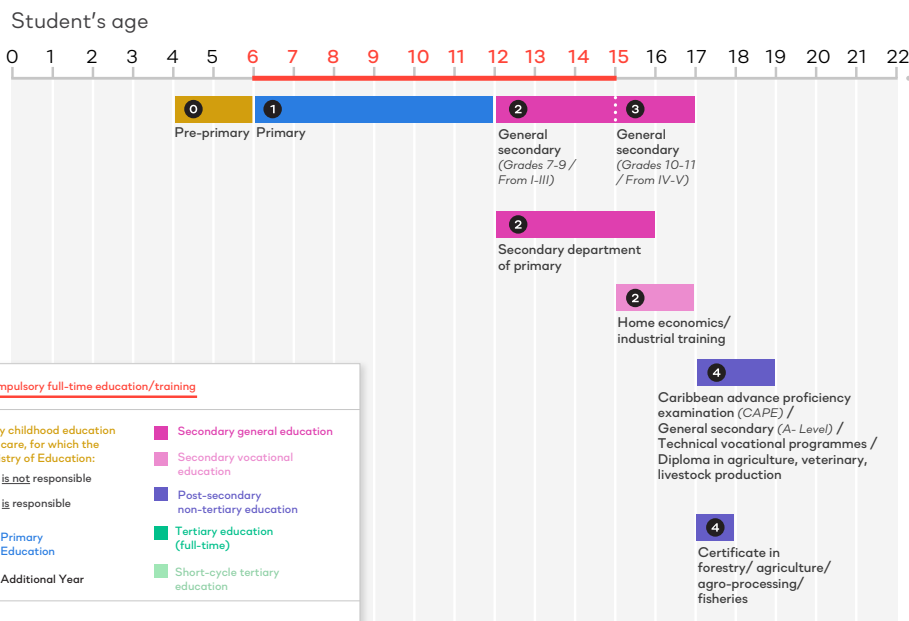
Tertiary Education



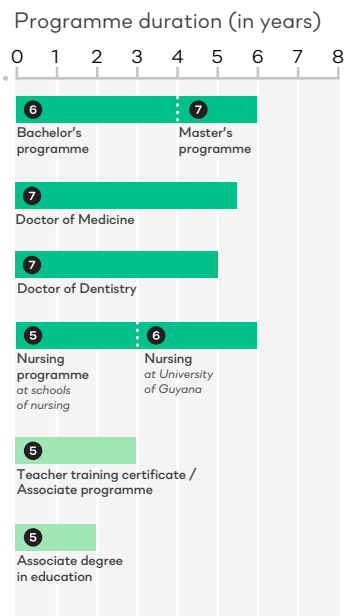
Country approval pending

Guyana

Early Childhood – Post-Secondary Education

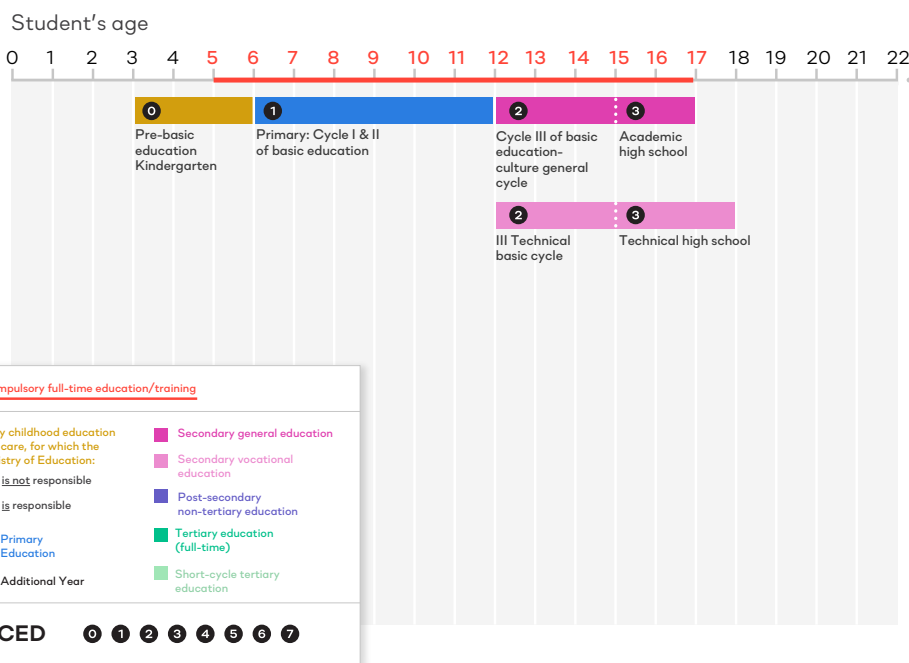


Tertiary Education

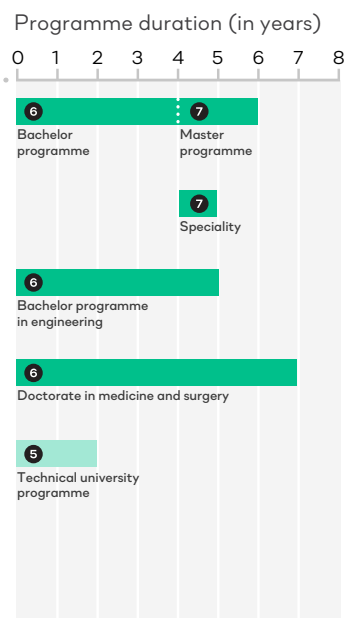


Honduras

Early Childhood – Post-Secondary Education



Tertiary Education



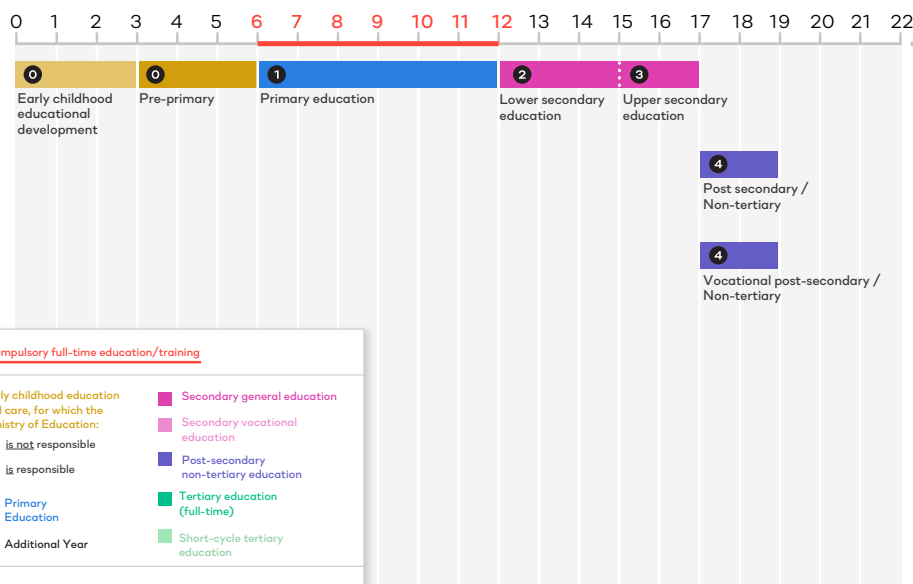
Country approval pending

Jamaica



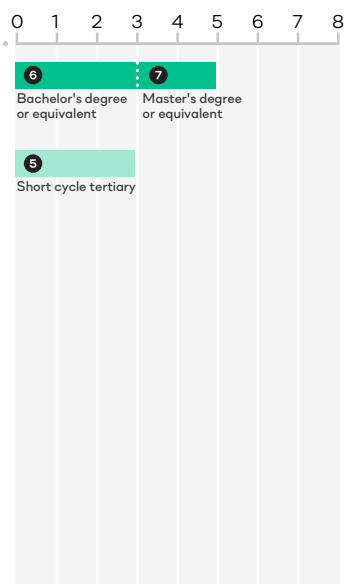
Early Childhood - Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

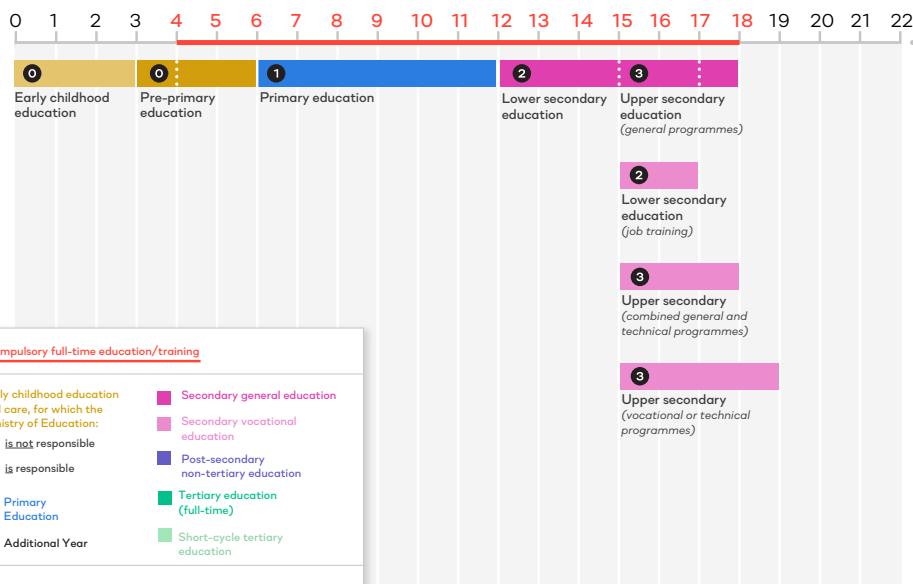


Mexico



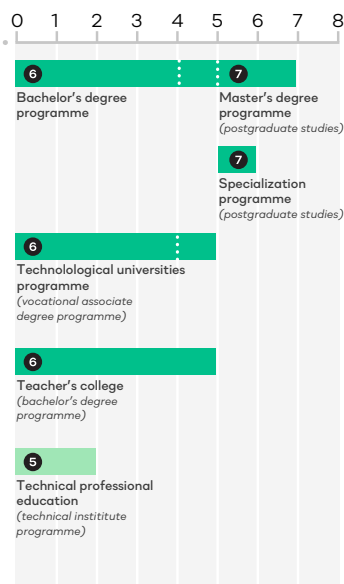
Early Childhood - Post-Secondary Education

Student's age



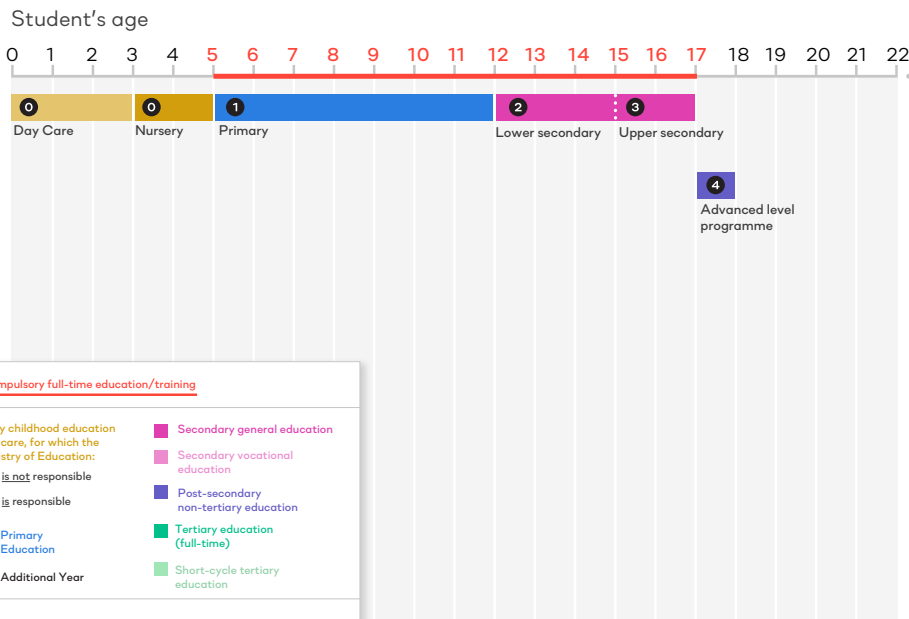
Tertiary Education

Programme duration (in years)



Montserrat

Early Childhood – Post-Secondary Education



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

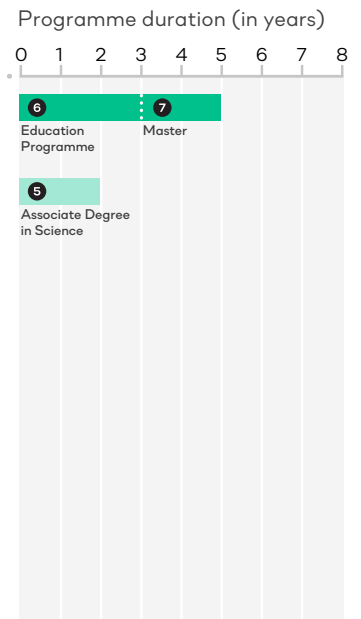
Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7

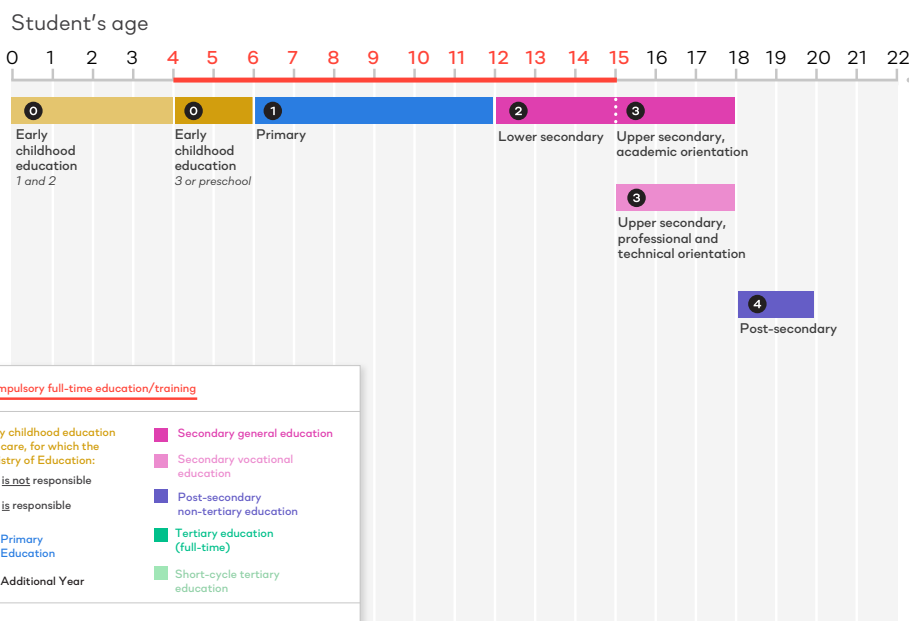
Tertiary Education



Country approval pending

Panama

Early Childhood – Post-Secondary Education



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

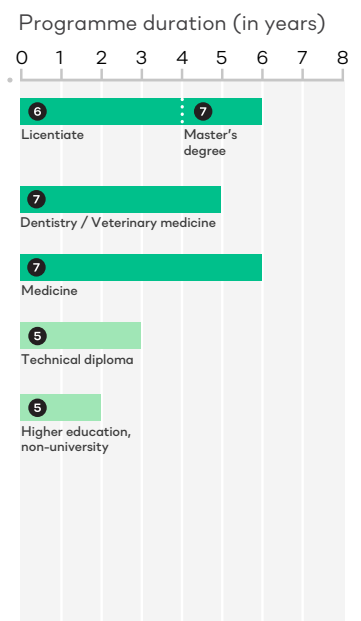
Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

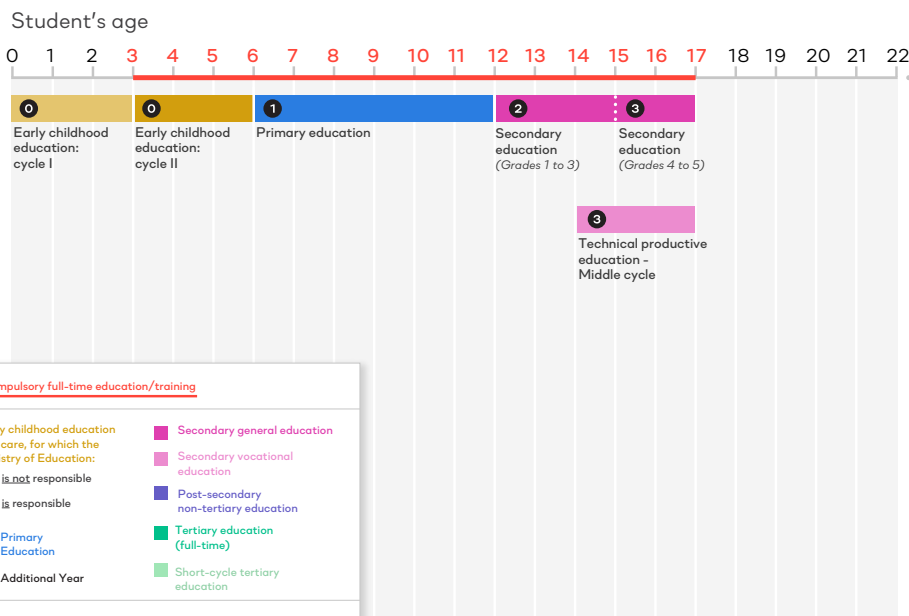
ISCED 0 1 2 3 4 5 6 7

Tertiary Education



Peru

Early Childhood – Post-Secondary Education



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

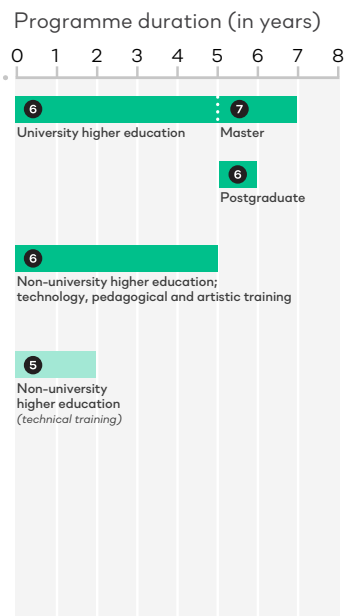
Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7

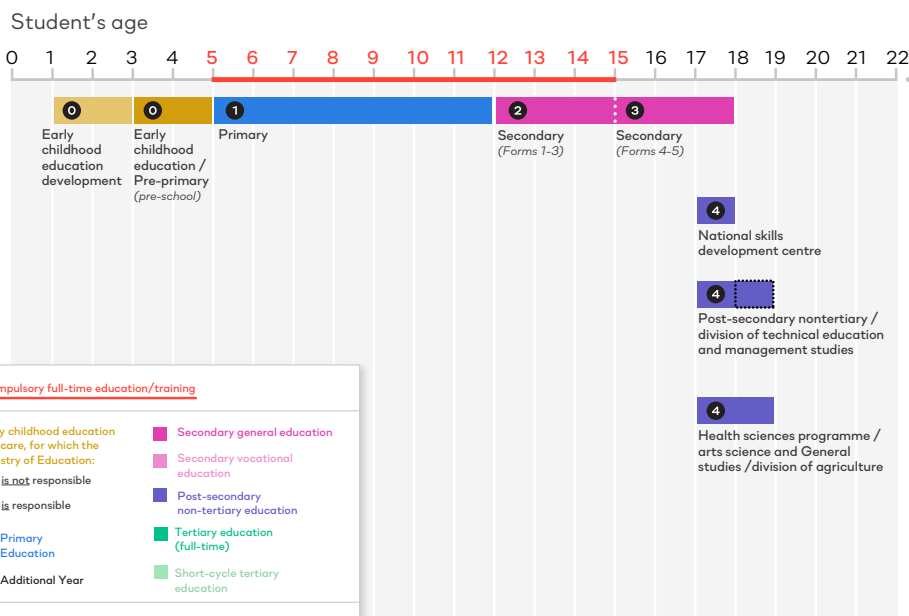
Tertiary Education



Country approval pending

Saint Lucia

Early Childhood – Post-Secondary Education



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

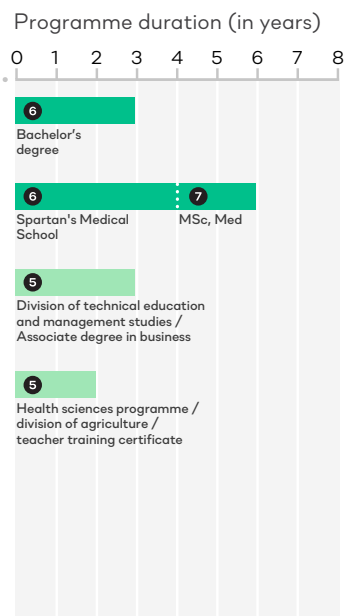
Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7

Tertiary Education

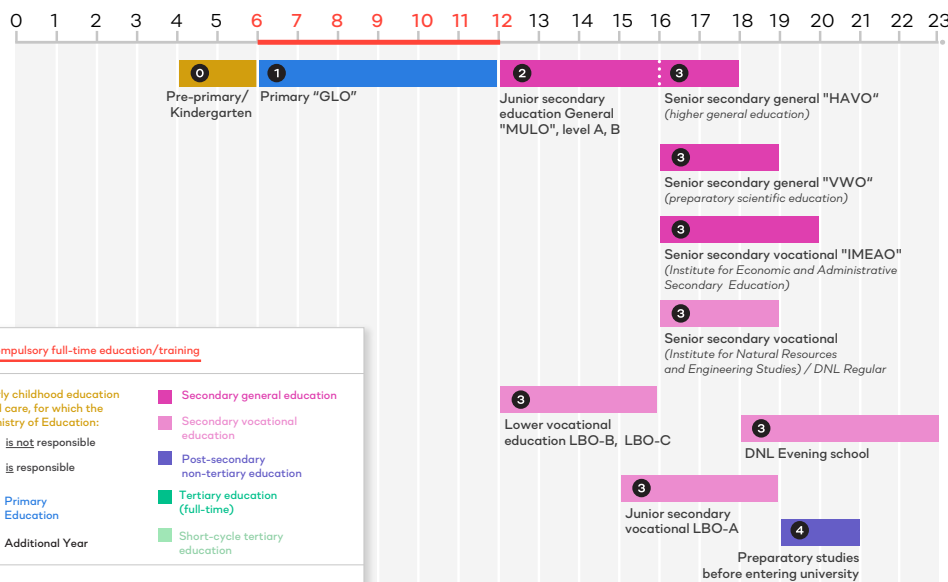


Suriname



Early Childhood - Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

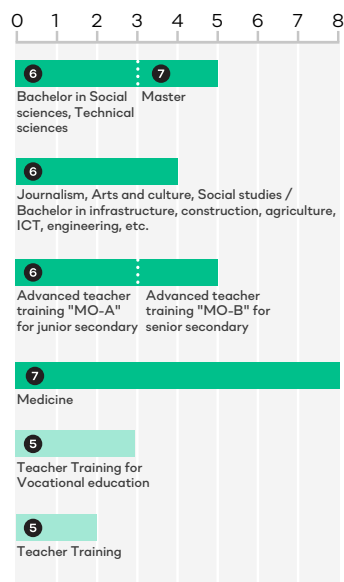
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)



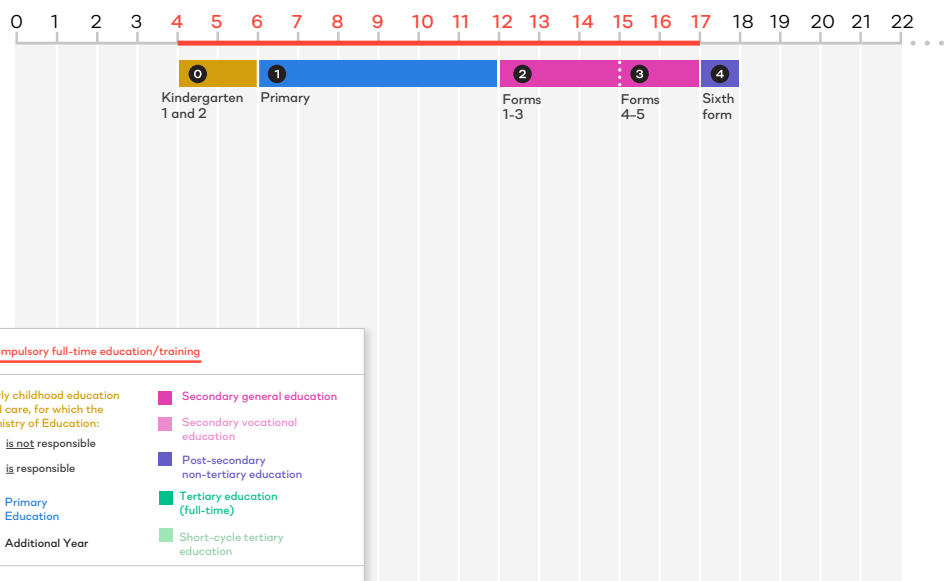
Country approval pending

Turks and Caicos Islands



Early Childhood - Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

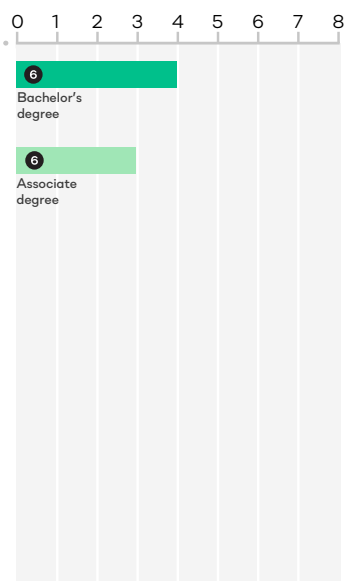
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

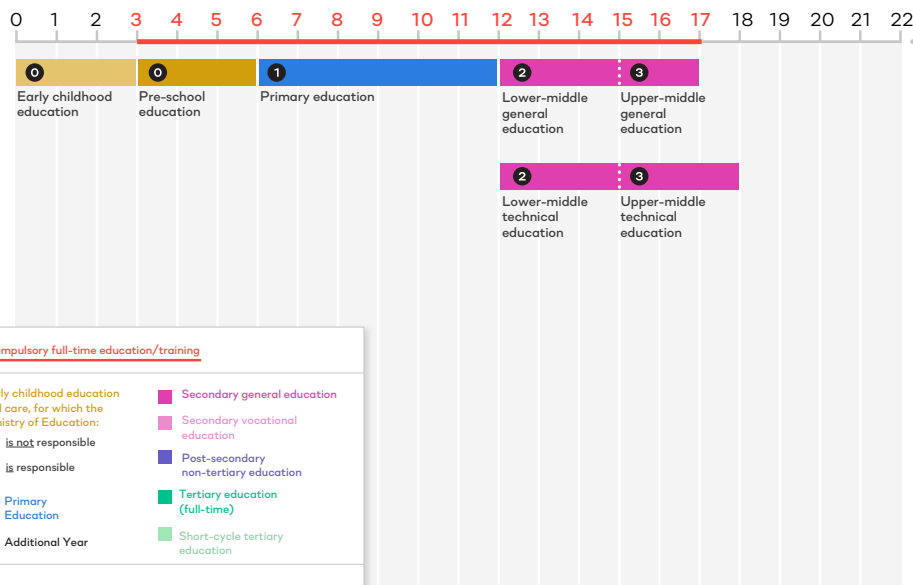
Programme duration (in years)



Bolivarian Republic of Venezuela

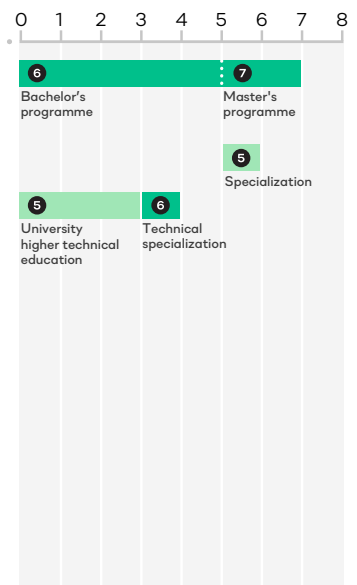
Early Childhood – Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

- Secondary general education
- Secondary vocational education
- Post-secondary non-tertiary education
- Tertiary education (full-time)
- Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7

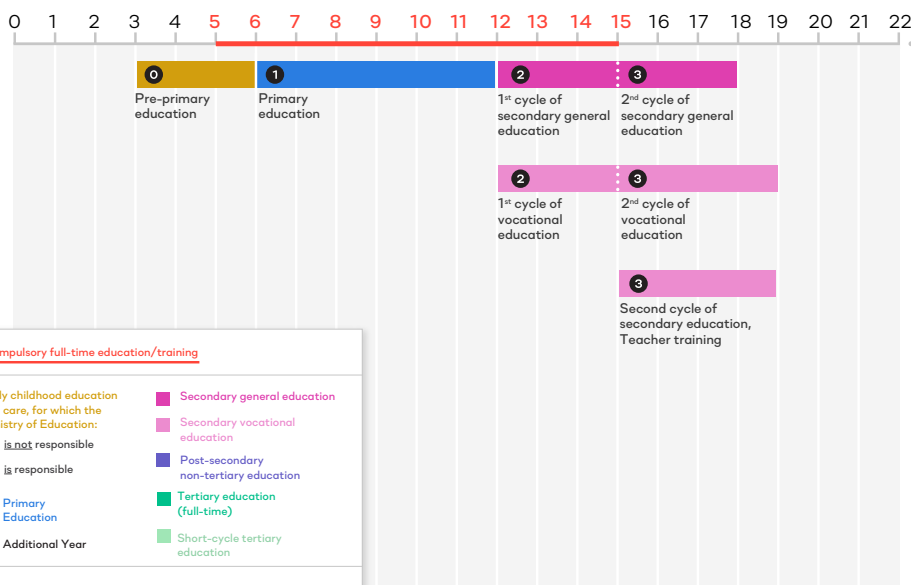
Sub-Saharan Africa

Angola



Early Childhood - Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

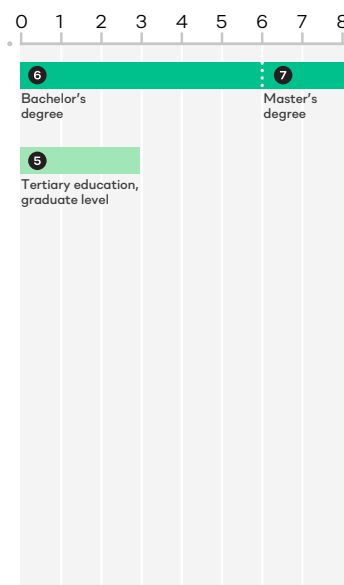
Additional Year

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

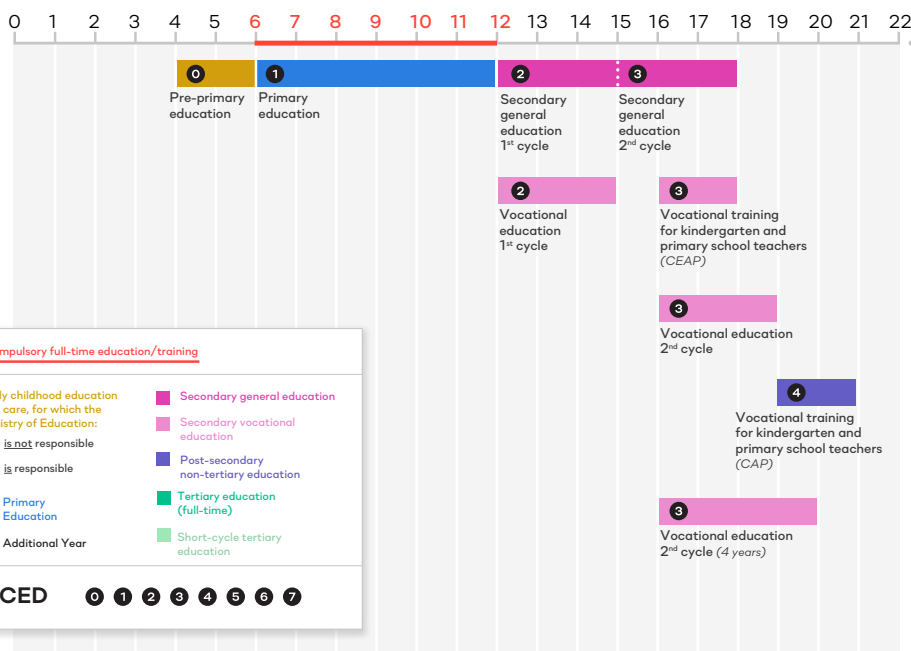


Benin



Early Childhood - Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

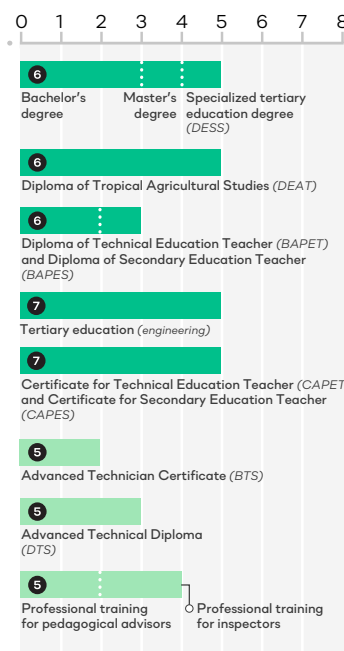
Additional Year

ISCED 0 1 2 3 4 5 6 7



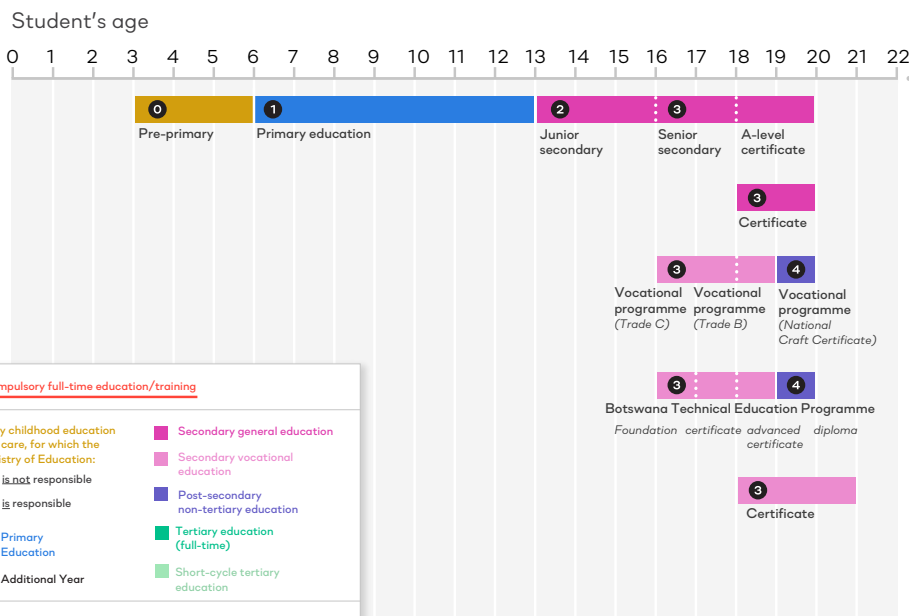
Tertiary Education

Programme duration (in years)

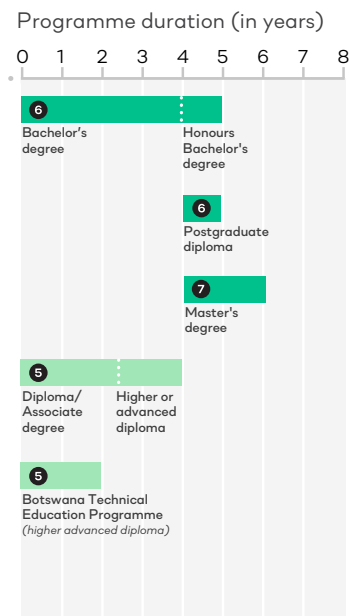


Botswana

Early Childhood – Post-Secondary Education

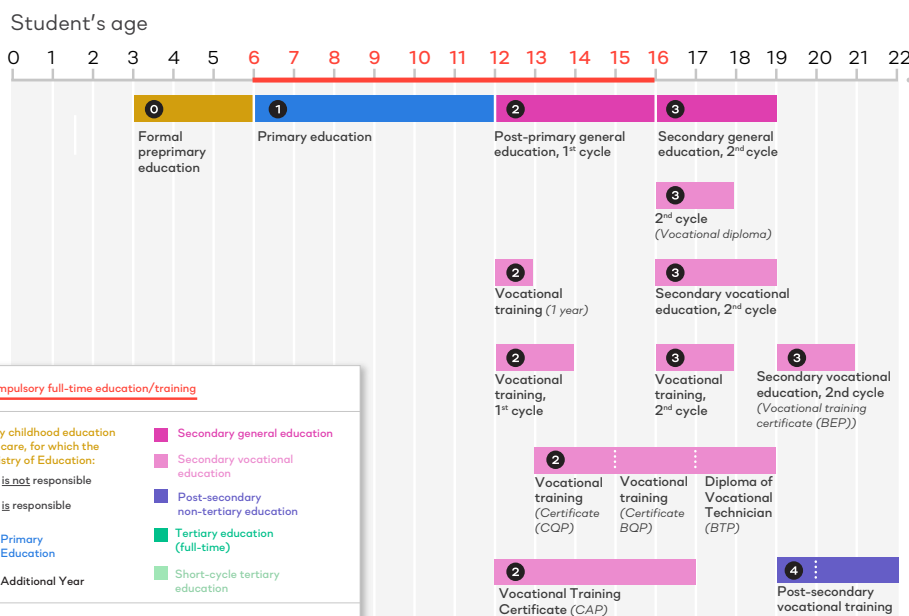


Tertiary Education

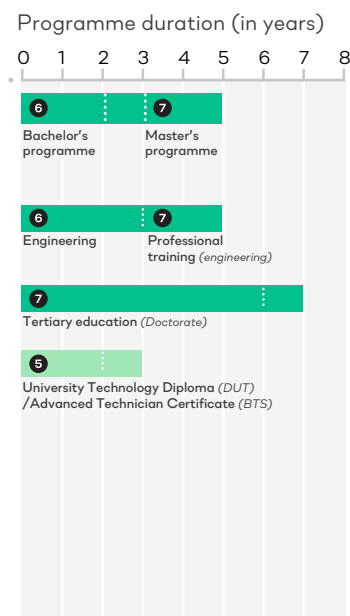


Burkina Faso

Early Childhood – Post-Secondary Education



Tertiary Education

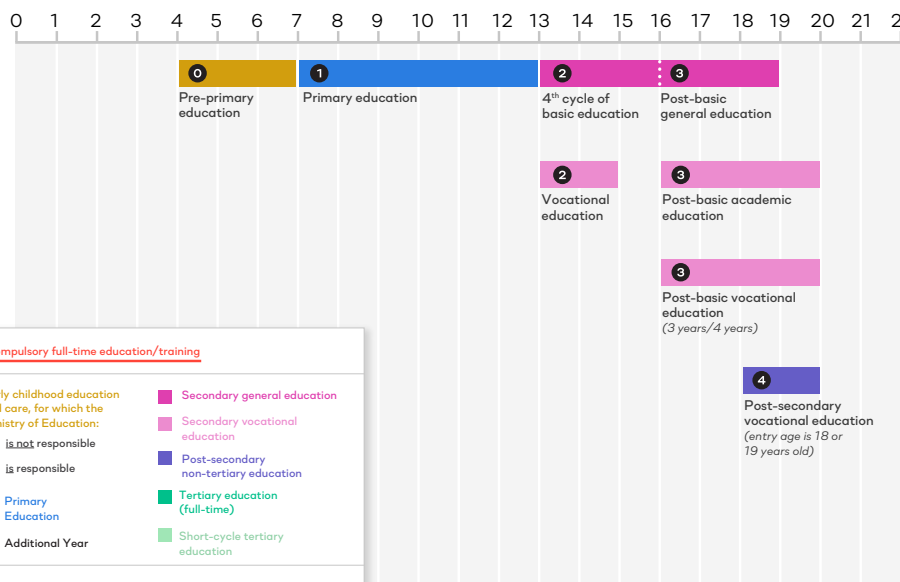


Burundi



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

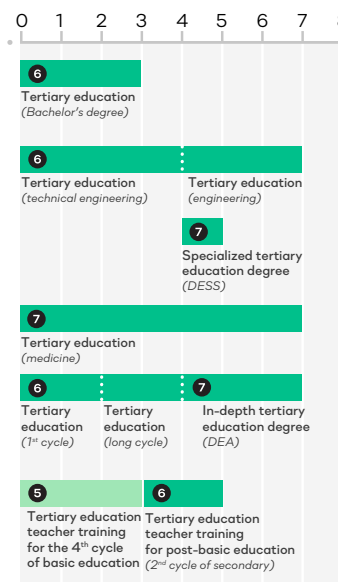
Additional Year

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

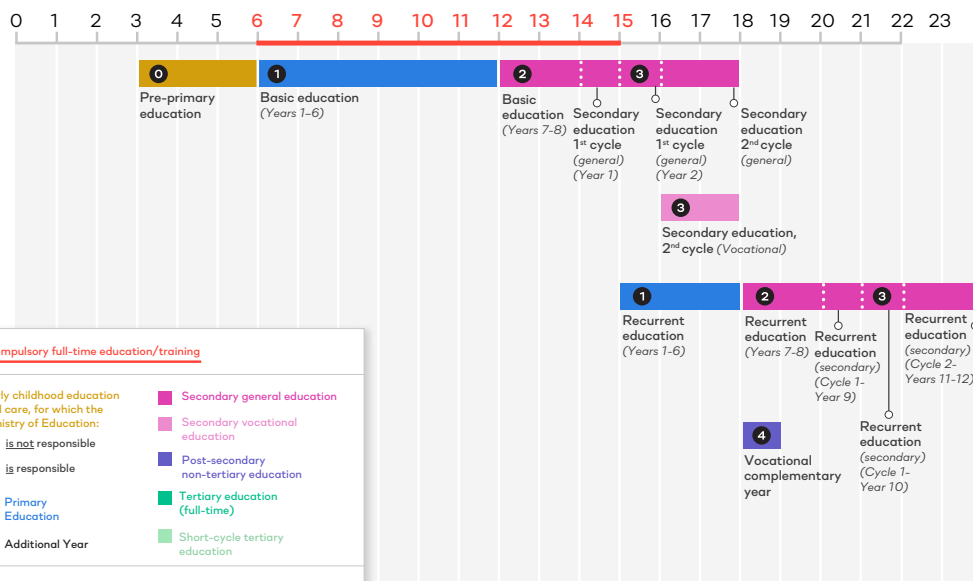


Cabo Verde



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

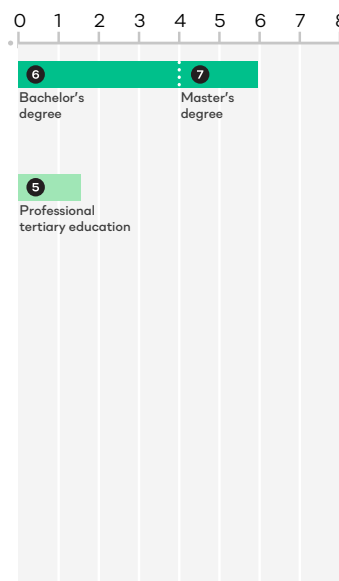
Additional Year

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

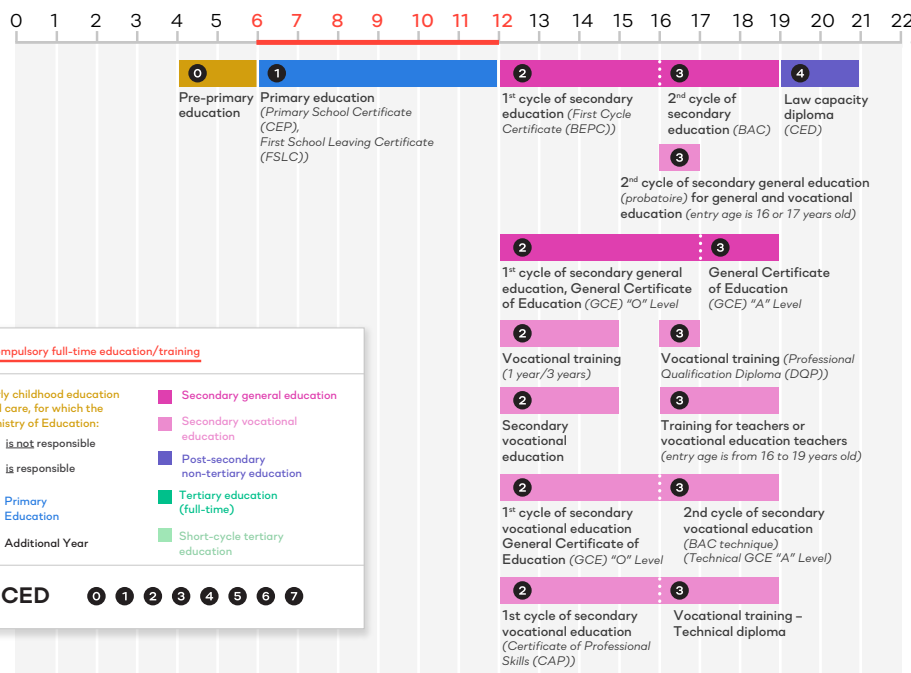


Cameroon



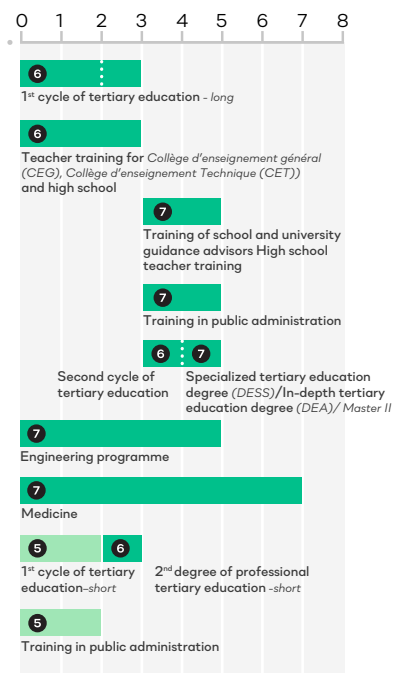
Early Childhood - Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

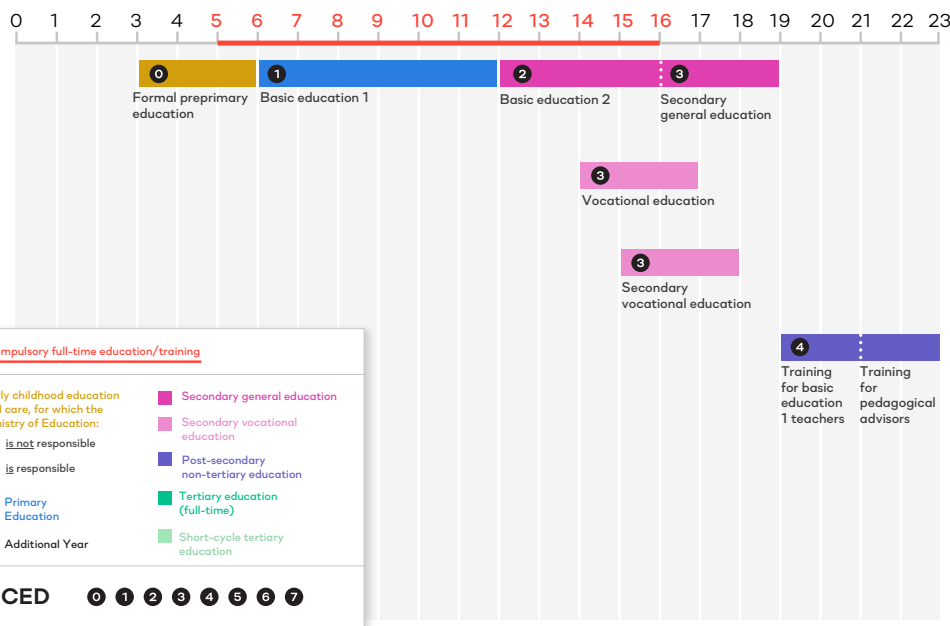


Central African Republic



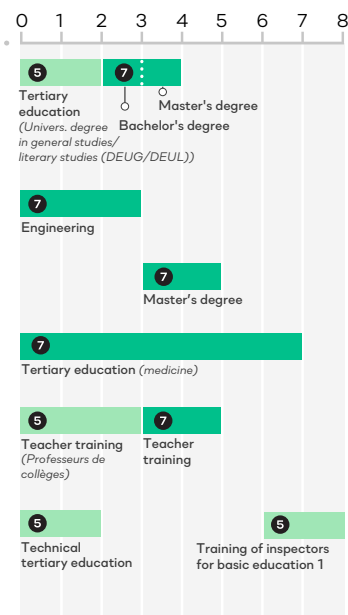
Early Childhood - Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

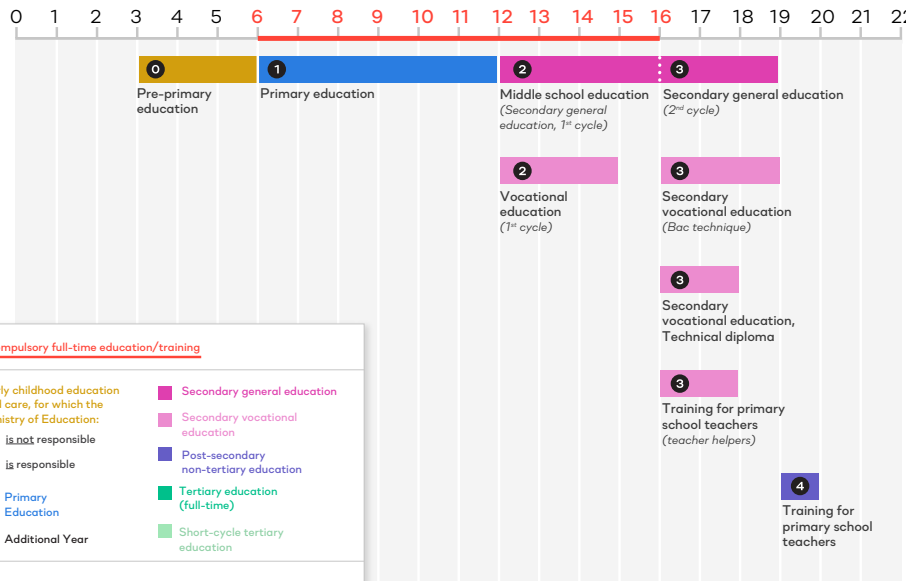


Chad



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

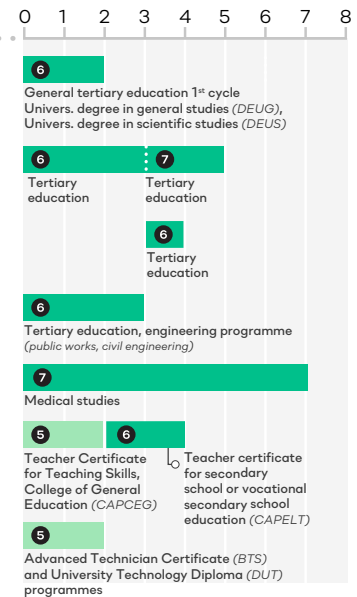
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

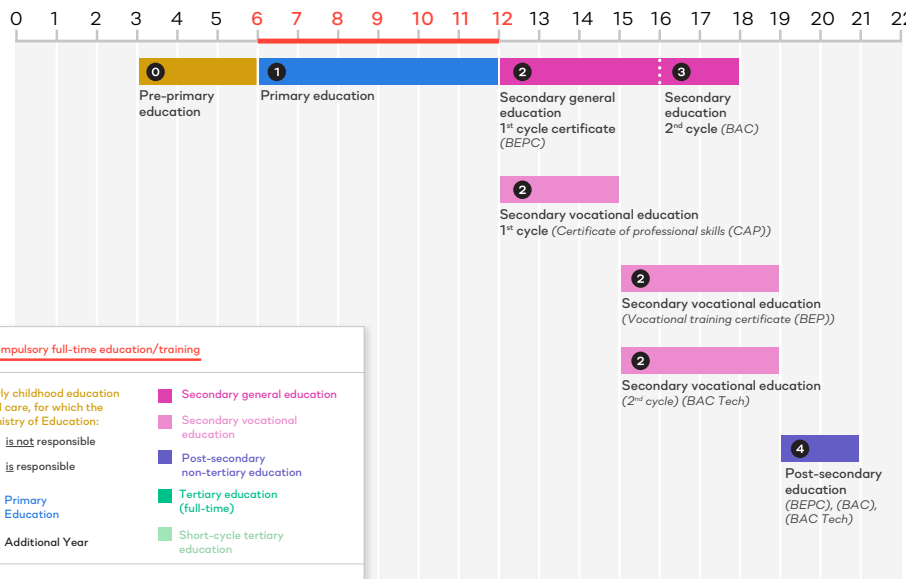


Comoros



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

Tertiary education (full-time)

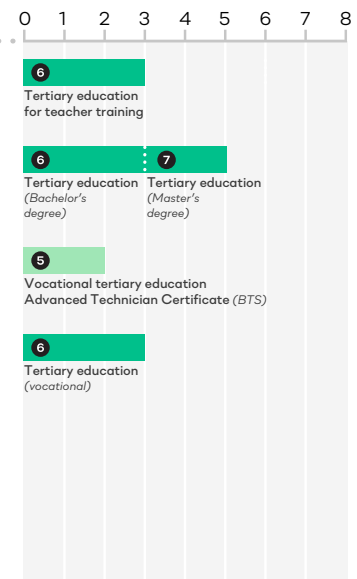
Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

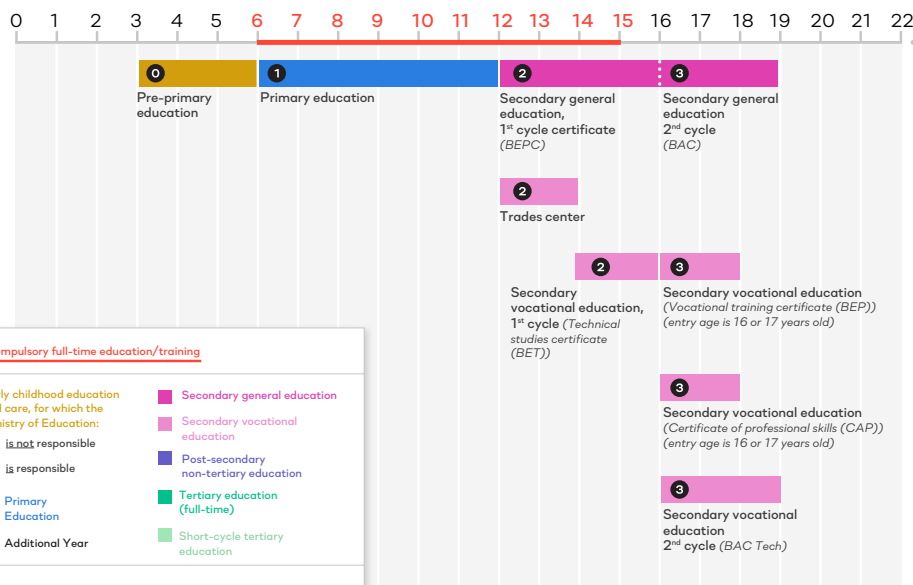


Congo



Early Childhood - Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

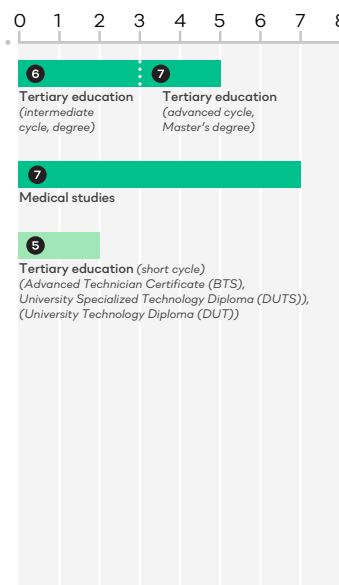
Additional Year

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

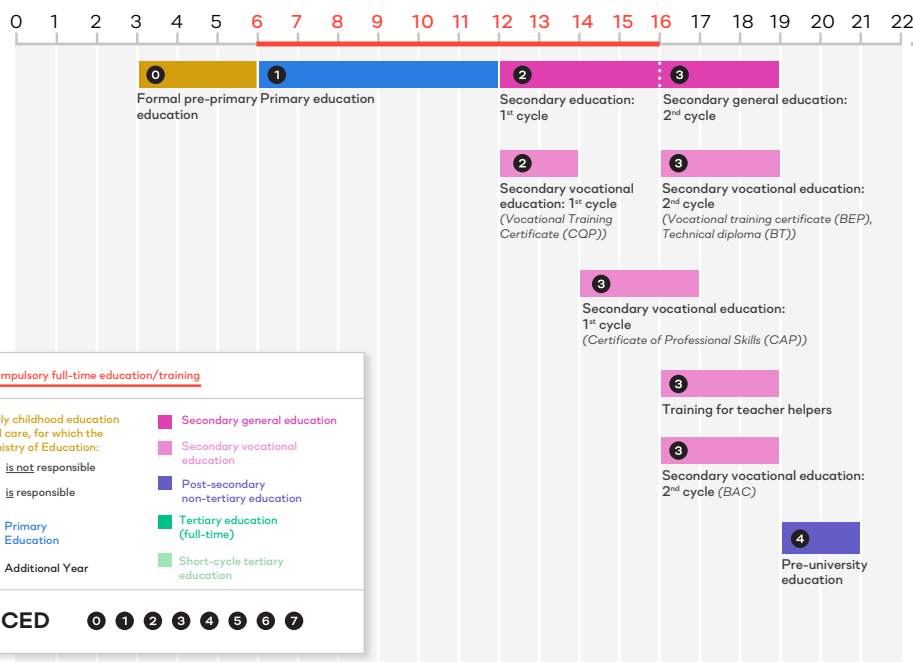


Côte d'Ivoire



Early Childhood - Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

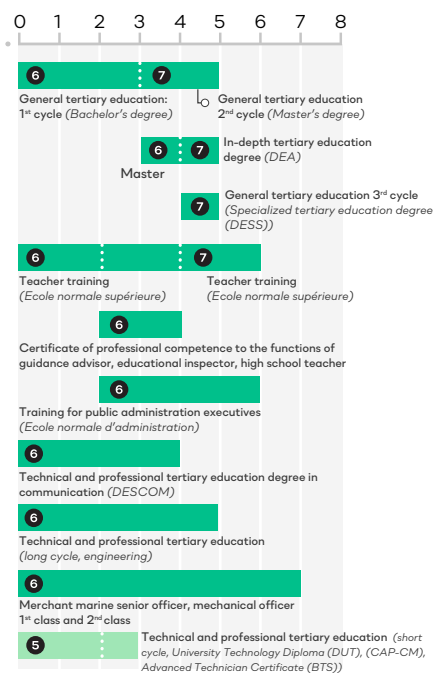
Additional Year

ISCED 0 1 2 3 4 5 6 7



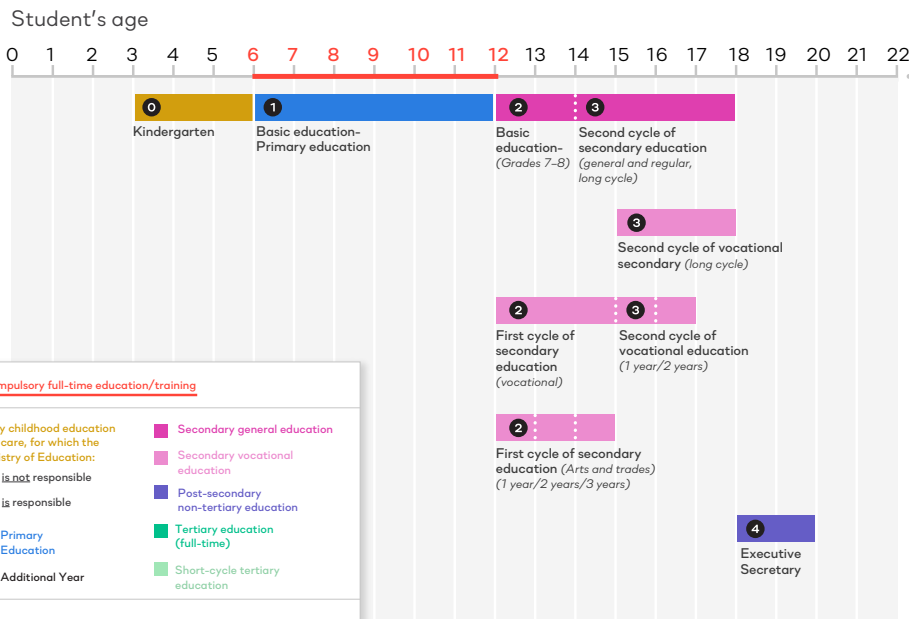
Tertiary Education

Programme duration (in years)

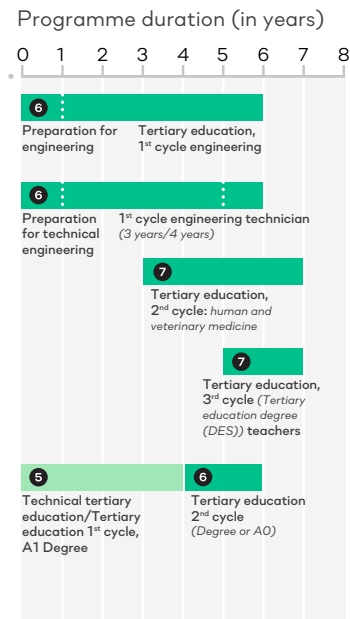


Democratic Republic of the Congo

Early Childhood – Post-Secondary Education

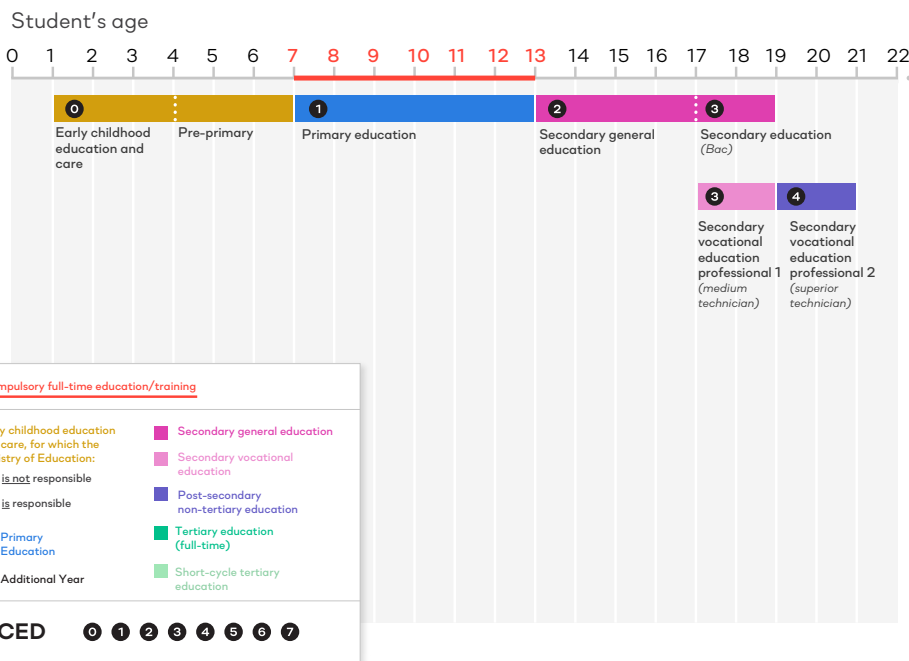


Tertiary Education

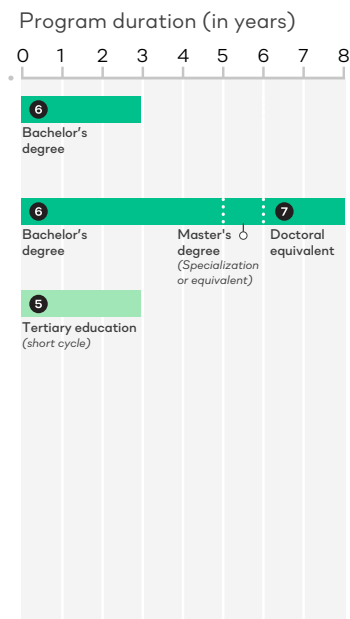


Equatorial Guinea

Early Childhood – Post-Secondary Education

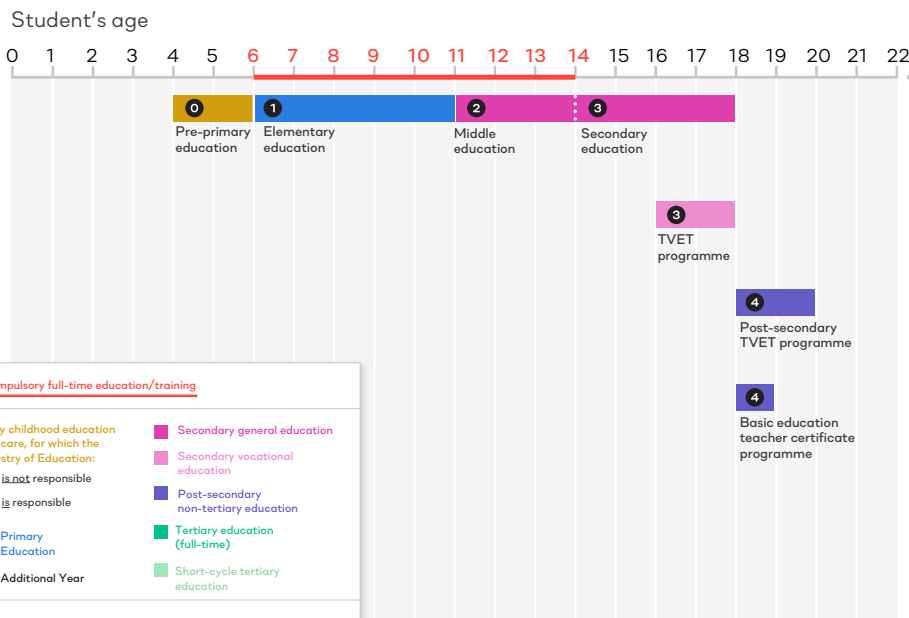


Tertiary Education

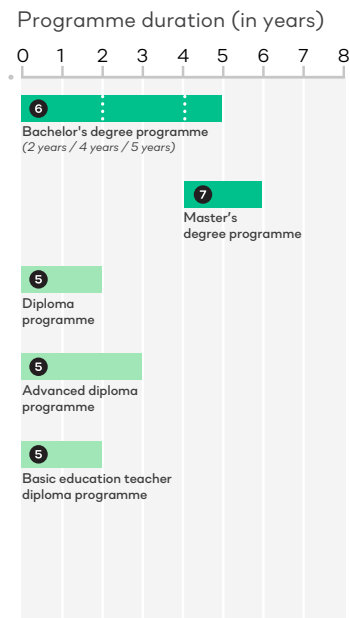


Eritrea

Early Childhood – Post-Secondary Education

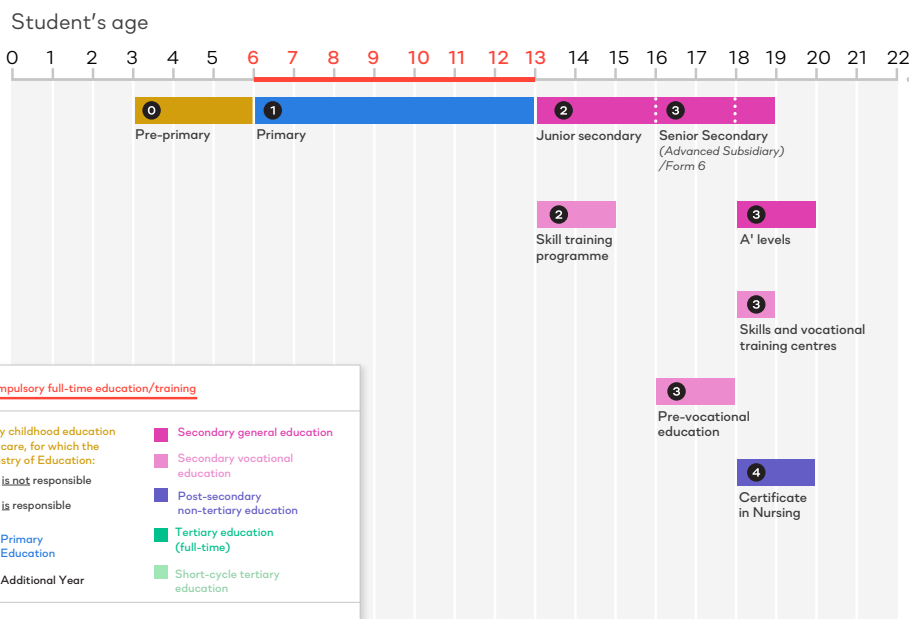


Tertiary Education

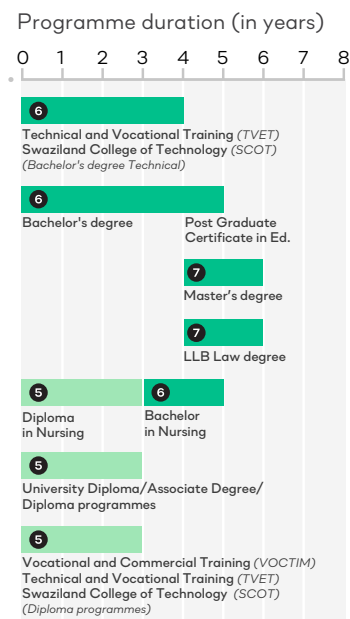


Eswatini

Early Childhood – Post-Secondary Education

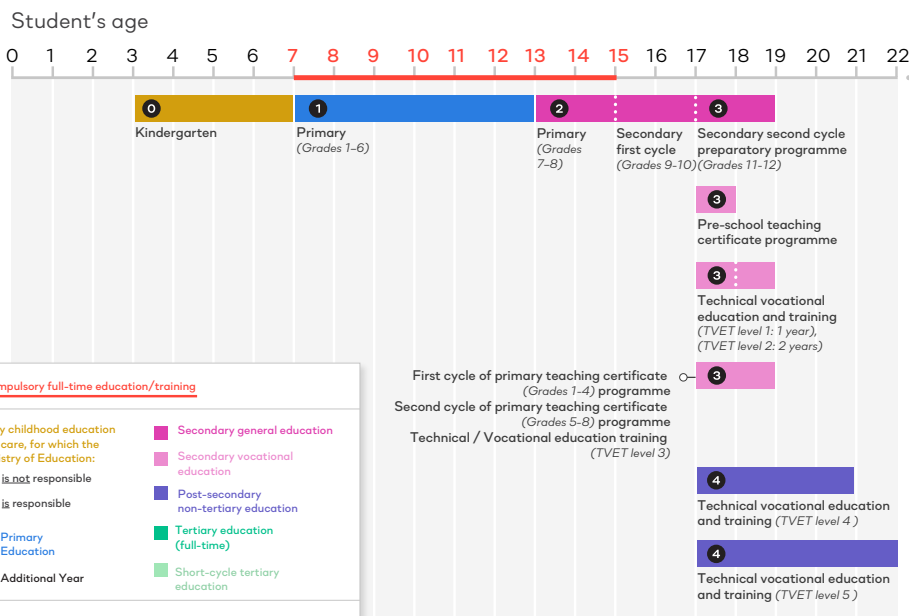


Tertiary Education



Ethiopia

Early Childhood – Post-Secondary Education



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

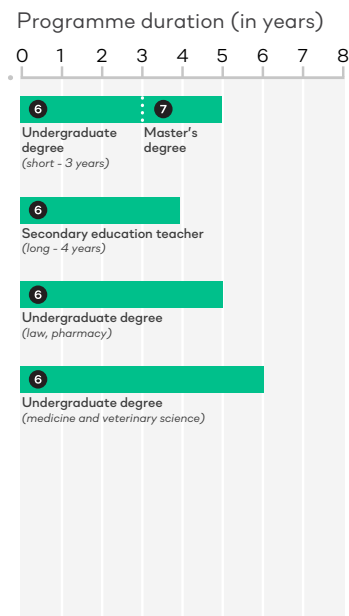
Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

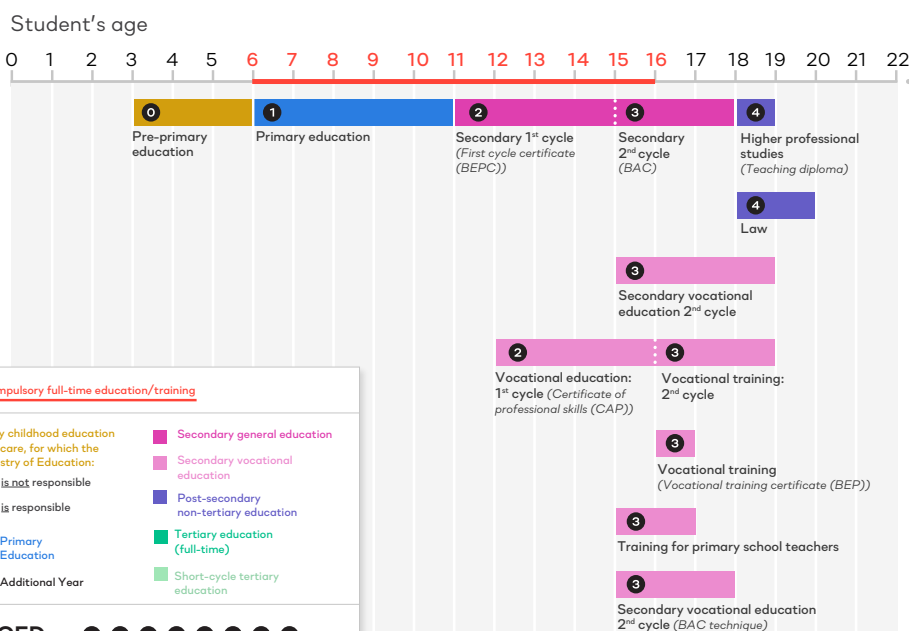
ISCED 0 1 2 3 4 5 6 7

Tertiary Education



Gabon

Early Childhood – Post-Secondary Education



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Additional Year

Secondary general education

Secondary vocational education

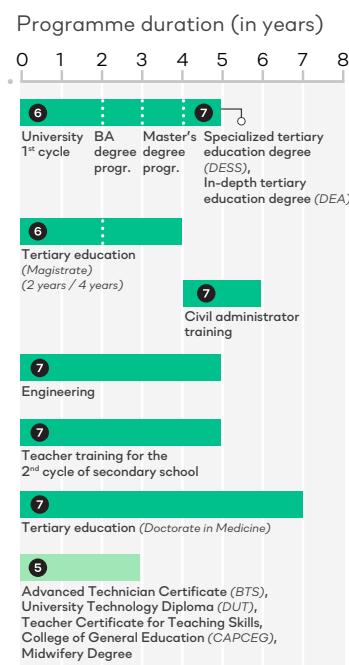
Post-secondary non-tertiary education

Tertiary education (full-time)

Short-cycle tertiary education

ISCED 0 1 2 3 4 5 6 7

Tertiary Education

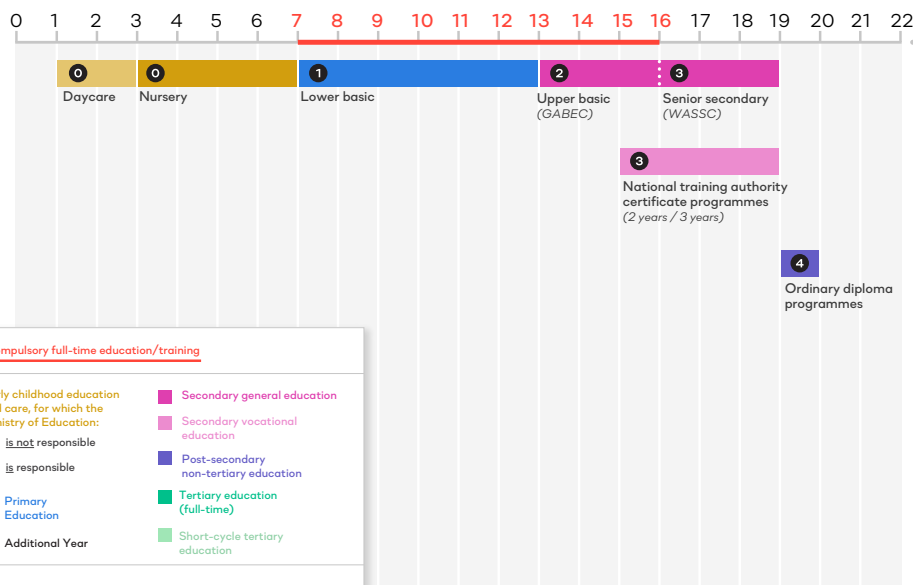


Gambia



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

- Primary Education
- Secondary general education
- Secondary vocational education
- Post-secondary non-tertiary education
- Tertiary education (full-time)
- Short-cycle tertiary education

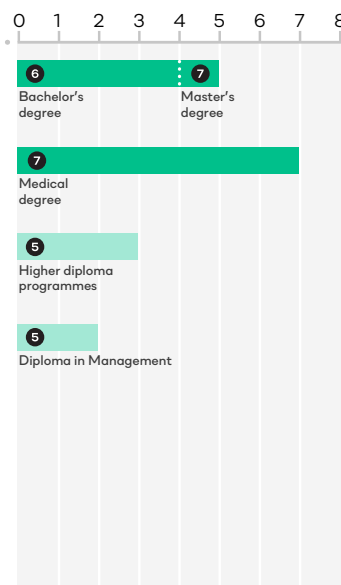
Additional Year

ISCED 0 1 2 3 4 5 6 7



Tertiary Education

Programme duration (in years)

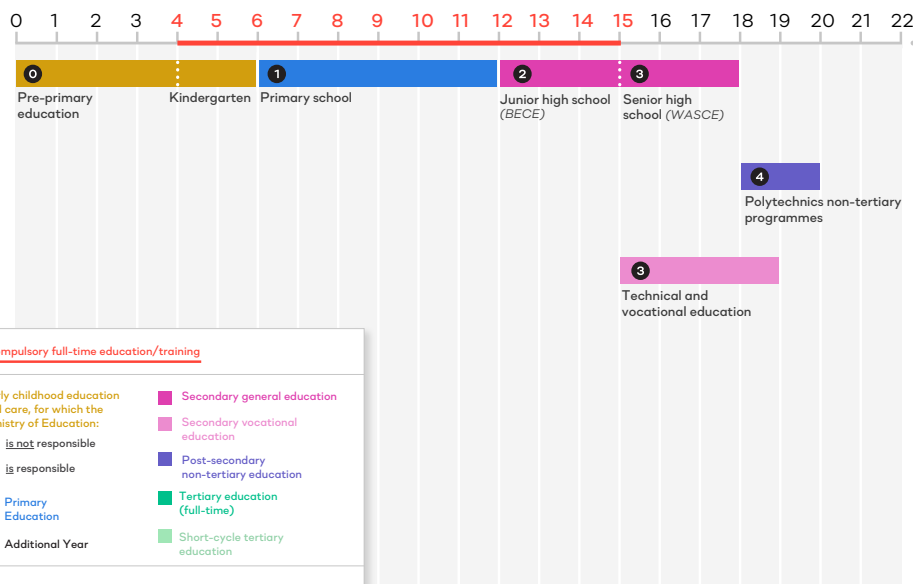


Ghana



Early Childhood – Post-Secondary Education

Student's age



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

- Primary Education
- Secondary general education
- Secondary vocational education
- Post-secondary non-tertiary education
- Tertiary education (full-time)
- Short-cycle tertiary education

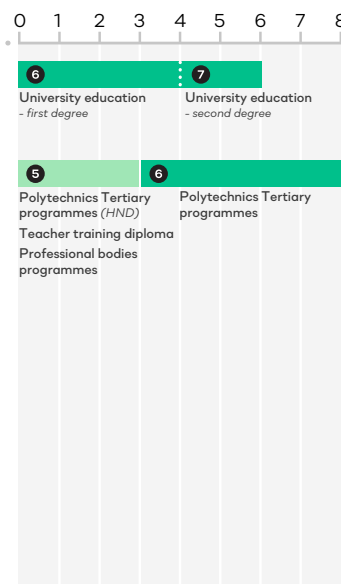
Additional Year

ISCED 0 1 2 3 4 5 6 7



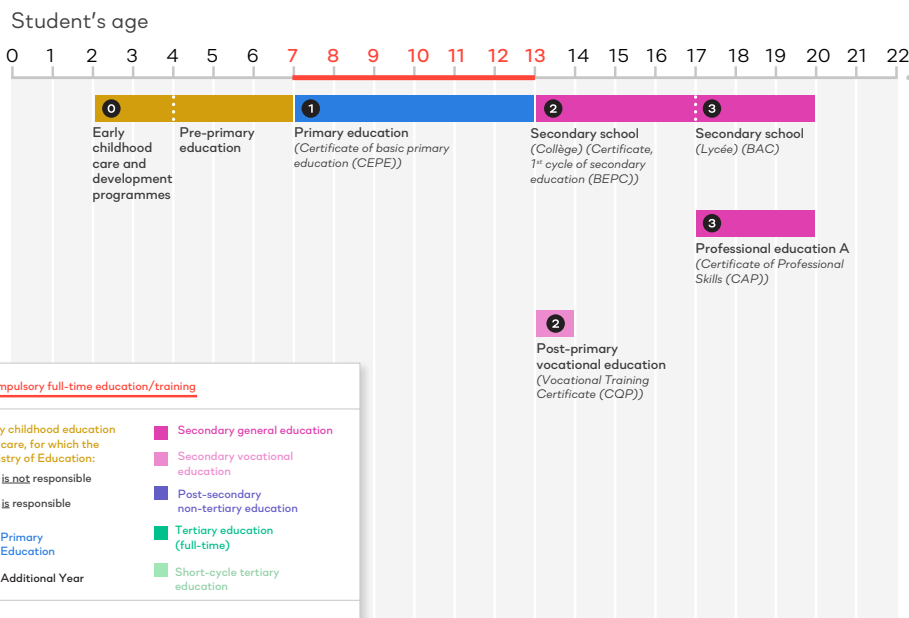
Tertiary Education

Programme duration (in years)

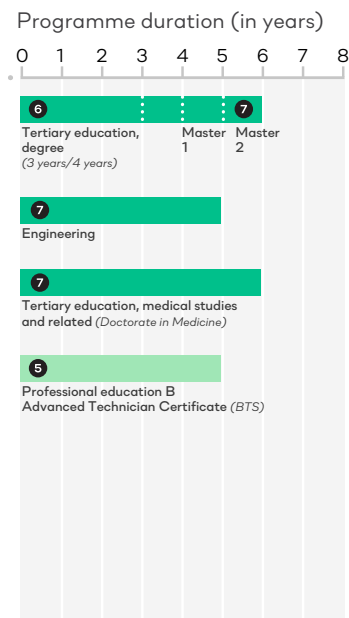


Guinea

Early Childhood – Post-Secondary Education

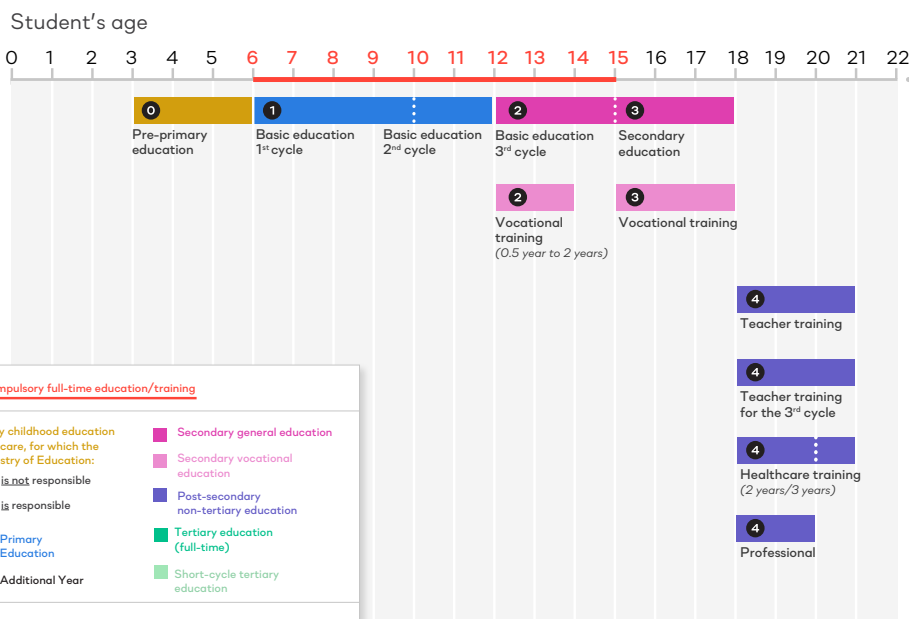


Tertiary Education

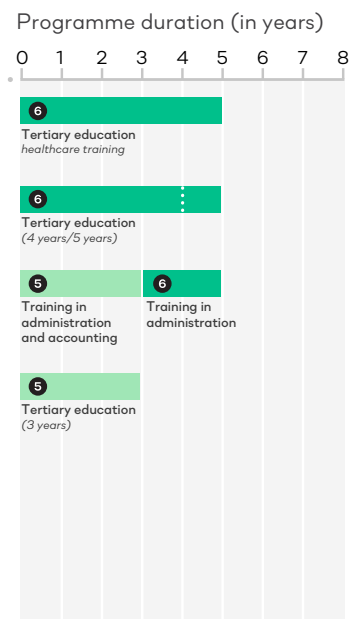


Guinea-Bissau

Early Childhood – Post-Secondary Education

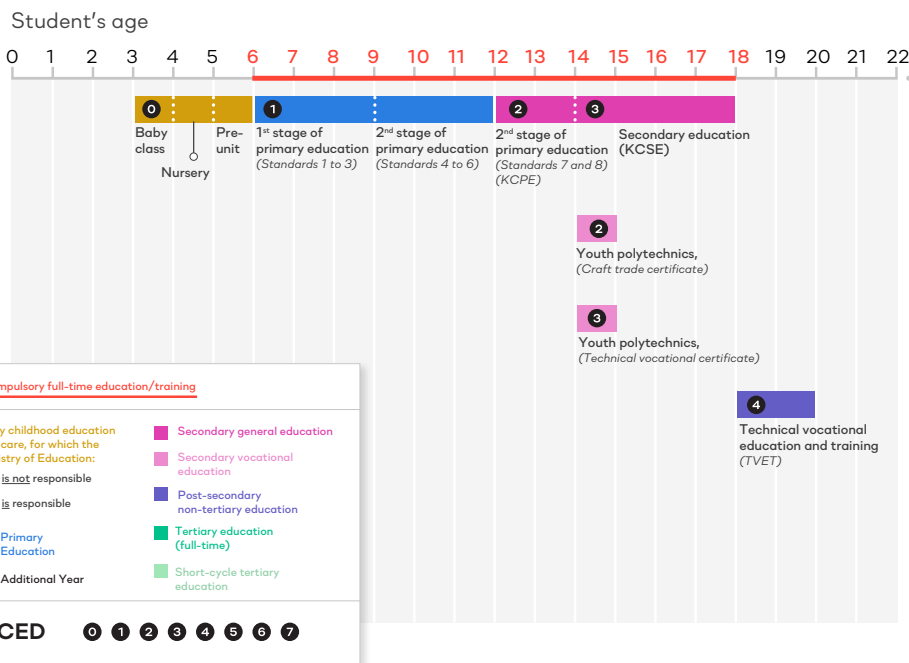


Tertiary Education

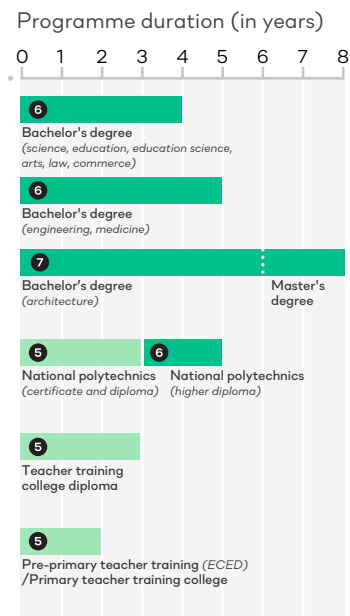


Kenya

Early Childhood – Post-Secondary Education

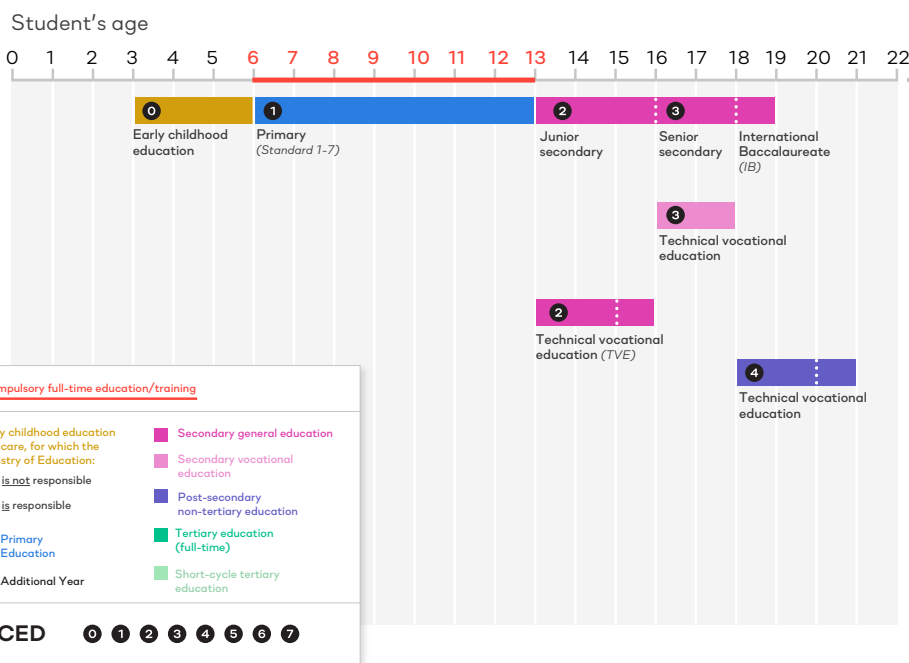


Tertiary Education

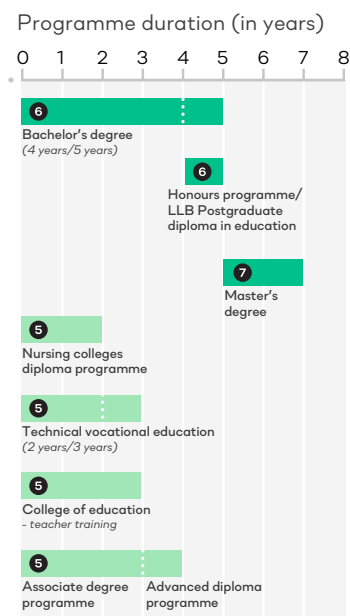


Lesotho

Early Childhood – Post-Secondary Education

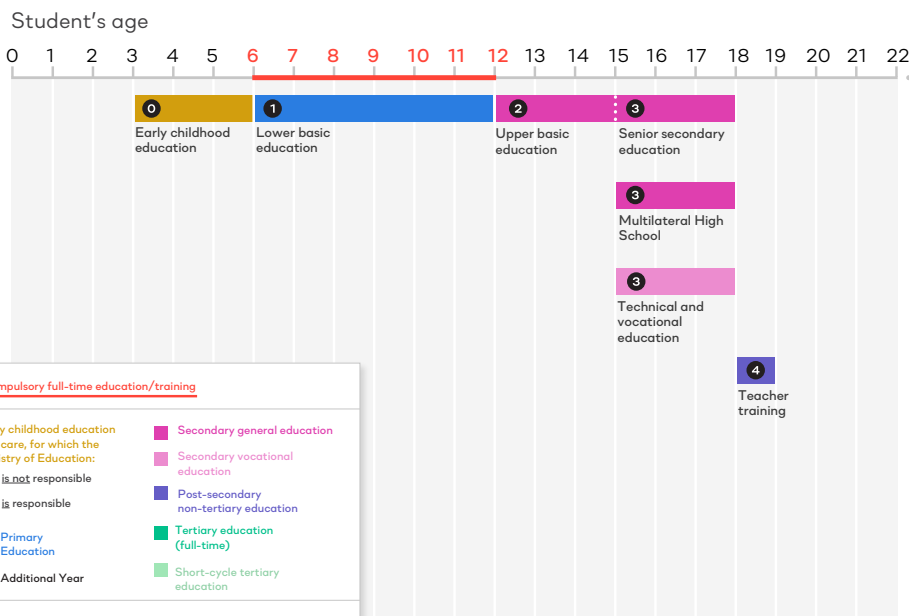


Tertiary Education

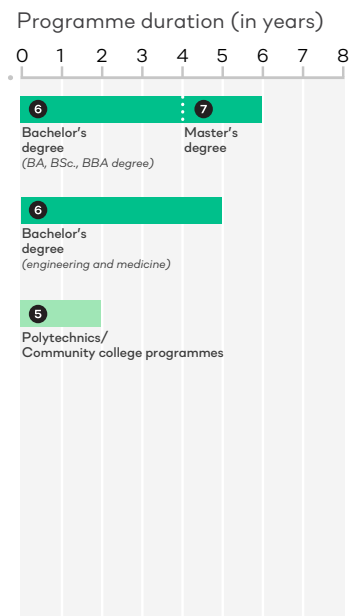


Liberia

Early Childhood – Post-Secondary Education

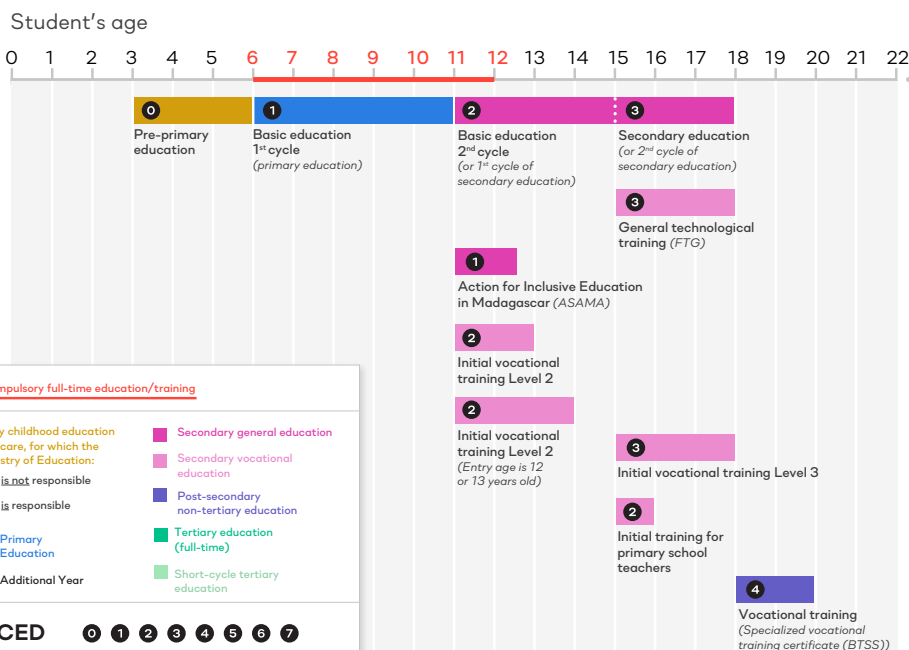


Tertiary Education

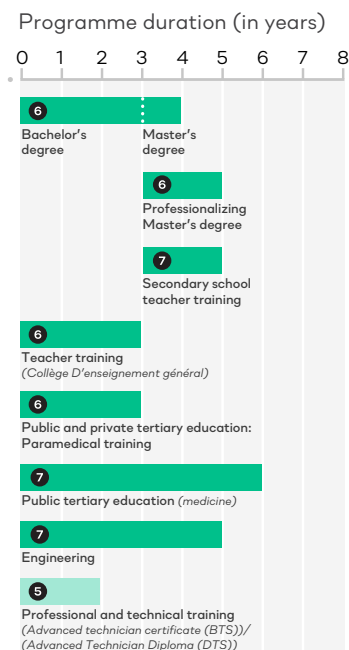


Madagascar

Early Childhood – Post-Secondary Education

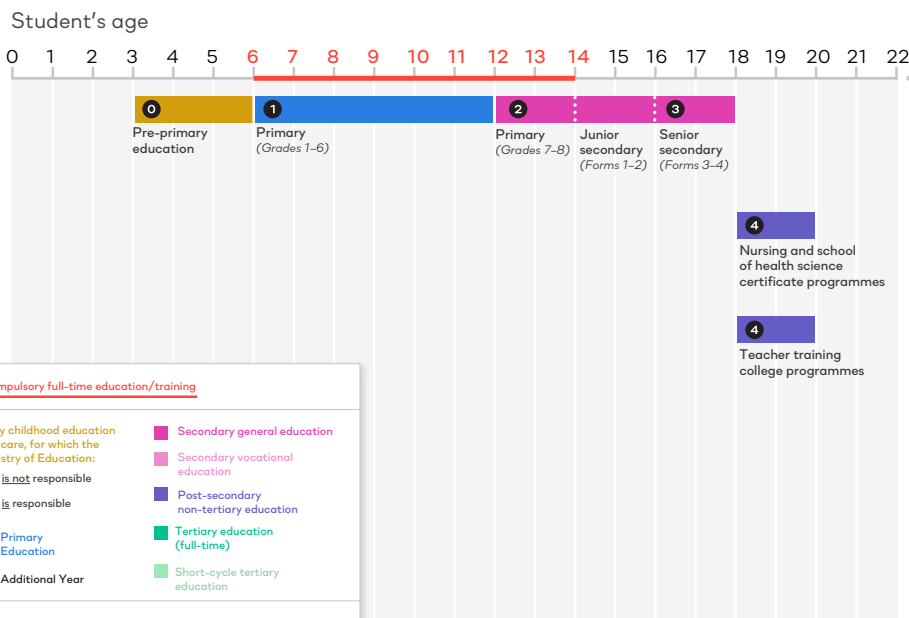


Tertiary Education

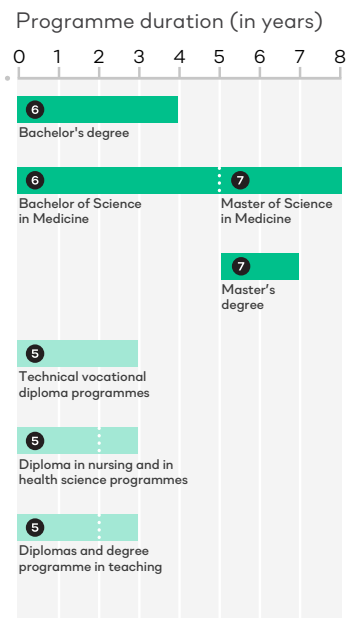


Malawi

Early Childhood – Post-Secondary Education

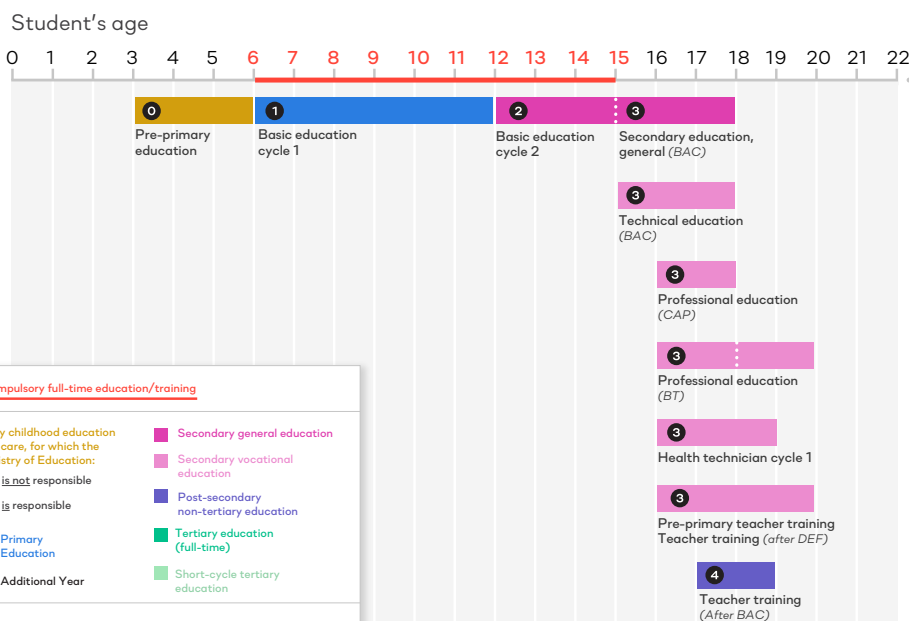


Tertiary Education

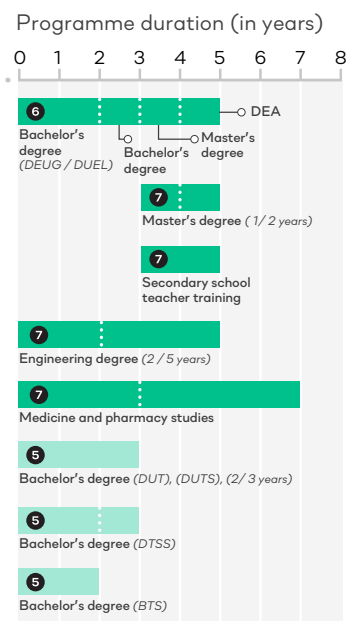


Mali

Early Childhood – Post-Secondary Education



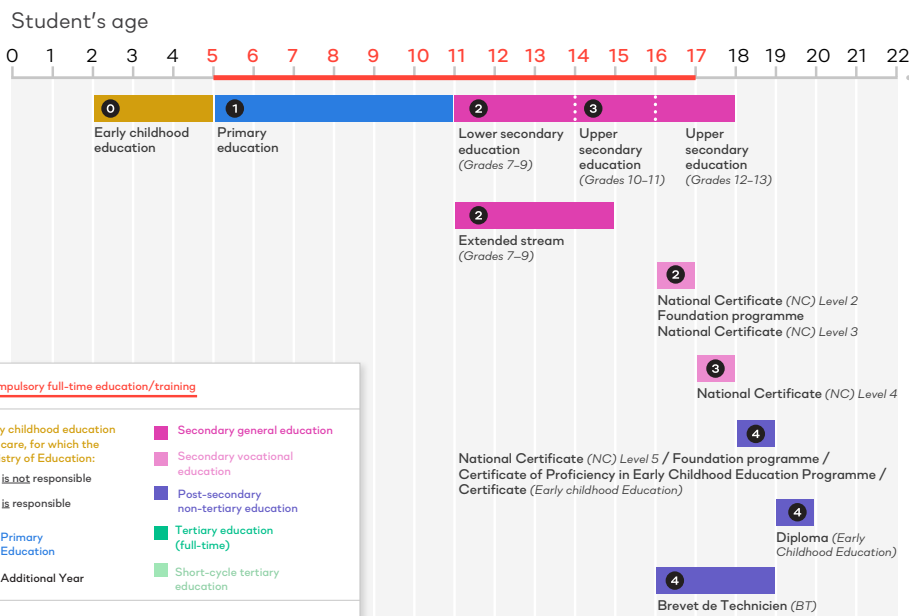
Tertiary Education



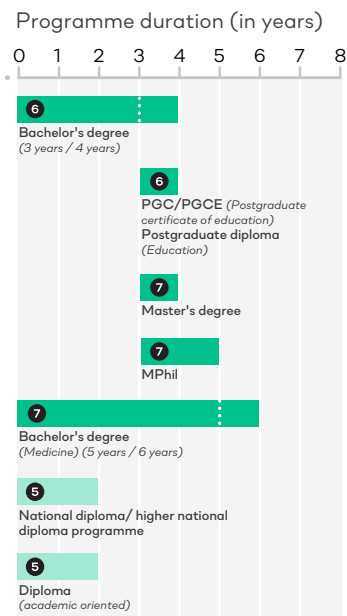
Country approval pending

Mauritius

Early Childhood – Post-Secondary Education

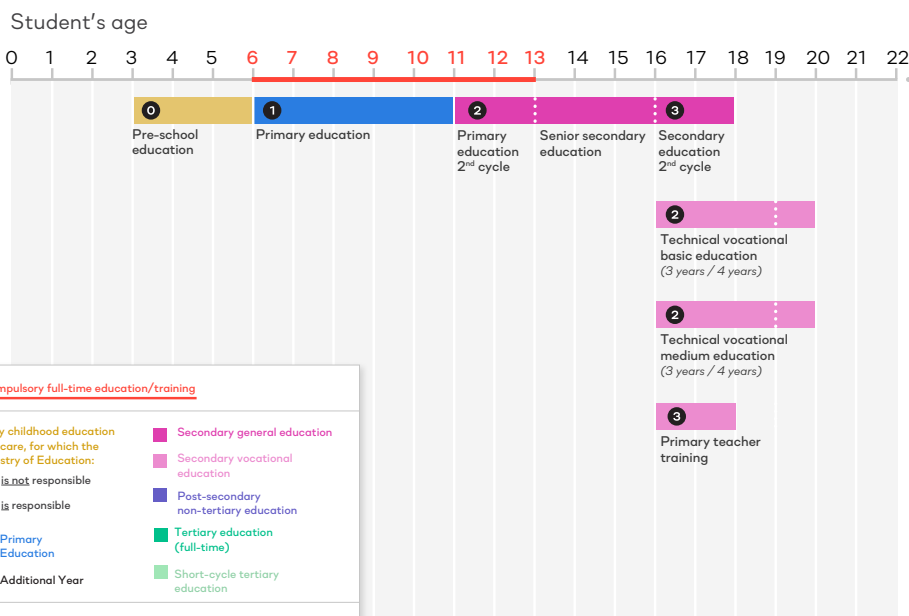


Tertiary Education

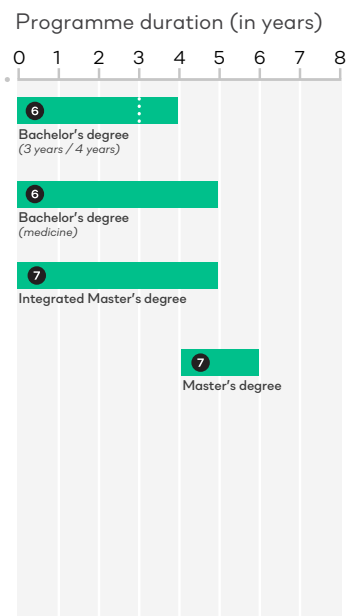


Mozambique

Early Childhood – Post-Secondary Education

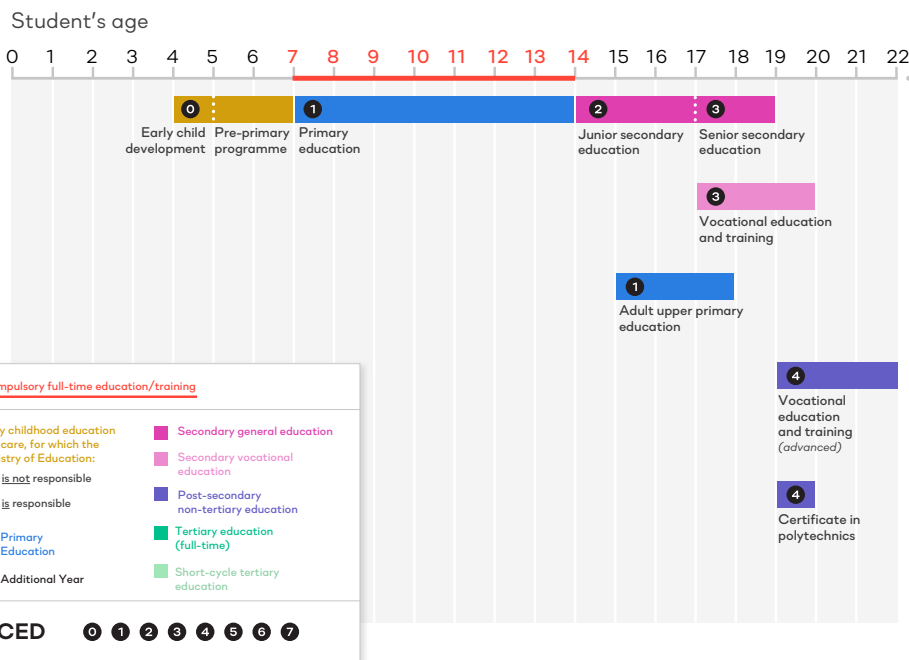


Tertiary Education

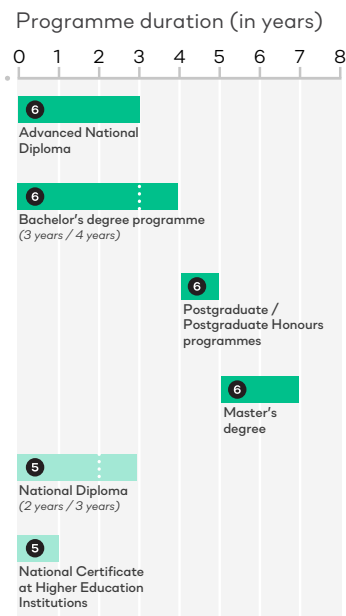


Namibia

Early Childhood – Post-Secondary Education

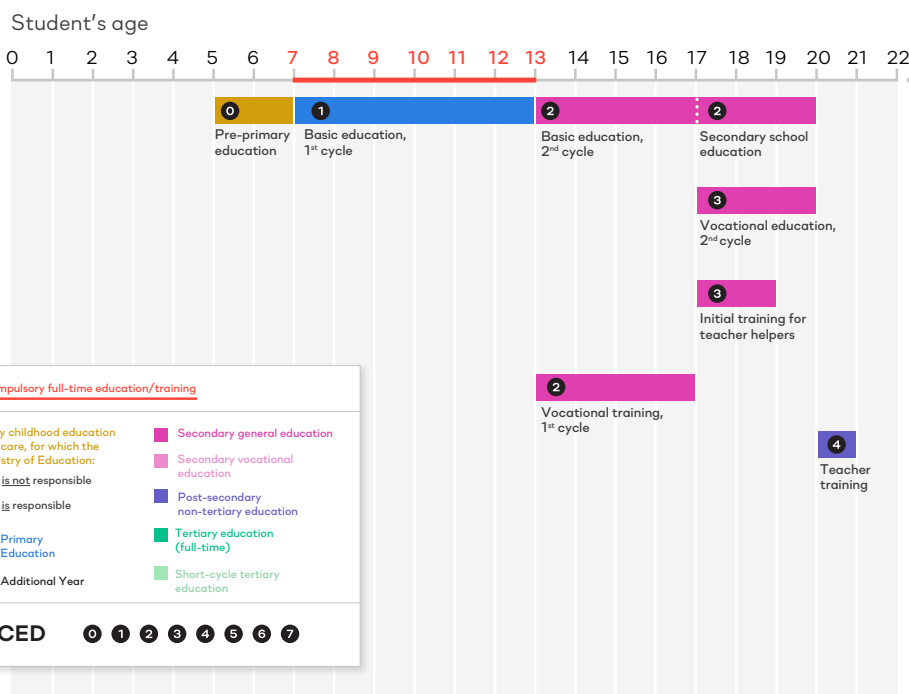


Tertiary Education

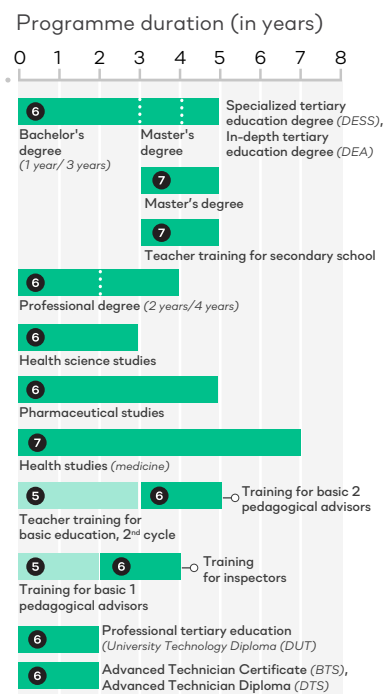


Niger

Early Childhood – Post-Secondary Education

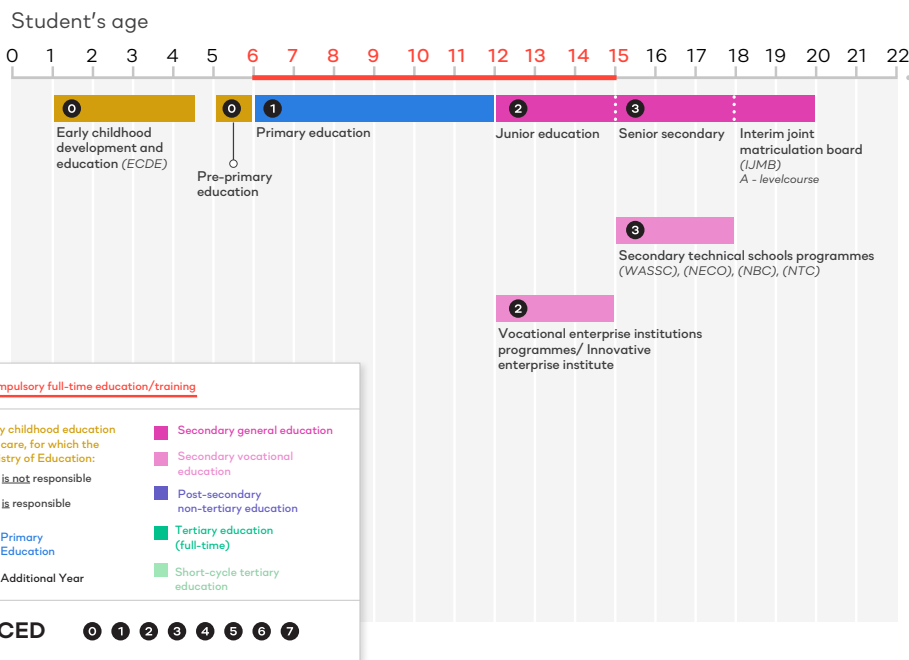


Tertiary Education

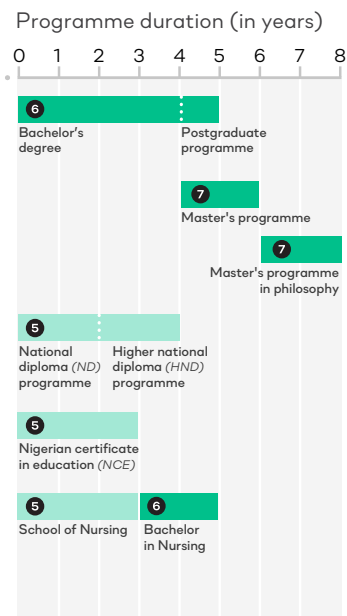


Nigeria

Early Childhood – Post-Secondary Education

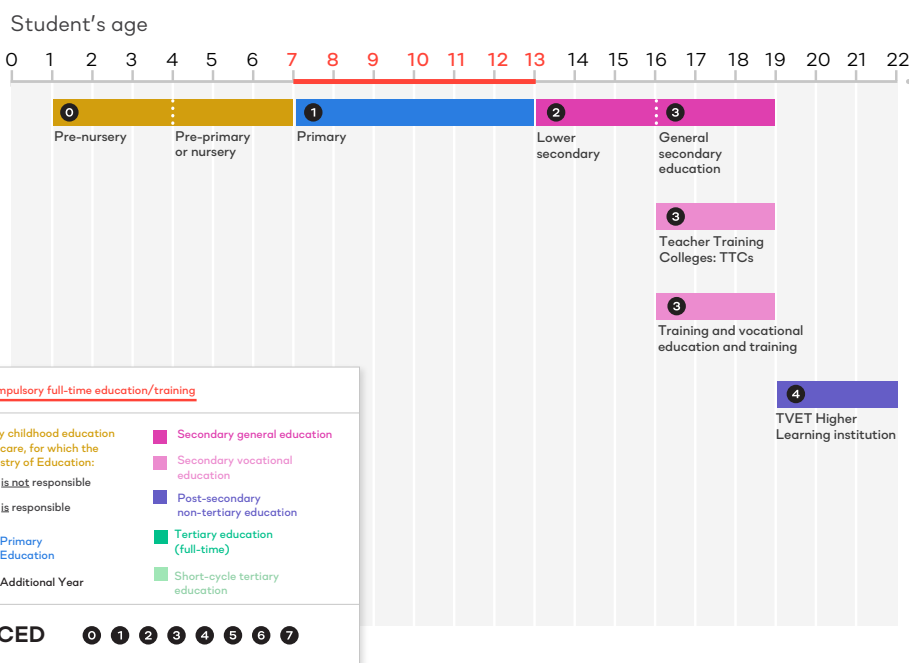


Tertiary Education

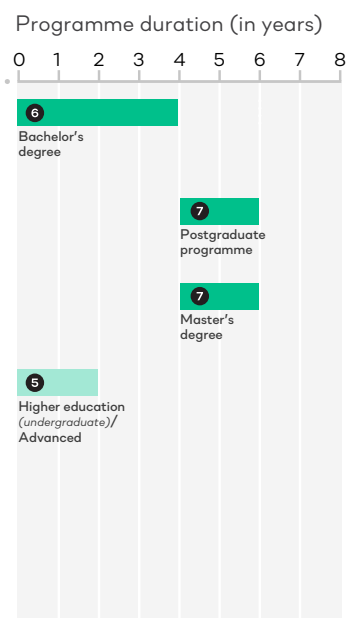


Rwanda

Early Childhood – Post-Secondary Education



Tertiary Education

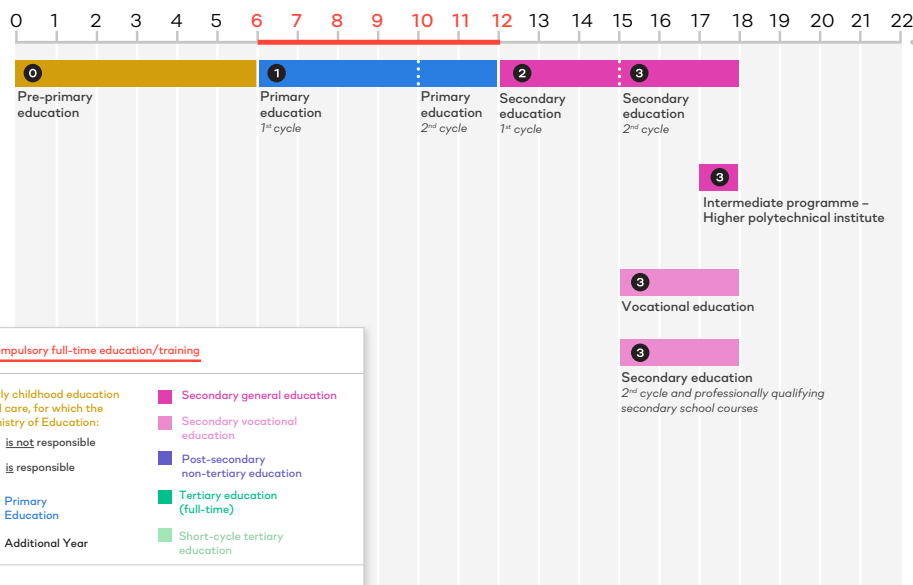


Sao Tome and Principe



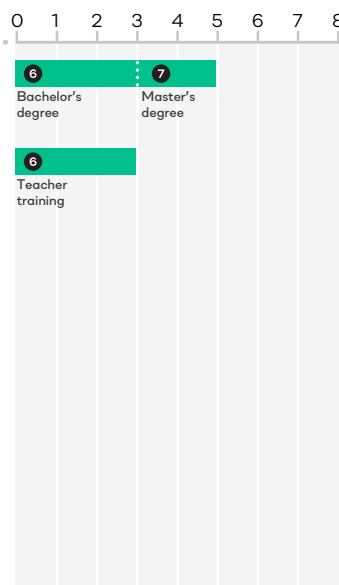
Early Childhood - Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

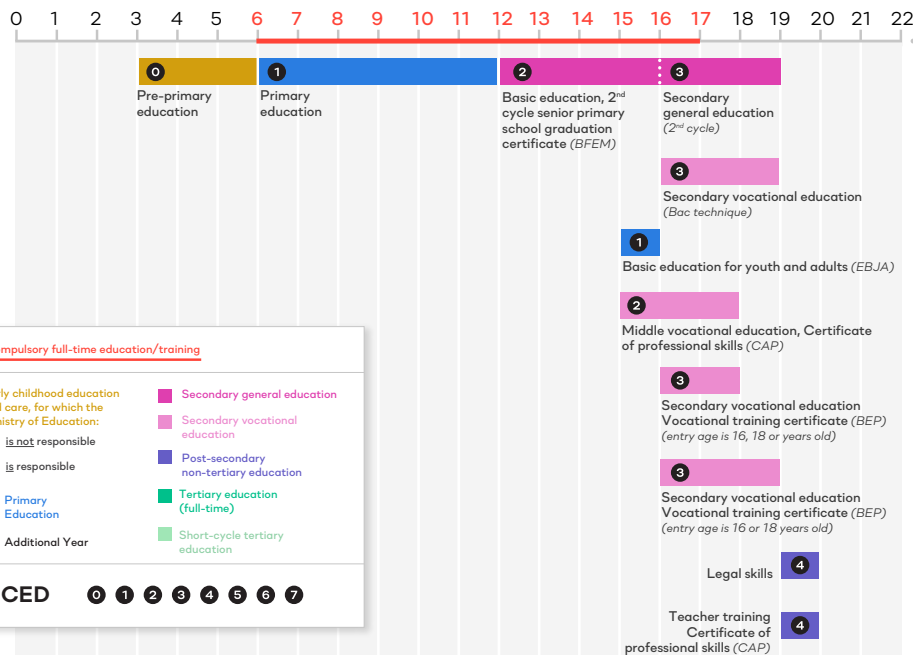


Senegal



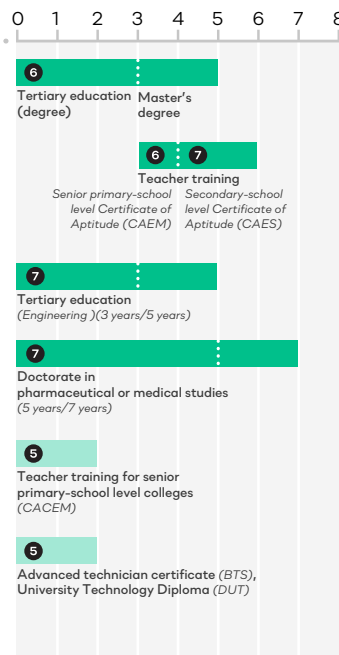
Early Childhood - Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

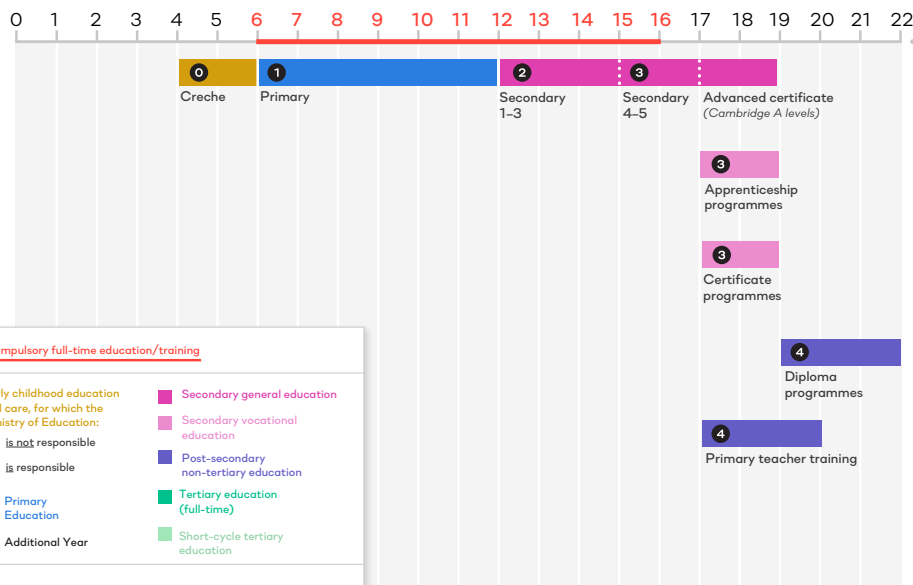


Seychelles



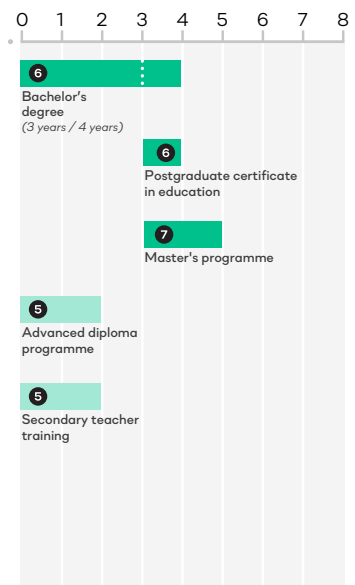
Early Childhood - Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)

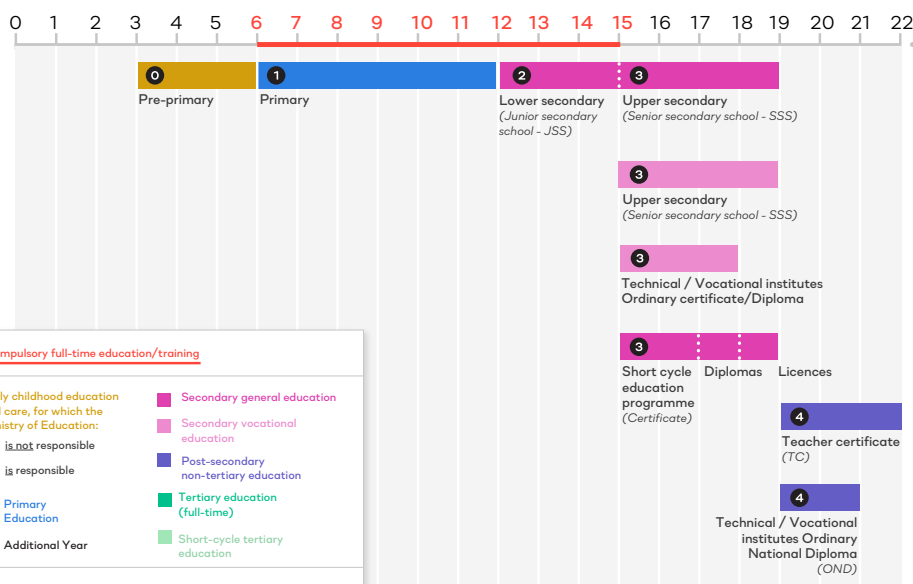


Sierra Leone



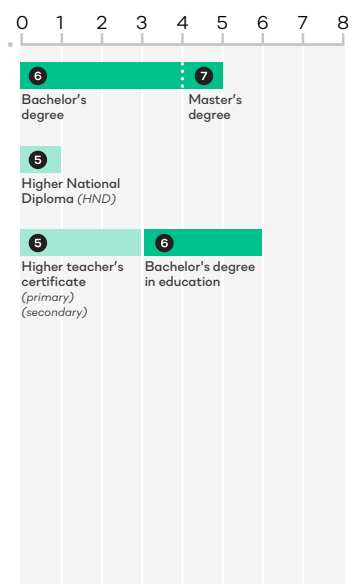
Early Childhood - Post-Secondary Education

Student's age



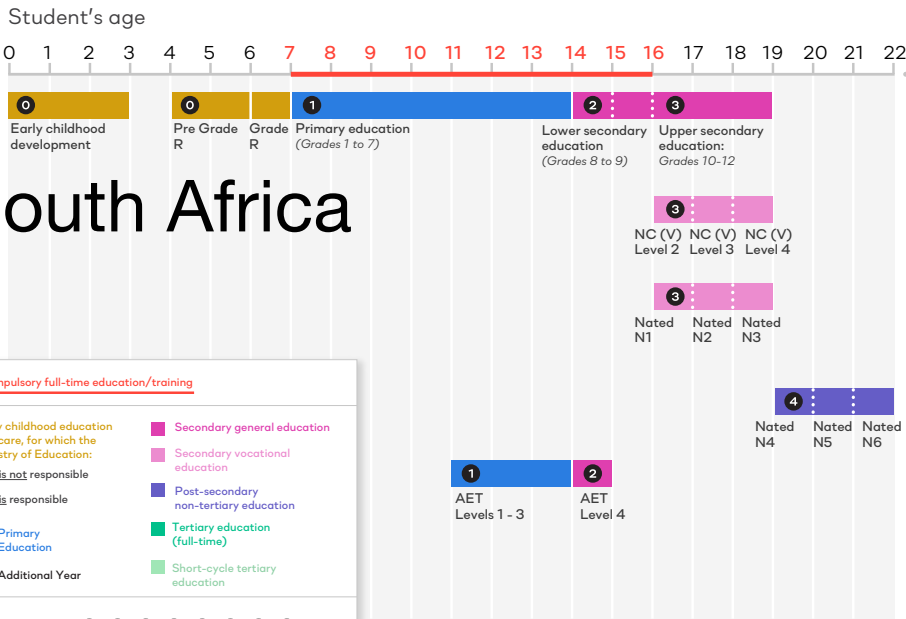
Tertiary Education

Programme duration (in years)



South Africa

Early Childhood – Post-Secondary Education



South Africa

Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

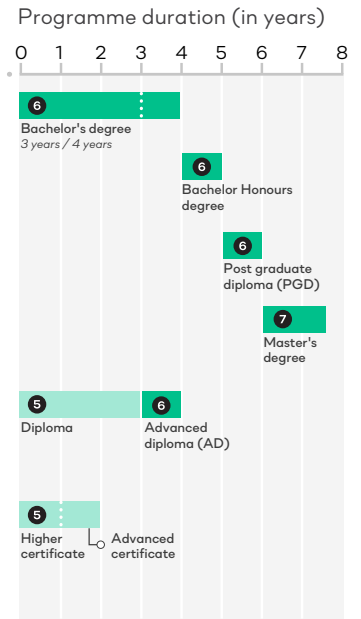
Tertiary education (full-time)

Short-cycle tertiary education

Additional Year

ISCED 0 1 2 3 4 5 6 7

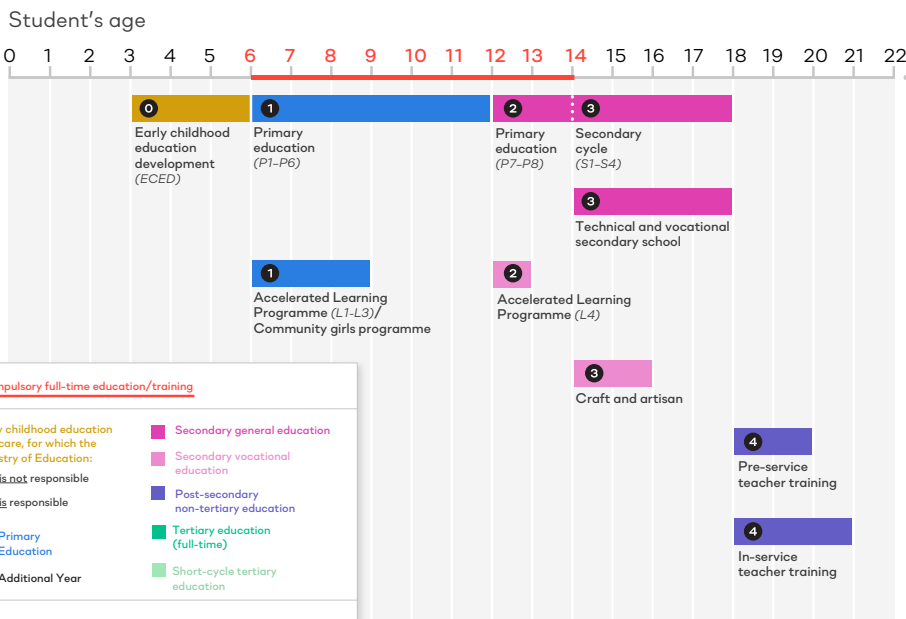
Tertiary Education



Country approval pending

South Sudan

Early Childhood – Post-Secondary Education



Compulsory full-time education/training

Early childhood education and care, for which the Ministry of Education:

- is not responsible
- is responsible

Primary Education

Secondary general education

Secondary vocational education

Post-secondary non-tertiary education

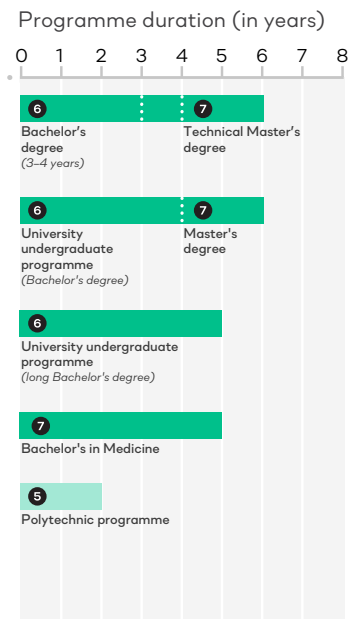
Tertiary education (full-time)

Short-cycle tertiary education

Additional Year

ISCED 0 1 2 3 4 5 6 7

Tertiary Education



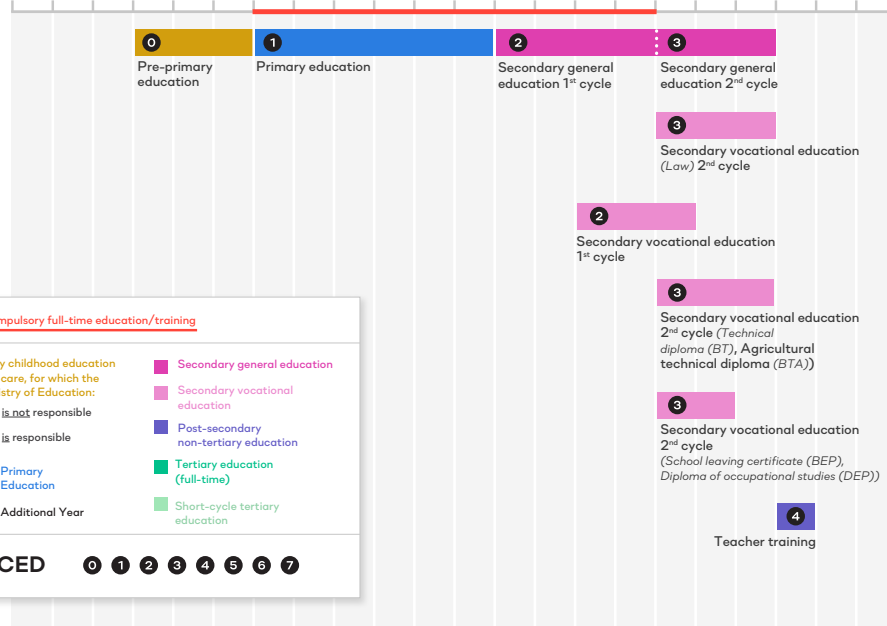
Togo



Early Childhood - Post-Secondary Education

Student's age

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22



Tertiary Education

Programme duration (in years)

0 1 2 3 4 5 6 7 8



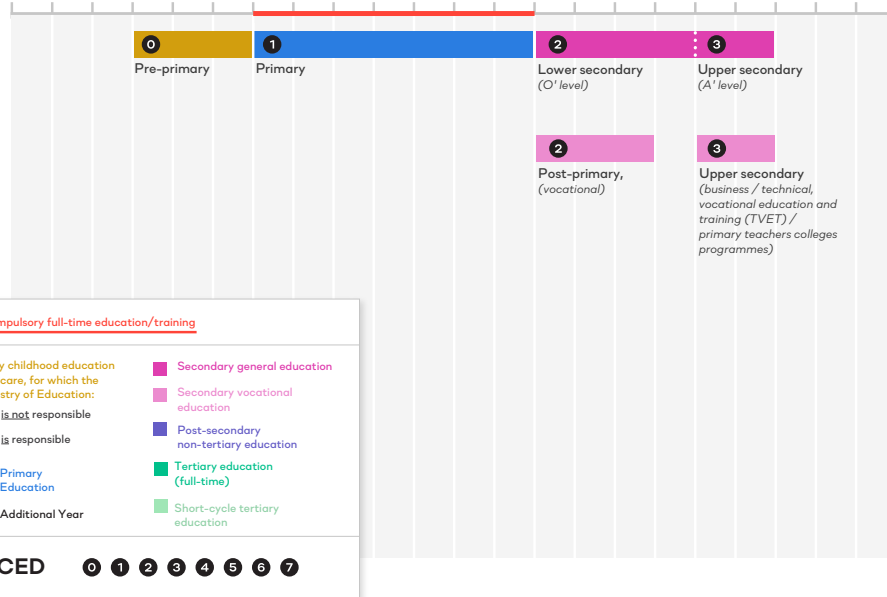
Uganda



Early Childhood - Post-Secondary Education

Student's age

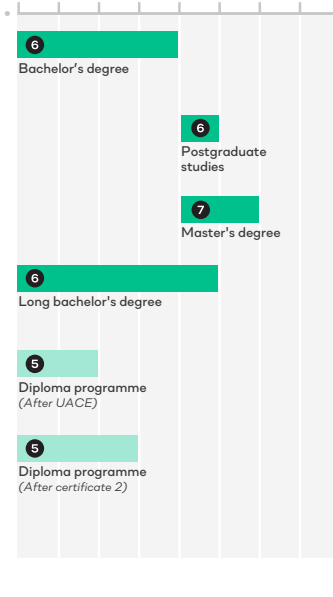
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Tertiary Education

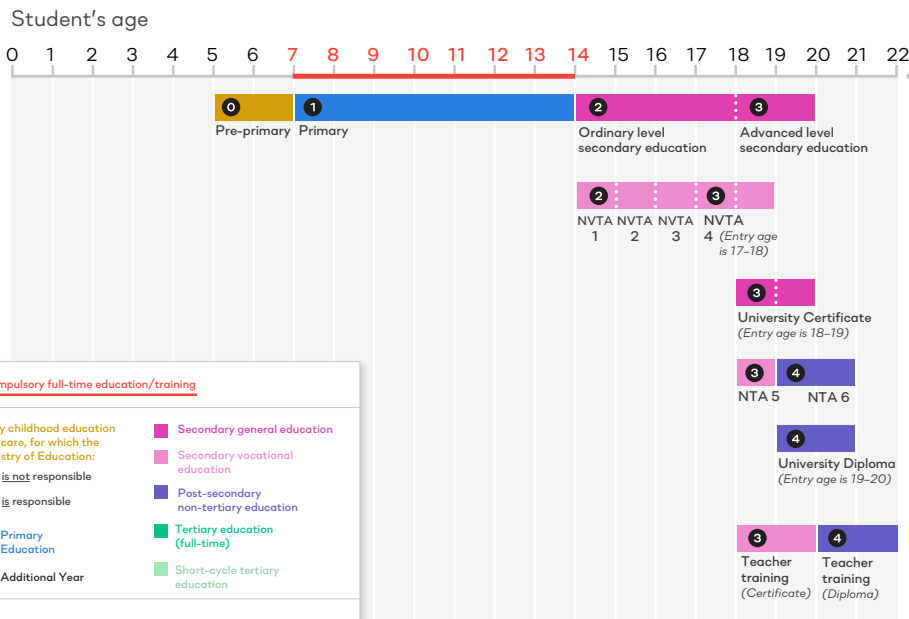
Programme duration (in years)

0 1 2 3 4 5 6 7 8

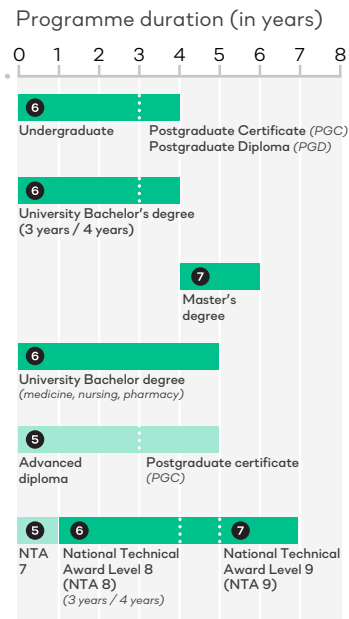


United Republic of Tanzania

Early Childhood – Post-Secondary Education

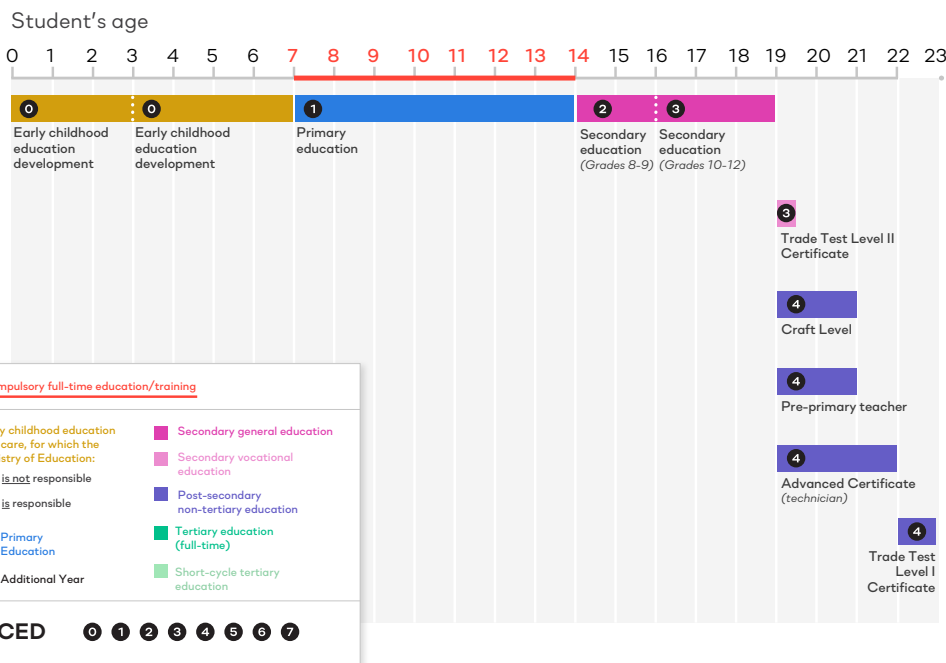


Tertiary Education

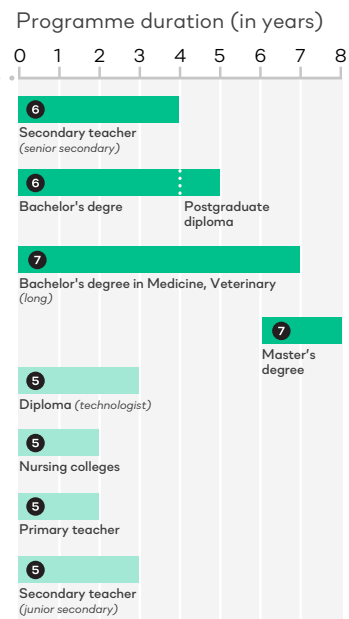


Zambia

Early Childhood – Post-Secondary Education



Tertiary Education

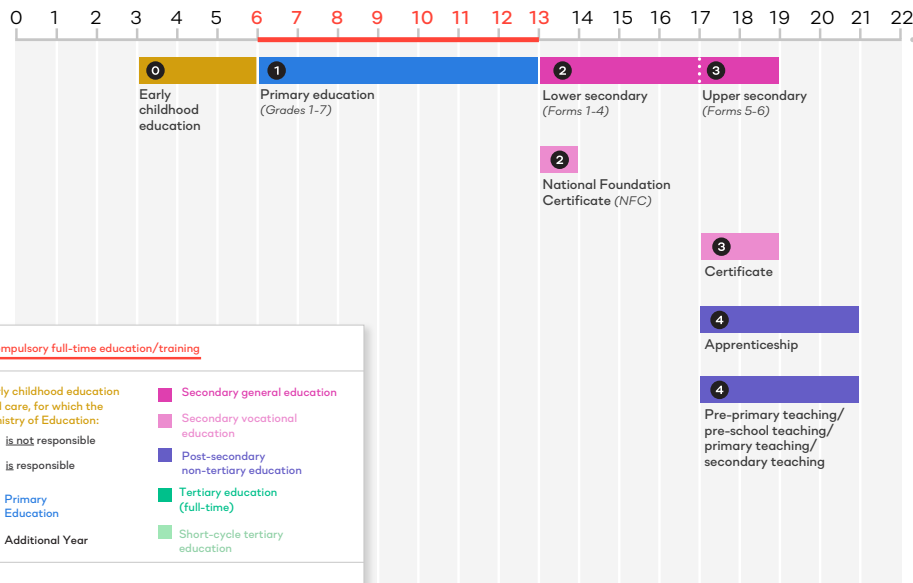


Zimbabwe



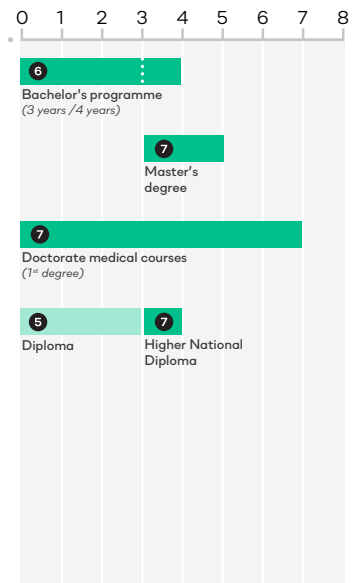
Early Childhood – Post-Secondary Education

Student's age



Tertiary Education

Programme duration (in years)



The International Standard Classification of Education (ISCED) was established to organize information on education systems to facilitate cross-national comparability of education statistics, while providing a way monitor progress towards national, regional and global education goals. The UNESCO Institute for Statistics (UIS) has been collecting data on education systems and for the first time, presents them visually in this report.

To help countries report data on Sustainable Development Goal 4 on education, the UIS has produced *Using ISCED Diagrams to Compare Education Systems*, and online content, incorporating information from mappings currently available.

The report presents regional and global analyses of education systems of 133 countries and provides country-specific diagrams based on ISCED 2011 classifications. It aims to offer global organizations, national policymakers, education experts, academics and others, a way to visualize and compare the key features of education systems.

In addition, the online visualization tool presents ISCED diagrams in a modern and simple multilingual design and can be used by mobile, tablet and desktop users. The number of country diagrams available will grow over time as participation in the collaborative monitoring and reporting process increases.