REPOSITORY OF EDUCATION INDICATORS REPORTS

METHODOLOGICAL NOTE[1]

Contents

Acronyms and abbreviations

GDP   Gross Domestic Product

ISCED   International Standard Classification of Education

        ISCED 0: Early childhood education

        ISCED 1: Primary education

        ISCED 2+3: Secondary education

        ISCED 5-8: Tertiary education

SDG   Sustainable Development Goals

UIS   UNESCO Institute for Statistics

UN   United Nations

UNECA   United Nations Economic Commission for Africa

UNECE   United Nations Economic Commission for Europe

UNECLAC   United Nations Economic Commission for Latin America and the Caribbean

UNESCAP   United Nations Economic and Social Commission for Asia and the Pacific

UNESCWA United Nations Economic and Social Commission for West Asia

UNPD   United Nations Population Division

TVET   Technical and Vocational Education and Training

WB   World Bank

I.   Introduction

The production and dissemination of quality education statistics is a core activity within the remit of the UIS. As the custodian of the SDG 4 agenda, UIS must monitor progress towards the global education targets. As part of this process, a compilation of national education reports publicly available on the websites of each country has been created and made available to the public.

This article details the most relevant methodological aspects associated with the development of the repository and is structured as follows: Section 2 sets out the objectives of the repository, the purposes for which it can be used and the framework for its development in the context of the UIS. Section 3 contains instructions for use, section 4 describes the type of data to be displayed and section 5 provides a summary of the coverage in terms of countries with available data.

II.   The repository

The repository will provide a compendium of links related to the main sources of education data published by each country. These data correspond to enrolment, repeaters, teachers and school infrastructure and are associated with the achievement of SDG 4 (in particular SDGs 4.1, 4.2, 4.3, 4.7, 4.a, 4.c).

The UIS collects education data through the annual Survey of Formal Education and uses population data from UNPD and GDP data from the World Bank for the usual calculation of indicators. However, one of the main problems it faces is the existence of several critical gaps.

In response, an alternative data collection mechanism was put in place to fill these gaps, which is illustrated below:

Figure 1: Process of filling data gaps from national sources
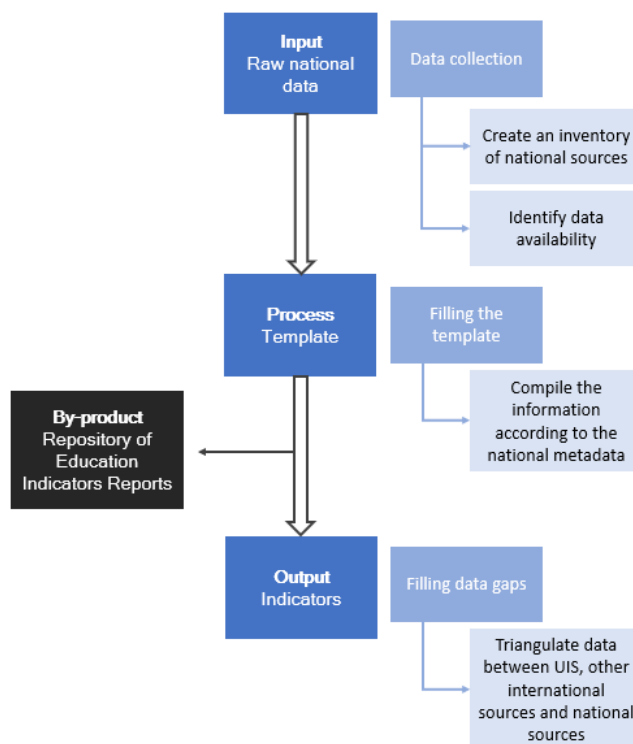
The process starts from the collection of publicly available national raw data (consisting of national data and metadata), which is standardised and compiled in a template developed for this purpose. The ultimate aim is to be able to fill data gaps arising from the Survey of Formal Education.

In this context, as part of the data collection process, an inventory of national sources emerges, which will give rise to a by-product: the Repository of Education Indicators Reports. It is possible that there are no homogeneous data series because the data are raw, and the reports are frequently loose or discontinued.

Certain criteria on which to focus in order to move from raw data to indicators are presented in Annex I. The aim is not to arrive to precise indicators, but to illustrate the mitigating factors to be faced in order to reach such a goal,

III.   Using the repository

To use the repository, you can take two different paths:

a) Browse freely through the repository, without the need to use the regional grouping or date filters. To do this, you will have to scroll vertically until you find the country you are looking for. Once you have found it, locate the year and type of document for which you wish to obtain the link, click on the circle and redirect to the link that will appear in the pop-up window.

b) Use the filters to select a country:

> - In the 'Region' drop-down menu, select the region or type of classification you are interested in: UN Economic and Social Commission, SDG regional group or World Bank income classification. All countries belonging to the selected region will be displayed.

> - In the 'Country' drop-down menu, select the country of interest.

> - In the right-hand panel, select the year of interest.

> - Click on the circle for a link and then click on the link that will appear in the pop-up window.

A step-by-step guide to navigating the dashboard is presented in Annex II with pictures.

IV. Data
a. Dates
Reports for the years 2010 to 2020 are taken into account. For those countries with a school year between two calendar years, the school year in the last calendar year was imputed.

b. Sources
The most frequent sources are education yearbooks, administrative information and online visualisations from Ministries of Education; and national yearbooks and thematic reports (in tabular and text format) from National Statistical Offices.

In addition to the above, a significant portion of information was also obtained from transparency-oriented government websites.

c. Education system

This collection covers the entire formal education system in both public and private institutions. It is important that the education programmes are classified according to the 2011 revision of the International Standard Classification of Education (ISCED 2011).

For presentation purposes, the different educational levels and programmes obtained from the ISCED 2011 classification were grouped into:

- Early childhood education (ISCED 0)
- Primary education (ISCED 1)
- Secondary education (ISCED 2 and 3)
- Technical and vocational education (TVET)
- Tertiary education (ISCED 5 to 8)

d. Regions

To assist users, the regional groupings used in the repository are organised in the following order:

- UN Economic and Social Commission (EC Region);
- SDG regional group (SDG Region); or
- the World Bank income classification (WB Region)

In particular, the regional groupings consist of the following classification:

Table 1: Regional groupings

Region Definition	Full name
EC Region	**United Nations Economic and Social Commission**
Africa	United Nations Economic Commission for Africa (UNECA)
Europe	United Nations Economic Commission for Europe (UNECE)
Latin America and the Caribbean	United Nations Economic Commission for Latin America and the Caribbean (UNECLAC)
Asia and the Pacific	United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP)
Western Asia	United Nations Economic and Social Commission for West Asia (UNESCWA)
SDG Region	**Sustainable Development Goals**
Africa (Sub-Saharan)	
Asia (Central and Southern)	
Asia (Eastern and South-eastern)	
Latin America and the Caribbean	
Northern America and Europe	
Oceania	
Western Asia and Northern Africa	
WB Region	**World Bank country income groups**
Low income	
Lower middle income	
Upper middle income	
High income	

V.   Coverage

In total, education data reports were obtained for 82 countries. Below is the distribution of the countries surveyed according to the different regional groupings considered.

Table 2: Countries surveyed by EC Region

EC Region	No. of countries	% of countries
Africa	27	50,0%
Asia and the Pacific	24	41,4%
Europe	14	25,0%
Latin America and the Caribbean	17	37,0%
Western Asia and Northern Africa	0	0,0%
Without classification	0	0,0%

Table 3: Countries surveyed by SDG Region

SDG Region	No. of countries	% of countries
Africa (Sub-Saharan)	27	52,9%
Asia (Central and Southern)	9	64,3%
Asia (Eastern and South-eastern)	9	50,0%
Latin America and the Caribbean	17	34,7%
Northern America and Europe	9	15,8%
Oceania	9	36,0%
Western Asia and Northern Africa	2	7,7%

Table 4: Countries surveyed by WB Region

EC Region	No. of countries	% of countries
Low income	12	41,4%
Lower middle income	29	58,0%
Upper middle income	24	43,6%
High income	16	19,5%
Without classification	1	4,2%

Regarding the type of information obtained on the 82 countries surveyed, 78 of them had reports related to early childhood education (ISCED 0), 74 to primary education (ISCED 1), 64 to secondary education (ISCED 2+3), 31 to technical and vocational education (TVET) and 18 to tertiary education (ISCED 5-8). The number of countries with information by year is distributed as follows:
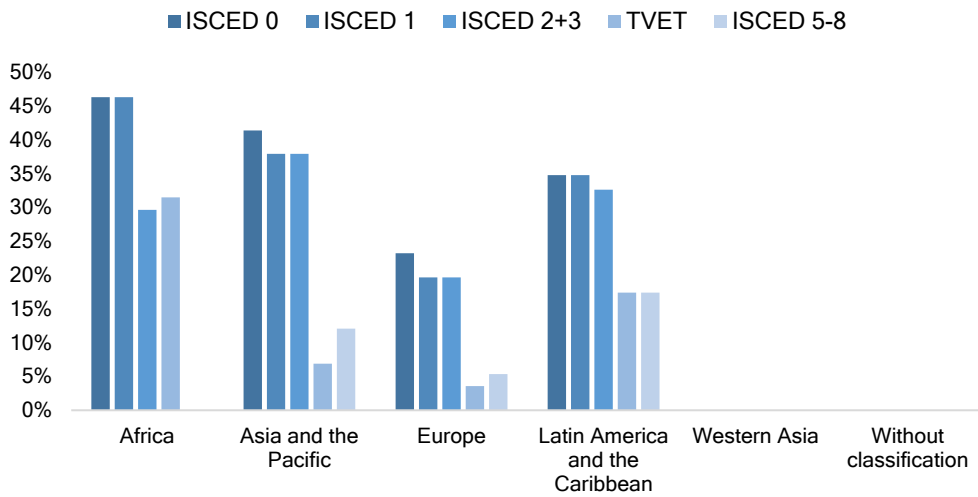
Figure 2: Countries with information by year and type

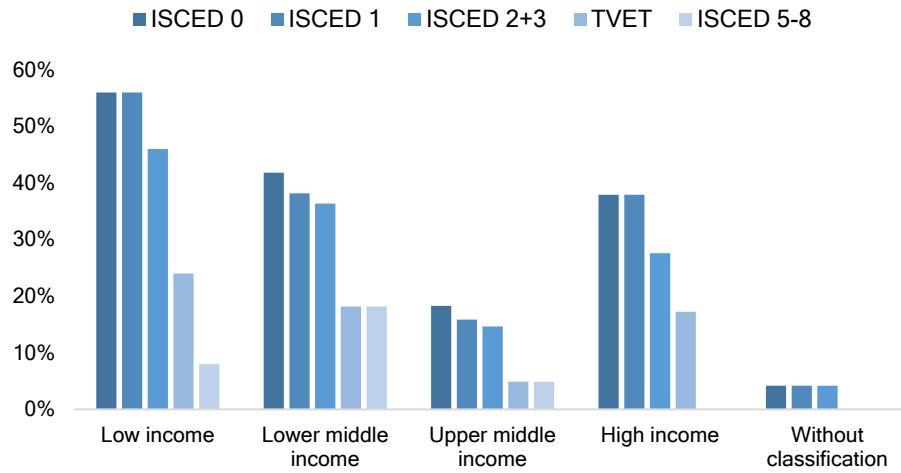ISCED 0 · ISCED 1 · ISCED 2+3 · TVET · ISCED 5-8
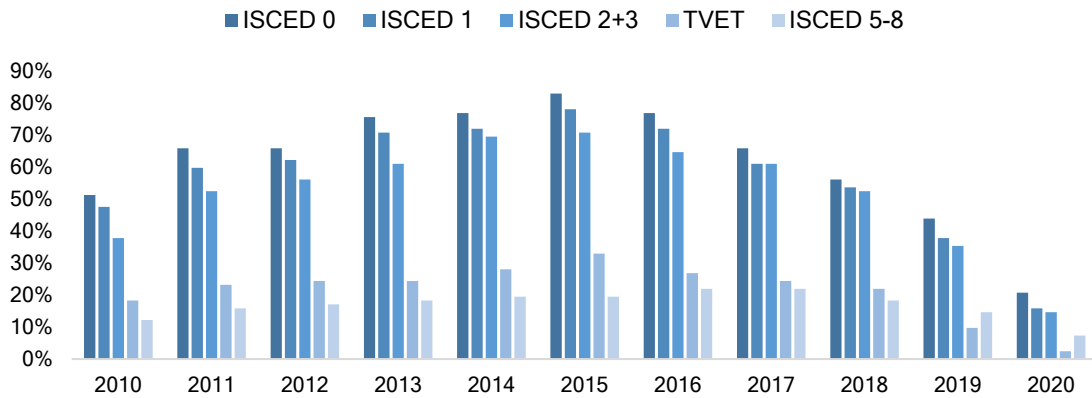
The regional distribution of inquired countries according to the three regional groupings can be visualised in the following figures.

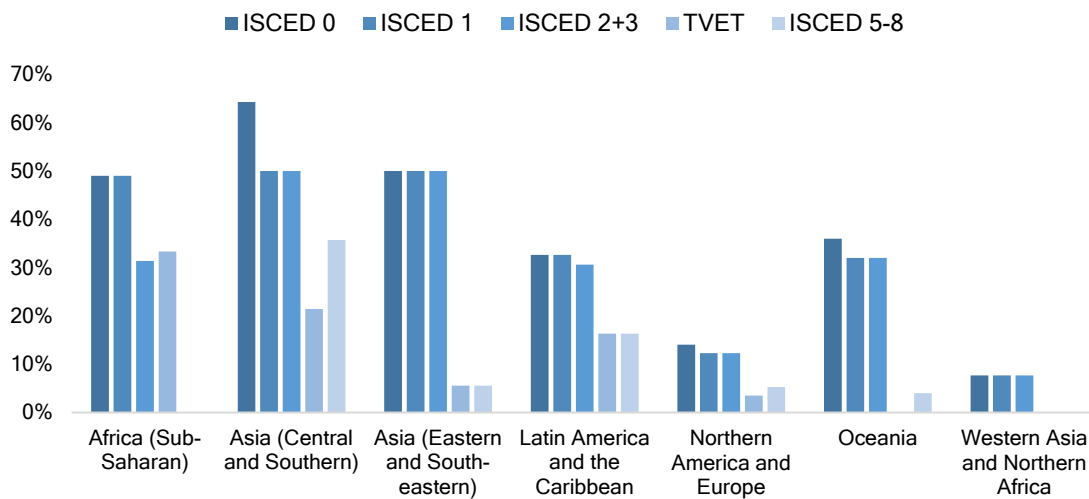## Figure 3: Countries with information by EC Region

ISCED 0 · ISCED 1 · ISCED 2+3 · TVET · ISCED 5-8

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Figure 4: Countries with information by SDG Region

Legend: ISCED 0, ISCED 1, ISCED 2+3, TVET, ISCED 5-8

Figure 5: Countries with information by WB Region

Legend: ISCED 0, ISCED 1, ISCED 2+3, TVET, ISCED 5-8

Annex I: Guide to navigating the repository

The dashboard has five filters: three regionals (EC Region, SDG Region, WB Region), one for country and one for year. Then there is the body of the table, where for each country and year, a circle can be obtained for reports on each level of education: early childhood education (ISCED 0), primary education (ISCED 1), secondary education (ISCED 2+3), technical and vocational education and training and tertiary education (ISCED 5-8).

Figure 6: Repository overview

By selecting the region or type of classification you are interested in, all countries belonging to the selected region will be displayed.

Figure 7: Opening the 'EC Region' filter

Figure 8: Opening the 'SDG Region' filter

Figure 9: Opening the 'WB Region' filter

The 'Country' filter shows only the relevant values depending on whether any of the three previous filters were used. Thus, if none of the previous filters were used, all countries for which information is available will be displayed. In case a specific region or commission was chosen in the previous filters, only the countries linked to that choice will be displayed.

Figure 10: Opening the 'Country' filter
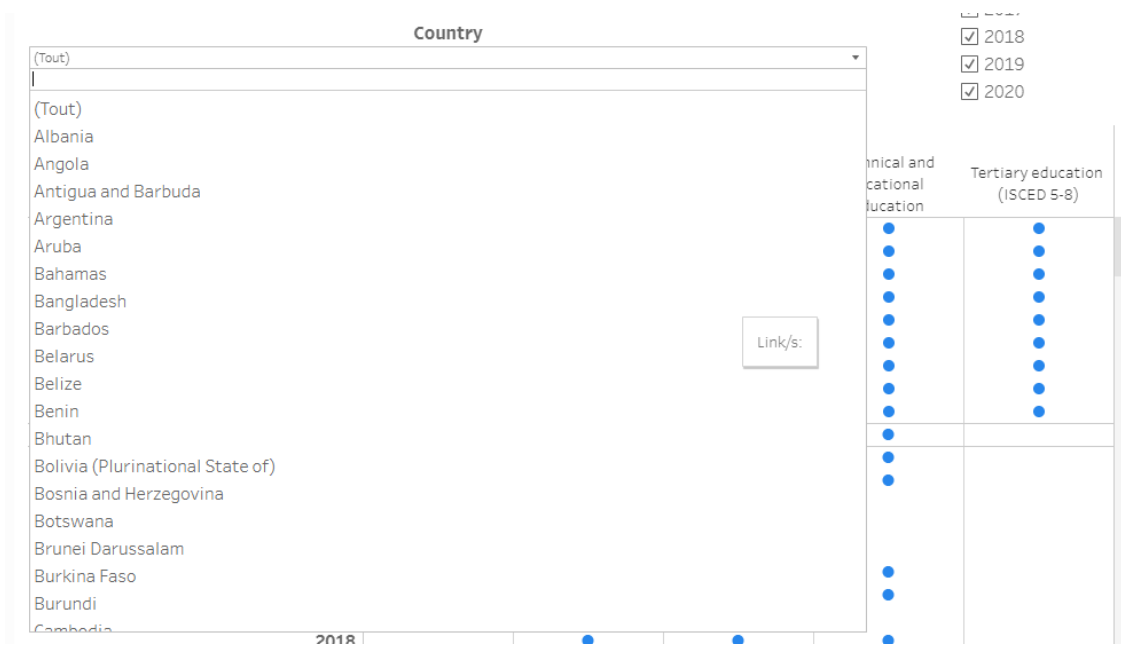
The 'Year' filter is different from the other filters in that it allows to select more than one value at a time. By using this filter, all years, some of them, or only one year can be selected.

Figure 11: Using the 'Year' filter

Year	Year	Year
☐ (Tout)	☑ (Tout)	☐ (Tout)
☑ 2010	☑ 2010	☑ 2010
☐ 2011	☑ 2011	☑ 2011
☐ 2012	☑ 2012	☑ 2012
☐ 2013	☑ 2013	☑ 2013
☐ 2014	☑ 2014	☑ 2014
☐ 2015	☑ 2015	☑ 2015
☐ 2016	☑ 2016	☐ 2016
☐ 2017	☑ 2017	☐ 2017
☐ 2018	☑ 2018	☐ 2018
☐ 2019	☑ 2019	☐ 2019
☐ 2020	☑ 2020	☐ 2020

Figure 12: Click on circle and get link

Country	Year	Early childhood education (ISCED 0)	Primary education (ISCED 1)	Secondary education (ISCED 2+3)	Technical and vocational education	Tertiary education (ISCED 5-8)
	2011	•	•	•	•	•
	2012	•	•	•	•	•
Albania	2013	●				
	2014	•				
	2015	•				
Angola	2010	•				
	2010					
	2011		•	•	•	
	2012		•	•		

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Link/s:
https://darelbasan.arsimi.gov.al/wp-content/uploads/2018/08/VJETARI_STATISTIKOR_2012-2013_WEB.pdf

Annex II: Criteria for harmonising data sources

Among the elements necessary to determine whether data from one source is comparable to data from a different source is to ensure consistency with respect to certain parameters and international standards:

a) Whether it refers to formal or informal education,
b) Whether it refers to public or private educational institutions or both,
c) Possible changes in the ISCED structure over the years,
d) The cut-off date of administrative data production (at the beginning, middle, or end of the year),
e) Which programmes are taken into account when reporting an educational level. For example, for lower secondary data (ISCED 2), sometimes general and vocational programmes (i.e. ISCED 24 and 25) are reported together, and it is not possible to differentiate between them.
f) Some countries have multiple ministries, which are responsible for publishing information on different ISCED levels. In particular, it is common for compulsory education to be under the responsibility of one ministry and the rest of the education system under the responsibility of other ministries.

Annex III: Data coverage by region

The summary of data coverage by regional grouping and by year is presented below.

Table 5: Countries with information by region and type

Grouping	Region	ISCED 0	ISCED 1	ISCED 2-3	TVET	ISCED 5-8
EC Region	Africa	25	25	16	17	0
	Asia and the Pacific	24	22	22	4	7
	Europe	13	11	11	2	3
	Latin America and the Caribbean	16	16	15	8	8
	Western Asia	0	0	0	0	0
	Without classification	0	0	0	0	0
SDG Region	Africa (Sub-Saharan)	25	25	16	17	0
	Asia (Central and Southern)	9	7	7	3	5
	Asia (Eastern and South-eastern)	9	9	9	1	1
	Latin America and the Caribbean	16	16	15	8	8
	Northern America and Europe	8	7	7	2	3
	Oceania	9	8	8	0	1
	Western Asia and Northern Africa	2	2	2	0	0
WB Region	Low income	11	11	8	5	0
	Lower middle income	28	28	23	12	4
	Upper middle income	23	21	20	10	10
	High income	15	13	12	4	4
	Without classification	1	1	1	0	0

Table 6: Countries with data by region and year

Grouping	Region	2010	2011	2012	2013	2014	2015
EC Region	Africa	18	18	18	21	18	22
	Asia and the Pacific	15	17	18	21	23	24
	Europe	4	12	11	13	14	14
	Latin America and the Caribbean	9	11	11	13	16	15
	Western Asia	0	0	0	0	0	0
	Without classification	0	0	0	0	0	0
SDG Region	Africa (Sub-Saharan)	18	18	18	21	18	22
	Asia (Central and Southern)	5	7	6	8	9	9
	Asia (Eastern and South-eastern)	3	4	5	6	8	9
	Latin America and the Caribbean	9	11	11	13	16	15
	Northern America and Europe	3	9	9	9	9	9
	Oceania	7	8	8	9	9	9
	Western Asia and Northern Africa	1	1	1	2	2	2
WB Region	Low income	7	6	7	8	6	8
	Lower middle income	17	22	21	25	26	28
	Upper middle income	13	18	18	22	23	24
	High income	8	11	11	12	15	14
	Without classification	1	1	1	1	1	1

Grouping	Region	2016	2017	2018	2019	2020
EC Region	Africa	20	16	12	5	1
	Asia and the Pacific	22	19	16	14	5
	Europe	14	14	13	11	8
	Latin America and the Caribbean	15	14	14	10	5
	Western Asia	0	0	0	0	0
	Without classification	0	0	0	0	0
SDG Region	Africa (Sub-Saharan)	20	16	12	5	1
	Asia (Central and Southern)	9	9	6	5	2
	Asia (Eastern and South-eastern)	8	7	7	6	3
	Latin America and the Caribbean	15	14	14	10	5
	Northern America and Europe	9	9	9	8	5
	Oceania	8	6	5	4	1
	Western Asia and Northern Africa	2	2	2	2	2
WB Region	Low income	9	7	4	2	1
	Lower middle income	24	21	17	11	5
	Upper middle income	24	21	21	18	10
	High income	13	13	12	8	3
	Without classification	1	1	1	1	0

Annex IV: About the survey

The survey was conducted between February 2021 and June 2021 and it was exclusively an online survey of the official websites of the governments of each country. No contact was made with the persons responsible for producing this information.

The survey covered most UNESCO member countries, with the exception of the countries that regularly report to the OECD, for which data gaps do not usually exist.

In the case of a missing country or missing year for a country for which data is available, this means that the data is not publicly available, that the access links are corrupted, or that prior authorisation is required to access the report, and therefore the data is not considered to be publicly available.

Because the links are hosted on official websites of each country and do not depend on UNESCO, it is possible that some of them may be down without prior notice.