UIS Education Surveys: An update

UIS Regional Workshop on Education Statistics for Pacific Countries
Nadi (Fiji), 5 December 2016

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Outline

- The UIS international education data production at the dawn of Education 2030
- UIS international education surveys
  - Response rates
  - Key data gaps and issues
International education data, what for?

Countries around the world

> Data collection and verification
> Production of cross-nationally comparable indicators

UNESCO Institute for Statistics (UIS)

UIS database on education, science, culture, and communication

DATA FOR POLICYMAKING AND BENCHMARKING
UN agencies and international organizations
Donor agencies
Regional policymakers such as African Union
National governments

DATA FOR RESEARCH
Researchers and academic community

DATA FOR ADVOCACY
Civil society
Non-governmental organizations
Journalists
UNESCO INSTITUTE FOR STATISTICS: GLOBAL NEXUS FOR EDUCATION DATA

The UIS is the official source of data to monitor SDG 4 - Education 2030
WE WORK WITH COUNTRIES AND PARTNERS AROUND THE WORLD

DATA AND METADATA

NATIONAL STATISTICAL SYSTEM

UNESCO INSTITUTE for STATISTICS

GLOBAL ALLIANCE TO MONITOR LEARNING

TECHNICAL COOPERATION GROUP

INTER-AGENCY GROUPS ON EQUITY, DISABILITIES, SPENDING

UIS DATABASE FOR SDG 4

on.unesco.org/SDG4_data
How to ensure international comparability?

Data comparability across countries is ensured by:

- **Standards**
  - Adopting ISCED (ISCED 2011)
  - Defined education indicators methodology

- **Homogeneous data sources**
  - Using United Nations Population Division (UNPD) population estimates/SPC for countries with total pop less than 50k
  - Using World Bank and IMF economic data
Education Surveys

- **UIS/OECD/EUROSTAT – UOE survey**
  - 48 countries (two in Pacific)
  - Data processing split between organizations

- **UIS Education survey**
  - 163 countries
  - Data processed by UIS
UIS Education Survey of Formal Education

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

- **2 questionnaires** – not necessarily collected every year
  - Questionnaire T (UIS/ED/T): Supplementary Questionnaire on Teachers
  - Questionnaire ISCED 2011 (UIS/ED/ISC11): national education systems

**Instructions for completing the questionnaire**

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

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

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

**Data for the academic year ending in 2015**

**Deadline for returning the completed questionnaire:** 29 April 2016

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

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

**ISCED 2011**

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

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**UIS/ED/T**

**UIS/ED/ISC11**
## UIS Survey Schedule

<table>
<thead>
<tr>
<th>Survey</th>
<th>Collection (dates)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mail-out dates</td>
</tr>
</tbody>
</table>
Education Data Production at UIS

Data entry

Questionnaires received

Mail out

Data check

Data report

Data correction

Calculation of Indicators

Country review

Indicators review

Country feedback

Publishing
Data Processing Report

DATA PROCESSING REPORT
Country name: IRAN, ISLAMIC REPUBLIC OF
Questionnaire: UIS/ED/A/2016: Students and teachers (ISCED 0-4)

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

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

1. Coverage, coding and coherence with ISCED mapping:

<table>
<thead>
<tr>
<th>Column</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Data at ISCED 01 have been coded as &quot;0 Z&quot; (not applicable) based on the ISCED mapping.</td>
<td></td>
</tr>
<tr>
<td>A8</td>
<td>Data at ISCED 34+35 have been coded as &quot;0 Z&quot; (not applicable) based on the ISCED mapping.</td>
<td></td>
</tr>
</tbody>
</table>

2. Missing data:

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

<table>
<thead>
<tr>
<th>Column</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2, A3, A10</td>
<td>Students and teachers at ISCED 4</td>
<td></td>
</tr>
<tr>
<td>A8</td>
<td>Graduates at ISCED 2 are missing but were available last year. Graduates at ISCED 2 are the number of students who completed the last grade of lower secondary, in your country it is lower secondary grade 3 in the new education system. Could you provide data or estimates please?</td>
<td></td>
</tr>
<tr>
<td>A8</td>
<td>Graduates at the column &quot;ISCED 34+35&quot; are missing but were available last year. ISCED 352 exists according to the ISCED mapping. Could you provide data or estimates please?</td>
<td></td>
</tr>
<tr>
<td>A8, A10</td>
<td>Classroom teachers, qualified and trained teachers at ISCED 02</td>
<td></td>
</tr>
</tbody>
</table>

3. Data issues:

Data at ISCED 1, the number of students in Table A3 (both initial education and formal adult education) do not equal to the sum of Tables A4 (formal adult education only) and A5 (initial education only) but should be. For example, the total number of students at ISCED 1 age >24 is 388,995 in Table A3 but the sum of data in Tables A4 and A5 for age >24 is 388,996 (difference of 1). The same can be observed for age group <15, 15, 16 and 24. Could you verify and provide corrected data please?

<table>
<thead>
<tr>
<th>Column</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>A5</td>
<td>At ISCED 1, the number of students in Table A3 (both initial education and formal adult education) do not equal to the sum of Tables A4 (formal adult education only) and A5 (initial education only) but should be. For example, the total number of students at ISCED 1 age &gt;24 is 388,995 in Table A3 but the sum of data in Tables A4 and A5 for age &gt;24 is 388,996 (difference of 1). The same can be observed for age group &lt;15, 15, 16 and 24. Could you verify and provide corrected data please?</td>
<td></td>
</tr>
</tbody>
</table>

Please provide your response to tn.ho@unesco.org and/or uis.survey@unesco.org by June 1st 2016.
### Access and participation in primary education

<table>
<thead>
<tr>
<th>Year</th>
<th>MF</th>
<th>M</th>
<th>F</th>
<th>GPI</th>
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<tbody>
<tr>
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<td>104.1</td>
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<td>103.4</td>
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<td>2002</td>
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<td>103.0</td>
<td>102.7</td>
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</tr>
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<td>2003</td>
<td>103.3</td>
<td>103.5</td>
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<td>1.00</td>
</tr>
<tr>
<td>2004</td>
<td>104.3</td>
<td>104.8</td>
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</tr>
<tr>
<td>2005</td>
<td>103.7</td>
<td>105.0</td>
<td>105.3</td>
<td>0.99</td>
</tr>
<tr>
<td>2006</td>
<td>106.8</td>
<td>107.0</td>
<td>108.2</td>
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<tr>
<td>2007</td>
<td>106.7</td>
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<td>2008</td>
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<td>105.4</td>
<td>0.99</td>
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<tr>
<td>2011</td>
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<td>2012</td>
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<td>107.4</td>
<td>0.99</td>
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</table>

### Adjusted net enrolment rate (NERA)

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<th>F</th>
<th>GPI</th>
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<td>97.4</td>
<td>97.9</td>
<td>1.01</td>
</tr>
</tbody>
</table>
Data checking and your feedback: the importance of data report and indicator review

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

- Thematic reports
- Information papers
- Technical documents
Your data submitted to the UIS have been used in important international reports.
Response rate by region, Survey 2016
Response rate for Pacific countries, Survey 2013 to Survey 2016

First UIS/SPC regional workshop
The importance of timely data

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

School year ending in

2016
2015
2014
2013
2012

Submission
Key data gaps and issues in UIS QA

- Pre-primary education (missing, under/over coverage)
- Lack of data on technical and vocational education (TVET)
- Inconsistent enrolment data by age with official entrance age
- Large amount of over-aged pupils
- Teaching staff disaggregated by ISCED level not available
- Missing or inconsistent data on qualified and trained teachers
- Graduates at primary and lower secondary education (missing, misreporting)
Timeliness and regularity for UIS Questionnaire B

Financial year ending in

- 2016
- 2015
- 2014
- 2013
- 2012

Submission
Key data gaps and issues in UIS QB

- Very limited submissions
- Expenditure allocated by ISCED levels (e.g. high proportion not allocated)
- Expenditure by nature of spending (often not disaggregated by nature)
- Inconsistency between expenditure source and spending
Timeliness and regularity for UIS
Questionnaire C

![Bar chart showing submission and partial submission for different years (2012-2016)]

- **School year ending in**
  - 2016
  - 2015
  - 2014
  - 2013
  - 2012

- **Legend**
  - Orange: Submission
  - Light orange: Partial submission
Key data gaps and issues in UIS QC

- Partial coverage
- Enrolment and graduates in first degree programmes
- New entrants and first time new entrants to tertiary programmes
- International mobile students missing
Document list

- Mapping national education system to UIS questionnaires
- Technical training materials
- ISCED documents
- UIS questionnaires and indicator guideline
- UIS recent publications


UIS blog: [https://sdg.uis.unesco.org/](https://sdg.uis.unesco.org/)
New developments underway...

- UIS is revisiting model for capacity building for SDG
- Developing innovative resources for training
- UIS questionnaires revision
- New data sources are emerging
- Develop new databases for equity and learning