



United Nations
Educational, Scientific and
Cultural Organization



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INSTITUTE
FOR
STATISTICS



UIS Education Surveys: An update

UIS Regional Workshop on Education Statistics for Pacific Countries

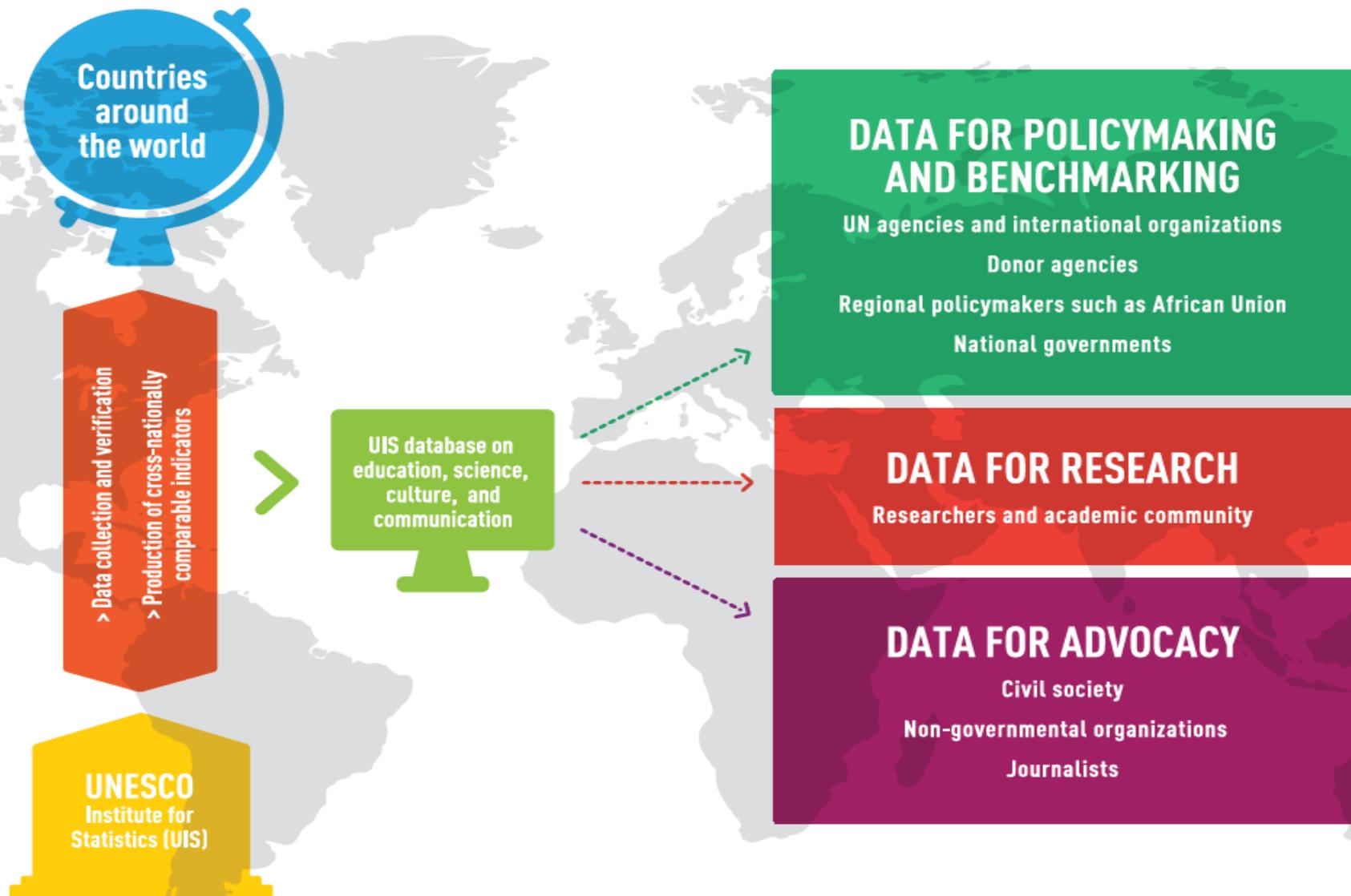
Nadi (Fiji), 5 December 2016

Wendy, Xiaodan Weng

Outline

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

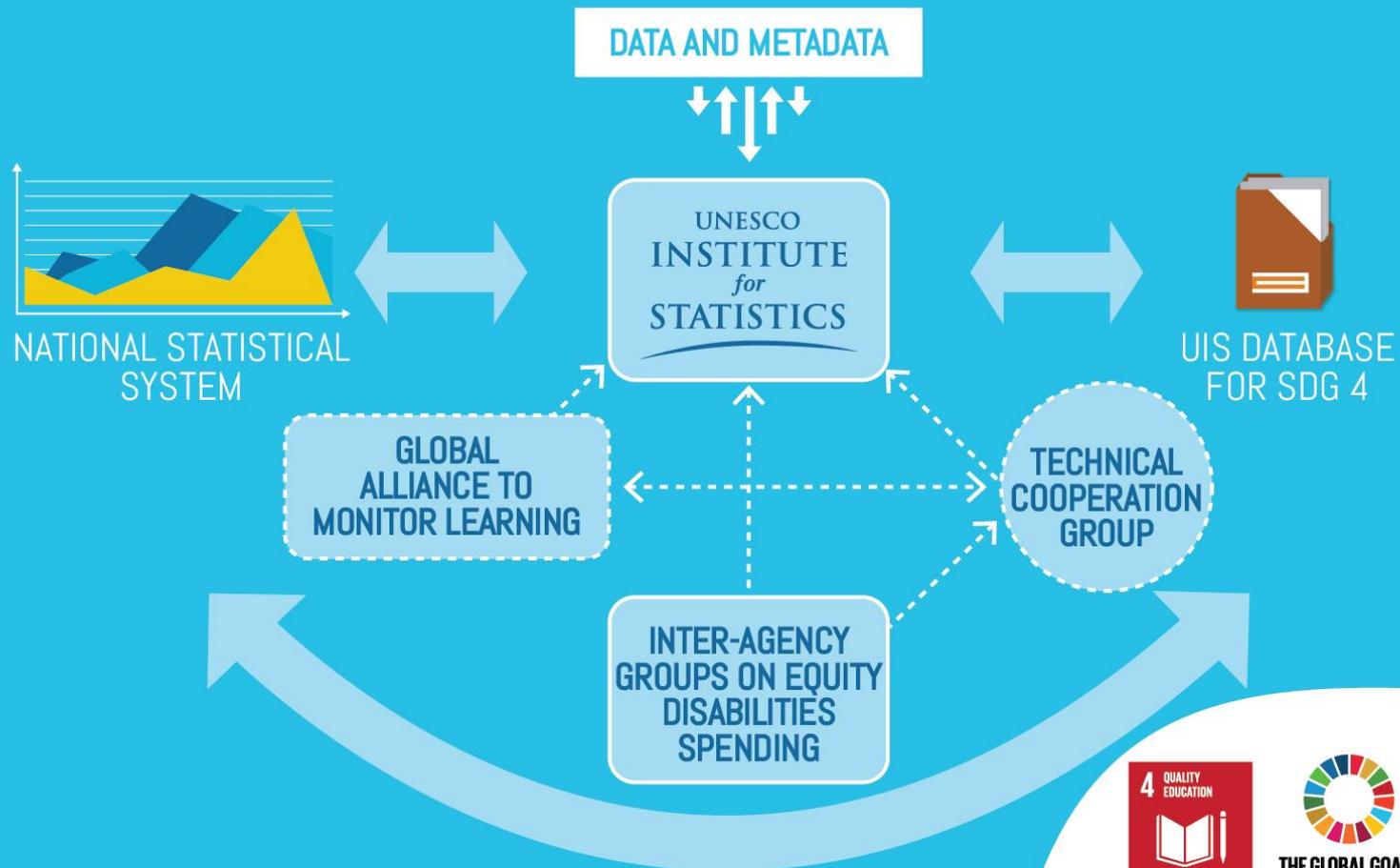
International education data, what for?



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



on.unesco.org/SDG4_data



THE GLOBAL GOALS
For Sustainable Development

#Data4SDGs

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

- 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

2016 SURVEY OF FORMAL EDUCATION
Supplementary Questionnaire on Teachers

Data for the academic year ending in 2015
Deadline for returning the completed questionnaire: 23 April 2016

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/UISQuestionnaire/Pages/Questionnaire.aspx>

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

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

Coverage

The Supplementary Questionnaire on Teachers covers all pre-primary, primary, secondary and formal adult education from pre-primary to secondary education within the borders of your country. It covers all public and private institutions should be reported irrespective of the hiring entity (e.g. national, regional or local government, private institutions). Data are not available for some part of the education system or do not cover all teachers and teaching staff in your country. If data are not available please provide a comment regarding the coverage of the data and describe any omissions. Please do not make every effort to ensure that the teacher data reported in this questionnaire are consistent with the data reported in Table A9 of UIS/ED/A.

This questionnaire collects data on classroom teachers at ISCED levels 0 to 3 and not their assignments to specific programmes, levels or grades. This means that each teacher should be counted once only. If classroom teachers are assigned to more than one level or grade or if they have more than one teaching contract, their numbers should be pro-rated according to the percentage of contractual working (or teaching) hours devoted to each programme, level or grade during the reference school year. Where this information is unknown, classroom teachers should be pro-rated in equal shares to each programme, level or grade to which they are assigned during the reference year.

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

Please report salary data in accordance with the formal policies or statutory salary scales for a full-time full-year classroom teacher in public institutions in your country at each of the three levels of experience assuming a teacher had the required minimum training to be fully trained to teach at the start of their teaching career. Data should be provided in units of the national currency. If it is not possible to provide data in units of the national currency please update Question 3 in the VAL_T1 sheet.

ISCED 2011

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

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

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

UNESCO INSTITUTE FOR STATISTICS
SURVEY ON FORMAL EDUCATION
National education systems

Data for the academic year ending in 2015
Deadline for returning the completed questionnaire: 23 April 2016

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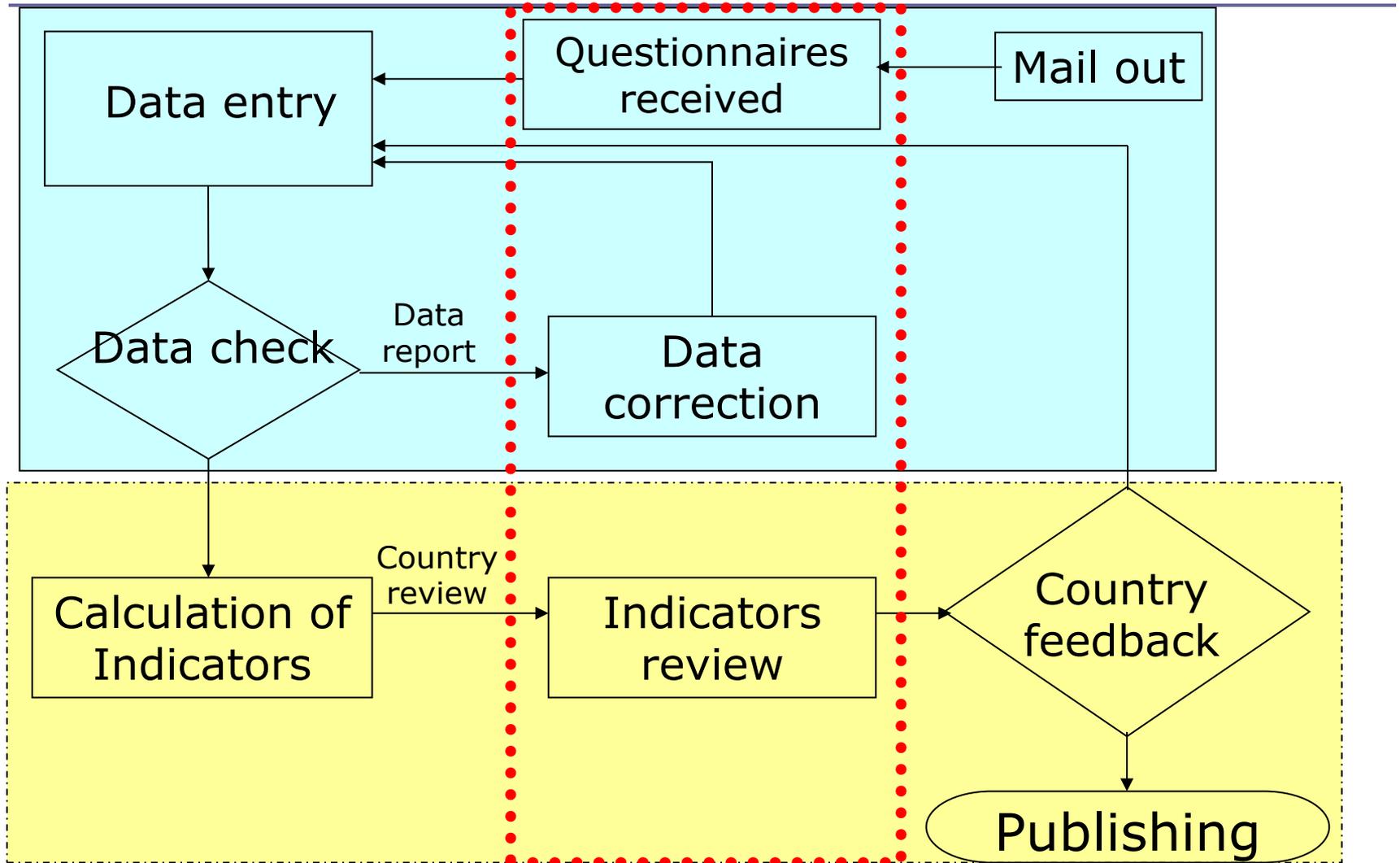
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UIS Survey Schedule

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

Education Data Production at UIS



Data Processing Report



DATA PROCESSING REPORT

Country name: IRAN, ISLAMIC REPUBLIC OF

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

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

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

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

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

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

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

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

3. Data issues: Please review the issues below:

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



TIME SERIES REPORT

Country name: IRAN, ISLAMIC REPUBLIC OF

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

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

Table A2: ISCED 0 Students

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

Comment/explanation:

Table A3: Total Students by Age, ISCED 0

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

Table A3: Total Students by Age, ISCED 0

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

Comment/explanation:

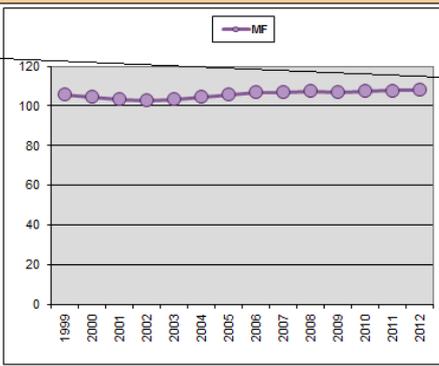
Table A2: ISCED 1 Students, Initial and formal adult education

Education Indicators Country Review

Access and participation in primary education

Gross enrolment ratio (GER)

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



Definition

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

Formula school year ending in 2012

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

MF = $113634 / 105052 * 100 = 108.2$

Female = $55886 / 52029 * 100 = 107.4$

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

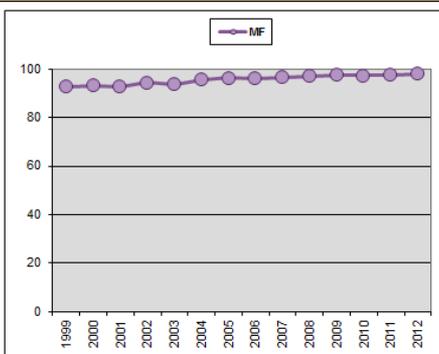
o.k

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

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

Adjusted net enrolment rate (NERA)

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



Definition

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

Formula school year ending in 2012

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

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

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

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

o.k

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

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

Outputs and data dissemination –UIS website

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

Data to Transform Lives



Explore themes



View indicators



Browse by country



Education & Literacy

Science, Technology & Innovation

Culture

Communication & Information

> Sustainable Development Goal 4

The Official Source of Internationally-Comparable Education Data

> Learning Outcomes

Towards a New Generation of Internationally-Comparable Data

> Out-of-School Children and Youth

Data to Break the Barriers to Education

> Literacy

Tracking Literacy Skills among Children, Youth and Adults

> Gender Equality in Education

Data to Help Close the Gap

> Equity in Education

> Teachers

From Teacher Training to Recruitment: Data to Improve the Quality of Education

> Education in Africa

Data for the Region Facing the Biggest Challenges

> Education Finance

Data and Tools to Track Funding

> Higher Education

Tracking Enrolment, Fields of Study and Destinations of Students Globally

> Educational Attainment

Shedding Light on the Skills and Potential of Adults and Societies at Large

UIS publications

- Thematic reports
- Information papers
- Technical documents

WHO PAYS FOR WHAT IN EDUCATION? The real costs revealed through national education accounts



INFORMATION PAPER NO. 31 SEPTEMBER 2016



Country readiness to monitor SDG 4 education targets
Regional survey for the Asia and Pacific region



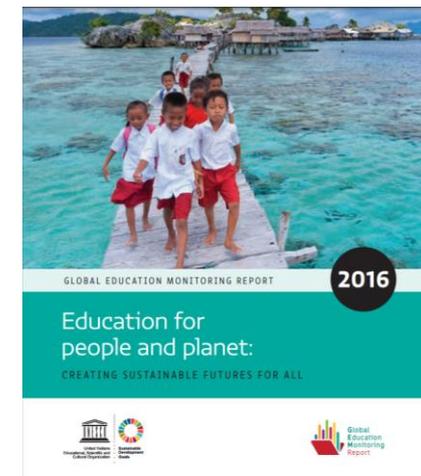
ISCED FIELDS OF EDUCATION AND TRAINING 2013 (ISCED-F 2013)



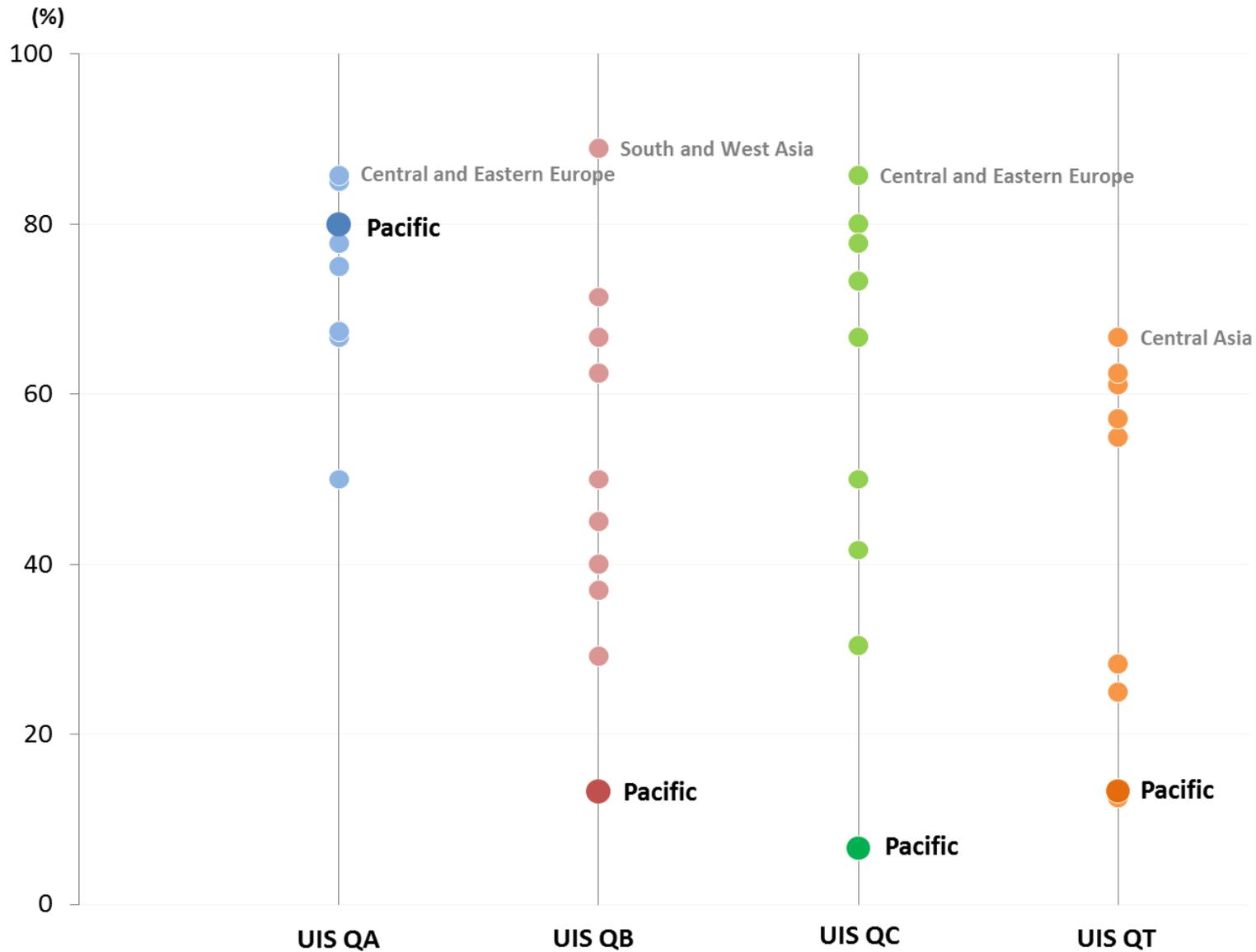
Your data submitted to the UIS have been used in important international reports



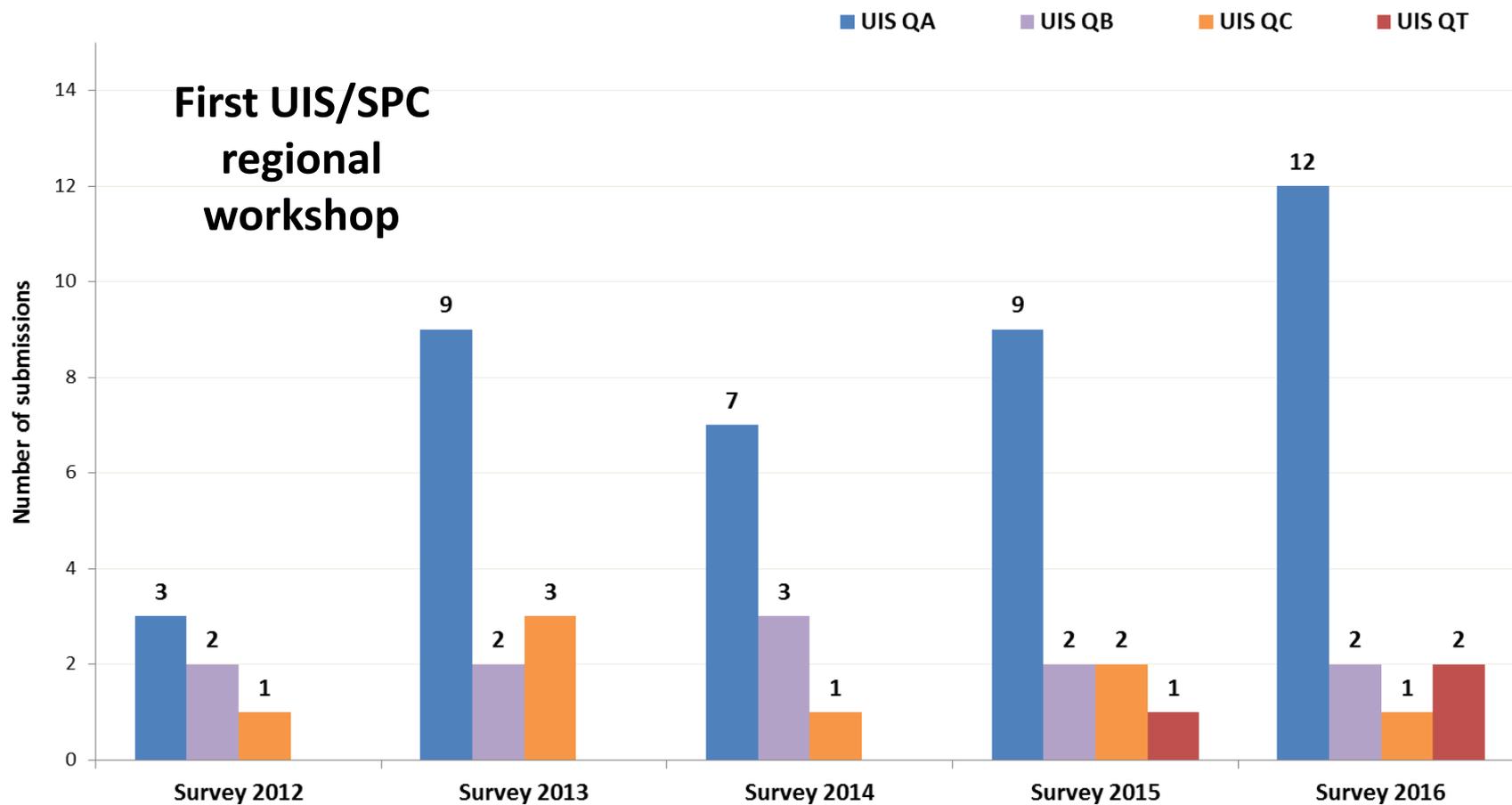
Human Development Report **2015**



Response rate by region, Survey 2016



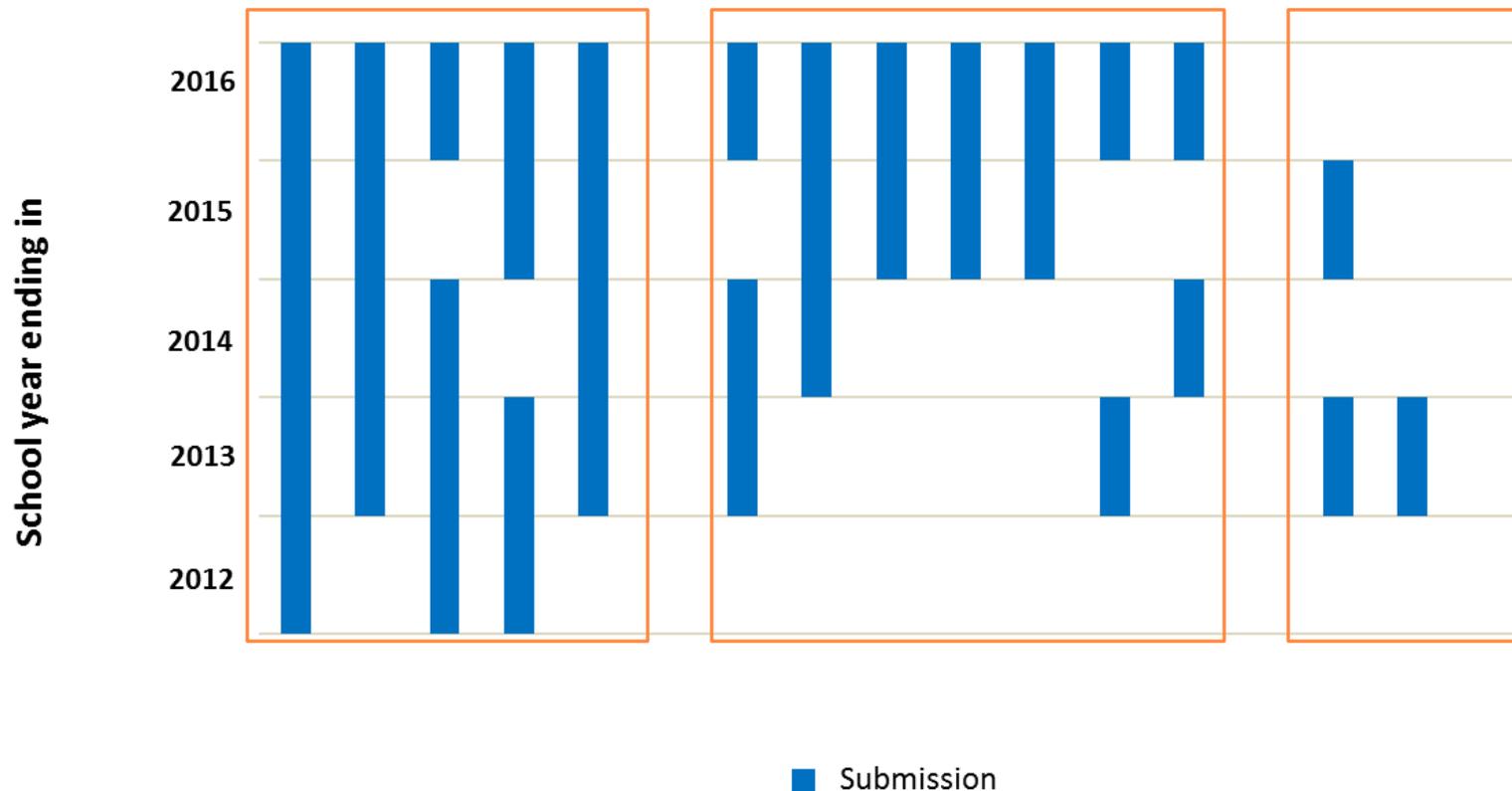
Response rate for Pacific countries, Survey 2013 to Survey 2016



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



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)

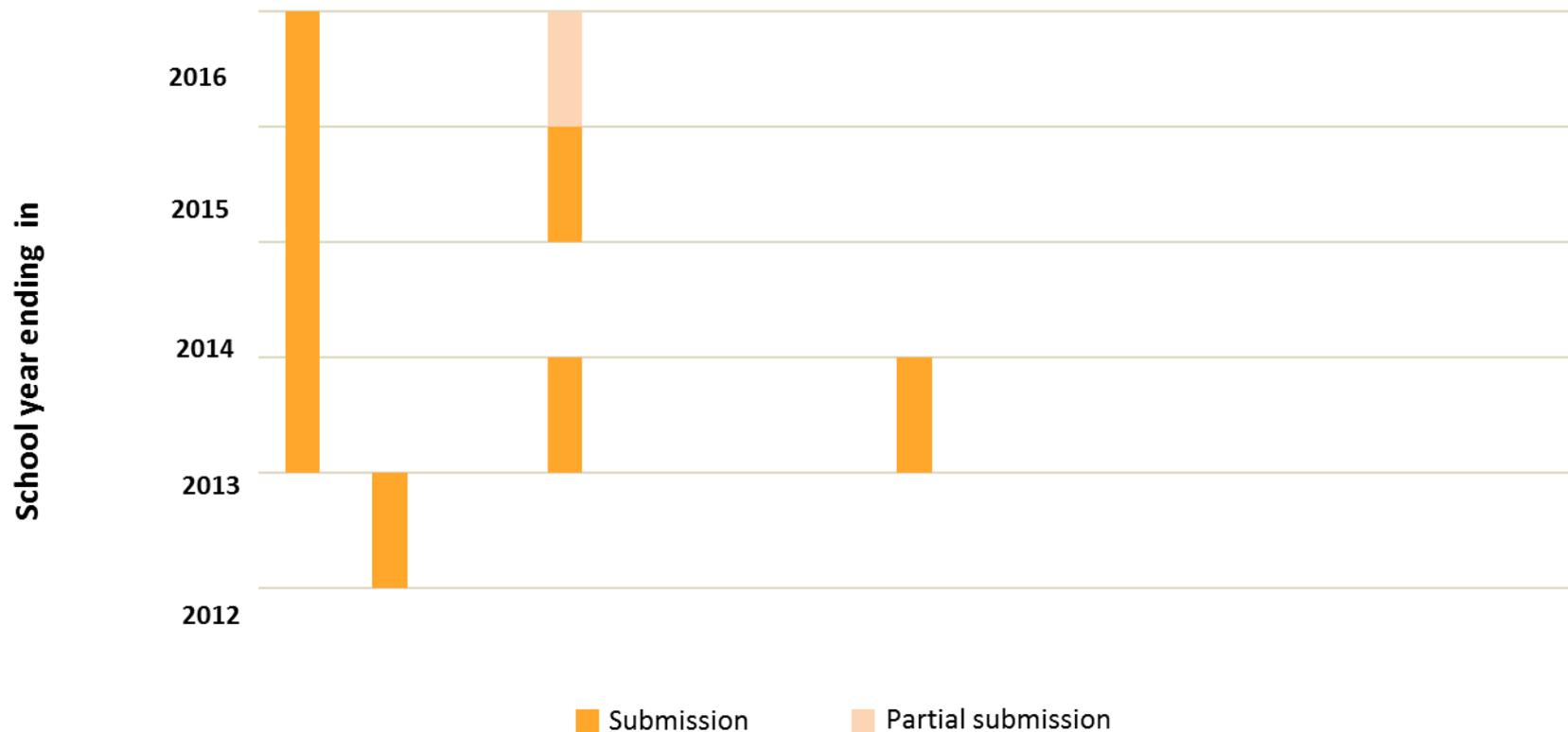
Timeliness and regularity for UIS Questionnaire B



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



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

UIS blog: <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