



**unesco**

Institute for Statistics

**REPOSITORY OF EDUCATION  
INDICATORS REPORTS  
METHODOLOGICAL NOTE**

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## 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 4: Post-secondary non-tertiary 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
WB	World Bank

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## 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 collection of national education reports, publicly available on the websites of each country, has been compiled and made accessible to the public.

This document outlines the key methodological aspects related to the development of the repository and is organized as follows: Section 2 outlines the objectives of the repository, its intended uses, and the framework for its development within the context of the UIS. Section 3 provides usage instructions, while section 4 describes the types of data presented. Finally, section 5 summarizes the coverage in terms of countries with available data.

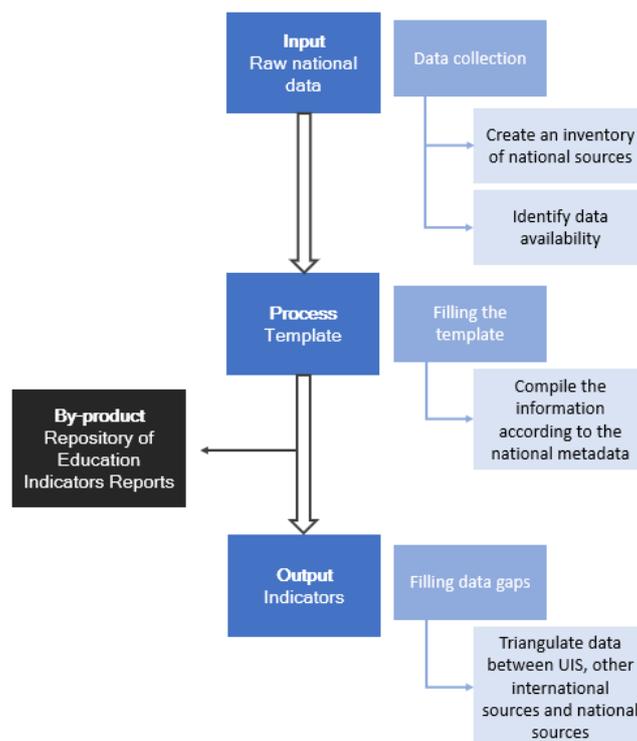
## II. The repository

The repository provides a compendium of links related to the main sources of education data published by each country. These datasets focus on enrolment, repeaters, graduates, 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 gathers education data through the annual [Survey of Formal Education](#), while population data is sourced from the UNPD and GDP data from the World Bank for standard indicator calculations. However, one of the major challenges faced is the presence of several critical data gaps.

To address this issue, an alternative data collection mechanism has been implemented, as illustrated below:

Figure 1: Process of filling data gaps from national sources



The process begins with the collection of publicly available national raw data (comprising both data and metadata), which is then standardized and compiled into a template specifically developed for this purpose. The ultimate goal is to address data gaps resulting from the Survey of Formal Education.

As part of this data collection effort, an inventory of national sources was created, leading to a valuable by-product: the [Repository of Education Indicators Reports](#). However, due to the raw nature of the data and the inconsistent or discontinued reporting, homogeneous data series may not always be available.

Annex I outlines key criteria for transforming raw data into indicators. The aim is not to achieve precise indicators but to highlight the challenges and mitigating factors that must be addressed in reaching that goal.

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### III. Using the repository

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

- a) Freely browse through the repository, without the need to use the regional grouping or date filters. To do this, simply scroll vertically until you find the country you are looking for. Once located, find the relevant year and document type, click on the circle, and follow the link that appears in the pop-up window.
- b) Use the filters to select a country:
  - In the 'Region' drop-down menu, select the region or classification of interest: UN Economic and Social Commission, SDG regional group or World Bank income classification. All countries within 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 appears in the pop-up window.

A step-by-step guide for navigating the dashboard, with images, can be found in Annex II.

### IV. Data

#### a. Dates

The repository includes reports covering the years 2010 to 2025. For those countries with a school year between two calendar years, the school year in the last calendar year was imputed.

For example, if a country's calendar year covers the years 2017/2018, it will be classified in the repository under 2018.

#### b. Sources

The most frequent sources include education yearbooks, administrative data, and online visualizations from Ministries of Education, as well as national yearbooks and thematic reports (in both tabular and text formats) from National Statistical Offices.

Additionally, a substantial amount of information was also gathered from transparency-oriented government websites.

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### c. Education system

This data 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)
- Post-secondary non-tertiary education (ISCED 4)
- 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**

<b>Region Definition</b>	<b>Full name</b>
<b>EC Region</b>	<b>United Nations Economic and Social Commission</b>
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)
<b>SDG Region</b>	<b>Sustainable Development Goals</b>
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	
<b>WB Region</b>	<b>World Bank country income groups</b>
Low income	
Lower middle income	
Upper middle income	
High income	

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## V. Coverage

In total, education data reports were obtained for 121 countries. Below is the distribution of the countries surveyed according to different regional groupings.

**Table 2: Countries surveyed by EC Region**

<b>EC Region</b>	<b>No. of countries</b>	<b>% of countries</b>
Africa	42	77.8%
Asia and the Pacific	33	56.9%
Europe	18	32.1%
Latin America and the Caribbean	35	76.1%
Western Asia	0	0.0%
Without classification	1	4.2%

**Table 3: Countries surveyed by SDG Region**

<b>SDG Region</b>	<b>No. of countries</b>	<b>% of countries</b>
Africa (Sub-Saharan)	42	82.4%
Asia (Central and Southern)	10	71.4%
Asia (Eastern and South-eastern)	8	44.4%
Latin America and the Caribbean	35	71.4%
Northern America and Europe	12	21.1%
Oceania	10	40.0%
Western Asia and Northern Africa	4	15.4%

**Table 4: Countries surveyed by WB Region**

<b>EC Region</b>	<b>No. of countries</b>	<b>% of countries</b>
Low income	21	72.4%
Lower middle income	34	68.0%
Upper middle income	38	69.1%
High income	25	30.5%
Without classification	3	12.5%

The regional distribution of surveyed countries according to the three regional groupings can be visualised in the following figures:

Figure 2: Countries with information by EC Region

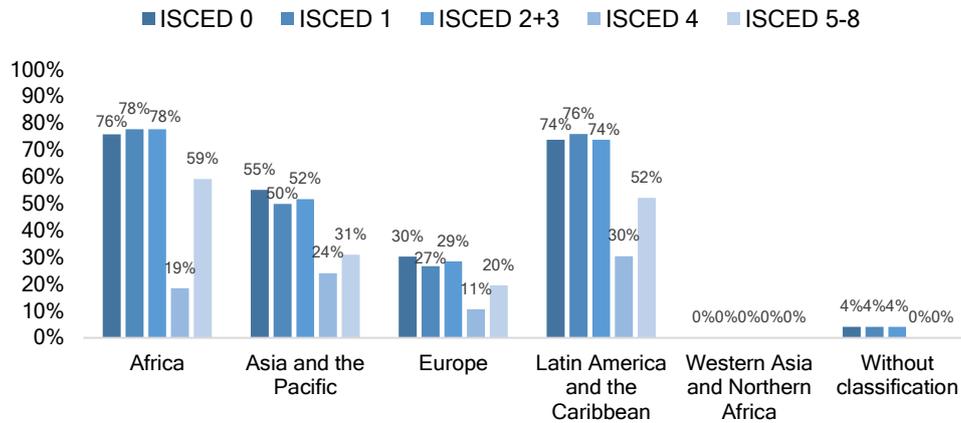


Figure 3: Countries with information by SDG Region

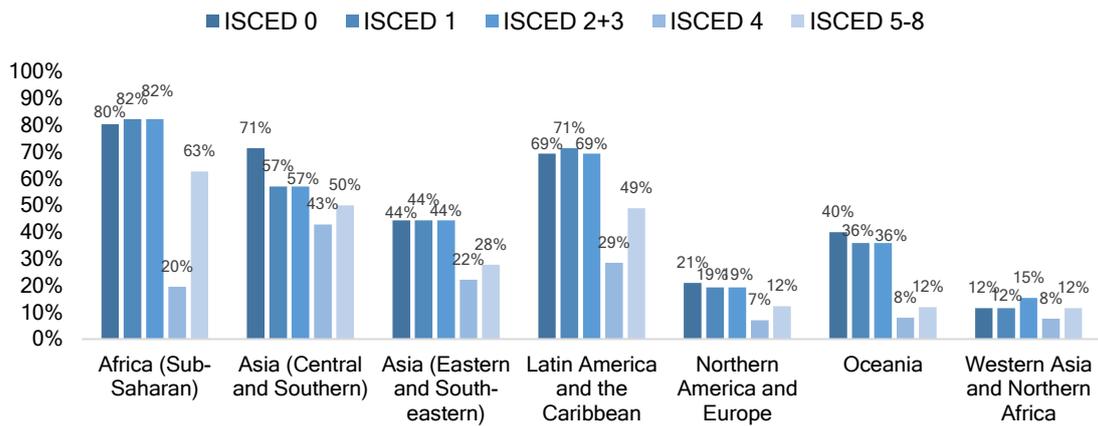
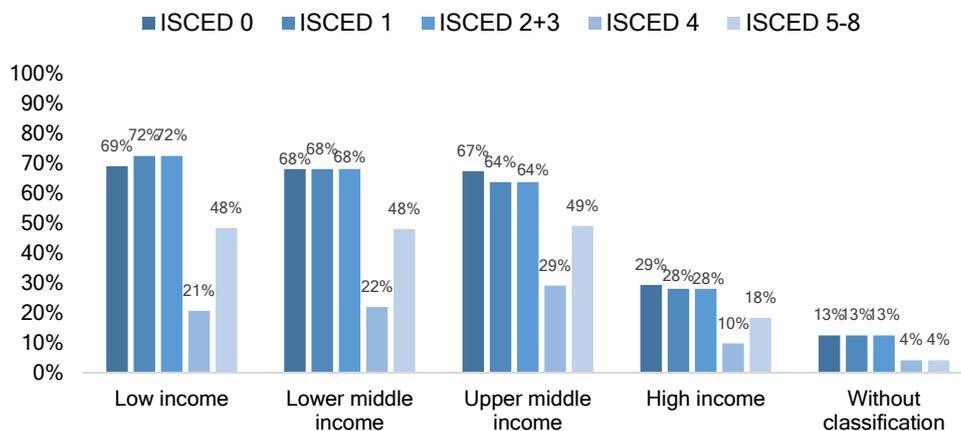
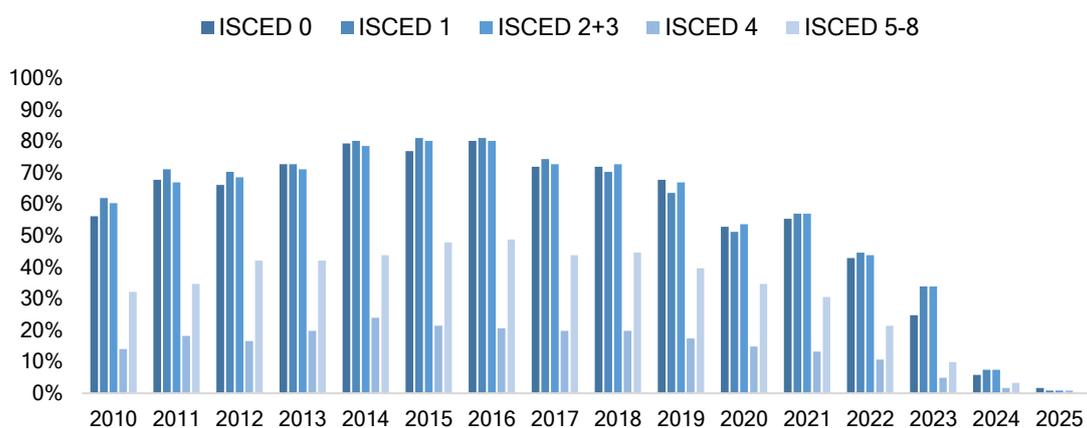


Figure 4: Countries with information by WB Region



In total, of the 121 countries with education data reports, 118 had reports related to early childhood education (ISCED 0), 116 to primary education (ISCED 1), 116 to secondary education (ISCED 2+3), 42 to post-secondary non-tertiary education (ISCED 4) and 81 to tertiary education (ISCED 5-8). The number of countries with information by year is distributed as follows:

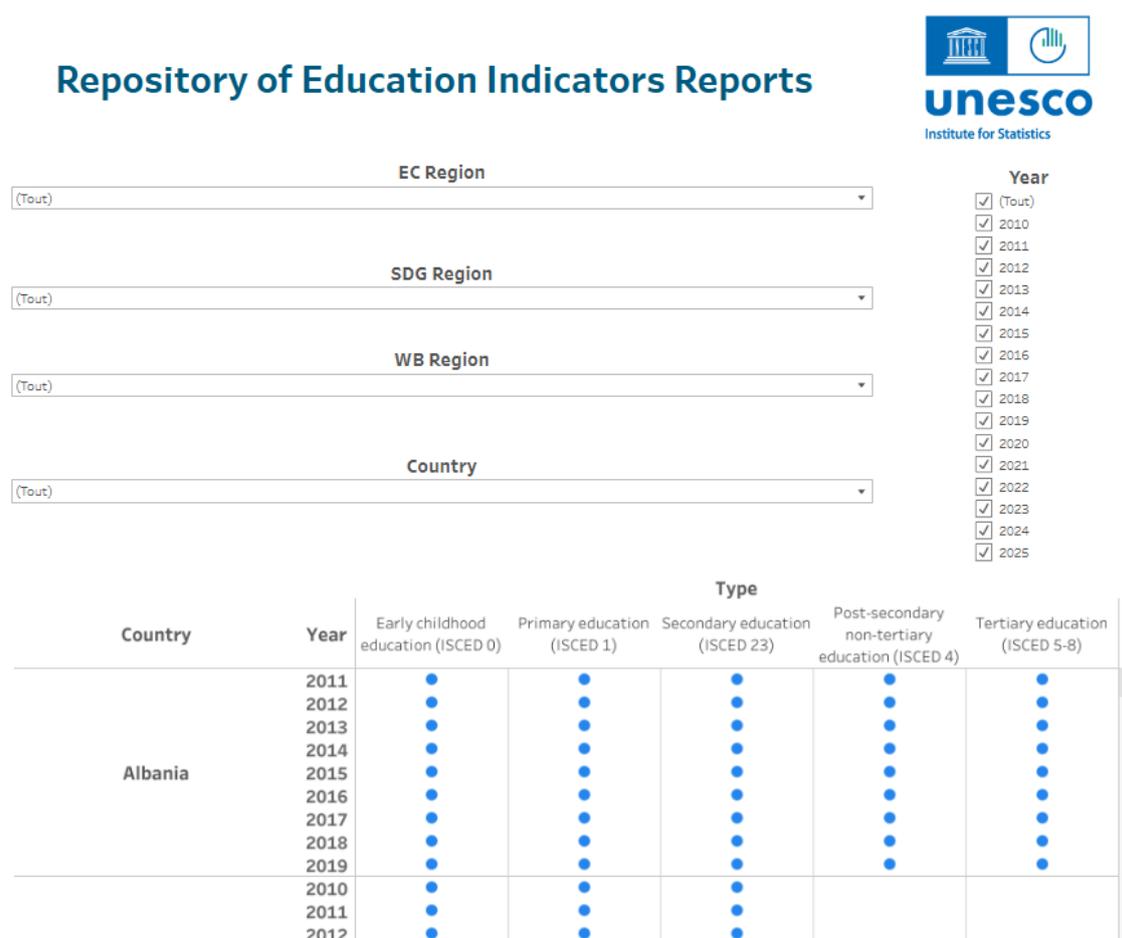
**Figure 5: Countries with information by year and type**



## 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. In the main section of the dashboard, a circle is displayed for each selected country and year, indicating reports on various education levels: early childhood education (ISCED 0), primary education (ISCED 1), secondary education (ISCED 2+3), post-secondary non-tertiary education (ISCED 4), 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

The 'EC Region' filter dropdown menu is open, showing the following options: (Tout), Africa, Asia and the Pacific, Europe, and Latin America and the Caribbean. To the right, the 'Year' filter list is visible, showing a list of years from 2010 to 2016, each with a checked checkbox. The 'Year' filter list also includes a '(Tout)' option at the top.

Figure 8: Opening the 'SDG Region' filter

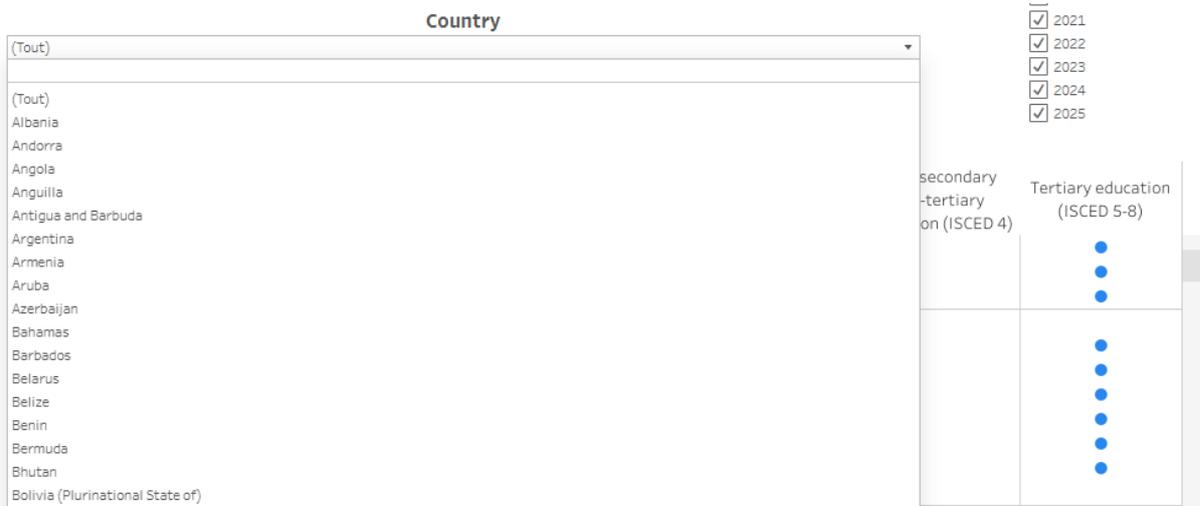
The 'SDG Region' filter dropdown menu is open, showing the following options: (Tout), Africa (Sub-Saharan), Asia (Central and Southern), Asia (Eastern and South-eastern), Latin America and the Caribbean, Northern America and Europe, Oceania, and Western Asia and Northern Africa. To the right, the 'Year' filter list is visible, showing a list of years from 2012 to 2023, each with a checked checkbox. The 'Year' filter list also includes a '(Tout)' option at the top.

Figure 9: Opening the 'WB Region' filter

The 'WB Region' filter dropdown menu is open, showing the following options: (Tout), Low income, Lower middle income, Upper middle income, and High income. To the right, the 'Year' filter list is visible, showing a list of years from 2016 to 2025, each with a checked checkbox. The 'Year' filter list also includes a '(Tout)' option at the top.

The 'Country' filter dynamically adjusts based on the selections made in the previous regional filters. If none of the regional filters are applied, all countries with available information are shown. However, if a specific region or commission is selected, only the countries associated with that choice will be displayed.

Figure 10: Opening the 'Country' filter



The 'Year' filter differs from the other filters by allowing the selection of multiple values at once. With this filter, you can choose all years, a subset of years, or a single year, depending on your preference.

Figure 11: Using the 'Year' filter

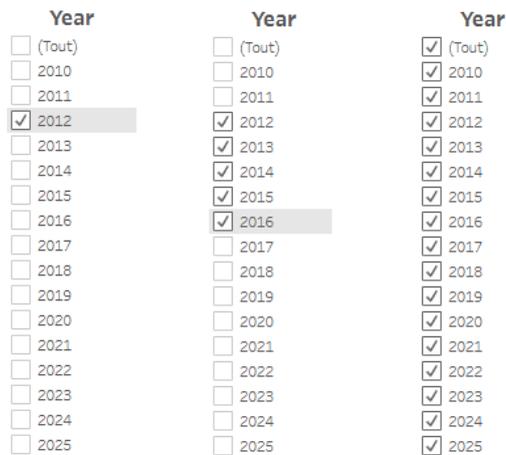


Figure 12: Click on circle and get link

Country	Year	Type				
		Early childhood education (ISCED 0)	Primary education (ISCED 1)	Secondary education (ISCED 23)	Post-secondary non-tertiary education (ISCED 4)	Tertiary education (ISCED 5-8)
Albania	2012	●				
	2013	●				
	2014	●				
	2015	●				
	2016	●				
Andorra	2012	●				
	2013	●				
	2014	●				
	2015	●				
Angola	2015		●	●		●
	2016		●	●		●

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## Annex II: Criteria for harmonising data sources

The purpose of this section is to summarize the results of comparing different data sources. To effectively use alternative sources, the first step is to understand the differences in available data for the same country by analyzing the methodologies and establishing a rule for utilizing alternative sources in global reporting.

Key elements required to determine whether data from one source is comparable to another include ensuring consistency in certain parameters:

- a) Whether the data refers to formal or informal education,
- b) Whether it covers public, private, or both types of educational institutions,
- c) Changes in the ISCED structure over time,
- d) The cut-off date for administrative data production (at the beginning, middle, or end of the year),
- e) In some countries, multiple ministries are responsible for publishing data on different ISCED levels. Typically, compulsory education falls under one ministry, while the rest of the education system is overseen by 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	ISCED 4	ISCED 5-8
EC Region	Africa	41	42	42	10	32
	Asia and the Pacific	32	29	30	14	18
	Europe	17	15	16	6	11
	Latin America and the Caribbean	34	35	34	14	24
	Western Asia and Northern Africa	0	0	0	0	0
	Without classification	1	1	1	0	0
SDG Region	Africa (Sub-Saharan)	41	42	42	10	32
	Asia (Central and Southern)	10	8	8	6	7
	Asia (Eastern and South-eastern)	8	8	8	4	5
	Latin America and the Caribbean	34	35	34	14	24
	Northern America and Europe	12	11	11	4	7
	Oceania	10	9	9	2	3
	Western Asia and Northern Africa	3	3	4	2	3
WB Region	Low income	20	21	21	6	14
	Lower middle income	34	34	34	11	24
	Upper middle income	37	35	35	16	27
	High income	24	23	23	8	15
	Without classification	3	3	3	1	1

**Table 6: Countries with data by region and year**

Grouping	Region	2010	2011	2012	2013	2014	2015	2016	2017
EC Region	Africa	32	34	34	35	33	35	37	35
	Asia and the Pacific	19	23	22	26	28	29	29	28
	Europe	10	16	15	17	18	18	17	17
	Latin America and the Caribbean	24	26	25	26	33	34	33	29
	Western Asia	0	0	0	0	0	0	0	0
	Without classification	1	1	1	1	1	1	1	1
SDG Region	Africa (Sub-Saharan)	32	34	34	35	33	35	37	35
	Asia (Central and Southern)	5	7	6	7	8	8	8	8
	Asia (Eastern and South-eastern)	3	3	4	4	5	6	6	8
	Latin America and the Caribbean	24	26	25	26	33	34	33	29
	Northern America and Europe	8	12	12	12	12	12	11	11
	Oceania	8	9	8	10	10	10	10	7
	Western Asia and Northern Africa	3	3	3	4	4	4	4	4
WB Region	Low income	14	16	16	19	17	17	18	16
	Lower middle income	24	26	26	25	28	29	30	31
	Upper middle income	25	30	28	31	33	36	36	34
	High income	17	19	19	20	24	24	23	19
	Without classification	3	3	3	3	3	3	2	2

**Table 6: Countries with data by region and year (continued)**

<b>Grouping</b>	<b>Region</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
EC Region	Africa	32	29	24	26	22	14	3	0
	Asia and the Pacific	26	24	19	16	12	7	3	2
	Europe	16	15	12	9	9	10	6	2
	Latin America and the Caribbean	29	27	22	26	21	17	0	0
	Western Asia	0	0	0	0	0	0	0	0
	Without classification	1	1	1	1	1	0	0	0
SDG Region	Africa (Sub-Saharan)	32	29	24	26	22	14	3	0
	Asia (Central and Southern)	5	5	5	6	3	2	1	0
	Asia (Eastern and South-eastern)	8	7	5	3	4	2	0	0
	Latin America and the Caribbean	29	27	22	26	21	17	0	0
	Northern America and Europe	11	10	7	6	6	6	3	0
	Oceania	8	7	5	4	2	0	0	0
	Western Asia and Northern Africa	4	4	4	3	3	3	2	2
WB Region	Low income	14	13	13	15	13	10	3	0
	Lower middle income	27	25	18	19	16	9	2	0
	Upper middle income	35	33	28	27	21	14	3	2
	High income	19	16	11	11	10	10	1	0
	Without classification	2	2	2	2	1	1	0	0

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## Annex IV: About the survey

The survey took place between February 2021 and February 2025, exclusively through online mapping of the official websites of each country's government. 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.

If a country or year is missing for a country where information is expected, it means that either no public information is available, the access links are broken, or prior authorization is required to access the report, and thus the information is not considered publicly accessible.

Since the links are hosted on the official websites of each country and not by UNESCO, it is possible that some may become unavailable without prior notice.