

# Statistical tables<sup>1</sup>

## Introduction

The most recent data on pupils, students, teachers and expenditure presented in these statistical tables are for the school year ending in 2007.<sup>2</sup> They are based on survey results reported to and processed by the UNESCO Institute for Statistics (UIS) before the end of May 2009. Data received and processed after this date will be used in the next *EFA Global Monitoring Report*. A small number of countries<sup>3</sup> submitted data for the school year ending in 2008, presented in bold in the statistical tables.

These statistics refer to all formal schools, both public and private, by level of education. They are supplemented by demographic and economic statistics collected or produced by other international organizations, including the United Nations Development Programme (UNDP), the United Nations Children's Fund (UNICEF), the United Nations Population Division (UNPD) and the World Bank.

The statistical tables list a total of 204 countries and territories. Most of them report their data to the UIS using standard questionnaires issued by the Institute. For some countries, however, education data are collected via surveys carried out under the auspices of the World Education Indicators (WEI) or are provided by the Organisation for Economic Co-operation and Development (OECD) and the Statistical Office of the European Communities (Eurostat). These countries are indicated with relevant symbols at the end of the introduction.

### Population

The indicators on school access and participation in the statistical tables are based on the 2006 revision of population estimates produced by the UNPD, as the ones from the 2008 revision were not provided in time. Because of possible differences between national population estimates and those of the United Nations, these indicators may differ from those published by

individual countries or by other organizations.<sup>4</sup> The UNPD does not provide data by single year of age for countries with a total population of fewer than 80,000. Where no UNPD estimates exist, national population figures, when available, or estimates from the UIS were used to calculate enrolment ratios.

### ISCED classification

Education data reported to the UIS are in conformity with the 1997 revision of the International Standard Classification of Education (ISCED). In some cases, data have been adjusted to comply with the ISCED97 classification. Data for the school year ending in 1991 may conform to the previous version of the classification, ISCED76, and therefore may not be comparable in some countries to those for years after 1997.<sup>5</sup> ISCED is used to harmonize data and introduce more international comparability among national education systems. Countries may have their own definitions of education levels that do not correspond to ISCED. Some differences between nationally and internationally reported education statistics may be due, therefore, to the use of these nationally defined education levels rather than the ISCED standard, in addition to the population issue raised above.

### Adult participation in basic education

ISCED does not classify education programmes by participants' age. For example, any programme with a content equivalent to primary education, or ISCED 1, may be classed as ISCED 1 even if provided to adults. The guidance the UIS provides for respondents to its regular annual education survey, on the other hand, asks countries to exclude 'data on programmes designed for people beyond regular school age'. As for the guidance for the UIS/OECD/Eurostat (UOE) and WEI questionnaires, until 2005 it stated that 'activities classified as "continuing", "adult" or "non-formal" education should be included' if they 'involve studies with subject content similar to regular educational programmes' or if 'the

1. For more detailed statistics and indicators, please consult the website: [www.efareport.unesco.org](http://www.efareport.unesco.org).

2. This means 2006/2007 for countries with a school year that overlaps two calendar years and 2007 for those with a calendar school year.

3. Bhutan, Burkina Faso, the Central African Republic, Djibouti, the Gambia, Ghana, Kazakhstan, Lebanon, Liberia, Monaco, Nepal, San Marino, Sao Tome and Principe, Thailand and the United Republic of Tanzania.

4. Where obvious inconsistencies exist between enrolment reported by countries and the United Nations population data, the UIS may decide to not calculate or publish the enrolment ratios. This is the case with China, publication of whose net enrolment ratio is suspended pending further review of the population data, and with Myanmar, Singapore and Viet Nam.

5. To improve comparisons over time, the UIS has begun to harmonize time-series data, adjusting data from before 1998 so that they comply with the ISCED97 classification. So far this has been done for gross and net enrolment ratios in primary education and gross enrolment ratios in secondary education.

underlying programmes lead to similar potential qualifications' as the regular programmes. Since 2005, however, the countries involved in the UOE/WEI survey have been requested to report data for such programmes separately so that the UIS can exclude them when calculating internationally comparable indicators. Despite the UIS instructions, data from countries in the annual survey may still include pupils who are substantially above the official age for basic education.

## Literacy data

UNESCO has long defined literacy as the ability to read and write, with understanding, a short simple statement related to one's daily life. However, a parallel definition arose with the introduction in 1978 of the notion of functional literacy, which emphasizes the use of literacy skills. That year the UNESCO General Conference approved defining as functionally literate those who can engage in all those activities in which literacy is required for the effective functioning of their group and community and also for enabling them to continue to use reading, writing and calculation for their own and the community's development.

In many cases, the current UIS literacy statistics rely on the first definition and are largely based on data sources that use a 'self-declaration' method: respondents are asked whether they and the members of their household are literate, as opposed to being asked a more comprehensive question or to demonstrate the skill. Some countries assume that persons who complete a certain level of education are literate.<sup>6</sup> As definitions and methodologies used for data collection differ by country, data need to be used with caution.

Literacy data in this report cover adults aged 15 and over as well as youth aged 15 to 24. They refer to two periods, 1985–1994 and 2000–2007. Literacy rates for the first period are mostly national observed information obtained from censuses and household surveys taken during that period. For the second period, most of the literacy data in the table are UIS estimates. They refer to 2007 and are based on the most recent observed national data. These estimates are supplemented with national observed data, indicated with an asterisk (\*), for countries for which estimates could not be made or that provided recent data. The reference years and literacy definitions for each country are presented in a longer version of this

introduction, posted on the *EFA Global Monitoring Report* website. Both UIS estimates and projections to 2015 presented in the literacy statistical table are produced using the Global Age-specific Literacy Projections Model. For a description of the projection methodology, see p. 261 of the *EFA Global Monitoring Report 2006*, as well as the *Global Age-specific Literacy Projections Model (GALP): Rationale, Methodology and Software*, available at [www.uis.unesco.org/TEMPLATE/pdf/Literacy/GALP.pdf](http://www.uis.unesco.org/TEMPLATE/pdf/Literacy/GALP.pdf).

In many countries, interest in assessing the literacy skills of the population is growing. In response to this interest, the UIS has developed a methodology and data collection instrument called the Literacy Assessment and Monitoring Programme (LAMP). Following the example of the International Adult Literacy Survey (IALS), LAMP is based on the actual, functional assessment of literacy skills. It aims to provide literacy data of higher quality and is based on the concept of a continuum of literacy skills rather than the common literate/illiterate dichotomy.

## Estimates and missing data

Both actual and estimated education data are presented throughout the statistical tables. When data are not reported to the UIS using the standard questionnaires, estimates are often necessary. Wherever possible, the UIS encourages countries to make their own estimates, which are presented as national estimates. Where this does not happen, the UIS may make its own estimates if sufficient supplementary information is available. Gaps in the tables may also arise where data submitted by a country are found to be inconsistent. The UIS makes every attempt to resolve such problems with the countries concerned, but reserves the final decision to omit data it regards as problematic.

To fill the gaps in the statistical tables, data for previous school years were included when information for the school year ending in 2007 was not available. Such cases are indicated by a footnote.

## Regional averages

Regional figures for literacy rates, gross intake rates, gross and net enrolment ratios, school life expectancy and pupil/teacher ratios are weighted averages, taking into account the relative size of the relevant population of each country in each region. The averages are derived from both published data and broad estimates for countries for which no recent data or reliable publishable data are available.

The figures for the countries with larger populations thus have a proportionately greater influence on the regional

<sup>6</sup> For reliability and consistency reasons, the UIS has decided no longer to publish literacy data based on educational attainment proxies. Only data reported by countries based on the 'self-declaration method' and 'household declaration' are included in the statistical tables. However, in the absence of such data, educational attainment proxies are used to compute regional weighted averages and to calculate the EFA Development Index for some countries, particularly developed ones.

aggregates. Where not enough reliable data are available to produce an overall weighted mean, a median figure is calculated for countries with available data only.

### Capped figures

There are cases where an indicator theoretically should not exceed 100 (the net enrolment ratio, for example), but data inconsistencies may have resulted nonetheless in the indicator exceeding the theoretical limit. In these cases the indicator is 'capped' at 100 but the gender balance is maintained: the higher value, whether for male or female, is set equal to 100 and the other two values – the lower of male or female plus the figure for both sexes – are then recalculated so that the gender parity index for the capped figures is the same as that for the uncapped figures.

### Data processing timetable

The timetable for collection and publication of data used in this report was as follows.

- June 2007 (or December 2007 for some countries with a calendar school year): the final school year in the data collection period ended.
- November 2007 and June 2008: questionnaires were sent to countries whose data are collected directly either by the UIS or through the WEI and UOE questionnaires, with data submission deadlines of 31 March 2008, 1 August 2008 and 30 September 2008, respectively.
- June 2008: after sending reminders by e-mail, fax, phone and/or post, the UIS began to process data and calculate indicators.
- September 2008: estimation was done for missing data.
- October–December 2008: provisional statistical tables were produced and draft indicators sent to member states for their review.
- End February 2009: the first draft of statistical tables was produced for the *EFA Global Monitoring Report*.
- End April 2009: the final statistical tables were sent to the *EFA Global Monitoring Report* team.

### Symbols used in the statistical tables (printed and web versions)

- \* National estimate
- \*\* UIS estimate
- ... Missing data
- Magnitude nil or negligible
  - . Category not applicable
- ./ Data included under another category

Footnotes to the tables, along with the glossary following the statistical tables, also provide additional help in interpreting the data and information.

### Composition of regions

#### World classification<sup>7</sup>

- Countries in transition (12):  
Countries of the Commonwealth of Independent States, including 4 in Central and Eastern Europe (Belarus, Republic of Moldova, Russian Federation<sup>w</sup>, Ukraine) and the countries of Central Asia minus Mongolia.
- Developed countries (44):  
North America and Western Europe (minus Cyprus<sup>o</sup> and Israel<sup>o</sup>); Central and Eastern Europe (minus Belarus, the Republic of Moldova, the Russian Federation<sup>w</sup>, Turkey<sup>o</sup> and Ukraine); Australia<sup>o</sup>, Bermuda, Japan<sup>o</sup> and New Zealand<sup>o</sup>.
- Developing countries (148):  
Arab States; East Asia and the Pacific (minus Australia<sup>o</sup>, Japan<sup>o</sup> and New Zealand<sup>o</sup>); Latin America and the Caribbean (minus Bermuda); South and West Asia; sub-Saharan Africa; Cyprus<sup>o</sup>, Israel<sup>o</sup>, Mongolia and Turkey<sup>o</sup>.

#### EFA regions<sup>8</sup>

- Arab States (20 countries/territories)  
Algeria, Bahrain, Djibouti, Egypt<sup>w</sup>, Iraq, Jordan<sup>w</sup>, Kuwait, Lebanon, Libyan Arab Jamahiriya, Mauritania, Morocco, Oman, Palestinian Autonomous Territories, Qatar, Saudi Arabia, Sudan, Syrian Arab Republic, Tunisia<sup>w</sup>, United Arab Emirates and Yemen.
- Central and Eastern Europe (21 countries)  
Albania<sup>o</sup>, Belarus, Bosnia and Herzegovina<sup>o</sup>, Bulgaria<sup>o</sup>, Croatia, Czech Republic<sup>o</sup>, Estonia<sup>o</sup>, Hungary<sup>o</sup>, Latvia<sup>o</sup>,

7. This is a United Nations Statistical Division world classification, in three main country groupings, as revised in 2004.

8. These are region classifications as defined for the EFA 2000 assessment.

Lithuania<sup>o</sup>, Montenegro, Poland<sup>o</sup>, Republic of Moldova, Romania<sup>o</sup>, Russian Federation<sup>w</sup>, Serbia, Slovakia, Slovenia<sup>o</sup>, The former Yugoslav Republic of Macedonia<sup>o</sup>, Turkey<sup>o</sup> and Ukraine.

■ Central Asia (9 countries)

Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Turkmenistan and Uzbekistan.

■ East Asia and the Pacific (33 countries/ territories)

Australia<sup>o</sup>, Brunei Darussalam, Cambodia, China<sup>w</sup>, Cook Islands, Democratic People's Republic of Korea, Fiji, Indonesia<sup>w</sup>, Japan<sup>o</sup>, Kiribati, Lao People's Democratic Republic, Macao (China), Malaysia<sup>w</sup>, Marshall Islands, Micronesia (Federated States of), Myanmar, Nauru, New Zealand<sup>o</sup>, Niue, Palau, Papua New Guinea, Philippines<sup>w</sup>, Republic of Korea<sup>o</sup>, Samoa, Singapore, Solomon Islands, Thailand<sup>w</sup>, Timor-Leste, Tokelau, Tonga, Tuvalu, Vanuatu and Viet Nam.

■ East Asia (16 countries/territories)

Brunei Darussalam, Cambodia, China<sup>w</sup>, Democratic People's Republic of Korea, Indonesia<sup>w</sup>, Japan<sup>o</sup>, Lao People's Democratic Republic, Macao (China), Malaysia<sup>w</sup>, Myanmar, Philippines<sup>w</sup>, Republic of Korea<sup>o</sup>, Singapore, Thailand<sup>w</sup>, Timor-Leste and Viet Nam.

■ Pacific (17 countries/territories)

Australia<sup>o</sup>, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, New Zealand<sup>o</sup>, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu.

■ Latin America and the Caribbean (41 countries/territories)

Anguilla, Antigua and Barbuda, Argentina<sup>w</sup>, Aruba, Bahamas, Barbados, Belize, Bermuda, Bolivia, Brazil<sup>w</sup>, British Virgin Islands, Cayman Islands, Chile<sup>w</sup>, Colombia, Costa Rica, Cuba, Dominica, Dominican Republic, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Jamaica<sup>w</sup>, Mexico<sup>o</sup>, Montserrat, Netherlands Antilles, Nicaragua, Panama, Paraguay<sup>w</sup>, Peru<sup>w</sup>, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Uruguay<sup>w</sup> and the Bolivarian Republic of Venezuela.

■ Caribbean (22 countries/territories)

Anguilla, Antigua and Barbuda, Aruba, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guyana, Haiti, Jamaica<sup>w</sup>, Montserrat, Netherlands Antilles, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, and Turks and Caicos Islands.

■ Latin America (19 countries)

Argentina<sup>w</sup>, Bolivia, Brazil<sup>w</sup>, Chile<sup>w</sup>, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico<sup>o</sup>, Nicaragua, Panama, Paraguay<sup>w</sup>, Peru<sup>w</sup>, Uruguay<sup>w</sup> and the Bolivarian Republic of Venezuela.

■ North America and Western Europe (26 countries/territories)

Andorra, Austria<sup>o</sup>, Belgium<sup>o</sup>, Canada<sup>o</sup>, Cyprus<sup>o</sup>, Denmark<sup>o</sup>, Finland<sup>o</sup>, France<sup>o</sup>, Germany<sup>o</sup>, Greece<sup>o</sup>, Iceland<sup>o</sup>, Ireland<sup>o</sup>, Israel<sup>o</sup>, Italy<sup>o</sup>, Luxembourg<sup>o</sup>, Malta<sup>o</sup>, Monaco, Netherlands<sup>o</sup>, Norway<sup>o</sup>, Portugal<sup>o</sup>, San Marino, Spain<sup>o</sup>, Sweden<sup>o</sup>, Switzerland<sup>o</sup>, United Kingdom<sup>o</sup> and United States<sup>o</sup>.

■ South and West Asia (9 countries)

Afghanistan, Bangladesh, Bhutan, India<sup>w</sup>, Islamic Republic of Iran, Maldives, Nepal, Pakistan and Sri Lanka<sup>w</sup>.

■ Sub-Saharan Africa (45 countries)

Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritius, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, Swaziland, Togo, Uganda, United Republic of Tanzania, Zambia and Zimbabwe<sup>w</sup>.

o Countries whose education data are collected through UOE questionnaires

w WEI project countries

■ Least developed countries (50 countries)<sup>9</sup>

Afghanistan, Angola, Bangladesh, Benin, Bhutan, Burkina Faso, Burundi, Cambodia, Cape Verde, Central African Republic, Chad, Comoros, Democratic Republic of the Congo, Djibouti, Equatorial Guinea, Eritrea, Ethiopia, Gambia, Guinea, Guinea-Bissau, Haiti, Kiribati, Lao People's Democratic Republic, Lesotho, Liberia, Madagascar, Malawi, Maldives, Mali, Mauritania, Mozambique, Myanmar, Nepal, Niger, Rwanda, Samoa, Sao Tome and Principe, Senegal, Sierra Leone, Solomon Islands, Somalia, Sudan, Timor-Leste, Togo, Tuvalu, Uganda, United Republic of Tanzania, Vanuatu, Yemen and Zambia.

9. Fifty countries are currently designated by the United Nations as 'least developed countries' (LDCs). The list of LDCs is reviewed every three years by the Economic and Social Council of the United Nations, in the light of recommendations made by the Committee for Development Policy. The LDC grouping is not presented in the statistical tables.