

# Background information on statistics in the UIS database

February 2026

The UNESCO Institute for Statistics (UIS) is the statistical office of UNESCO and is the UN depository for global statistics in the fields of education, science, technology and innovation, culture and communication. The UIS was established in 1999. It was created to improve UNESCO's statistical programme and to develop and deliver the timely, accurate and policy-relevant statistics needed in today's increasingly complex and rapidly changing social, political and economic environments.

This publication can be referenced as: Background information on statistics in the UIS database (2026 Data Refresh)

Published in 2026 by:  
UNESCO Institute for Statistics  
C.P. 56005, Succursale Alexis Nihon  
Montreal, Quebec H3Z 3G3  
Canada

[uis.publications@unesco.org](mailto:uis.publications@unesco.org)

REF: UIS/2026/ED/TD/30

© UNESCO-UIS 2026



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<https://www.unesco.org/en/open-access/cc-sa>).

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities or concerning the delimitation of its frontiers or boundaries. The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.



## Executive Summary

The February 2026 Data Refresh of the UNESCO Institute for Statistics (UIS) education database provides an updated set of globally comparable education indicators incorporating newly validated national submissions, revised national series, and the latest demographic and economic inputs available since the September 2025 release. This refresh completes the UIS annual data cycle and strengthens the global evidence base for monitoring SDG 4 and Other Policy Relevant Indicators (OPRI).

This release integrates new or updated data from over 200 countries and territories, drawn from administrative sources, household surveys, learning assessments, and international partners. In total, 8.26 million datapoints are now disseminated—an increase of 98,368 datapoints (+1.2%) compared to September 2025. Growth was driven primarily by SDG indicators (+3.3%) reflecting expanded reporting and the incorporation of new methodological updates endorsed by the international statistical community.

Regionally, all areas recorded net increases in available national datapoints, with particularly strong growth in Central & Eastern Europe (+3.6%), the Arab States (+3.3%), and the Pacific (+3.2%). No region experienced a decline in published national data, underscoring continued improvements in data coverage and reporting consistency.

The February 2026 refresh also applies several methodological updates. These include the continued implementation of the UIS hybrid population data policy, which prioritizes national population series when they meet UIS quality criteria, and alignment with the 2025 Comprehensive Review of SDG indicators. Notably, SDG indicator 4.6.1 (literacy rate) replaces the former functional literacy indicator, now renumbered as 4.6.2, and the revised SDG 4.7.1 consolidates the former global citizenship and sustainability indicators, including “Greening Education.”

The refresh incorporates newly validated data from countries participating in the Multi-Year Dynamic Templates (MYDT) initiative, which provides a standardized mechanism for producing, reviewing, and validating administrative and finance indicators. Additional updates reflect the annual UIS Household Survey work programme, partner-produced SDG indicators (from ECLAC, GEM Report, ILO, OECD, IMF), and updates to ISCED mappings and education finance series.



## Looking forward

The UIS remains committed to strengthening global education data systems, harmonizing standards, and expanding the availability of high quality, timely, internationally comparable education data. Users are encouraged to explore the updated datasets via the UIS Data Browser, Bulk Data Download Service (BDDS), Data API, and companion methodological resources.



# Table of Content

<b>Executive Summary</b> .....	<b>III</b>
<b>Looking forward</b> .....	<b>IV</b>
<b>List of Acronyms</b> .....	<b>1</b>
<b>1. Objective</b> .....	<b>4</b>
<b>2. Data release/refresh cycle and data access</b> .....	<b>4</b>
<b>3. Sources of education data and statistics</b> .....	<b>6</b>
<b>4. Highlights of the Data refresh</b> .....	<b>10</b>
4.1 Updates to indicator reporting .....	10
4.2 New data .....	11
<b>5. Overview of data availability for SDG 4 indicators</b> .....	<b>13</b>
<b>6. Administrative data: UIS Survey of Formal Education</b> .....	<b>17</b>
6.1 UIS Survey of Formal Education .....	17
6.2 The UOE Data Collection (UIS, OECD, and Eurostat) .....	19
<b>7. Administrative data: Multi-year dynamic templates</b> .....	<b>24</b>
7.1 Workflows and data points produced .....	24
7.2 Data validation .....	29
<b>8. Household surveys</b> .....	<b>33</b>
8.1 UIS Survey on Literacy and Educational Attainment .....	33
8.2 UIS produced indicators .....	34
8.3 Household survey datasets aggregated from partners .....	35
8.3.1 ECLAC (Economic Commission for Latin America and the Caribbean) .....	35
8.3.2 Global Education Monitoring (GEM) Report .....	37
8.3.3 The International Labor Organization (ILO) .....	38
<b>9. Learning assessments and integration of data sources</b> .....	<b>39</b>
<b>10. Regional averages in the data release/ refresh</b> .....	<b>41</b>
<b>11. External data sets: Indicators aggregated from partner agencies</b> .....	<b>43</b>
11.1 External data sets: Inputs to indicators .....	43
11.2 External data sets: Inputs to estimate indicators .....	44
11.2.1 Continued implementation of a hybrid population data policy .....	44
<b>12. Economic statistics</b> .....	<b>50</b>



<b>13. Methodological notes</b> .....	<b>51</b>
13.1 Methodological notes: Non-finance indicators .....	51
13.2 Methodological notes: Education finance indicators.....	52
<b>14. Country notes</b> .....	<b>53</b>
<b>15. UIS Resources</b> .....	<b>59</b>
<b>Annex 1.</b> .....	<b>61</b>
<b>UIS validation process of the multi-year dynamic templates.....</b>	<b>61</b>
<b>Annex 2.</b> .....	<b>62</b>
<b>List of Other Policy Relevant Indicators.....</b>	<b>62</b>



# List of Acronyms

Acronym	Expansion
AMPL	Assessment for Minimum Proficiency Level
BDDS	Bulk Data Download Service
DHS	Demographic and Health Survey
ECE	Early Childhood Education
ECLAC	Economic Commission for Latin America and the Caribbean
EDSC	Education Data and Statistics Commission
EMIS	Education Management Information System
EOL	End of Life
ERCE	Estudio Regional Comparativo y Explicativo
ESS	Education Survey Series (UIS)
EUROSTAT	Statistical Office of the European Union
FFA	Framework for Action
GALP	Global Age-specific Literacy Projections Model
GEM Report / GEMR	Global Education Monitoring Report
HHS	Household Surveys
IAEG-SDGs	Inter-Agency and Expert Group on SDG Indicators
IEA	International Association for the Evaluation of Educational Achievement
ILO	International Labour Organization
IMF	International Monetary Fund



ISCED	International Standard Classification of Education
ITU	International Telecommunication Union
MICS	Multiple Indicator Cluster Survey
OECD	Organisation for Economic Co-operation and Development
OPRI	Other Policy Relevant Indicators
PASEC	Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN
PIAAC	Programme for the International Assessment of Adult Competencies
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PPP	Purchasing Power Parity
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDG	Sustainable Development Goal
SDMX	Statistical Data and Metadata Exchange
SEAPLM	Southeast Asia Primary Learning Metrics
SES	Socio-Economic Status
TCG	Technical Cooperation Group on SDG 4 Indicators
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UIS HHS	UIS Household Surveys
UIS LITEA	UIS Literacy and Educational Attainment Survey



PISA	Programme for International Student Assessment
PPP	Purchasing Power Parity
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDG	Sustainable Development Goal
SDMX	Statistical Data and Metadata Exchange
SEAPLM	Southeast Asia Primary Learning Metrics
SES	Socio-Economic Status
TCG	Technical Cooperation Group on SDG 4 Indicators
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UIS HHS	UIS Household Surveys
UIS LITEA	UIS Literacy and Educational Attainment Survey
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNPD	United Nations Population Division
UNSD	United Nations Statistics Division
WBG	World Bank Group
WPP	World Population Prospects



# 1. Objective

This document serves as a reader's guide to help data users understand and interpret the education data disseminated by the UIS. It presents the following information:

- The annual data release/refresh cycles.
- The data sources used by the UIS and their updates, including population and economic data, are used to calculate education indicators.
- Specific country notes.
- The production process for learning assessment-based indicators.

# 2. Data release/refresh cycle and data access

Every September since 2018, the UNESCO Institute for Statistics (UIS) has streamlined its education data release to a single major release, featuring updated national and regional data. A secondary update (referred to as data refresh) occurs in February the following year, focusing on refreshed national data, thereby completing the UIS publication cycle of educational data for the previous reference year.

This February 2026 Data refresh incorporates data from a range of sources, such as UIS surveys of national authorities, household surveys, learning assessments, and contributions from UIS partners. It includes updated country-level data for key SDG 4 indicators and a selection of Other Policy Relevant Indicators (OPRI)<sup>1</sup>.

---

<sup>1</sup> See Annex 2 for the list of OPRI.



## UIS data can be accessed in the following ways:

- **UIS Data Browser:** An interactive tool that allows users to explore and visualize education, science, culture, and demographic data. Users can select indicators, filter them by country or region, and visualize them using various charts. The browser also provides access to metadata and definitions for each indicator, enabling users to gain a deeper understanding of the data. Additionally, users can share their queries on social media or download the data in various formats for further analysis.
- **Data API:** The Data API facilitates programmatic access to the data within the UIS Data Browser. It allows users to efficiently retrieve data at regular intervals to inform custom analysis, data visualizations and applications.
- **Bulk Data Download Service (BDDS):** BDDS enables access to all UIS databases in comma-separated values (CSV) format. The BDDS files include both SDG 4 data and Other Policy Relevant Indicators data.
- **Legacy SDG 4 Data Explorer:** This browser provides easy-to navigate dashboards organized by country or indicator and the possibility to download a long format database. This browser will continue to be maintained until further notice.
- **SDG 4 Scorecard Dashboard:** This dashboard displays country progress against SDG 4 benchmark Indicators.
- **SDG 4 Data Resources:** This section contains resources to visualize SDG data, benchmark data, and the repositories of national publications with administrative data on education and educational expenditure data.

Metadata files on indicators are available at the following links:

SDG4 indicators: <http://tcg.uis.unesco.org/methodological-toolkit/metadata/>

OPR indicators: <https://tcg.uis.unesco.org/metadata/opri>

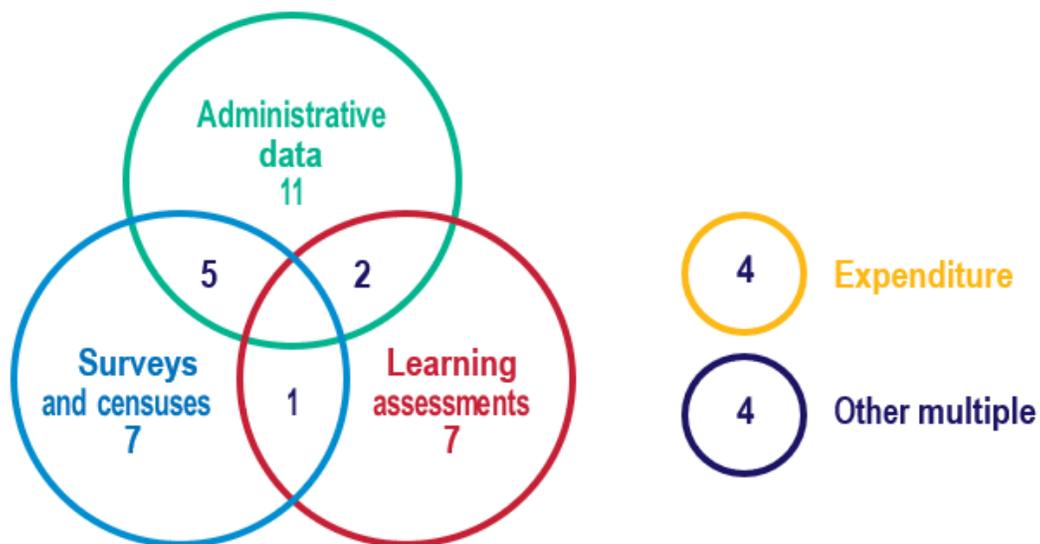
Please note that as of 23 June 2020, the UIS SDMX API reached its End-of-Life (EOL) and is no longer up to date with the latest UIS datasets.



### 3. Sources of education data and statistics

The production of international education statistics is a complex technical and political process involving multiple data sources and multiple data producers or donors. **Figure 1** displays the number of the SDG4 global and thematic indicators relying either solely or jointly on administrative records, surveys/censuses, learning assessments, and expenditure data.

**Figure 1.** Distribution of SDG 4 global and thematic indicators, by potential data source



As can be seen in this graph, to produce internationally comparable education indicators, the UIS uses the main sources of data listed below. These data sources differ in their coverage as well as the timing and ways in which they are collected:

- **Administrative data** are based on information usually available from educational management information systems (EMIS) used by ministries of education for management and planning purposes and are typically updated on an annual basis. EMIS should typically cover many types of educational paths and levels, including early childhood education (ECE), basic education and secondary general education, higher education, and technical and vocational education and training (TVET). Most international monitoring of previous global development agendas (Education for All



and the Millennium Development Goals) was based on administrative data produced by countries and compiled by international organizations on EMIS, which has since been expanded. Although some administrative data, such as school feeding programmes and teachers' salaries, are usually available from non-EMIS sources in education ministries, these should ideally be linked to EMIS.

- **Household surveys** are an important source of data on access, participation, completion, literacy, and educational attainment. Surveys differ in terms of coverage, frequency, objectives and questionnaire design. In contrast to administrative data, they are collected less frequently, and by a variety of organizations and countries. Household survey data are usually available from non-EMIS sources outside of ministries but should also ideally be linked to EMIS.
- **Learning assessments** include national school-based assessments designed to measure specific learning outcomes at a particular age or grade considered relevant for national policymakers. They encompass cross-national initiatives (either regional or global) that are based on a common, agreed-upon framework and follow similar procedures to yield comparable data on learning outcomes. Assessment data can be collected from households. Skills surveys (ICT, literacy, etc.) can also provide relevant information on the adult population. Learning assessments can be used to provide non-cognitive information as well, such as on home language, school infrastructure, students experiencing bullying, and teachers' professional development.
- **Financial and expenditure data** contain information on different sources of income and expenditure, including government spending on education. This source commonly encompasses data on the construction and maintenance of schools, teacher salaries and household spending on education, such as supplies, transport and other costs. Some administrative data are typically available from non-EMIS sources within ministries but should ideally be linked to EMIS (e.g., school feeding programmes and teacher salaries), depending on how a country organizes their data.
- **Population data** are essential for estimating individuals by age and sex within a country, which is used in calculating several SDG4 and OPRI indicators. Beginning with



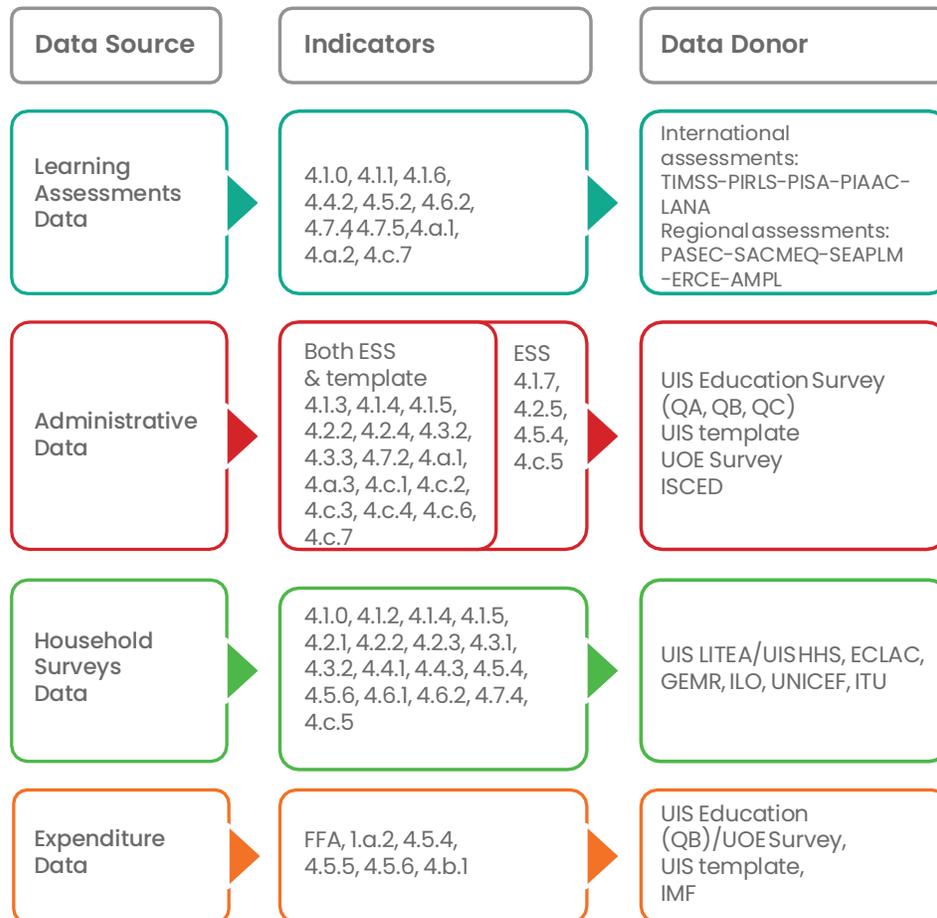
the September 2023 Data Release, UIS adopted a hybrid population data policy. Under this policy, population estimates from the United Nations Population Division (UNPD) serve as the default source. However, countries may opt to replace these estimates by their own national population data - provided the data meets a set of pre-defined quality standards.

Beyond data sources, the production of international education statistics also relies on a multitude of data producers or donors. Figure 2 illustrates the data producers and data sources for the SDG 4 global and thematic indicators. For example, the indicator on out-of-school rate (SDG 4.1.4) can be derived from either administrative or household survey data. Consequently, countries may choose one source over the other based on availability or preference. At the global level, this requires integrating multiple data sources to ensure comprehensive monitoring of trends, an area in which the UIS and the Global Education Monitoring Report have made significant progress.

Some SDG 4 indicators require the utilization of multiple data sources for their production. For example, SDG indicator 4.5.4 - expenditure on education per student by level of education and source of funding - on both financial and enrolment data. Expenditure data, disaggregated by funding sources such as public (i.e., different levels of government) and private (i.e., households), are typically compiled by ministries or departments of finance and national statistical offices. Meanwhile, enrolment data may come from EMIS or surveys. The combination of these sources is essential to produce a comprehensive and accurate indicator.



**Figure 2. Mapping of Data Source, Data Type, and SDG 4 Indicators**



Note : Some indicators are produced using external data from UNPD, IMF, WBG, ILO, and IEA for example



## 4. Highlights of the Data refresh

### 4.1 Updates to indicator reporting

Starting from UIS September 2025 release, the following updates have been made to indicators released:

- SDG 4 indicators:
  - SDG indicator 1.a.2 Proportion of total government spending on essential services (education) has been split into two distinct data series: one produced by the UIS and the other by the IMF. This change reflects the IAEG-SDGs decision of August 2022 to establish joint custodianship and ensures consistency with the reporting framework of the Global SDG Indicators Database.
  - At its 56th session in April 2025, the UN Statistical Commission approved the adoption of 4.6.1 Youth/adult literacy rate as a replacement indicator in the global indicator framework under the 2025 Comprehensive Review. Accordingly, the previous SDG indicator 4.6.1 “Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills” has been renumbered as thematic indicator 4.6.2.
  - During the same session, the UN Statistical Commission endorsed a revised indicator 4.7.1 - “Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment” to the global indicator framework as part of the 2025 Comprehensive Review. The new SDG indicator 4.7.1 now incorporates the former SDG indicator 4.7.3 “Greening Education”.
- OPR indicators:
  - The following indicators have been added:
    - Outbound mobility ratio;
    - Distribution of graduates from STEM programmes who are female;



- Percentage of teachers who are female;
  - Percentage of teachers who are qualified according to national standards and who are female;
  - Percentage of teachers who are trained according to national standards and who are female; and
  - Mobile outbound gross enrolment ratio.
- The indicator “Enrolment in private institutions” has been replaced by the indicator “Enrolment by type of institution.”

## 4.2 New data

The February 2026 release includes 8,294,733 published datapoints, compared to 8,166,293 in September 2025. This represents:

- Absolute increase: +128,440 datapoints
- Relative increase: +1.57%

Indicator	Feb 2026	Sep 2025	Change (n)	Change (%)
OPRI	6,292,710	6,256,717	+35,993	+0.58%
SDG	2,002,023	1,909,576	+92,447	+4.84%

SDG indicators were the primary driver of growth in the February 2026 release, accounting for approximately 72% of the total increase in published datapoints. While OPRI indicators also recorded positive growth, the expansion was comparatively modest. In relative terms, SDG datapoints grew at a significantly faster rate than OPRI indicators, highlighting that recent gains in overall data volume were largely concentrated within the SDG indicator framework.



### Breakdown by region (National datapoints only)

Region	Change (n)	Change (%)
Europe and Northern America	+69,763	+4.5%
Northern Africa and Western Asia	+24,676	+3.8%
Oceania	+9,435	+3.5%
Central and Southern Asia	+11,479	+3.2%
Sub-Saharan Africa	+26,585	+2.5%
Latin America and the Caribbean	+26,193	+2.4%
Eastern and South-Eastern Asia	+8,567	+1.8%

Growth in published national datapoints was broad-based across all regions, with every region recording a positive increase between the September 2025 and February 2026 releases. Central and Eastern Europe experienced the highest percentage growth, largely driven by new or updated data submissions from countries participating in the UOE initiative. Importantly, no regional declines were observed in national datasets, indicating consistent expansion in data coverage and reporting across all regions.



## 5. Overview of data availability for SDG 4 indicators

**Table 1** provides an overview of the data availability for the SDG 4 indicators. As can be seen, the indicators with relatively high-country coverage include:

- SDG 4.1.6, on the administration of a nationally representative learning assessment, is reported for 236 countries, covering data from 2014 to 2024.
- SDG 4.1.4, measuring out-of-school children and including sex, location (urban/rural), wealth, and disability as dimensions of disaggregation, is reported for 219 countries, with data available from 1970 to 2025.
- SDG 4.1.3, measuring the gross intake ratio to the last grade of primary and secondary education for girls and boys, is reported for 211 countries, with data available from 1970 to 2025.

On the other hand, some indicators have relatively low data coverage, including:

- SDG 4.4.2, measuring youth/adults with minimum proficiency level of digital literacy skills, is reported for only 31 countries with data available from 2012 to 2017.
- SDG 4.7.4, measuring the proportion of lower secondary students showing adequate understanding of issues relating to global citizenship and sustainability, is reported only for 32 countries with data available from 2016 to 2022.
- SDG 4.6.2, measuring adult functional literacy and numeracy, is reported for 40 countries, with data available from 2012 to 2023.
- SDG 4.7.5, measuring percentage of students in lower secondary showing proficiency in knowledge of environmental science and geoscience, is reported for 42 countries with data available from 2015 to 2019.
- SDG 4.c.5, indicator on teacher salary relative to other professions, is reported only for 68 countries with data available from 2000 to 2023.



These highlights demonstrate the significant progress made by countries and international development partners in producing indicators on high-priority education issues, while also revealing substantial gaps that still exist.

**Table 1.** Summary of education SDG indicators data dimensions released

Indicator	Indicator description			
	Is the indicator being reported for the first time? (Y/N)	Total number of countries for which the indicator is reported	Range of years for which data are available for the indicator	Dimensions of disaggregation
FFA	No	206	1970-2025	.
1.a.2	No	206	1980-2025	.
4.1.0	No	126	1995-2023	Sex
4.1.1	No	148	1995-2023	Sex, school location (urban/rural), socio-economic status (SES), immigrant status, language of the test at home
4.1.2	No	177	1990-2024	Sex, location (urban/rural), wealth, disability
4.1.3	No	211	1970-2025	Sex
4.1.4	No	219	1970-2025	Sex, location (urban/rural), wealth, disability
4.1.5	No	205	1998-2025	Sex, location (urban/rural), wealth
4.1.6	No	236	2014-2024	Subject (reading/mathematics)
4.1.7	No	214	1975-2024	Free and compulsory education
4.2.1	No	95	2010-2024	Sex
4.2.2	No	207	1998-2025	Sex, location (urban/rural), wealth
4.2.3	No	89	2005-2019	Sex, location (urban/rural), wealth
4.2.4	No	204	1997-2025	Sex
4.2.5	No	215	1975-2024	Free and compulsory education
4.3.1	No	172	1990-2025	Age, sex
4.3.2	No	207	1970-2025	Sex, location (urban/rural), wealth
4.3.3	No	203	1970-2025	Sex



4.4.1	No	115	2002-2024	ICT skills, sex, and location (urban/rural)
4.4.2	No	31	2012-2017	Sex
4.4.3	No	211	1970-2025	Sex, location (urban/rural), wealth
4.5.2	No	137	2012-2023	Sex, location (urban/rural), SES
4.5.3	No	81	2020-2020	.
4.5.4	No	204	1970-2024	.
4.5.5	No	44	2010-2023	.
4.5.6	No	207	1970-2024	Source of funding (public, private – households; other private entities-, international -ODA; non-ODA-)
4.6.1	No	184	1970-2025	Sex, wealth, native status, and location (urban/rural)
4.6.2	No	40	2012-2023	Sex, location (urban/rural), SES, immigrant status
4.7.1	No	132	2020-2023	.
4.7.2	No	101	2000-2025	.
4.7.4	No	32	2016-2022	Sex, SES, location (urban/rural)
4.7.5	No	42	2015-2019	Sex, SES, location (urban/rural)
4.a.1	No	199	2000-2025	.
4.a.2	No	155	2003-2023	Sex, location (urban/rural), SES, and immigrant status
4.a.3	No	112	2013-2024	.
4.b.1	No	150	2006-2023	.
4.c.1	No	168	1998-2025	Sex
4.c.2	No	168	1998-2025	.
4.c.3	No	161	1999-2025	Sex



4.c.4	No	162	1999-2025	.
4.c.5	No	68	2000-2023	.
4.c.6	No	103	2011-2025	Sex
4.c.7	No	98	2013-2023	Sex



## 6. Administrative data: UIS Survey of Formal Education

The UIS collects education statistics in aggregate form from official national administrative sources. To ensure comprehensive global coverage, the Institute utilizes two primary reporting mechanisms: the UIS Survey of Formal Education (SFE), which covers the majority of UNESCO Member States, and the UOE Data Collection, a joint initiative with the OECD and Eurostat targeting high- and middle-income countries.

These reporting streams gather data on national educational structures, including access, participation, progression, and completion. The scope encompasses formal education from early childhood through tertiary levels in both public and private institutions, including special needs education. The resulting statistics cover human and financial resources, school infrastructure, and teacher compensation. **The surveys and their associated metadata can be downloaded from the UIS website at: <http://uis.unesco.org/en/uis-questionnaires>.**

### 6.1 UIS Survey of Formal Education

The annual UIS Survey of Formal Education covers 144 countries. The questionnaires are based on international standards, classifications, and methods that are regularly reviewed and updated by the UIS to address emerging statistical issues and improve data quality.

The Survey comprises the following six questionnaires:

- **UIS/ED/ISC11: National Education Systems.** This questionnaire collects information on the national education programmes and their classifications according to the 2011 revision of the [International Standard Classification of Education \(ISCED 2011\)](#).
- **UIS/ED/A: Students and Teachers (ISCED 0–4).** This questionnaire collects internationally comparable data on formal education at early childhood, primary, secondary and post- secondary non-tertiary levels, necessary for the evaluation and monitoring of education systems worldwide. The data collected include the number of students disaggregated by education level, by type of institution, programme orientation, sex, age, and grade; and data on classroom teachers by level of education and by training and qualification status, as well as their statutory salaries. The



questionnaire also collects data on the number of schools with ICT services, basic hygiene facilities and the provisioning of life skills-based HIV and sexuality, as well as the number of schools with adapted infrastructures and materials for students with disabilities.

- **UIS/ED/B: Educational Expenditure (ISCED 0–8).** This questionnaire collects internationally comparable expenditure data on formal education from early childhood to tertiary education. Data are disaggregated by source of funding (government, international and private), destination of funding, by level of education, and by type of transaction and nature of expenditure.
- **UIS/ED/C: Students and Teachers (ISCED 5–8).** This questionnaire collects internationally comparable data on tertiary education. The data collected include the number of students by level of education, sex, and age; and the number of graduates by level of education and field of education. The questionnaire also collects information on the number of academic staff and the number of internationally mobile students.
- **UIS/TEACH on Teacher Qualifications.** This questionnaire collects data on teacher qualifications to support the monitoring of SDG Target 4.c. Approved by the EDSC (former TCG) in its 10th post-meeting consultation report in February 2024, this questionnaire collects information on teachers by teaching level of education and highest educational qualifications. The questionnaire also collects metadata on national definitions of qualified teachers (from 2015). The UIS plans to incorporate these indicators in future data releases/ refreshes.
- **UIS/DEM on Population.** This is an optional questionnaire allowing countries to submit their national population data to be used for the calculation of international population-based education indicators<sup>2</sup>.

---

<sup>2</sup> See “National Population Data: criteria for use in indicator calculation by the UIS” at: <https://uis.unesco.org/uis-questionnaires>



- The UIS also provides technical guidance materials to support countries for quality data reporting.

Together, these instruments enable the production of a comprehensive set of indicators, including twenty-one SDG 4 global and thematic indicators (covering targets 4.1–4.3, 4.5, 4.7, 4.a, and 4.c) and two global education finance indicators.

## 6.2 The UOE Data Collection (UIS, OECD, and Eurostat)

The UOE data collection is a joint annual initiative administered by the UIS, the OECD, and Eurostat since 1993. This mechanism compiles detailed education statistics from 48 high- and middle-income countries, primarily consisting of OECD and Eurostat member or partner states.

The UOE survey utilizes a specialized set of questionnaires to produce internationally comparable indicators. From this collection, the UIS specifically draws on the following modules:

- **ENRL (Enrolments):** Counts students (not total enrolments) to avoid double-counting. It tracks participation by age, sex, and type of institution (public vs. private).
- **ENTR (Entrants):** Measures the intake of students entering an education level for the first time. This data helps calculate entry ratios and proxy completion rates.
- **GRAD (Graduates):** Tracks successful programme completions. It distinguishes between total graduates and "first-time" graduates to measure the output of education systems.
- **PERS (Personnel):** Covers the educational workforce, categorizing staff by their primary function (e.g., instructional, management, or support). It collects both "headcount" and "full-time equivalent" (FTE) data.
- **FIN (Finance):** Records expenditure from all sources—government, private, and international. It uses a "cash accounting" principle, meaning costs are recorded in the year they occur.

To ensure global comparability, the UOE survey manages data from a diverse set of countries with varying administrative affiliations. The table below lists these countries according to their OECD or EU relevance, which defines the scope of the questionnaires they complete and their alignment with international statistical standards.

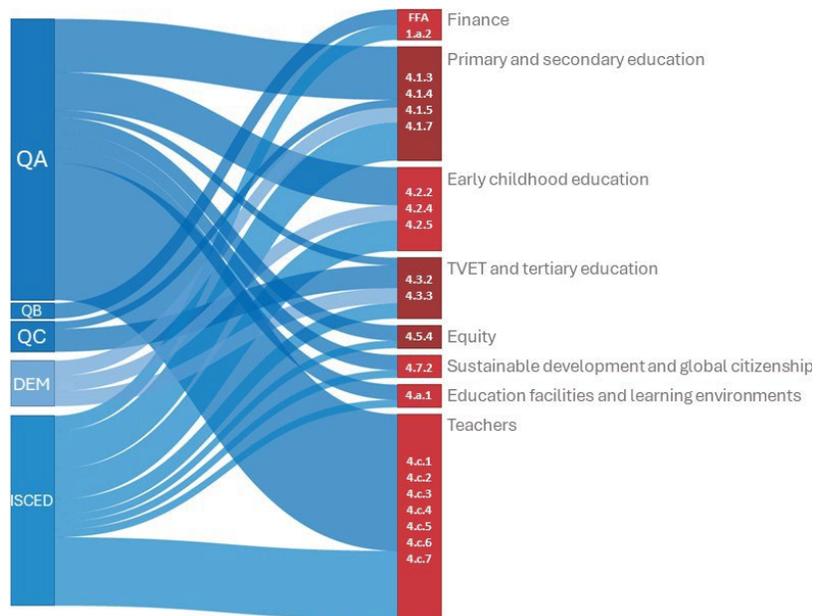


**Table 2.** List of the 48 Countries under the UOE Initiative

Category	Countries
OECD Members	Australia, Austria, Belgium, Canada, Chile, Colombia, Costa Rica, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Israel, Italy, Japan, Korea, Latvia, Lithuania, Luxembourg, Mexico, Netherlands, New Zealand, Norway, Poland, Portugal, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Türkiye, United Kingdom, United States.
EU Members (Non-OECD)	Bulgaria, Croatia, Cyprus, Malta, Romania.
OECD Partners & Other UOE	Brazil, Peru,
EU Candidate / Other European	Montenegro, North Macedonia, Serbia



**Figure 3. UIS Survey of Formal Education and SDG 4 Monitoring**



All questionnaires and supporting resources for the Survey of Formal Education are available at: <https://uis.unesco.org/uis-questionnaires>.



**Table 3.** UIS Survey of Formal Education: list of tables by questionnaire

ISCED: National Education System	QA: Students and teachers (ISCED 0-4)	QB: Education Expenditures (ISCED 0-8)	QC: Students and teachers (ISCED 5-8)
T1: Education Programs	A1: Information on the academic school year	B2: Actual expenditure on ed. by level/source	C2: Number of students by level
T2: Free and compulsory education	A2: Numbers of students by level	B3: Actual expenditure on ed. by level/nature	C5: Number of students by age
	A3: Numbers of student by level/age		C6: Number of mobile students
	A5: Numbers of students primary, age/grade		C7: Number of graduates by level/field
	A6: Numbers of students lower sec., age/grade		C8: Number of academic staff, by level and sex
	A9: Number of teachers by level		
	A10: Number of trained and qualified teachers by level		
	A10-Metadata      A11: Teacher salary		
	A12: Number of institutions by level		
	A13: Number of institutions with basic services		

**Table 4.** SDG 4 Indicators calculated from data collected through the UIS Survey of Formal Education, by questionnaire and table

SDG4 INDICATORS	ISCED		QA									QB	QC		TEACH
	T1	T2	A2	A3	A5	A6	A9	A10	A11	A12	A13	B2	C2	C5	TEACH2
FFA												+			
1.a.2												+			
4.1.3	+				+	+									
4.1.4	+			+	+	+								+	
4.1.5	+				+	+									
4.1.7	+	+													
4.2.2	+			+	+										
4.2.4	+		+	+	+										
4.2.5	+	+													
4.3.2	+												+	+	
4.3.3	+			+										+	
4.5.4	+		+	+											
4.7.2	+										+	+			
4.a.1	+										+	+			
4.c.1	+						+	+							+
4.c.2	+		+					+							+
4.c.3	+						+	+							+
4.c.4	+		+					+							+
4.c.5	+									+					
4.c.6	+						+								



**Table 5.** OPRI Indicators calculated from data collected through the UIS Survey of Formal Education, by questionnaire and table

OTHER POLICY RELEVANT INDICATORS	ISCED	QA						QB		QC			
	T1	A1	A2	A3	A5	A6	A9	B2	B3	C2	C6	C7	C8
Number of teachers							+						+
% of female teachers							+						+
School life expectancy	+			+									
Number of international mobile students											+		
Inbound and outbound rates of international mobile students										+	+		
Number of students			+	+						+			
Enrolment rates	+		+	+						+			
Graduation ratio, tertiary education	+											+	
% of tertiary graduates by field of education												+	
Repetition rate					+	+							
Number of OOS children and adolescents	+			+						+			
Public education expenditure by nature									+				
% of students by programme orientation			+										
% enrolment in private institutions			+										
Government expenditure in education (amount)								+					
Survival rate					+	+							
School age population	+												
Start and end of academic school year		+											

## NEW OR UPDATED SDG 4 AND OPRI INDICATORS VALUES ADDED TO THIS DATA RELEASE/REFRESH

This release reflects continued work on the International Standard Classification of Education (ISCED 2011). Updated ISCED 2011 mappings provide valuable information to calculate internationally comparable education indicators. For this release, ISCED mappings for 201 countries are available online, along with their corresponding ISCED diagrams. Launched in 2021, ISCED diagrams serve as valuable tools for analyzing and comparing education systems across countries.



## 7. Administrative data: Multi-year dynamic templates

In 2021, the UIS started implementing an innovative approach to collect administrative and finance education data based on entering publicly available raw data into multi-year dynamic templates (MDTY) that automatically produce the related 30 indicators: 18 SDG 4 indicators and 12 OPRI indicators, in other words, 28 indicators on students, graduates, teachers, and schools, and 4 indicators on education expenditure.

This process allows countries to directly validate the indicators instantly generated and check their consistency over time. It also enables them to immediately view what indicators are missing, what data are needed to produce them and then to work on filling these data gaps. The templates are an excellent tool for capacity-building as they present the methodology of calculation of each indicator in detail, increasing countries' ownership of the produced data and indicators.

MYDT also offers countries the possibility of calculating population-based indicators either by using UNPD population or national population. They also allow countries compare the indicators produced by the template with the ones previously published by the UIS. Finally, metadata collected in the templates may serve as a basis for a comprehensive inventory of all publicly available national publications and data sources.

### 7.1 Workflows and data points produced

**MYDT has two parts: Administrative data template and Finance data template.**

#### **ADMINISTRATIVE DATA TEMPLATE**

The template collects data for 16 years (2010 to 2025) on students, teachers and schools. It is automatically prefilled with population data from UNPD, ISCED mapping data on the national education system (theoretical entrance age and duration of the national education



programmes), and with indicator figures available at the UIS for comparison purposes. Indicators are automatically calculated with the indicator formulas embedded in the template.

The template includes the following:

- Metadata sheet: It presents the definition, calculation method and formula, and data required for every indicator; allows the comparison of UIS published indicators with the ones produced in the template from national data; and enables the selection of the source of population data (UNPD or national).
- Data source sheet: It compiles the names and links of all the national publications from which data were extracted and used to populate the template.
- Six sheets to collect students' data for each level of education from early childhood to tertiary education: data are disaggregated by age and sex in all sheets; the sheets on primary and secondary general programmes also include data disaggregated by grade and data on repeaters.
- A sheet to collect internationally mobile students' data for tertiary education: data are disaggregated by country of origin and sex
- A sheet to collect graduates' data for tertiary education: data are disaggregated by field of education and sex
- A sheet to collect teachers' data from pre-primary to upper secondary education: data are disaggregated by sex and status of teachers, including trained, qualified (according to national standards), qualified (according to international standards – ISCED 6 and higher), and newly recruited.
- A sheet to collect data on basic services in schools from primary to upper secondary education: electricity, internet and computers for pedagogical purposes, infrastructure and materials for students with disabilities, basic drinking water, single-sex basic sanitation facilities, basic handwashing facilities and life skills-based HIV and sexuality education.
- Two sheets with population data (national sources and UNPD): In the same sheets, the school-age population is calculated based on the population data and the national



education system data (age of entry into a level, duration of level) should the country be interested in inputs their own national population estimates.

- Twenty-eight sheets which contain the embedded formulas for the calculation of SDG 4 and OPRI indicators.

## **FINANCE DATA TEMPLATE**

The finance template collects data for 16 years (2010 to 2025) on government expenditure on education and total government expenditure. The template is prefilled with GDP data from the World Bank and with indicator figures available at the UIS for comparison purposes. Indicators are automatically calculated with the indicator formulas embedded in the template. The template allows the calculation of two indicators: Proportion of total government spending on essential services (education) (SDG 1.a.2); Government expenditure on education as a percentage of GDP (Education 2030 Framework for Action); Education expenditure by source of funding (public, private, international) as a percentage of GDP (SDG 4.5.6); and Government expenditure by level of education as a percentage of GDP (OPRI).

Tables 5 and 6 present the SDG 4 and OPRI indicators and variables in the administrative data and finance templates.



**Table 6.** SDG 4 indicators and variables in the administrative data and finance data templates

Variables for SDG indicators	Administrative data template															Finance data template			
	4.1.3	4.1.4	4.1.5	4.2.2	4.2.4	4.3.2	4.3.3	4.7.2	4.a.1	4.c.1	4.c.2	4.c.1.new*	4.c.2.new*	4.c.3	4.c.4	4.c.6	1.a.2	% GDP	4.5.6
National education system	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			
Population data	x	x		x	x	x	x												
Enrolment by sex	x	x	x	x	x	x	x				x		x		x				
Enrolment by age		x	x	x	x		x												
Enrolment by grade	x		x																
Repeaters by sex and grade	x																		
Teachers by sex										x				x		x			
Trained teachers by sex										x	x								
Qualified teachers according to national standards by sex																			
Qualified teachers according to international standards by sex												x	x						
Newly recruited teachers by sex																x			
Schools by type of facility								x	x										
Government expenditure on education																	x	x	
Total government expenditure																	x		
Gross domestic product (GDP)																		x	x
Initial general government financing of education																			x
Initial private sector non-household financing of education																			x
Initial rest-of-world ODA financing of Education																			x
Initial rest-of-world non-ODA financing of education																			x

\*The definition of qualified teachers according to international standards refers to teachers with the minimum required qualifications of ISCED 6 or above, which approved by the TCG as the international standards.



**Table 7. OPRI indicators and variables in the administrative/expenditure data template**

Variables for OPRI indicators	Administrative data template												Finance data template
	Number of students	Gross enrolment ratio	Total net enrolment rate	Out-of-school children	Distribution of enrolment by programme orientation	Number of repeaters	Repetition rate	School life expectancy*	Graduates from STEM	Survival rate*	Number of teachers	Percentage of female teachers	Government expenditure by level of education as a percentage of GDP
National education system	x	x	x	x	x	x	x	x	x	x	x	x	
Population data		x	x	x				x					
Enrolment by sex	x	x	x	x	x		x	x		x			
Enrolment by grade							x			x			
Enrolment by age			x	x				x					
Enrolment by programme orientation					x								
Repeaters by sex						x	x			x			
Repeaters by grade						x	x			x			
Graduates by sex									x				
Graduates by field of education									x				
Teachers by sex											x	x	
Government expenditure on education by ISCED level													x
Gross domestic product (GDP)													x

\*Piloting phase.



## MYDT workflows

The following workflows are implemented to produce globally comparable data:

1. Design and development of the two dynamic templates.
2. Completion of the templates:
  - MYDT countries (66 countries): templates are pre-filled with data from the templates used in previous rounds of data collection. Then, countries are asked to complete the template with data from a more recent school/academic year, fill data gaps, and revise the existing data.
  - SFE countries (96 countries): templates are filled with raw data submitted to the UIS through the SFE questionnaires.
  - Mined template countries: templates are filled with data and metadata from national official publications.
3. Data validation with countries (see next section)
4. Production of a database with data and metadata for all covered countries.
5. Creation of repositories for the official data sources available at the country level:
  - Repository of education expenditure reports:  
<https://tcg.uis.unesco.org/data-resources/repository-education-budgets/>
  - Repository of education indicators report:  
<https://tcg.uis.unesco.org/data-resources/repository-education-indicators/>

## 7.2 Data validation

In the September 2025 data release, the UIS piloted standardizing its data validation process using the MYDT (multi-year data template) for all countries that report to the UIS. Note that this process did not include countries that report via the UOE or those that did not submit data for the 2025 FES (Formal Education Survey).



### MYDT countries (65 countries):

The new education templates were implemented for an additional 15 countries in the survey year 2025. These countries are:

- Pacific: Cook Islands, Kiribati, Marshall Islands, Nauru, Niue, Palau, Tokelau, Tuvalu.
- Latin America and the Caribbean: Argentina, Dominica, Grenada, Guyana, Haiti, Puerto Rico, Saint Lucia, Trinidad and Tobago.

This brings the total number of "template countries" - which were expected to submit and validate their data through the MYDT - to 65:

- Asia and the Pacific (35 countries): Bangladesh, Bhutan, Brunei Darussalam, Cambodia, Cook Islands, Fiji, India, Indonesia, Kazakhstan, Kiribati, Kyrgyzstan, Lao People's Democratic Republic, Malaysia, Maldives, Marshall Islands, Micronesia (Federated States of), Mongolia, Nauru, Nepal, Niue, Pakistan, Palau, Papua New Guinea, Philippines, Samoa, Solomon Islands, Sri Lanka, Tajikistan, Thailand, Timor-Leste, Tokelau, Tonga, Tuvalu, Uzbekistan, Vanuatu, and Viet Nam.
- Sub-Saharan Africa (15 countries): Botswana, Burundi, Comoros, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Liberia, Madagascar, Malawi, Namibia, Sierra Leone, United Republic of Tanzania, and Zimbabwe.
- Latin America and the Caribbeans (15 countries): Anguilla, Antigua and Barbuda, Argentina, Aruba, Dominica, Grenada, Guyana, Haiti, Montserrat, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, and Turks and Caicos Islands.

For this Data Refresh, 8 countries submitted revised or new data after the September 2025 release cutoff. These include:

- SDG 4 data submissions: Brunei Darussalam, India, Maldives, Marshall Islands, Palau, Saint Vincent and the Grenadines, Suriname, and Trinidad and Tobago.
- Education expenditure data submissions: Marshall Islands, Palau, and Trinidad and Tobago.



These updates have been integrated into the February 2026 database where validation was completed in time for publication.

All data submitted through the MYDT undergo a structured validation process. UIS prepares a Country Indicator Review (CIR) for each participating country, including time series tables and visualizations of key indicators. Countries are invited to review the calculated indicators, confirm their accuracy, provide clarifications, and submit revisions where necessary. The validation process is conducted in consultation with national focal points, senior officials, and the UIS Regional Field Network (RFN).

This iterative review mechanism strengthens national ownership, enhances data consistency, and improves the overall quality and comparability of SDG 4 and OPRI indicators. The full validation workflow is described in Annex 1.

### Data points from the templates

**Tables 8 and 9** provide the number of data points for SDG 4 indicators and OPRI by SDG region that were derived from the templates for “template countries”. These data points are included in the September 2025 data release in addition to the data collected through the UIS Survey of Formal Education.

**Table 8.** Number of data points for SDG 4 indicators by region derived from the administrative data and finance data templates

SDG Region	SDG 4 indicators																
	Administrative data template															Finance data template	
	4.1.3	4.1.4	4.1.5	4.2.2	4.2.4	4.3.2	4.3.3	4.5.6	4.7.2	4.a.1	4.c.1	4.c.2	4.c.3	4.c.4	4.c.6	% GDP	1.a.2
Central and Southern Asia	709	1635	606	240	522	424	1384		64	1009	1126	337	722	208	161	60	70
Eastern and South-Eastern Asia	679	1472	516	256	720	329	1346		153	1293	952	297	787	246	308	57	68
Latin America and the Caribbean	254	475	443	93	468	88	553	20	102	869	266	76	76	27	8	107	122
Oceania	701	1450	649	224	703	104	1191		113	1460	831	251	851	261	153	88	115
Sub-Saharan Africa	838	2447	894	351	807	310	1843	40	144	1107	1172	359	1016	311	152	89	102
World	3181	7479	3108	1164	3220	1255	6317	60	576	5738	4347	1320	3452	1053	782	401	477



**Table 9.** Number of data points for OPRI by region from the administrative data template

SDG Region	Other Policy Relevant Indicators (OPRI)											
	Distribution of enrolment by programme orientation	Gross enrolment ratio	Number of students	Number of teachers	Number of repeaters	Repetition rate	Out-of-school children	Percentage of female teachers	Inbound mobility rate	Tertiary graduates by field of education	Total net enrolment rate	Gov. exp. on education as a % of GDP (by education level)
Central and Southern Asia	622	3300	2969	2180	3293	2605	1617	594	198	2966	976	253
Eastern and South-Eastern Asia	514	2859	2678	2066	2880	2523	1544	545	336	3787	895	228
Latin America and the Caribbean	289	1298	2095	579	2701	2161	674	166	44	657	312	215
Oceania	417	2503	2330	1197	2390	1739	1465	373	41	434	921	148
Sub-Saharan Africa	425	2726	2796	2196	5435	4330	2579	607	279	3148	1469	83
World	2267	12686	12868	8218	16699	13358	7879	2285	898	10992	4573	927



## 8. Household surveys

### 8.1 UIS Survey on Literacy and Educational Attainment

The UIS collects literacy and educational attainment (LITEA) data through its biennial survey and web scrapping. The LITEA questionnaires collect data and metadata used to calculate internationally comparable literacy rates, attainment rates, and mean years of schooling, drawing primarily on national population census or nationally representative sample household surveys. In 2025, the UIS engaged with over 100 countries<sup>3</sup> to provide new data, and to review and validate updated indicators, including those produced through web scrapping. The UIS supplements literacy and educational attainment data provided by countries by calculating indicators based on information obtained from population censuses and international household survey programmes such as the Multiple Indicator Cluster Survey (MICS) and the Demographic and Health Survey (DHS). The UIS also applies methodologies, such as the Global Age-specific Literacy Projections Model (GALP), to produce literacy estimates for years with missing data and to produce regional and global averages.

For this Data Refresh, 1436 new or updated values have been added. These updates draw on the e 2025 UIS Survey on Literacy and Educational attainment validation process and are further supplemented with data from UNSD census repository database. These include 1116 data points for educational attainment (SDG 4.4.3) by age group and location, 76 data points for adult literacy (SDG 4.6.1) and 244 new or updated OPRI data points. This data refresh further improves the global capacity to monitor the SDG 4 agenda in general with new or updated data points.

---

<sup>3</sup> Countries were evaluated based on their data submission history and recorded census information provided to the United Nations Statistics Division (UNSD).



## 8.2 UIS produced indicators

The UIS processes household survey and census data to produce disaggregated estimates for a variety of SDG 4 and other policy relevant indicators. These indicators include:

- SDG indicator 4.1.2: Completion rate (primary education, lower secondary education, upper secondary education).
- SDG indicator 4.1.4: Out-of-school rate (primary education, lower secondary education, upper secondary education).
- SDG Indicator 4.1.5: Percentage of children over-age for grade (primary education, lower secondary education).
- SDG indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex.
- SDG Indicator 4.3.2: Gross enrolment ratio for tertiary education, by sex.
- SDG Indicator 4.4.3: Educational attainment rates by level of education
- SDG Indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.
- SDG Indicator 4.6.1: Youth/adult literacy rates
- OPRI Indicator: Total Net Attendance Rates, by level of education.
- OPRI Indicator: Mean years of schooling.

Indicators are disaggregated by sex, rural/urban location, and household wealth where data allows.



**Table 10.** Summary indicator coverage for UIS internal HHS production

Region	Datapoints added since September 2025	Total datapoints
Central and Southern Asia	2706	45445
Eastern and South-Eastern Asia	254	31469
Europe and Northern America	121	17680
Latin America and the Caribbean	3011	45728
Northern Africa and Western Asia	285	34827
Oceania	564	10758
Sub-Saharan Africa	6224	175964
World	13165	361871

### 8.3 Household survey datasets aggregated from partners

Two data sets are produced by partners and aggregated in the UIS database: the data set from ECLAC and the data set from the GEM Report.

#### 8.3.1 ECLAC (Economic Commission for Latin America and the Caribbean)

The indicators below produced by ECLAC based on household surveys were aggregated in the database<sup>4</sup>:

- SDG Indicator 4.1.2: Completion rate (primary education, lower secondary education, upper secondary education).
- SDG Indicator 4.1.4: Out-of-school rate (one year before primary, primary education, lower secondary education, upper secondary education).

---

<sup>4</sup> For more details see [https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2024/02/Calculation-of-education-indicators\\_HHS\\_Report-UNESCO-UIS-13122023.pdf](https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2024/02/Calculation-of-education-indicators_HHS_Report-UNESCO-UIS-13122023.pdf).



- SDG Indicator 4.1.5: Percentage of children over-age for grade (primary education and lower secondary education).
- SDG Indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex.
- SDG Indicator 4.3.1: Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
- SDG Indicator 4.3.2: Gross enrolment ratio for tertiary education, by sex.
- SDG Indicator 4.4.3: Youth/adult educational attainment rates by age group and level of education.
- SDG Indicator 4.6.1: Youth/adult literacy rate.
- OPRI indicator 'Total Net Attendance Rate'.

Indicators are disaggregated by sex, income quintiles, urban and rural areas, and include the corresponding parity indexes for the respective dimensions.

#### **NOTE ON COMPARABILITY OF DATA FOR 2020**

Data collected through surveys in 2020 were subject to exceptional circumstances due to the COVID-19 pandemic, which introduced significant challenges to traditional data collection methods. Mobility restrictions and limitations on face-to-face interviews led most countries to adopt alternative approaches, such as telephone-based surveys. As a result, many surveys experienced changes in sample design, increased non-response rates, or the use of adapted questionnaires - factors that may impact comparability with data from previous years. Some examples include:

- Bolivia: Changes in the method of collecting school attendance data and a higher number of missing observations.
- Colombia: Notable reduction in the number of observations related to attendance and educational attainment for March and April compared to previous years.



- El Salvador: No data were collected between April and June, creating gaps in the time series.

### 8.3.2 Global Education Monitoring (GEM) Report

The indicators below were aggregated in the UIS database<sup>5</sup>:

- SDG Indicator 4.1.2: Completion rate (primary education, lower secondary education, upper secondary education).
- SDG Indicator 4.1.4: Out-of-school rate (primary education, lower secondary education, upper secondary education).
- SDG Indicator 4.1.5: Percentage of children over-age for grade (primary education).
- SDG Indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age), by sex.
- SDG Indicator 4.3.2: Gross attendance ratio for tertiary education.
- SDG Indicator 4.4.3: Educational Attainment
- SDG Indicator 4.6.1: Youth/adult literacy rate.

**Table 11** below provides an overview of data coverage from ECLAC and GEM Report databases.

**Table 11. Summary of ECLAC and GEMR indicators coverage**

Indicators		Source		Countries
		ECLAC	GEMR	(#)
SDG 4	4.1.2	2000-2023	1999-2022	128
SDG 4	4.1.4	2000-2023	2000-2022	94
SDG 4	4.1.5	2000-2023	2000-2022	104
SDG 4	4.2.2	2000-2023	2005-2022	53
SDG 4	4.3.1	2000-2023		6

<sup>5</sup> Data are downloaded from the World Inequality Database on Education website (<https://www.education-inequalities.org/>), consulted in January 2024



SDG 4	4.3.2	2000-2023	2006-2022	62
SDG 4	4.4.3	2000-2023		18
SDG 4	4.6.1	2000-2023	2000-2023	103
OPRI	Total Net Attendance Ratio	2000-2023		18

### 8.3.3 The International Labor Organization (ILO)

SDG Indicator 4.3.1 is calculated by the UIS based on the aggregated data calculated by the Department of Statistics of the ILO, which maintains a harmonized microdata repository on national Labor Force Surveys or other relevant household surveys covering labor market issues. The ILO database contains information on educational attendance of the working-age population aged 15 years and above, disaggregated by sex and by four main age groups: 15-24 years old, 25-54 years old, 55-64 years old, and 64 years and above. The variable of interest, educational attendance, classifies the working-age population into three mutually exclusive and exhaustive groups: (1) attending school; (2) not attending; (3) not elsewhere classified. SDG Indicator 4.3.1 is calculated for the age group 15-64 since the educational attendance estimates for most countries are low for the age group 65 years and above.

The ILO also provides aggregated data on educational attainment, and literacy derived from their harmonized microdata repository. UIS uses this data to calculate attainment and literacy rates for adult populations, contributing to data coverage for SDG 4 indicators 4.4.3 and 4.6.1.

For the February Data Refresh migration status disaggregated data was disseminated for indicators 4.4.3 and 4.6.1 for the first time, covering 116 countries in total.



## 9. Learning assessments and integration of data sources

Some national values are calculated/compiled by the UIS and/or its partners from learning assessments while other data sources are flagged with footnotes to identify the data sources in the UIS database. The indicators calculated and their metadata are:

- SDG Indicator 4.1.0: Proportion of children/young people prepared for the future, by sex.
- SDG Indicator 4.1.1: Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.
- SDG Indicator 4.1.6: Administration of a nationally representative learning assessment  
(a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education.
- SDG Indicator 4.2.1: Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, by sex.
- SDG Indicator 4.2.3: Percentage of children under 5 years experiencing positive and stimulating home learning environments.
- SDG Indicator 4.4.1: Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.
- SDG Indicator 4.4.2: Percentage of youth/adults who have achieved at least a minimum level of proficiency in digital literacy skills.
- SDG Indicator 4.5.1: Parity indices (female/male, rural/urban, bottom/top wealth quintile, and others such as disability status,



indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.

- SDG Indicator 4.5.2: Percentage of students in a) early grades, b) at the end of primary, and c) at the end of lower secondary education who have their first or home language as language of instruction.
- SDG Indicator 4.5.3: Existence of funding mechanisms to reallocate education resources to disadvantaged populations.
- SDG Indicator 4.6.2: Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.
- SDG Indicator 4.7.4: Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability.
- SDG Indicator 4.7.5: Percentage of students in lower secondary showing proficiency in knowledge of environmental science and geoscience.
- SDG Indicator 4.a.1: Proportion of schools offering basic services, by type of service.
- SDG Indicator 4.a.2: Percentage of students experiencing bullying in the last 12 months in a) primary, and b) lower secondary education.
- SDG Indicator 4.c.5: Average teacher salary relative to other professions requiring a comparable level of qualification.
- SDG Indicator 4.c.7: Percentage of teachers who received in-service training in the last 12 months by type of training.

For more information on the data production cycle of these SDG 4 Indicators, please refer to:

[http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/08/CN\\_LOS\\_DataProduction-.pdf](http://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/08/CN_LOS_DataProduction-.pdf)



## 10. Regional averages in the data release/ refresh

For Data Refresh cycles, UIS does not typically recalculate regional averages for SDG 4 and OPRI indicators. As such, the regional averages disseminated in this February 2026 Data Refresh are the same as those calculated and published in the September 2025 Data Release with the exception of completion rates (SDG 4.1.2) and children, adolescents, and youth out-of-school rates (4.1.4) and the related numbers.

The published regional aggregates - with time series data covering 1990 to 2025 - are based on the most recent SDG regional groupings<sup>6</sup>, the World Bank income classification as of 1 July 2025, and the GPE fiscal year 2024 regional composition.

For detailed information on the UIS methodology for calculating regional averages, please refer to the document at: <https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/10/TCG-7-I-2-UIS-methodology-for-aggregation-of-national-education-data-to-regional-and-global-estimates.pdf>. The regional averages for out-of-school rates (SDG 4.1.4) and the number of out-of-school children are derived from a collaborative effort between the UIS and the GEM Report. This innovative method harmonizes data from two primary sources: Education Management Information Systems (EMIS) and Household Surveys. The use of this method for estimating regional averages was approved by the Education Data and Statistics Commission (formerly the Technical Cooperation Group on SDG 4 Indicators), and the UIS has published these averages on its global education data portal.

The latest estimated rates and numbers of out-of-school by country and by SDG regions are also accessible on [VIEW](#). The new methodology is outlined in the joint UIS/GEM Report [Policy Paper / Fact Sheet](#).

---

<sup>6</sup> See <https://unstats.un.org/sdgs/indicators/regional-groups/>.



Moreover, since 2023, the release included new data on:

- Regional averages for Indicator 4.1.1 in all levels and domains from 2000 to 2019 produced by the UIS team.
- Regional averages for Indicator 4.1.2 aggregated from the GEM Report team from 1990 to 2025 and available at <https://education-estimates.org/completion/>.
- Regional averages for Indicator 4.1.4 produced by UIS/GEM Report team from 1990 to 2025 and available at <https://education-estimates.org/out-of-school/>.
- Regional averages for Indicator 4.1.0, or the proportion of children/young people prepared for the future, from 2000 to 2019, that need regional averages for learning and completion.
- Median for Indicator 1.a.2 from 2000 to 2025 produced based on the EDSC decision of June 2021.
- Regional averages for Indicator 4.3.1 in all levels and domains from 2000 to 2024 produced by the UIS team.



# 11. External data sets: Indicators aggregated from partner agencies

## 11.1 External data sets: Inputs to indicators

The UIS compiles data for some Sustainable Development Goal 4 indicators directly from partner organizations, such as:

### IMF

- SDG Indicator Education 2030 FFA: Government expenditure on education as a percentage of GDP
- SDG Indicator 1.a.2: Proportion of total government spending on essential services (education)

### OECD

- SDG Indicator 4.5.5: Percentage of total aid to education allocated to least developed countries.
- SDG Indicator 4.b.1: Volume of official development assistance flows for scholarships by sector and type of study.

### Global Coalition to Protect Education from Attack

- SDG Indicator 4.a.3: Number of attacks on students, personnel and institutions.

### Global Education Monitoring Report (GEM Report)

- SDG Indicator 4.5.3: Existence of funding mechanisms to reallocate education resources to disadvantaged populations.
- SDG Indicator 4.7.1: Greening education<sup>7</sup>.

---

<sup>7</sup> Added to the former SDG 4.7.1 Indicator “Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment” by the UN Statistical Commission during its 56<sup>th</sup> Session (April 2025), as part of the 2025 Comprehensive Review.



## UNESCO Section for Education for Sustainable Development (Division for Peace and Sustainable Development, Education sector)

- SDG Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education and (d) student assessment.

## 11.2 External data sets: Inputs to estimate indicators

### 11.2.1 Continued implementation of a hybrid population data policy

The UIS has continued the implementation of its [new population data policy](#) endorsed by the Technical Cooperation Group (TCG) on SDG 4 indicators in [March 2023](#). The implementation of the new Policy started with the UIS September 2023 Data Release. Under this new policy, countries, for which national population data meet a set of pre-defined standard quality criteria<sup>8</sup>, have the possibility to request UIS to use their national population data for the calculation of their population-based indicators in place of the World Population Prospects estimates from the United Nations, Department of Economic and Social Affairs (UNDESA) Population Division (UNPD), which remains the default source of population data used by the UIS.

The following are requirements for national population data to be considered for use in place of UNPD population projects:

- Complete time series data and metadata from 2000 to the current UIS education survey year +1 year ahead (i.e. projections).
- Complete sex- and age- disaggregated data for the 0-99 age population.
- Data is compiled, used, and disseminated by the national statistical office and international organizations, and is publicly available for cross-national comparability.

---

<sup>8</sup> See “National Population Data: criteria for use in indicator calculation by the UIS” at: <https://uis.unesco.org/uis-questionnaires>



- Adequate population coverage and representativeness, excluding no more than 5% of the total population, Substantive population subgroups or internationally recognized geographic regions should not be excluded. Estimates or counts where more than 5% of the total population is excluded are not eligible for use in calculations.

This hybrid approach enhances national ownership of UIS education statistics, particularly when national data differs from UNPD estimates. For this February 2026 data refresh, the source of population estimates from UNDESA Population Division is the *World Population Prospects (WPP) 2024, scenario of 1 January* (<https://population.un.org/wpp/>).

### SOURCES OF POPULATION DATA AND EXCEPTIONAL CASES

The UN Population Division (UNPD) remains the standard source of population data at the UIS. With the implementation of the hybrid population data policy, the following exceptional cases are worth mentioning (please also see **Table 12**):

- Countries that requested the use of their national data and that provided data complying with the predefined UIS quality requirements.
- Population data by UNPD represent a geographically larger area than education data. Without adjustment, this would lead to an underestimation of population-based indicators. Countries in this group include Azerbaijan, Cyprus, Republic of Moldova, and Serbia.

### PROCESS FOR ACCEPTING NATIONAL POPULATION DATA, INSTEAD OF UNPD DATA, FOR USE BY UIS IN THE CALCULATION OF EDUCATION STATISTICS

Under the new UIS policy of population data, countries choosing to provide national population data for use in education indicators calculation by UIS must:

- Signal their interest by sending an email to [uis.survey@unesco.org](mailto:uis.survey@unesco.org).
- Submit national population data and metadata through the [optional UIS/DEM questionnaire](#). Submission must be by email to [uis.survey@unesco.org](mailto:uis.survey@unesco.org).



- Provide a complete metadata and time series population data by age and sex<sup>9</sup> from 2000 to the current UIS education survey year +1 year ahead (i.e. projections), unless a national crisis affects projections reliability.
- Submit data **once every two years**.
- Follow a biennial submission cycle<sup>10</sup> to align with the population data update of countries whose education indicators are calculated using UNPD WPP data, which is released every two years.
- Ensure that UIS has a complete and consistent time series for indicators calculation, as it does not mix UNPD and national data sources. If national population data for a given year are missing while enrolment data are available, UIS will be unable to calculate the corresponding education indicators. In such cases, UIS will default to UNPD WPP data to maintain a continuous time series for indicators calculation.

---

<sup>9</sup> Ibid (see validation criteria).

<sup>10</sup> Countries submitting data through DEM questionnaire for a given UIS survey year (t) will skip the following year (t+1) and resubmit only for year t+2, reducing data reporting burden.



For countries that didn't provide their population data to the UIS, UIS will use the latest available UNPD WPP estimates.

The standard workflow for national population data reporting and validation is presented in Table 12.

**Table 12.** National population data submission: streamlined workflow

Step	UIS annual education survey launch	Country to register for DEM submission by sending an email to <a href="mailto:uis.survey@unesco.org">uis.survey@unesco.org</a>	DEM submission deadline	UIS feedback on DEM data validation	UIS database update with validated DEM data	UIS database update with UNPD WPP Revision
Key dates	November	End of February	31 March	30 April	31 May	31 July (WPP release year)

For this data refresh, the source of population data used to calculate education indicators are presented in **Table 12**, including countries that have submitted data directly to the UIS and that respected the established acceptance criteria.



**Table 13.** Sources of population data for UIS indicator calculation.

Source of population data	No. of countries	Countries list and comment
United Nations Population Division (UNPD): World Population Prospect 2024, released in July 2024	145	The UNPD is the main source of population data used by the UIS for all countries, except for the countries listed below in this column.
National statistical offices submitting data directly to the UIS (through the UIS DEM questionnaire)	33	<ol style="list-style-type: none"><li>1. Albania</li><li>2. Australia</li><li>3. Azerbaijan</li><li>4. Brazil</li><li>5. Burundi</li><li>6. Canada</li><li>7. Chile</li><li>8. Colombia</li><li>9. Costa Rica</li><li>10. Dominican Republic</li><li>11. China, Hong Kong Special Administrative Region</li><li>12. India</li><li>13. Israel</li><li>14. Japan</li><li>15. Jordan</li><li>16. Republic of Korea</li><li>17. China, Macao Special Administrative Region</li><li>18. Mali</li><li>19. Mauritius</li><li>20. Mexico</li><li>21. New Zealand</li><li>22. Republic of Moldova</li><li>23. Russian Federation</li><li>24. Rwanda</li><li>25. San Marino</li><li>26. Singapore</li><li>27. Sri Lanka</li><li>28. Thailand</li><li>29. Belarus</li><li>30. Ukraine</li><li>31. United Arab Emirates</li><li>32. Uruguay</li><li>33. Uzbekistan</li></ol>



National data collected by Eurostat	30	<ol style="list-style-type: none"><li>1. Austria</li><li>2. Belgium</li><li>3. Bulgaria</li><li>4. Croatia</li><li>5. Cyprus</li><li>6. Czechia</li><li>7. Denmark</li><li>8. Estonia</li><li>9. Finland</li><li>10. France</li><li>11. Germany</li><li>12. Greece</li><li>13. Hungary</li><li>14. Ireland</li><li>15. Italy</li><li>16. Latvia</li><li>17. Lithuania</li><li>18. Luxembourg</li><li>19. Malta</li><li>20. Netherlands (Kingdom of the)</li><li>21. Norway</li><li>22. Poland</li><li>23. Portugal</li><li>24. Romania</li><li>25. Slovakia</li><li>26. Slovenia</li><li>27. Spain</li><li>28. Sweden</li><li>29. Switzerland</li></ol>
-------------------------------------	----	---

**\*Notes:** of the 210 countries for which UIS collects education data, national population data were available for 73 countries in 2020, 73 in 2021, 72 in 2022, 65 in 2023, and 13 in 2024. Data for 2025 are not presented in the table due to low coverage.



## 12. Economic statistics

Data on economic indicators, such as gross domestic product (GDP) and purchasing power parity (PPP), are World Bank estimates as of December 2025. For countries where GDP estimates are not published by the World Bank<sup>11</sup>, data are obtained from national source. Exchange rates data are sourced from the December 2025 release by the United Nations Statistics Division (UNSD). This data release uses the purchasing power parities (PPP) conversion factor, GDP (local currency unit per international dollar), of the most recent World Bank International Comparison Program of 2017. Data on total general government expenditure (all sectors) come from the April 2025 release of the International Monetary Fund's (IMF) World Economic Outlook database.

---

<sup>11</sup> Andorra, Bermuda, China, Macao Special Administrative Region, Cook Islands, Costa Rica, Monaco, Nicaragua, Paraguay, Republic of Korea, Turks and Caicos Islands. For Tokelau, data from national sources were also missing.



## 13. Methodological notes

### 13.1 Methodological notes: Non-finance indicators

Education data and indicators are based on the [International Standard Classification of Education](#) (ISCED) 2011. This framework, implemented starting with the 2014 data collection, covers the entire formal education system, including both initial and adult education programs. Before 2014, the UIS Survey of Formal Education did not include formal adult education programs. Similarly, data from the UOE collection between 2004 and 2012 also excluded these programs. Keep these limitations in mind when comparing time-series data.

Prior to 2018, data for SDG Indicator 4.3.3 *Participation rate in technical and vocational programs (15- to 24-year-olds)* did not include enrollment in technical and vocational short-cycle tertiary programs (ISCED level 5) because UIS only collected data up to ISCED level 4. Since 2018, UIS has been collecting and including ISCED level 5 enrollment in the calculation of this indicator, which has increased the average participation rate by about 1.6%. Use caution when comparing this indicator over time due to this change in methodology.



In some cases, an indicator, such as the adjusted net enrolment rate, may exceed its theoretical maximum value due to inconsistencies between demographic and school data. When this occurs, a process called "capping" is applied to ensure the indicator stays within its theoretical limit while maintaining the same gender ratio. For more information on this, refer to the definition of capping in the [UIS Glossary](#).

Since the Data Release for September 2020, the UIS has replaced all parity indices, including the gender parity index, with adjusted parity indices. These adjusted indices are easier to interpret as they have a limited range of 0 to 2 and are symmetrical around 1. Previously, the unadjusted indices had no upper bound and were not symmetrical around 1.

## 13.2 Methodological notes: Education finance indicators

When data on spending on Early Childhood Education (ECE) or from international sources were missing, they were treated as negligible, which might lead to an underestimation of the totals.

For SDG Indicator 4.5.4, which measures initial funding per student, the number of students includes both full-time and part-time students.

Following approval from the EDSC (formerly TCG) and the IAEG-SDG, multiple sources were used to report on two key benchmark indicators: Government expenditure on Education as a percentage of GDP and global Indicator 1.a.2, Government expenditure on Education as a percentage of Total Government Expenditure. More information on this is available in the [metadata document](#).



## 14. Country notes

**Australia:** For the reference year 2019, due to several changes introduced in both the data sources and methodology used to calculate and compile Australia's Finance collection, it is not possible to reproduce them in the trend file, resulting in a significant break in series. As a result of these changes, expenditure data from before the reference year 2020 is not comparable with previous years' data.

For the reference years 2020 and 2021, Australia has updated its data sources and revised the methodology used to compile finance data to incorporate historical revisions. A historical revision to non-government schools was implemented in Australia's 2020-21 Government Finance Statistics annual data, resulting in changes of data at International Standard Classification of Education (ISCED) levels 1, 24, and 34. Non-government schools previously classified as non-profit institutions serving households have been reclassified to private, non-financial corporations from 1985. This reclassification also necessitates a change to the transactions between commonwealth and state governments and non-government schools. Caution should be taken if comparing data for the reference years 2020 and 2021.

**Azerbaijan:** Education data for the years 1998 to 2021 do not cover Nagorno-Karabakh, whereas the 2022 World Population Prospects data do. The population data used for the calculation of indicators were provided by national authorities and exclude Nagorno-Karabakh.

**Belgium:** the definition of internationally mobile students has changed in the country from 2013. Therefore, the historical trend of inbound mobile students' needs to be interpreted with caution.

Enrolment data do not include the German-speaking Community. Data on independent private institutions refer to the European Schools. For these reasons, enrolment figures have a lower coverage than the population, which leads to an underestimation of enrolment rates.



**Bolivia, Plurinational State of:** The rate of out-of-school adolescents of lower secondary (ISCED 2) and upper secondary (ISCED 3) age does not include data on students enrolled in tertiary education (ISCED 5 to 8). This means that the number of out-of-school youth could be overestimated.

**Brazil:** A break in the time series of pre-primary and primary indicators occurred in 2013 due to the following changes in the national education system:

- The duration of pre-primary education changed from 3 years to 2 years.
- The entry age to primary education changed from 7 years to 6 years and the duration from 4 years to 5 years.

**Bulgaria:** National population data used for the UIS February 2024 Release have undergone significant changes between May 2024 and July 2024. For some age groups, the differences exceed 10%. This change substantially impacts the value of population-based SDG indicators, particularly enrolment rates, published in this September 2024 Release.

The country confirmed the change, indicating that the National Statistical Institute revised the national population data based on the 2021 Bulgaria demographic census. This revision was necessary due to large discrepancies between the census results and current population estimates. The revision covers a ten-year period from 2012 to 2021. The reference data for ages used during the demographic census is as of December 31<sup>st</sup>, 2021. To better align with education data, the population data provided to the UIS was shifted one year forward.

**China:** Two Special Administrative Regions – Hong Kong and Macao – are reported separately from data for China. The country asked the UIS not to publish data derived from PISA as this only covers four provinces (Beijing, Shanghai, Jiangsu, and Guangdong).

To maintain consistency in the time series data on international mobile students, students from mainland China studying in Macao and Hong Kong are reported as



international students. However, these students do not strictly meet the definition of international mobile students.

**Columbia:** due to data quality issues, the country asked to put all education finance indicators dirty.

**Cyprus:** Education data for Cyprus do not cover areas that are not under control of the national government. The population data used for the calculation of indicators were provided by national authorities and only cover the population living in government-controlled areas.

**Czechia:** On the basis of basis of Article 33 of the Charter of Fundamental Rights and Freedoms, which is part of the Constitution of Czechia, citizens have the right to free education at basic and secondary schools (ISCED levels 1 to 3), regardless of whether they are studying longer than the standard period of study, including in cases where a citizen is studying a second (third, fourth, ...) programme at secondary school. The 13 years of free education published by the UIS show the theoretical ideal passage through the education system. It would be stated quite correctly that free education at ISCED levels 1 to 3 is not limited.

**Ecuador:** The source of the education data used is the *Archivo Maestro de Instituciones Educativas* (AMIE). Indicators were calculated with a capping factor and with national population estimates. Therefore, indicators for Ecuador are not comparable with the data officially published by the country.

**Estonia:** The country has an integrated pre-primary education programme. Pupil's age is used as a proxy to disaggregate data for early childhood educational programmes between ISCED 0 category 1 (early childhood educational development) and ISCED 0 category 2 (pre-primary). Enrolment of children aged 2 years and younger is mapped as early childhood educational development and enrolment of children aged 3 years and older is mapped as pre-primary. The number of repeaters since 2008 are calculated with a different methodology than the one used for previous years. Therefore, the time series are not comparable. For 2013, the ages for enrolment in early childhood education were calculated as of 1 September and not as of 1 January as in later years.



**France:** There is a change in methodology in 2006 and 2013 that limits the comparability of time series for SDG Indicator 4.3.3 *participation rate in technical and vocational programmes (15- to 24-year-olds), by sex*.

**Germany:** As of 2009, there is no concept of repeaters in grades 1 to 2 of primary education. This explains a decrease in 2009 in the time series “Percentage of repeaters in primary education”. The Länder definition defines “Internet for pedagogical purposes” (SDG 4.a.1) as Internet available to all school stakeholders with a range of teaching applications and teaching-related content regardless of time and place, and if there is a modern broadband connection and reliable technical support.

**China, Hong Kong SAR:** Starting from the school year 2008/09, the Government of Hong Kong Special Administrative Region of China is committed to providing 12 years of free primary and secondary education to all eligible local children in public schools. It is mandatory for parents to ensure their children, aged 6 to 15, attend school. Consequently, the rate of out-of-school children is expected to be 0% at the primary and lower secondary education levels, and low at the upper secondary level. Additionally, the gross intake ratio to the last grade of primary and lower secondary general education programmes is expected to be 100%.

**Iraq:** As with previous data releases, education data for Iraq will not be published in this release. The submission received from national authorities does not include data for the Kurdistan region, resulting in incomplete national coverage. The calculation of internationally comparable indicators requires complete data from all regions of the country.

**Kazakhstan:** As of 2020, the structure of the national education system has changed. The entrance age to primary education was set at 6 years old since the reference year 2020 (the school year 2019/2020). Consequently, the theoretical ages in effect starting in 2020 are 6 to 9 years for primary education, 10 to 14 years for lower secondary education, and 15 to 16 years for upper secondary education. Breaks in the time series between 2019 and 2020 can be explained by the change in the education structure.



**Lithuania:** For 2005 and from 2007 to 2012, enrolment (ENRL) for primary education includes only full-time students. And, for 2004 to 2012, ENRL for secondary education (lower and upper) includes only full-time students as well.

**Malaysia:** Data from SEA-PLM 2019 for SDG Indicator 4.5.2 Percentage of students in a) early grades, b) at the end of primary, and c) at the end of lower secondary education who have their first or home language as language of instruction is not published as per country request to SEAMEO.

**Mexico:** A break in the time series of pre-primary indicators occurs in 2014 due to the following changes in the national education system:

- The entry age to pre-primary education changed from 4 to 3 years. The duration of pre-primary education changed from 2 to 3 years.

**Norway:** The country has an integrated early childhood education programme. Pupils' ages are used as a proxy to disaggregate data for early childhood educational programmes between ISCED 0 category 1 (early childhood educational development) and ISCED 0 category 2 (pre- primary). Enrolment of children up to 2 years of age is mapped to early childhood educational development and enrolment of children aged 3 years and older is mapped to pre-primary.

**Palestine:** The education data submitted for Palestine in the survey year 2025 (reference year 2024) does not include information from the Gaza Strip, resulting in incomplete national coverage. As the calculation of SDG and other education indicators requires comprehensive national data, the submitted data cannot be used for indicator production.

**Peru:** The country asked the UIS not to publish data for PISA 2015 and 2018.

**Republic of Moldova:** The population data used to calculate indicators were provided by national authorities and exclude Transnistria, consistently with education data. Additionally, as of 2014, information provided by the country has been revised to use usual residential population. For this reason, the population data time series were only



available from 2014 to 2023, restricting the coverage of population-based education indicators to those years.

**Russian Federation:** As of 2015, information provided by the Russian Federation includes statistical data for the Autonomous Republic of Crimea and the city of Sevastopol, Ukraine, temporarily occupied by the Russian Federation. The population data used for the calculation of indicators were from the UN Population Division and do not cover the Autonomous Republic of Crimea and the city of Sevastopol.

**Serbia:** The population data used for the calculation of indicators are aligned to Education data, and both datasets exclude Kosovo.

**Singapore:** Education data starting from 2016 refer to residents (citizens and permanent residents) with local addresses and those were away from Singapore for a cumulative period of less than 6 months in the past 12 months prior to the reference date (end of June each year). The data should only be used for the purpose of computing education indicators and should not be compared against other population data published by the Singapore government.

**United Republic of Tanzania:** Education data do not cover Zanzibar, whereas the 2022 World Population Prospects data do. The population of Zanzibar is approximately 3% of the total population of the United Republic of Tanzania. Population-based indicators are underestimated and should therefore be interpreted with caution.

**United States of America:** Policies on free/compulsory education may vary by state/subnational unit. Free education at ISCED 0 category 2 (pre-primary) is offered for one year in the majority of states and, in some cases, a second year of pre-Kindergarten is also free. Therefore, free/compulsory education estimates are a valid representation of the US average but vary by state.



## 15. UIS Resources

### Data Access

- UIS data browser: <https://databrowser.uis.unesco.org>
- SDG-4 scorecards Dashboard: <https://www.unesco.org/en/sdg4scorecard-dashboard>

### Data Resources

- Metadata: <https://tcg.uis.unesco.org/methodological-toolkit/metadata/>
- UIS education glossary: <http://uis.unesco.org/en/glossary?wbdisable=true>
- LASER tool and resources: <https://tcg.uis.unesco.org/laser/>
- Country profiles: <https://tcg.uis.unesco.org/country-profile-new/>
- UIS Survey of Formal Education: <http://uis.unesco.org/uis-questionnaires>

### SDG4 Benchmarking

- Setting Commitments: National SDG 4 benchmarks to transform education (2022): <https://unesdoc.unesco.org/ark:/48223/pf0000382076>
- SDG 4 Data Digest 2021: National SDG 4 benchmarks: fulfilling our neglected commitment <https://unesdoc.unesco.org/ark:/48223/pf0000380387>
- SDG4 Scorecard progress report on national benchmarks: Focus on early childhood (2023) <https://unesdoc.unesco.org/ark:/48223/pf0000384295>
- SDG4 Scorecard progress report on national benchmarks: focus on teachers (2024) <https://unesdoc.unesco.org/ark:/48223/pf0000388411>
- SDG4 Scorecard progress report on national benchmarks: focus on the out-of-school rate (2025) <https://unesdoc.unesco.org/ark:/48223/pf0000393833>

### Additional Resources for SDG4 Monitoring

- [Online tools for monitoring SDG 4](#)
- [Tools and resources for monitoring SDG 4 indicator 4.1.1](#)
- Regional reports to bridge global and regional education monitoring frameworks (<https://tcg.uis.unesco.org/regional-frameworks-for-sdg4/>)
- Dashboard to bridge global and regional education monitoring frameworks (<https://tcg.uis.unesco.org/dashboard/>)



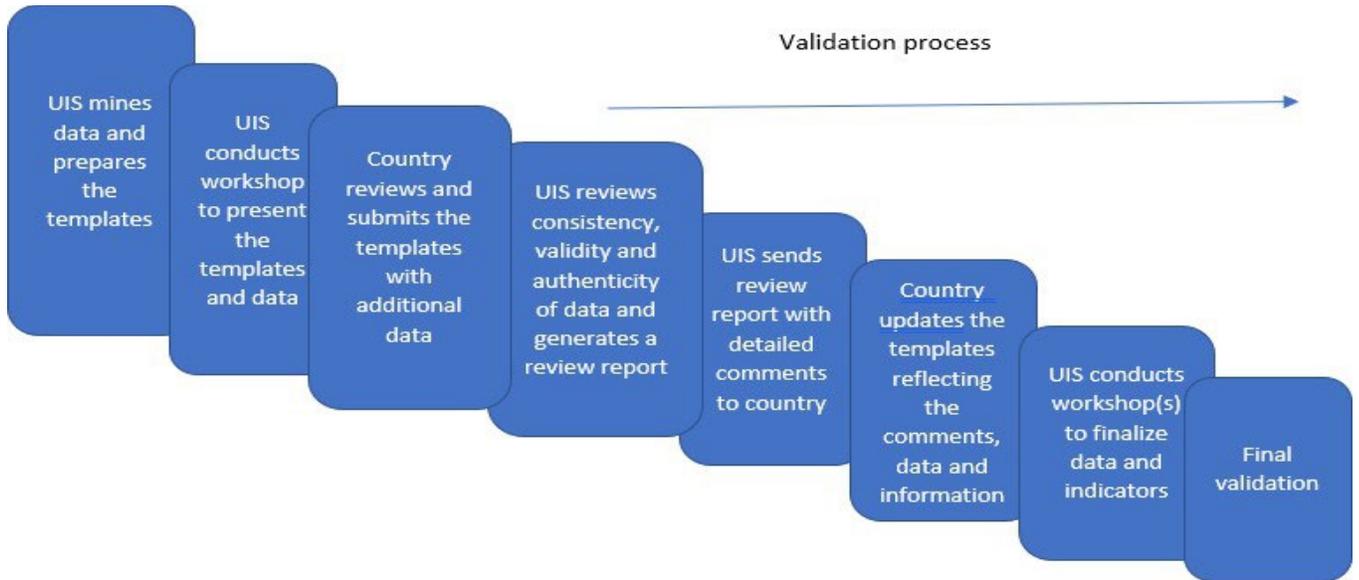
## Global Education Data Governance

- Education Data and Statistics Commission (EDSC), formerly known as Technical Cooperation Group for SDG 4 Indicators (TCG): <http://tcg.uis.unesco.org>
- [Decisions of the Conference of Education Data and Statistics](#)



## Annex 1.

# UIS validation process of the multi-year dynamic templates





## Annex 2.

### List of Other Policy Relevant Indicators

<b>Classroom teachers and academic staff by sex</b>
Number of teachers by teaching level of education (early childhood educational development, pre-primary, primary, lower secondary, upper secondary, secondary, post-secondary non-tertiary, tertiary), by sex
Percentage of female teachers by teaching level of education (pre-primary, primary, lower secondary, upper secondary, secondary, post-secondary non-tertiary, tertiary)
<b>School life expectancy</b>
School life expectancy by level of education (pre-primary, primary, secondary, post-secondary non-tertiary, tertiary, primary and lower secondary, primary and secondary, primary to tertiary), by sex
<b>Mean years of schooling</b>
Mean years of schooling (primary level of education or higher), 25+ years, by sex
<b>Number and rates of international mobile students (inbound and outbound)</b>
Inbound internationally mobile students by continent of origin, both sexes
Inbound internationally mobile students by region of origin, both sexes
Inbound internationally mobile students by country of origin, both sexes
Outbound internationally mobile students by host region, both sexes
Net flow of internationally mobile students, both sexes
Inbound mobility rate, by sex
Mobile outbound gross enrolment ratio
Outbound mobility ratio by host region, both sexes
<b>Number of students and enrolment/attendance rates by level of education</b>
Enrolment by level of education (early childhood educational development, pre-primary, primary, lower secondary, upper secondary, secondary, post-secondary non-tertiary, short-cycle tertiary, bachelor's or equivalent level, master's or equivalent level, doctor, or equivalent level), by sex
Gross enrolment ratio by level of education (primary, lower secondary, upper secondary, secondary, post-secondary non-tertiary, primary and lower secondary, primary and secondary, primary to tertiary), by sex
Total net enrolment rate by level of education (primary, lower secondary, upper secondary), by sex
Total net attendance rate in primary education (household survey data), by sex, location (urban/rural), wealth quintile
Total net attendance rate in lower secondary education (household survey data), by sex, location (urban/rural), wealth quintile
Total net attendance rate in upper secondary education (household survey data), by sex, location (urban/rural), wealth quintile
<b>Graduation ratio from tertiary education</b>
Gross graduation ratio from tertiary education (bachelor's or equivalent level, master's or equivalent level), by sex
<b>Repetition rate by grade (primary and lower secondary education) and number of repeaters</b>
Repeaters in primary education, by grade and sex
Repeaters in lower secondary general education, by grade and sex
Repetition rate in primary education, by grade and sex



[uis.unesco.org](http://uis.unesco.org)

© UNESCO-UIS 2026