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Background information on statistics in the UIS database

November 2026



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List of acronyms

Acronym	Expansion	Acronym	Expansion
AMPL	Assessment for Minimum Proficiency Level	**SDG**	Sustainable Development Goal
BDDS	Bulk Data Download Service	**SDMX**	Statistical Data and Metadata Exchange
DHS	Demographic and Health Survey	**SEAPLM**	Southeast Asia Primary Learning Metrics
ECE	Early Childhood Education	**SES**	Socio-Economic Status
ECLAC	Economic Commission for Latin America and the Caribbean	**TCG**	Technical Cooperation Group on SDG 4 Indicators
EDSC	Education Data and Statistics Commission	**TIMSS**	Trends in International Mathematics and Science Study
EMIS	Education Management Information System	**TVET**	Technical and Vocational Education and Training
EOL	End of Life	**UIS**	UNESCO Institute for Statistics
ERCE	Estudio Regional Comparativo y Explicativo	**UIS HHS**	UIS Household Surveys
ESS	Education Survey Series (UIS)	**UIS LITEA**	UIS Literacy and Educational Attainment Survey
EUROSTAT	Statistical Office of the European Union	**PISA**	Programme for International Student Assessment
FFA	Framework for Action	**PPP**	Purchasing Power Parity
GALP	Global Age-specific Literacy Projections Model	**SACMEQ**	Southern and Eastern Africa Consortium for Monitoring Educational Quality
GEM Report / GEMR	Global Education Monitoring Report	**SDG**	Sustainable Development Goal
HHS	Household Surveys	**SDMX**	Statistical Data and Metadata Exchange
IAEG-SDGs	Inter-Agency and Expert Group on SDG Indicators	**SEAPLM**	Southeast Asia Primary Learning Metrics
IEA	International Association for the Evaluation of Educational Achievement	**SES**	Socio-Economic Status
ILO	International Labour Organization	**TCG**	Technical Cooperation Group on SDG 4 Indicators
IMF	International Monetary Fund	**TIMSS**	Trends in International Mathematics and Science Study
ISCED	International Standard Classification of Education	**TVET**	Technical and Vocational Education and Training
ITU	International Telecommunication Union	**UIS**	UNESCO Institute for Statistics

Acronym	Expansion	Acronym	Expansion
MICS	Multiple Indicator Cluster Survey	**UIS HHS**	UIS Household Surveys
OECD	Organisation for Economic Co-operation and Development	**UIS LITEA**	UIS Literacy and Educational Attainment Survey
OPRI	Other Policy Relevant Indicators	**UNESCO**	United Nations Educational, Scientific and Cultural Organization
PASEC	Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN	**UNICEF**	United Nations Children's Fund
PIAAC	Programme for the International Assessment of Adult Competencies	**UNPD**	United Nations Population Division
PIRLS	Progress in International Reading Literacy Study	**UNSD**	United Nations Statistics Division
PISA	Programme for International Student Assessment	**WBG**	World Bank Group
PPP	Purchasing Power Parity	**WPP**	World Population Prospects
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality		

November 2026 Data Release at a glance

The November 2026 release covers 240 countries and territories and includes 6,675,378 national and 3,016,292 aggregate datapoints.

9,691,670 published national and aggregate datapoints	**+1,391,695 / +16.77%** change from the previous publication (February 2026 Data Refresh)	**240** countries and territories with new or updated data
33 SDG 4 indicators with new or updated values	**324** series or disaggregations first observed in the available release history	**7 of 7** SDG regions with an increase in national datapoints

What's new in this release

- 324 series or disaggregations were first observed in the available release history. See Section 3.1.
- Or revised See Section 3.3 for updates by data source.
- The release revises reporting on participation in education and training, ICT skills and teacher indicators. See Sections 3.1 and 6.
- The release contains 3,016,292 published aggregate datapoints. See Section 5.

Key dates

Release date: 12 November 2026. Next update: May 2027 Data Refresh.

Executive summary

The November 2026 UIS data release provides updated education statistics for monitoring Sustainable Development Goal 4 (SDG 4) and other policy-relevant indicators (OPRI). It incorporates new and revised national observations, updated regional aggregates, and changes to the reporting of several indicators.

The release also marks the introduction of a revised UIS annual education data publication calendar. Beginning in 2026, the main data release moves from September to **November**, followed by a data refresh in **May** of the subsequent year, rather than February. The November release will feature updated national data and regional aggregates, while the May refresh will focus on updates to national data.

The November 2026 release covers 240 countries and territories and contains 9,691,670 national and aggregate datapoints, an increase of 1,391,695 (16.77%) compared with the February 2026 release. OPRI datapoints increased by 1,146,029, while SDG 4 datapoints increased by 245,666. Across both indicator groups and geographic scopes, 1,955,414 additions and 563,719 withdrawals account for the net increase. In addition, 3,446,215 retained observations were revised in value or magnitude.

Of the net increase, national datapoints account for 1,022,588 and regional aggregate datapoints for 369,107. Reference year 2025 gained 96,723 national datapoints, while 2026 added 12,341. Reference years up to and including 2024 account for the remaining 913,524 net additions. National datapoint counts increased across all seven SDG regions.

A major development in this release is the first publication of the revised global SDG indicator 4.c.1 under its new definition, which measures the percentage of teachers with at least an ISCED level 6 academic qualification. The release includes 10,576 national datapoints covering 131 countries and territories for reference years 1970–2026, alongside 23,182 aggregate datapoints across 176 geographic groupings, including the world, for 2013–2025. The 20 published series cover pre-primary, primary, lower secondary, upper secondary and secondary education overall, with results for both sexes combined, disaggregated by sex, and adjusted gender parity indices.

Other changes include the separate reporting of formal and non-formal education and training, the introduction of series on basic and above-basic ICT skills, and updates to teacher qualification, pupil-teacher ratio and remuneration series. These changes are detailed in Sections 3.1 and 6.

The release draws on multiple data sources, including national administrative records, household surveys and censuses, learning assessments, and partner data. Section 3.3 provides further details on the contributions of multi-year dynamic templates, household survey processing and the latest assessment rounds.

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.

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 and refresh cycle.
- 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 cycle and data access

Since 2018, the UNESCO Institute for Statistics (UIS) has streamlined its education data publication cycle around a single major annual release, featuring updated national and regional data, followed by a secondary update (referred to as a data refresh) focusing on updated national data. Beginning in 2026, the UIS revised its publication calendar, moving the main annual data release from September to November and the subsequent data refresh from February to May of the following year. This revised schedule provides a structured annual cycle for the publication and updating of internationally comparable education statistics.

This November 2026 Data Release 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)[1].

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. It can be accessed here [https://databrowser.uis.unesco.org/browser]. 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.

[1] See Annex 2 for the list of OPRI.

- **SDG 4 Scorecard Dashboard:** This dashboard displays country progress against SDG 4 benchmark Indicators: https://www.unesco.org/en/sdg4scorecard-dashboard.
- **SDG 4 Data Resources:** This section contains resources to country profiles, knowledge databases (repositories & inventories), ISCED, World Education Statistics report, and UIS questionnaires: https://www.uis.unesco.org/en/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.

Part A. The November 2026 Data Release

Part A covers what is new in this release: headline figures, new data by source, data availability, regional averages, methodological changes and country notes.

3. Highlights of the November 2026 Data Release

3.1 Updates to indicator reporting

Starting from the UIS November 2026 Data Release, the following updates have been made to indicators released:

- SDG 4 indicators:

Indicator 4.4.1 – Information and communications technology (ICT) skills
The indicator has been updated with new series measuring the proportion of youth and adults achieving at least basic ICT skills across the five skill areas. The new series distinguish the number of skill areas in which individuals demonstrate at least basic proficiency (from 0–1 to all five), as well as those demonstrating above-basic proficiency in all five areas.

Selected previous series measuring individual ICT activities, such as transferring files between devices and uploading self-created content to websites, have been removed.

Indicator 4.3.1 – Participation in education and training

The indicator has been restructured to distinguish participation in formal and non-formal education and training. The previous combined participation series have been removed and replaced by separate measures for each type of education and training.

The new series cover four age groups: 15–24, 15–64, 25–54 and 55–64 years, providing more detailed information on participation in different forms of learning.

Teacher-related indicators (Target 4.c)

Several changes have been introduced to the teacher-related indicator series:

Indicator 4.c.1: A new global indicator has been introduced to replace the previous one. The new indicator measures the percentage of teachers meeting at least the minimum global academic qualification (ISCED level 6) and covers education levels from pre-primary to upper secondary. The November data release contains observations for reference years 2015–2026.

Indicator 4.c.2: New pupil-teacher ratio series, calculated on a headcount basis, have been introduced. The previous series on pupil-to-trained-teacher ratios have been removed.

Indicators 4.c.3 and 4.c.4: The previous series measuring the percentage of academically qualified teachers and the corresponding pupil-to-qualified-teacher ratios, respectively, have been removed. The former 4.c.1 - percentage of teachers with (national) minimum required professional qualification, by education level - becomes the new 4.c.3. The corresponding data series have been introduced.

Indicator 4.c.5: New series measuring average annual statutory remuneration of teachers as a percentage of GDP per capita have been introduced. The series distinguish between teachers on permanent and non-permanent contracts, as well as between teachers in their first year of teaching and those with 15 years of experience. The previous series comparing teacher salaries with those of other professions requiring similar qualifications have been removed.

Indicators 4.c.6 and 4.c.7: Selected series on teacher attrition rates and participation in in-service teacher training, respectively, have been removed.

- OPR indicators:

New series measuring annual statutory teaching hours as a percentage of annual statutory working hours have been introduced for education levels from pre-primary to upper secondary.

At the same time, series measuring the percentage of teachers who meet national standards for academic qualifications or professional qualifications (i.e. trained teachers) and who are female, have been removed.

3.2 New data

The November 2026 release includes 9,691,670 published national and regional aggregate datapoints, compared with 8,299,975 in the February 2026 Data Refresh.

- Absolute increase of 1,391,695 datapoints
- Relative increase of 16.77%

Table 1. Published datapoints by indicator group, February and November 2026

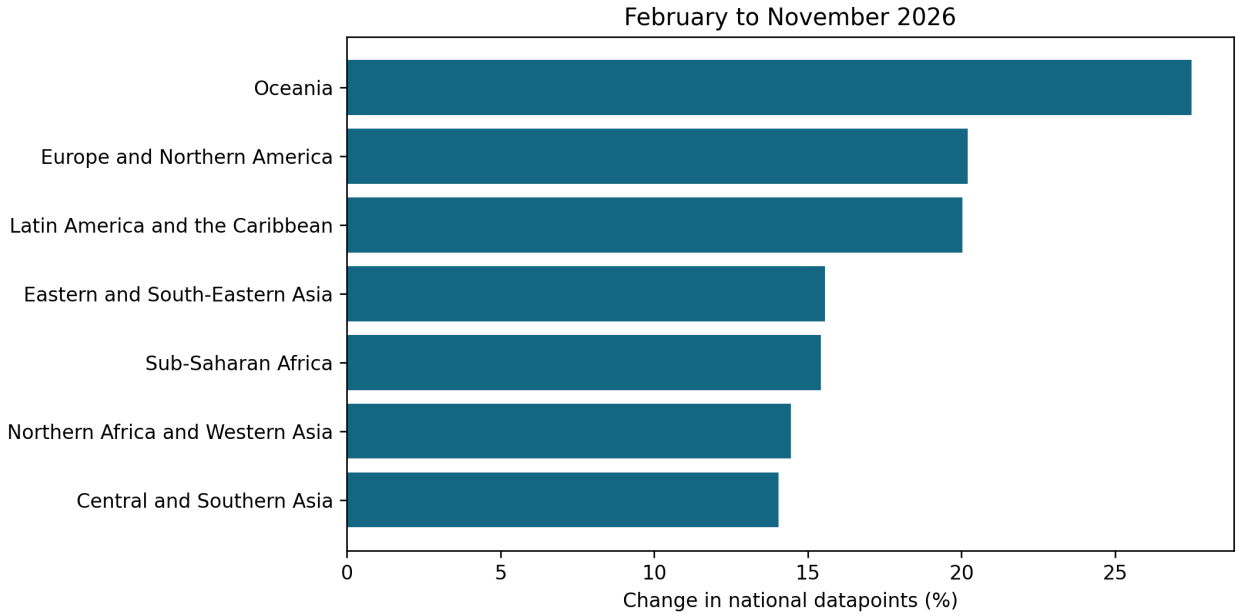
Group	Scope	Feb 2026	Nov 2026	Change (n)	Change (%)
OPRI	National	4,192,611	5,031,780	+839,169	20.02
	Regional	2,105,286	2,412,146	+306,860	14.58
SDG	National	1,460,179	1,643,598	+183,419	12.56
	Regional	541,899	604,146	+62,247	11.49
OPRI	Total	6,297,897	7,443,926	+1,146,029	18.20
SDG	Total	2,002,078	2,247,744	+245,666	12.27
SDG & OPRI	**Total**	**8,299,975**	**9,691,670**	**+1,391,695**	**16.77**

National OPRI datapoints increased by 839,169 and national SDG datapoints increased by 183,419. Regional OPRI datapoints increased by 306,860 and regional SDG datapoints increased by 62,247.

Table 2. Change in published national datapoints by region, February to November 2026

Region	Feb 2026	Nov 2026	Change (n)	Change (%)
Europe and Northern America	1,619,878	1,947,104	+327,226	20.20
Sub-Saharan Africa	1,109,798	1,280,916	+171,118	15.42
Latin America and the Caribbean	1,097,383	1,317,255	+219,872	20.04
Northern Africa and Western Asia	680,896	779,299	+98,403	14.45
Eastern and South-Eastern Asia	498,294	575,843	+77,549	15.56
Central and Southern Asia	366,607	418,077	+51,470	14.04
Oceania	279,934	356,884	+76,950	27.49

Figure 1. Change in published national datapoints by region (%), February to November 2026



National datapoint counts increased in 7 of the seven SDG regions. The largest percentage increase was in Oceania (+27.49%). The smallest change was in Central and Southern Asia (+14.04%).

3.3 New and updated data by source

3.3.1 UIS Survey of Formal Education and UOE data collection

For survey year 2026, the UIS Survey of Formal Education and the joint UNESCO-UIS, OECD and Eurostat (UOE) data collection received 113 of 144 expected submissions for questionnaire A (78.5%), 75 for questionnaire B (52.1%) and 99 for questionnaire C (68.8%). Among the 94 countries and territories in the non-UOE collection, 65 submitted questionnaire A (69.1%), 39 submitted B (41.5%) and 51 submitted C (54.3%). Among the 50 in the UOE collection, 48 submitted A (96%), 36 submitted B (72%) and 48 submitted C (96%). Questionnaire A had the highest overall response rate, while questionnaire B on education expenditure had the lowest response rate in both collections.

3.3.2 Multi-year dynamic templates

For this release, a total of 65 countries submitted revised or new data through the MYDT (SDG and/or education expenditure) after the February 2026 Data Refresh cut-off. These include:

- SDG 4 data submissions: 59 countries - Anguilla, Antigua and Barbuda, Aruba, Dominica, Grenada, Guyana, Haiti, Montserrat, Puerto Rico, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Kazakhstan, Kyrgyzstan, Mongolia, Uzbekistan, Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Philippines, Thailand, Timor-Leste, Viet Nam, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka, Comoros, Ethiopia, Kenya, Lesotho, Madagascar, Malawi, Namibia, Sierra Leone, Zimbabwe.
- Education expenditure data submissions: 56 countries] - Anguilla, Antigua and Barbuda, Aruba, Dominica, Grenada, Guyana, Haiti, Montserrat, Puerto Rico, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Suriname, Trinidad and Tobago, Turks and Caicos Islands, Kazakhstan, Kyrgyzstan, Mongolia, Uzbekistan, Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Philippines, Thailand, Timor-Leste, Viet Nam, Cook Islands, Fiji, Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru, Niue, Palau, Papua New Guinea, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, Vanuatu, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, Sri Lanka, Botswana, Burundi, Gambia, Ghana, Liberia, Madagascar, United Republic of Tanzania, Zimbabwe

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

Tables 3 and 4 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 November 2026 Data Release in addition to the data collected through the UIS Survey of Formal Education.

Table 3. Published datapoints for selected SDG indicators and finance measures from the administrative and finance templates, by SDG region

SDG Region	SDG 4 indicators																
	Administrative and finance indicators															Finance measures	
	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	377	1,009	354	141	744	231	126	0	53	737	111	283	795	0	0	63	60
Eastern and South-Eastern Asia	465	1,114	384	179	762	222	120	1	134	1,000	189	281	860	0	0	62	60
Latin America and the Caribbean	312	695	426	105	864	160	35	0	91	770	104	217	459	0	0	123	154
Oceania	390	870	346	129	1,029	143	27	4	75	808	189	169	472	0	0	95	113
Sub-Saharan Africa	421	1,182	424	165	932	264	0	0	85	619	135	196	575	0	0	105	114
World	1,965	4,870	1,934	719	4,331	1,020	308	5	438	3,934	728	1,146	3,161	0	0	448	501

Table 4. Published datapoints for selected OPRI from the administrative and finance templates, by SDG region

SDG Region	Other Policy Relevant Indicators (OPRI)											
	Prog. mix	GER	Student count	Teacher count	Repeater count	Repeat rate	Out of school	Female teachers (%)	Inbound rate	Grad. by field	Total NER	Govt. exp. (% GDP)
Central and Southern Asia	745	2,196	2,339	1,087	2,570	1,825	1,041	320	56	1,401	530	266
Eastern and South-Eastern Asia	726	2,392	2,235	1,027	3,055	2,298	1,098	317	60	2,129	577	267
Latin America and the Caribbean	607	1,883	2,441	688	4,012	2,964	931	204	12	173	432	232
Oceania	728	1,736	2,079	610	2,133	1,447	897	191	32	285	456	146
Sub-Saharan Africa	445	1,091	1,899	1,140	3,539	2,653	1,214	289	148	2,453	618	60
World	3,251	9,298	10,993	4,552	15,309	11,187	5,181	1,321	308	6,441	2,613	971

3.3.3 Household surveys

Indicators processed from household survey and census microdata by the UIS and parters totals over 850,000 datapoints (table 5.)

Table 5. Summary indicator coverage for microdata production

Region	Datapoints
Central and Southern Asia	55,398
Eastern and South-Eastern Asia	48,921
Europe and Northern America	148,079
Latin America and the Caribbean	304,693
Northern Africa and Western Asia	58,749
Oceania	20,304
Sub-Saharan Africa	217,212
World	853,356

- Since the February data release, 25,000 datapoints were added from internal processing of household surveys.
- Approximately 70,000 datapoints were added from processing ILO microdata processing in this release, including through a new data series on adult participation in formal education, and new data on completion and out of school rates.
- For this release, approximately 2800 new or updated country-level data points have been added, based on the latest UIS Literacy and Educational Attainment (LITEA) survey validation process, supplemented by data from the UNSD census repository. These include 1950 data points on youth and adult educational attainment rates (SDG 4.4.3), 240data points on youth and adult literacy rates (SDG 4.6.1) and 610 data points for the OPR Indicators. At the regional level, the SDG 4.6.1 time series has been updated across all regions, and regional data for the 2025 reference year has been added.

3.3.4 Learning assessments

Indicator 4.1.1: The indicator has been updated with new data from SEA-PLM 2024, PASEC 2024 (data collected in 2025), PISA 2025, and Ghana's national assessment.

Following a review through the Data Readiness Review and Support Mechanism (DRRSM), SEA-PLM 2019 and 2024 results were realigned to the Minimum Proficiency Level (MPL) using Band

5 instead of Band 6, based on the Pairwise Comparison Method (PCM). Ghana's national assessment results were also aligned to the MPL through the DRRSM using PCM. **Annex 4** provides a summary of the assessment review findings for Ghana and SEA-PLM.

Historical data series were reviewed for consistency. Aggregate estimates have been updated through 2024 (previously available through 2019). Estimates derived jointly for Grades 2 and 3 are now reported under both grades.

Indicator 4.1.6: The indicator has been updated to incorporate data from the latest available national assessment rounds across countries.

Indicator 4.5.2: The indicator has been updated with new data from PISA 2025 and SEA-PLM 2024, expanding the availability of information on the alignment between students' home language and the language of instruction.

Indicator 4.a.1: The indicator has been updated with new data from SEA-PLM 2024.

Indicator 4.a.2: The indicator has been updated with new data from PISA 2025, providing more recent information on the proportion of students experiencing bullying.

3.3.5 ISCED mappings

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.

3.3.6 Population and economic data

The November 2026 release uses the United Nations Population Division's World Population Prospects 2024 as the standard source for population estimates. UIS uses national estimates where they meet its quality criteria and draws on Eurostat data for the countries listed in Table 15. The Population Division has issued an interim update for Togo and indicated that the next full revision is expected in July 2027. For the economic inputs, the release uses July 2026 World Bank estimates for GDP and purchasing power parity, December 2025 exchange rates from the

United Nations Statistics Division, and July 2026 IMF data on total general government expenditure. Section 14 provides further details.

4. Overview of data availability for SDG 4 indicators

Table 6 summarises national availability in the November BDDS SDG files. The highest country and territory coverage is for:

- Indicator 4.1.6, with data for 240 countries and territories.
- Indicator 4.5.1, with data for 225 countries and territories.

Among indicators with published national observations, coverage is lowest for:

- Indicator 4.4.2, with data for 31 countries and territories.
- Indicator 4.7.4, with data for 32 countries and territories.

The counts combine countries and territories across series for each indicator. A zero indicates no national observations in the November BDDS SDG files. The reference-year ranges span published observations and can contain gaps. “First observed” refers to the available release history since December 2015. Parity series are identified separately from the underlying disaggregations.

Table 6. Summary of education SDG indicators data dimensions released

Indicator	Is the indicator being reported for the first time? (Y/N)	Total number of countries for which the indicator is reported	Indicator description Range of years for which data are available for the indicator	Dimensions of disaggregation
FFA	No	203	1970–2026	.
1.a.2	No	207	1970–2026	.
4.1.0	No	136	1995–2025	Sex
4.1.1	No	157	1995–2025	Sex, school location (urban/rural), socio-economic status (SES), immigrant status, language of the test at home
4.1.2	No	189	1981–2026	Sex, location (urban/rural), wealth, disability
4.1.3	No	216	1970–2026	Sex
4.1.4	No	221	1970–2026	Sex, location (urban/rural), wealth, disability

Indicator	Is the indicator being reported for the first time? (Y/N)	Total number of countries for which the indicator is reported	Indicator description Range of years for which data are available for the indicator	Dimensions of disaggregation
4.1.5	No	206	1970–2026	Sex, location (urban/rural), wealth
4.1.6	No	240	2014–2025	Subject (reading/mathematics)
4.1.7	No	216	1970–2026	Free and compulsory education
4.2.1	No	98	2010–2025	Sex
4.2.2	No	207	1970–2026	Sex, location (urban/rural), wealth
4.2.3	No	89	2005–2019	Sex, location (urban/rural), wealth
4.2.4	No	212	1970–2026	Sex
4.2.5	No	217	1970–2026	Free and compulsory education
4.3.1	No	134	1992–2025	Age, sex
4.3.2	No	213	1970–2026	Sex, location (urban/rural), wealth
4.3.3	No	206	1970–2026	Sex
4.4.1	No	117	2002–2025	ICT skills, sex, and location (urban/rural)
4.4.2	No	31	2012–2017	Sex
4.4.3	No	215	1970–2026	Sex, location (urban/rural), wealth, immigrant status
4.5.1	No	225	1970–2026	Sex, location (urban/rural), SES
4.5.2	No	141	2012–2025	.
4.5.3	No	195	2025	.
4.5.4	No	205	1970–2026	.
4.5.5	No	44	2010–2024	Source of funding (public, private – households; other private entities-, international -ODA; non-ODA-)
4.5.6	No	208	1970–2026	Sex, wealth, native status, and location (urban/rural)
4.6.1	No	187	1970–2025	Sex, SES, immigrant status
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	111	2000–2026	Sex, SES, location (urban/rural)
4.7.4	No	32	2016–2022	Sex, SES, location (urban/rural)
4.7.5	No	42	2015–2019	.
4.a.1	No	203	2000–2026	Sex, location (urban/rural), SES, and immigrant status

Indicator	Is the indicator being reported for the first time? (Y/N)	Total number of countries for which the indicator is reported	Indicator description Range of years for which data are available for the indicator	Dimensions of disaggregation
4.a.2	No	158	2003–2025	.
4.a.3	No	115	2013–2025	.
4.b.1	No	150	2006–2024	Sex
4.c.1	Yes	131	1970–2026	Education level, sex and adjusted gender parity index
4.c.2	No	224	1970–2026	Education level
4.c.3	No	173	1970–2026	Education level and sex
4.c.5	No	37	1970–2026	Education level, contract type and teaching experience

5. Regional averages in this release

The November BDDS regional files contain 3,016,292 published datapoints across 226 aggregate labels and reference years 1970–2026. Compared with February, aggregate datapoints increased by 369,107.

Published aggregates use the most recent SDG regional groupings 2, the World Bank income classification as of 1 July 2026, and the GPE fiscal year 2027 regional composition.

For detailed information on the UIS methodology for calculating regional averages, please refer to the document at this link:

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.

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

- Regional averages for Indicator 4.1.1 in all levels and domains from 2000 to 2024. Aggregate estimates have been updated through 2024 (previously available through 2019). Estimates derived jointly for Grades 2 and 3 are now reported under both grades.
- 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/ https://www.unesco.org/en/education/view/completion

[2] See https://unstats.un.org/sdgs/indicators/regional-groups/.

- Regional averages for Indicator 4.1.4 produced by UIS/GEM Report team from 1990 to 2025 and available at https://www.unesco.org/en/education/view/outofschool.
- Regional averages for Indicator 4.1.0, or the proportion of children/young people prepared for the future, from 2000 to 2024, 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 2025 produced by the UIS team.

Note on group aggregates for completion rates (4.1.2), out-of-school rates (4.1.4), and out-of-school numbers (OPRI indicator)

Group aggregates for these indicators are derived from modelled estimates. However, when multiple data series are available in the UIS Data Browser (e.g., observed or administrative data), the aggregates are displayed under the first available series. The series under which an aggregate is displayed therefore does not necessarily reflect the methodology used to calculate it.

6. Country notes

Country notes explain breaks in series, coverage limits and other country-specific issues.

Table 7. Country notes

Country	Note	Status
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 re-classified 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. . Users are advised to exercise caution when interpreting and comparing expenditure data for these reference years, as the methodological changes and historical revisions may affect the comparability of the time series.	Revised
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.	Unchanged
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.	Unchanged

Country	Note	Status
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.	Unchanged
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.	Unchanged
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 31st, 2021. To better align with education data, the population data provided to the UIS was shifted one year forward.	Unchanged
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.	Unchanged

Country	Note	Status
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%.	Unchanged
Colombia	due to data quality issues, the country asked to put all education finance indicators dirty.	Unchanged
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.	Unchanged
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.	Unchanged
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.	Unchanged

Country	Note	Status
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.	Unchanged
France	There is a change in methodology in 2006 and 2012 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.*	Revised
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". From 2025 onwards, data will be transmitted on the basis of the German Broadband Atlas. Diverging from these transmitted data, which correspond to the UIS/UNESCO definition of "Internet for pedagogical purposes" (SDG 4.a.1), the Länder definition defines "Internet for pedagogical purposes" more specific as Internet available to all school stakeholders with a range of teaching applications and teaching-related content regardless of time and place, and provided that there is a modern broadband connection and reliable technical support. Data collection according to this definition is considered to be too extensive by the Länder.	Revised
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.	Unchanged

Country	Note	Status
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.	Unchanged
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.	Unchanged
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.	Unchanged
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.	Unchanged
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.	Unchanged
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.	Unchanged
Peru	The country asked the UIS not to publish data for PISA 2015 and 2018.	Unchanged

Country	Note	Status
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 2026, restricting the coverage of population-based education indicators to those years.	Unchanged
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.	Unchanged
Serbia	The population data used for the calculation of indicators are aligned to Education data, and both datasets exclude Kosovo.	Unchanged
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.	Unchanged
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.	Unchanged
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.	Unchanged

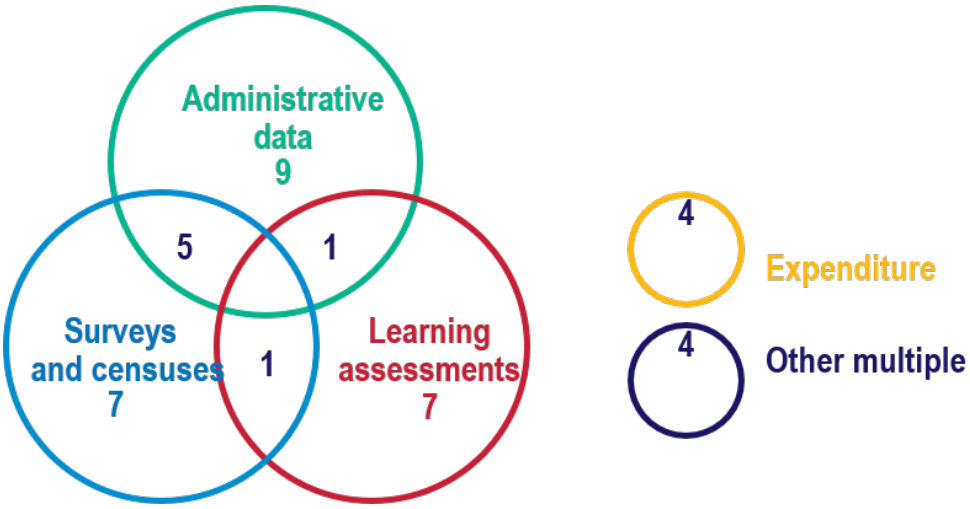
Part B. Background and methods

Part B describes the data sources, collection processes and methods behind the UIS education database. It changes little between releases; comments flag dates and counts to check.

7. 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 2** 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 2. 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.

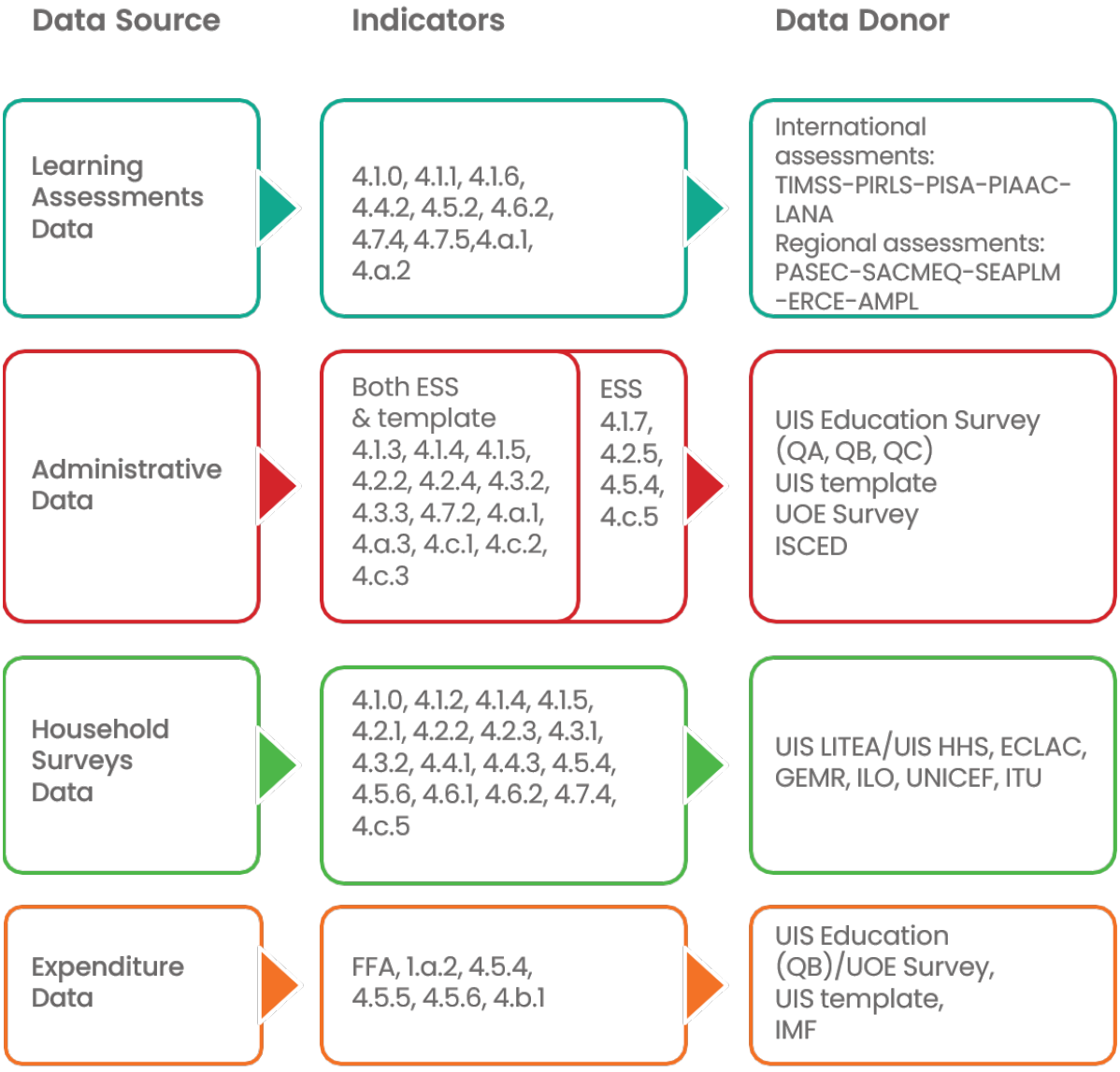
- **Household surveys** are an important source of data on access, participation, completion, literacy, and educational attainment. Surveys differ in terms of coverage, frequency, objectives and questionnaire design. In contrast to administrative data, they are collected less frequently, and by a variety 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 3 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 3. 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

8. Administrative data: Survey of Formal Education and UOE

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.

8.1 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[3].

[3] 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.

8.2 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.

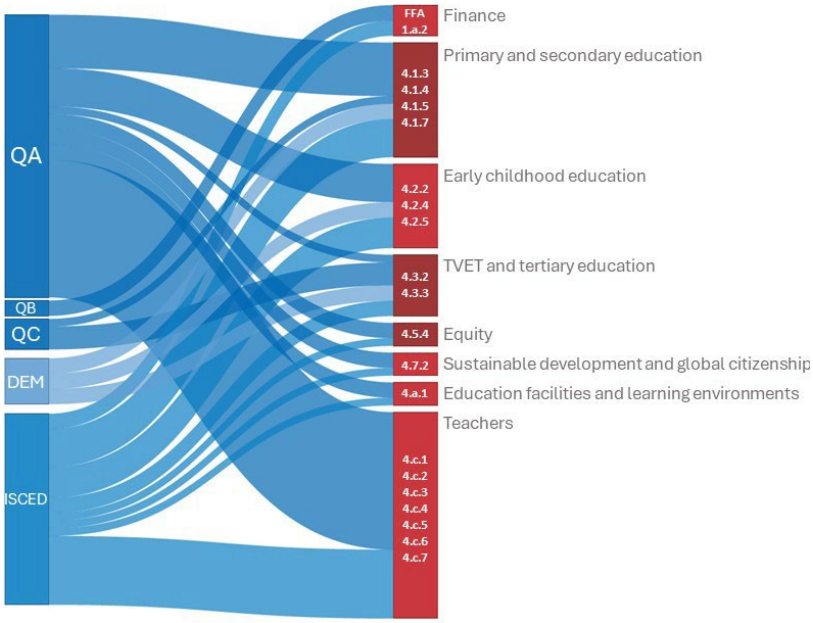
To ensure global comparability, the UOE survey manages data from a diverse set of countries with varying administrative affiliations. The table below lists these countries according to their

OECD or EU relevance, which defines the scope of the questionnaires they complete and their alignment with international statistical standards.

Table 8. 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 4. 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 9. 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 A5: Numbers of students primary, age/grade A6: Numbers of students lower sec., age/grade A9: Number of teachers by level A9-ContractType: Number of classroom teachers by teaching level of education, contract type and sex A10: Number of trained and qualified teachers by level A10-Metadata – national definition of trained and qualified teachers in table A10 A10-Statutory: Statutory info on classroom teachers in public institutions by teaching levels of education A11: Teacher salary A12: Number of institutions by level A13: Number of institutions with basic services		C6: Number of mobile students C7: Number of graduates by level/field C8: Number of academic staff, by level and sex

Table 10. SDG 4 Indicators calculated from data collected through the UIS Survey of Formal Education, by questionnaire and table

SDG4	ISCED		QA									QB	QC		TEACH
INDICATORS	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 11. 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		+											

9. 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.

9.1 Templates and workflows

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 12 and 13 present the SDG 4 and OPRI indicators and variables in the administrative data and finance templates.

Table 12. 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.1new*	4.c.2new*	4.c.3	1.a.2	% GDP	4.5.6
National education system	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				
Enrolment by age		x	x	x	x		x										
Enrolment by grade	x		x														
Repeaters by sex and grade	x																
Teachers by sex										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																	
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 13. OPRI indicators and variables in the administrative/expenditure data template (* piloting phase)

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

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 (65 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 (98 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/

10. Household surveys

10.1 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[4] to provide new data, and to review and validate updated indicators, including those produced through web scraping. 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.

10.2 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).

[4] Countries were evaluated based on their data submission history and recorded census information provided to the United Nations Statistics Division (UNSD).

- 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.

10.3 Household survey datasets aggregated from partners

Two data sets are produced by the UNESCO Global Education Monitoring Report (GEM) and the Economic Commission for Latin America and the Caribbean (ECLAC). In addition, the ILO provides harmonized and aggregated dataset from its microdata repository from which indicators are produced by the UIS.11.3.1 ECLAC (Economic Commission for Latin America and the Caribbean)

The indicators below produced by ECLAC based on household surveys were aggregated in the database[5]:

[5] 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.

- 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).
- 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.

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.

10.3.1 Global Education Monitoring (GEM) Report

The indicators below were aggregated in the UIS database[6]:

- 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.

10.3.2 The International Labour Organization (ILO)

The ILO also provides aggregated data on educational attendance, attainment, and literacy derived from their harmonized microdata repository. UIS uses this data to calculate the following indicators:

- 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).

[6] Data are downloaded from the World Inequality Database on Education website (https://www.education-inequalities.org/), consulted in January 2024

- SDG Indicator 4.3.1: Participation in formal and non-formal education and training.
- SDG Indicator 4.4.3: Adult Educational Attainment
- SDG Indicator 4.6.1: Youth/adult literacy rate.

11. 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.

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

12. External data sets: indicators aggregated from partner agencies

12.1 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. The methodology has been revised while retaining the indicator as a binary (0/1) measure, with a value of 1 indicating strong policy intent to reduce inequalities through education resource allocation. Data collection and documentation have been substantially strengthened and expanded. The 2025 dataset covers 195 countries, compared with 81 countries in the previous 2019 dataset. The indicator is expected to be updated every two years.

- SDG Indicator 4.7.1: Greening education[7].

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.

12.2 External data sets: inputs to estimate indicators

12.2.1 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[8], 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.

[7] 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 56th Session (April 2025), as part of the 2025 Comprehensive Review.

[8] See "National Population Data: criteria for use in indicator calculation by the UIS" at: https://uis.unesco.org/uis-questionnaires

- Data is compiled, used, and disseminated by the national statistical office and international organizations, and is publicly available for cross-national comparability.
- 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 release, 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 15):

- 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.
- Submit national population data and metadata through the optional UIS/DEM questionnaire. Submission must be by email to uis.survey@unesco.org .

- Provide a complete metadata and time series population data by age and sex[9] 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[10] 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.

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 14.

Table 14. National population data submission: streamlined workflow

Step	UIS annual education survey launch	Country to register for DEM submission by sending an email to uis.survey@unesco.org	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	Nov 2025 Feb every year from 2027	End of February	31 June	31 July	Aug May	31 July (WPP release year)

[9] Ibid (see validation criteria).
[10] 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 this release, the source of population data used to calculate education indicators are presented in Table 15, including countries that have submitted data directly to the UIS and that respected the established acceptance criteria.

Table 15. 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	138	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)	27	Bolivia (Plurinational State of), Ecuador, China, Hong Kong Special Administrative Region, Mauritius, United Arab Emirates, Uzbekistan, India, China, Macao Special Administrative Region, Peru, Tonga, Uruguay, Australia, Brazil, Costa Rica, Israel, Japan, Seychelles, Singapore, Azerbaijan, Canada, Chile, Colombia, Dominican Republic, Guatemala, Cote d'Ivoire, Republic of Korea, Mexico, New Zealand, Rwanda, Uganda, Georgia, Montenegro, San Marino, Belarus, Greece, Hungary, Iceland, Italy, Latvia, Luxembourg, Republic of Moldova.
National data collected by Eurostat	45	Belgium, Bulgaria, Czechia, Denmark, Germany, Estonia, Ireland, Greece, Spain, France, Croatia, Italy, Cyprus, Latvia, Lithuania, Luxembourg, Hungary, Malta, Netherlands, Austria, Poland, Portugal, Romania, Slovenia, Slovakia, Finland, Sweden, Iceland, Liechtenstein, Norway, Switzerland, United Kingdom, Bosnia and Herzegovina, Montenegro, North Macedonia, Georgia, Albania, Serbia, Türkiye, Ukraine, Andorra, Belarus, Monaco, Russian Federation, Armenia

13. Economic statistics

Data on economic indicators, such as gross domestic product (GDP) and purchasing power parity (PPP), are World Bank estimates as of July 2026. For countries where GDP estimates are not published by the World Bank[11], 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 July 2026 release of the International Monetary Fund's (IMF) World Economic Outlook database.

[11] 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.

14. Methodological notes

14.1 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 enrollment 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.

14.2 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.

15. UIS resources

Area	Resources (linked)
Data access	UIS data browser SDG-4 scorecards Dashboard
Data resources	SDG 4 Indicators and metadata files OPR Indicators and metadata files files UIS education glossary LASER tool and resources Country profiles ISCED mappings and diagrams UIS Survey of Formal Education
SDG 4 benchmarking	Setting Commitments: National SDG 4 benchmarks to transform education (2022) SDG 4 Data Digest 2021: National SDG 4 benchmarks: fulfilling our neglected commitment SDG4 Scorecard progress report on national benchmarks: Focus on early childhood (2023) SDG4 Scorecard progress report on national benchmarks: focus on teachers (2024) SDG4 Scorecard progress report on national benchmarks: focus on the out-of-school rate (2025)

Area	Resources (linked)
Additional resources for SDG 4 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 Dashboard to bridge global and regional education monitoring frameworks
Global education data governance	Education Data and Statistics Commission (EDSC), formerly known as Technical Cooperation Group for SDG 4 Indicators (TCG) Decisions of the Conference of Education Data and Statistics

Annex 1. UIS validation process of the multi-year dynamic templates

Validation of the multi-year dynamic templates runs in eight steps, alternating between the UIS and the country.

Step	Action
1	UIS mines data and prepares the templates.
2	UIS conducts a workshop to present the templates and data.
3	Country reviews and submits the templates with additional data.
4	UIS reviews consistency, validity and authenticity of data and generates a review report.
5	UIS sends the review report with detailed comments to the country.
6	Country updates the templates reflecting the comments, data and information.
7	UIS conducts workshop(s) to finalize data and indicators.
8	Final validation.

Annex 2. List of Other Policy Relevant Indicators

Classroom teachers and academic staff by sex
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)
School life expectancy
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
Mean years of schooling
Mean years of schooling (primary level of education or higher), 25+ years, by sex
Number and rates of international mobile students (inbound and outbound)
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
Number of students and enrolment/attendance rates by level of education
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
Graduation ratio from tertiary education
Gross graduation ratio from tertiary education (bachelor's or equivalent level, master's or equivalent level), by sex
Repetition rate by grade (primary and lower secondary education) and number of repeaters
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

Annex 3. UIS Data Readiness Review and Support Mechanism

These summaries document the evidence reviewed under the UIS Data Readiness Review and Support Mechanism (DRRSM) in support of reporting against SDG indicator 4.1.1. Ghana's National Standardised Test (NST) underwent a review across the applicable criteria; for SEA-PLM, this update concerns only Criterion 6 and the proposed change in the minimum proficiency threshold from Level 6 to Level 5 and above using the Pairwise Comparison Method (PCM). Findings and outstanding evidence are presented separately and do not, on their own, constitute a publication decision.

A. Ghana | National Standardised Test (NST)

Criterion	Review outcome	Findings and next steps
1. Reading – MPL alignment	5/5 mandatory Optional: n/a	All mandatory requirements met. Reading content aligns to the Minimum Proficiency Levels (MPLs), with adequate coverage of Global Proficiency Framework domains and constructs.
1. Mathematics – MPL alignment	4/5 mandatory 4/4 optional	Alignment to the Global Proficiency Framework and coverage of Grade 2 Number and Operations and non-number domains were supported. Next step: document how the shift to English-only instruction from Primary 4 was considered (requirement 1.8a[M]).
2. Item quality	9/9 mandatory 3/3 optional	All mandatory and optional requirements met for item development, scoring, and psychometric properties.
3. Population and coverage (census)	3/3 mandatory	All mandatory requirements met. The public-primary-school target population was defined, and exclusions (including private schools, out-of-school children and learners with severe learning difficulties) were documented and justified using administrative/EMIS data.
4. Assessment administration	7/8 mandatory 3/4 optional (1 n/a)	Standardised manuals and staffing procedures were documented. Next step: quantify supervision/quality-control observation coverage; incomplete monitoring records prevent full verification of one mandatory requirement.

5. Assessment reliability	5/5 mandatory Optional: n/a	All applicable mandatory requirements met. Reliability exceeded the minimum threshold. Classical Test Theory (CTT), Item Response Theory (IRT) and DIF analyses supported consistency, with no systematic bias identified.
6. Benchmarking through PCM	7/9 mandatory	PCM linking to the MPL followed key toolkit procedures, including fit, DIF, correlations and impact-analysis review. Next steps: provide further evidence for requirements 6.1 and 6.2 on participant representativeness and minimum experience.
7. Maintaining standards	4/5 mandatory (1 n/a)	All applicable mandatory requirements met. Common-item linking and secure items support comparability across assessment rounds and consistent MPL reporting.

Source: Ghana DRRSM Submission Report (10 July 2026).

B. SEA-PLM | 2019 and 2024 MPL alignment update

Scope: Criterion 6 only. The review addresses SEA-PLM's proposed reporting threshold of Level 5 and above (rather than Level 6) for the global MPL. Criteria 1–5 and 7 were not reassessed in this exercise.

Criterion	Review outcome	Findings and next steps
1. MPL alignment (Reading and Mathematics)	N/A	Not reassessed as part of this Criterion 6 update.
2. Item quality	N/A	Not reassessed as part of this Criterion 6 update.
3. Population and coverage	N/A	Not reassessed as part of this Criterion 6 update.
4. Assessment administration	N/A	Not reassessed as part of this Criterion 6 update.
5. Assessment reliability	N/A	Not reassessed as part of this Criterion 6 update.
6. Benchmarking through PCM	Further evidence required	6.1 PARTIAL – 20 mathematics and 22 reading developers participated; individual eligibility and in-country/international breakdown were not supplied. 6.2 NOT ESTABLISHED – Country-agreed representativeness criteria and panel composition were not documented.

		6.3 PARTIAL – The infit rule excluded one mathematics and two reading judges; full fit results were not provided. 6.4 PARTIAL – Misfitting items were reviewed/excluded, but item counts, decisions and rationales were not supplied. 6.5 THRESHOLD MET AS REPORTED – Pairwise reliability: 0.936 (mathematics), 0.941 (reading), both ≥0.75; calculations were not supplied. 6.6 NOT DOCUMENTED – Item DIF results and removal decisions were not supplied. 6.7 NOT ESTABLISHED – Correlations of 0.80/0.82 refer to assessment items; required selected LPS items/PCM-location calculation were not confirmed. 6.8 NOT DOCUMENTED – Evaluation survey reported, but section means (required ≥4/5) missing. 6.9 NOT DOCUMENTED – No evidence supplied of impact-analysis workshop confirmation. Next steps: Obtain outstanding documentation; clarify the applicable 6.7 requirement (2025 criteria versus 2026 template) before concluding the review.
7. Maintaining standards	N/A	Not reassessed as part of this Criterion 6 update.

Note: N/A means not reviewed in the present update, not a finding of non-compliance. Criterion 6 findings are provisional.

Source: SEA-PLM Criterion 6 alignment evidence review and validation summary (2026).



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