



United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

## Report by the Director-General on the execution of the programme (34 C/5) (01 January 2008 - 30 June 2009)

### **UNESCO Institute for Statistics**

Part II – Programmes and programme related services  
II.A – Programmes

UNESCO INSTITUTE FOR STATISTICS

Regular budget: Activities (rounded to \$ thousand)

Planned: \$ 9 020

Actual: \$ 9 020

Para. 06009 - MLA 1: Improvement of the UNESCO cross-national statistical database

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
<p>Data quality and timeliness systematically reported on and improved.</p>	<ul style="list-style-type: none"> <li>The UIS has established a Quality Monitoring Framework which draws on several international handbooks. The framework will be used to monitor and report on a set of indicators related to the quality of data that the UIS produces in a systematic and meaningful manner. The main purpose is to align the strategic UIS objectives with a key set of performance indicators. The framework comprises three broad pillars: (i) institutional arrangement; (ii) core statistical processes; and (iii) statistical products.</li> <li>Dimensions of data quality have been elaborated and a sub-set of dimensions have been prioritised which, led to an initial focus on issues pertaining to timeliness and punctuality, clarity and transparency, and completeness.</li> <li>Improved the relevance of education data through redesign of education questionnaires. For example, new items were piloted and data collected on class size and secondary graduates. To improve teacher-related indicators, a new questionnaire was designed and piloted.</li> <li>Improved coverage and completeness of education data, especially for data on tertiary education which were reviewed, and revised. Reporting of education</li> </ul>	<ul style="list-style-type: none"> <li>Effectively measuring and reporting on quality requires commitment from all sections and a collaborative working environment in order to be successful. There is room for further improvement in intersectoral collaboration</li> <li>Stakeholders need to be involved at design stage to ensure relevance of data collections, but sometimes they lobby for very specific issues, where national data are not readily available and consensus first needs to be reached in terms of conceptual and indicator frameworks. Non-formal education and technical-vocational education are a few examples.</li> <li>Achieving consensus at the conceptual stage with stakeholders is challenging, particularly when national data is unavailable.</li> <li>Assessing regional variation in policy issues requires more flexible technical solutions, such as regionally-specific data collections).</li> </ul>	<p>Cost-effectiveness is an aspect of quality to be monitored.</p> <p>Improving data quality requires substantial resources and is difficult from a distance. Relying more on UIS field staff based in regional and cluster offices will help to improve effectiveness while lowering costs.</p> <p>Increasing reliance on the in house skills and expertise available at the field office will help to improve effectiveness and lower costs.</p>	<p>The outcomes from this project will provide an important pillar for sustaining and further improving a highly effective statistical work programme.</p> <p>Data Plans and CSR follow-ups help to document data provision and facilitate sustainability. The UIS is building closer links to countries, improving transparency of its approaches and improving feedback to countries in order to further sustain improvements in data quality.</p> <p>Consistency in questionnaire design reduces annual costs and improves efficiency.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
	<p>finance data in Sub-Saharan Africa was also improved.</p>			
	<ul style="list-style-type: none"> <li>• Improved the availability of time series for education indicators from 1970 onwards, especially for primary and tertiary education, which were published in the <i>Global Education Digest</i> and made available in the UIS Data Centre.</li> <li>• Efforts to improve response rates through FTI networks and other initiatives (Millennium Challenge Account) have resulted in improved coverage.</li> <li>• Timeliness of education data improved; more than 65 countries reported ahead of the current reference year in 2008. There was an improvement in the timeliness of countries reporting for school years which fall into a calendar year the data was received 6 months ahead of schedule.</li> <li>• Data plan methodology reviewed and regional strategies developed for wider roll-out. A new manual for implementing data plans was finalised and published.</li> <li>• Missions to prepare national data plan were undertaken. National site visits and training of national staff undertaken.</li> <li>• Strengthening of national statistical capacities in international data reporting in 16 Caribbean countries through a workshop organized jointly with UNESCO Kingston and UNESCO Santiago offices.</li> <li>• The quantity and speed of responses to the UIS R&amp;D questionnaire has remained stable compared with the 2006 response rate.</li> <li>• Results from the 2007 cinema survey were disseminated through the UIS Data Centre in May 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• In some instances focusing on improving data quality standards influences the completeness and amount of data produced. The growing demand for data on vulnerable-states poses a major challenge.</li> <li>• Adjusting UIS data processing and timetables to allow countries to publish their data ahead of schedule have seen early positive results.</li> <li>• Regular contact with data providers to verify issues about international indicators improves response rates. Leverage gained through partnership with development partners also improved timeliness.</li> <li>• Extend the methodology to other regions of the world.</li> <li>• Low commitment of some national statistical departments in the country with the UIS data reporting.</li> <li>• Regional specificities related to the provision of some educational programmes requires more flexible technical solutions to improve the coverage of the data collection.</li> <li>• Frequent liaising with data providers and the provision of workshops improved responses</li> <li>• Experience was gained in mobilising extra-budgetary resources for data collection.</li> </ul>	<p>Engaging in partnerships with relevant stakeholders has improved the data collection process more effective</p> <p>Consistency in questionnaire design reduces annual costs and improves efficiency.</p> <p>Survey supported by extra-budgetary funds, and significant input from the UNESCO Culture Sector and partners.</p>	<p>Regular contact should be maintained with technical staff at the Ministry level to keep the documentation up to date.</p> <p>Follow-up needed to keep on board new reporting countries.</p> <p>Good response rate. Potential partnership for global data collection.</p>
<p>Literacy historical data series reviewed and data quality improved.</p>	<ul style="list-style-type: none"> <li>• Time series data on literacy rates were entered into the database in December 2009.</li> </ul>	<ul style="list-style-type: none"> <li>• The use of data from household surveys and censuses can be resource intensive.</li> </ul>		
<p>Quality of the literacy data improved as a result of the integration of assessment and dichotomous</p>	<ul style="list-style-type: none"> <li>• The 2007 UIS literacy survey included specific items requesting assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>• Response rates were very low. Further evaluation required to judge whether countries do not have the data or are not</li> </ul>		

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
literacy data.		able to submit them.		
2006 R&D data released.	<ul style="list-style-type: none"> <li>The 2006 R&amp;D data were released in 2007.</li> </ul>			
New R&D survey launched in 2008.	<ul style="list-style-type: none"> <li>The R&amp;D survey was launched in June 2008. Final processing is currently underway (June 2009).</li> </ul>			The R&D survey is part of the regular UIS data collection and receives good response rates.
Data from 2006 press and broadcast surveys released in 2007.	<ul style="list-style-type: none"> <li>Press data were released in 2007 and broadcast data in 2008.</li> </ul>	<ul style="list-style-type: none"> <li>Organizational restructuring at the UIS affected the timetable for database design, data entry and processing</li> </ul>	The improved and standardised procedures implemented for data quality assurance is expected to improve efficiency.	Data on press and broadcasting are published for the majority of countries. Improved resourcing of the media survey team is a guarantee for sustainability.
New press and broadcast launched in 2008.	<ul style="list-style-type: none"> <li>The press and broadcast surveys were postponed, pending a review of the 2007 results. An international consultancy review was completed in 2008. In 2009, an expert group meeting examined and validated new survey instruments. The launch of the new surveys is scheduled for the end of 2009.</li> </ul>	<ul style="list-style-type: none"> <li>A consultancy review addressed gaps in the existing survey instruments in which addressed policy relevance of variables and weaknesses in the definitions of some key concepts.</li> </ul>	Reviewing the availability of data through consultation and expert meetings has been beneficial to the UIS at a reasonable cost.	Stabilisation of UIS respondents' databank and consolidation of their technical capabilities will improve sustainability.

**Para. 06010 - MLA 2: Development of new methodologies standards and indicators**

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
Improved quality of existing data.	<ul style="list-style-type: none"> <li>A review by an international task force on education was undertaken which examined conceptual and indicator frameworks used at the national level and possible uses at the international level.</li> <li>Continued follow up efforts to improve the framework for monitoring of the various goals of EFA, in consultation with the GMR team and other stakeholders. In addition, indicator methodologies are being improved in a number of areas, most notably education finance, teachers and higher education.</li> </ul>	<ul style="list-style-type: none"> <li>Efforts to improve measurement methodologies require a long-term approach towards building consensus among key stakeholders.</li> <li>It is vital to anticipate the effect of emerging policy issues and regional specificities.</li> </ul>	There is room for improved prioritization in order to improve cost effectiveness.	Increased involvement of stakeholders in the consideration, design and data collection are essential to the sustainability of new indicator methodologies.

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
	<ul style="list-style-type: none"> <li>• The UIS is also working with UNICEF to improve the accuracy of figures on out-of-school children. Special studies were undertaken to examine a typology and the impact of reporting on age by grade participation rates.</li> <li>• The DQAF methodology was promoted in Africa, especially in the Southern African Development Community. Diagnosis for seven countries will be available by August 2009.</li> <li>• In the Latin America and Caribbean region, several initiatives are underway. Proposed indicators on special education have been developed in the framework of the Regional Information System of OREALC, also indicators on living together and peace culture at school level are being developed; and a proposal for a methodological approach to measure current completion of primary education.</li> </ul>	<ul style="list-style-type: none"> <li>• Scale up of proposals to a wider scope.</li> </ul>		<p>A number of countries have implemented the DQAF approach. Furthermore, many have also included sectoral ministries in their National Strategies for Development of Statistics.</p> <p>There are sustainability concerns because the project was funded by an external donor..</p>
<p>Countries implementing the Literacy Assessment and Monitoring Programme (LAMP) will, for the first time, be provided with an accurate assessment of the literacy skill levels of their populations.</p>	<ul style="list-style-type: none"> <li>• Field tests have been completed in El Salvador, Mongolia, Morocco, Niger and the Palestinian and Autonomous Territories. An international workshop was conducted in March 2009 to discuss field test results and to start planning the main assessment activities. Implementation has begun in Jordan, Paraguay and Viet Nam.</li> </ul>	<ul style="list-style-type: none"> <li>• It has been an enormous task to validate the conceptual approach and tools in diverse situations. Analysis of the field test results allows the UIS to revise LAMP instruments and documentation.</li> </ul>	<p>Each national LAMP plan is designed considering the costs of the programme and the usability of results.</p>	<p>The UIS has designed a decentralised approach to address sustainability issues. In November 2008, a regional technical advisory team was established for the Latin America and Caribbean region. Another team for the Asia-Pacific region will be established in October 2009.</p>
<p>Improved measurement of non-formal education and its contribution to Education for All (EFA).</p>	<ul style="list-style-type: none"> <li>• A conceptual framework has been validated for non-formal education (NFE) in Tanzania. 12 pilot districts have successfully participated in a sample survey based on this conceptual framework. Data are available at national level for further quality evaluation and for elaboration of a scale-up strategy.</li> <li>• Task forces on non-formal education were established in Lao PDR and Nepal.</li> </ul>		<p>The operation has been conducted following a Training-Of-Trainers strategy. The scale-up strategy is to be mainstreamed in the government roadmap.</p>	
<p>Improved quality of existing R&amp;D data and increased number of countries providing data to the UIS.</p>	<ul style="list-style-type: none"> <li>• Response rates to the R&amp;D questionnaire remain stable compared with the 2006 survey however, response rates for African countries decreased.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshops are an effective way to increase response rates from countries.</li> </ul>		

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
	<ul style="list-style-type: none"> <li>• The UIS proposal for an Annex to the <i>Frascati Manual</i> on measuring R&amp;D for developing countries was approved by the OECD working group (NESTI) in June 2008.</li> <li>• With support from the UIS, an Asian expert group on science statistics was established under the auspices of ASEAN.</li> <li>• More data on mobility of doctoral holders, highly-skilled people and their research</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating an all-inclusive process with the full support of all countries.</li> <li>• The importance of country ownership and regional validation.</li> <li>• The full was revised and will be presented to the expert group in July 2009. Data have been collected and are available upon request.</li> </ul>	<p>Most countries pay for their own attendance.</p> <p>The challenge is to ensure responses from developing countries.</p>	<p>Sustainability will be driven by member sates ability to follow up on the programme</p>
<p>Greater availability of international data on innovations.</p>	<ul style="list-style-type: none"> <li>• The UIS strategy for innovation data has been agreed upon by partners.</li> </ul>	<ul style="list-style-type: none"> <li>• The UIS needs to take a long-term approach to work in the area of data innovation.</li> </ul>	<p>The project will require significant additional funding.</p>	
<p>Assistance to developing countries, especially in Africa, encouraged.</p>	<ul style="list-style-type: none"> <li>• Statistical publications are more timely and standards of international publications have improved. At the national level, most countries where there is UIS involvement publish their annual abstracts within a 12-month timeframe at the beginning of the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Technical support to countries must be maintained through targeted technical assistance that also aim at improving timeliness.</li> </ul>		
<p>Coherent framework for specification and collection of cultural statistics.</p>	<ul style="list-style-type: none"> <li>• The 2009 UNESCO Framework for Cultural Statistics (FCS) was completed.</li> </ul>	<ul style="list-style-type: none"> <li>• More feedback is needed from developing countries and more regional meetings were required to gather more diverse input from countries.</li> </ul>	<p>Significant resources were required for regional consultations.</p>	<p>The new framework will make available to national statisticians a methodology that will allow for the collection and production of internationally comparable data..</p>
<p>New indicators and methodologies for priority sectors and themes of UNESCO cultural policy.</p>	<ul style="list-style-type: none"> <li>• An analytical paper and key indicators on the cinema industry were produced and disseminated.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience was gained in working in partnership with other organizations on an analytical output.</li> </ul>		

**Para. 06011 - MLA 3: Statistical capacity-building**

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
<p>Collaboration with development agencies, line ministers and civil society improved.</p>	<ul style="list-style-type: none"> <li>Operational partnerships have been developed with other UNESCO Institutes, such as IIEP in Angola and the Pôle de Dakar in Tanzania. Collaborative efforts are also underway with PARIS21 and AFRISTAT, which intervene in statistical capacity development. The new UIS presence in Bamako will facilitate the creation of a strong partnership with AFRISTAT.</li> <li>At the regional level, the "One UN" Approach is promoted and support activities to Tanzania are integrated within this programme.</li> <li>Memoranda of Understanding on EMIS (education management information systems) are being finalised between the UIS and the ministries of education of Burkina Faso and Central African Republic.</li> <li>In addition, negotiations regarding the Liberia project are ongoing and being led by BREDA. In addition,, the pilot phase of the Angolan Rapid Assessment has been finalized.</li> <li>A Mid-Decade Assessment of EFA in Asia-Pacific was completed with EFA partners.</li> </ul>	<ul style="list-style-type: none"> <li>The approach should be promoted in other African sub regions, especially West and Central Africa.</li> <li>South-South cooperation must be developed as per the DQAF conducted in Tanzania.</li> <li>It is necessary to establish strong partnerships with development partners, request a strong commitment from governments, and involve a technical national team.</li> <li>Close regional collaboration with UNICEF and other partners creates substantial added value and regional ownership.</li> </ul>	<p>Support activities to Tanzania benefit from One UN financial support.</p> <p>The UIS shifted its approach from hands-on implementation to a focus on providing and organizing technical assistance.</p> <p>Close collaboration with partners on complementary activities improved cost effectiveness.</p>	<p>Sustainability largely depends on country ownership of the project which is facilitated by having fully-trained national teams.</p> <p>Countries in the region have asked for further support on EFA assessment which strengthens national monitoring.</p>
<p>Efficiency and cost-effectiveness for sector-wide programmes and sustainability of development assistance enhanced.</p>	<ul style="list-style-type: none"> <li>The EMIS project in Tanzania has helped to established points of dialogue between all partners involved in the education sector-wide programme.</li> </ul>	<ul style="list-style-type: none"> <li>Establishment of a permanent education sector secretariat.</li> </ul>		<p>After the departure of the lead EMIS expert, measures were taken to ensure the transfer of knowledge and management to other project staff with the support of the UIS Cluster Advisor.</p>
<p>Monitoring and evaluation of national and international goals strengthened.</p>	<ul style="list-style-type: none"> <li>Steps taken to maintain and improve education monitoring frameworks and indicators for MDGs and EFA.</li> <li>Monitored regional goals, and provided data and analysis for the EFA Global Monitoring report and for the MDG initiative for annual reports.</li> </ul>	<ul style="list-style-type: none"> <li>Efforts to explain UIS data preparation processes, as well as the reasons for differences between international and national statistics, are being addressed with national and international users and producers of data.</li> <li>Contextualising data at the national level is an exercise which is often beyond the scope of UIS capacities.</li> </ul>	<p>Continue using resources at the regional and cluster levels to support monitoring and evaluation</p>	<p>Clear need to build partnerships within and between countries to develop a comprehensive approach to monitoring and policymaking in this area.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
		<ul style="list-style-type: none"> <li>• Weak capacity and limited staff availability at the ministries</li> </ul>		
	<ul style="list-style-type: none"> <li>• Data and analysis conducted for regional EFA mid-term review for Regional Bureaux in Beirut, Bangkok and Dakar.</li> <li>• Contributed to the report, “<i>Educational Panorama 2007</i>”, which was published within the framework of Summits of the Americas.</li> <li>• In March 2009, a survey on the higher education conceptual framework in West and Central Africa was completed.</li> </ul>	<ul style="list-style-type: none"> <li>• Linking the monitoring of international and national goals</li> </ul>	<p>This study will be integrated in a similar study on TVET (availability June 2009).</p>	<p>The MDA process has strengthened countries' capacity for regular monitoring and evaluation of EFA.</p> <p>OAS is using UNESCO capacities to monitor education goals within the framework of the Summit of the Americas.</p> <p>Elements from this study have been used by BREDA for the preparation of Africa communication in the world conference on Higher education (July 2009).</p>
<p>Technical guidelines and tools developed and disseminated to Members States.</p>	<ul style="list-style-type: none"> <li>• Two diagnostic tools – the Data Quality Assessment Framework (DQAF) and data plans – are being implemented in a wide number of countries.</li> <li>• The report “<i>Construire un tableau de bord pour l’enseignement supérieur: Un guide pratique</i>” has been produced and published jointly by the UIS and IPE in the framework of contributing to the debates on higher education.</li> <li>• , The document on the mechanisms for data collection on education expenditure in Ghana has been updated but still needs to be enriched by ad hoc surveys.</li> <li>• A regional training workshop was held in the Gulf Cooperation Council (GCC) countries in order to train statisticians and policy-makers on the use of the new <i>UNESCO Framework for Cultural Statistics</i>.</li> <li>• Finalized Publication on the <i>Literacy Module for Household Surveys: A Guidebook</i>, which provides technical guidelines on how to design and conduct household literacy surveys.</li> <li>• Published Handbook for journalists on EFA, (<i>Spotlight EFA: Getting Education in the News</i>) which targets journalism schools and journalist associations. The handbook was translated into Thai, Vietnamese and</li> </ul>	<ul style="list-style-type: none"> <li>• Greater support is needed from stakeholders to obtain concrete results from the application (</li> <li>• The expenditure project largely depends on the strength and involvement of national teams.</li> <li>• Challenges lie in fulfilling commitments with only limited staff in the UIS Culture Sector.</li> <li>• Publications should be accompanied by a dissemination plan and distributed to a wider audience. Distribution of the electronic version of publications is also a way of ensuring wider dissemination at a lower cost.</li> <li>• Intersectoral collaboration between UNESCO sectors (CI and Education), field offices and HQ, and close co-ordination with Member States is essential in standards</li> </ul>	<p>Greater linkages to Regional and Cluster Offices will improve cost-effectiveness of applying these tools.</p> <p>Significant resources will be required to implement the FCS.</p> <p>Cost-effectiveness established by co-ordinating each agency's contribution to maximise value added.</p>	<p>These tools should be linked to other initiatives for greater impact.</p> <p>To ensure the sustainability of the project will require ongoing training of the national teams.</p> <p>A strategy is being developed in order to support FCS implementation throughout 2010 and 2011.</p> <p>Close co-ordination across different UNESCO teams, with international agencies, and Member States is generating - support for the initiative.</p>



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	<p>Lao.</p> <ul style="list-style-type: none"> <li>Developed methodologies for indicators related to the monitoring of MDG goals with the assistance of ECLAC.</li> <li>Guidelines for data collection on ICTs in Education produced and disseminated through WISE group through co-ordinated action of UIS Montreal and UNESCO Bangkok.</li> </ul>	<p>development.</p> <ul style="list-style-type: none"> <li>Compatibility of Data from sources at different levels (national, regional, international) create many challenges.</li> </ul>		<p>The UIS should continue participating in regional forums led by ECLAC to continue with this line of work.</p>
<p>Operational strategy for data collection put in place.</p>	<ul style="list-style-type: none"> <li>Standardisation and consistency introduced for all respondent communications and non-questionnaire products. Terms of reference drafted for external review of all questionnaires and the UIS regional network has been engaged for non-response follow-up procedures.</li> <li>A reference document regarding the strengthening of the UIS field presence has been developed in order to reinforce diverse UIS initiatives to improve data collection and quality at the national and international levels.</li> <li>Published report, entitled <i>“Education Information System Diagnosis Mission Assessment - LAC”</i>. This report identifies the strengths and weaknesses of data production cycles in 17 countries in Latin America and the Caribbean.</li> </ul>	<ul style="list-style-type: none"> <li>Development of institute-wide standards requires broad consultation and defined decision making/approval process. Engaging regional resources competes with many other activities and advance planning and follow-up is necessary.</li> </ul>		<p>Sustainability depends upon continued institutional commitment to standards and consistency..</p> <p>This report will serve as a foundation for statistical capacity-building activities in the region. It is a valuable resource for UNESCO, national governments and development partners.</p>
<p>Improved capacities of national and local officials to analyse education statistics.</p>	<ul style="list-style-type: none"> <li>Workshops have been organized in the framework of the EC project and EMIS Memoranda of Understanding as well as on the analysis of education data. Around 80 statisticians and planners were trained in Bangladesh, Burkina Faso, Niger, Pakistan, Senegal and Viet Nam.</li> <li>Similar workshops were organized in Sri Lanka for more than 50 education officials from central and local levels.</li> <li>Series of historical and micro data are now available and accessible in the following countries: Burkina Faso, the Central African Republic, Ethiopia, Mali, Mauritania, Niger, Senegal, Tanzania and Uganda.</li> <li>Education sectoral analysis in Tanzania is supported and promoted through the BREDA support plan for Africa.</li> </ul>	<ul style="list-style-type: none"> <li>Need to constantly reinforce cooperation between different data producers.</li> <li>The availability of highly-disaggregated data meeting international standards is a recognition factor for MoE statistical function.</li> </ul>		<p>Building of local staff capacities for statistical education analysis.</p> <p>Training activities should include the participation of national statistical offices must be undertaken in order to guaranty sustainability.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
	<ul style="list-style-type: none"> <li>National workshops were held in 10 Asia-Pacific countries to strengthen collection, validation, processing, analysis, use and dissemination of educational statistics, in both formal and non-formal areas. More than 200 officials from the central and provincial levels were trained in the region.</li> <li>Sub-regional statistical capacity workshops were also held in order to improve monitoring of EFA and MDG goals.</li> <li>About 50 national statisticians and education planners from 37 Latin American countries were trained in data collection and analysis.</li> <li>A similar workshop in data collection and analysis was held for the Caribbean, with about 35 statisticians from 16 countries.</li> <li>DQAF visits, which were conducted in Belize and Dominica, helped to identify strengths and weaknesses of the national information systems.</li> <li>Improvement of national capacities to analyze indicators on education relevant to international commitments (EFA, MDG) through workshops for 6 Central American countries.</li> </ul>	<ul style="list-style-type: none"> <li>Country leadership and ownership needs to be encouraged to ensure sustainability.</li> <li>Trainings should take into account the local context and use of application.</li> <li>Improved cooperation between data producers.</li> <li>It is sometimes difficult to implementation of actions identified in the diagnostic missions.</li> <li>Greater coordination needed between International organizations to avoid misunderstanding on the data and indicators that are being published.</li> </ul>	<p>Partnerships with various organizations will ensure that costs for capacity development are shared and made more affordable.</p> <p>Information needed to commence capacity building activities was accessed from external partners.</p>	<p>Ministries of education are providing training, with the technical support of the UIS.</p>
<p>Greater use of data leading to better resource allocation in Member States.</p>	<ul style="list-style-type: none"> <li>As part of the EFA Mid-Decade Assessment, more than 30 national reports and 4 sub-regional reports were produced in Asia and the Pacific.</li> </ul>	<ul style="list-style-type: none"> <li>Required continuous technical support and strong collaboration between stakeholders at national and regional levels.</li> </ul>		
<p>Data made more pertinent to decision-makers.</p>	<ul style="list-style-type: none"> <li>Consultation with stakeholders and redesign of data collection instruments is ongoing. All three education questionnaires will be revised during the biennium.</li> <li>In Burkina Faso, more than 5,000 heads of schools were trained in the use of national education questionnaires. Improved national data leads to greater use and demand for data by decision-makers.</li> <li>In a joint project with IIEP, 10 francophone African countries participated in a UIS workshop designed to identify monitoring and policymaking needs for higher education. Participants recommended setting up a network that focuses on higher education issues in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>To improve data quality and use at the national and international levels, it is essential to focus on the school level, which constitutes a primary source of data.</li> </ul>		<p>Essential to train and sensitize those responsible for data collection at the school level.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
	<ul style="list-style-type: none"> <li>In collaboration with the Santiago Regional Bureau, the UIS developed a proposal for a regional project to collect information and create indicators on special education needs. The technical committee includes five countries in this initial phase of this project.</li> <li>Regional experts developed and validated a proposal on indicators about "living together" in schools.</li> </ul>	<ul style="list-style-type: none"> <li>There is virtually no comparable data in this area.</li> </ul>		
Improved communications between ministries of education (MoE) and national statistical officers.	<ul style="list-style-type: none"> <li>Reinforced cooperation between line ministries and statistical offices in order to make better use of all data sources available, including population censuses and various surveys.</li> <li>Education sector statistical processes are integrated into the National Statistical Development Strategy (NSDS).</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to build consensus between the providers education statistics.</li> </ul>	A number of countries have integrated sectoral statistics into their NSDS.	Set up platform for regular exchange between MoE and NSO.
Better quality of data received from countries in terms of comparability at the regional and global levels.	<ul style="list-style-type: none"> <li>Regional workshops helped to disseminate information on methodologies and increase the amount of data collected.</li> </ul>		Workshops are an effective way to reach multiple countries in one effort.	

**Para. 06012- MLA 4: Promoting the use and interpretation of evidence-based statistics for monitoring and to inform policy**

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
Research and statistical analysis programme established in collaboration with a network of research institutions and other organisations conducting monitoring and statistical analysis on policy issues.	<ul style="list-style-type: none"> <li>Linkages improved within UNESCO education sector, education institutes and field offices.</li> <li>Efforts undertaken to improve co-ordination on monitoring and statistical analysis through the creation of technical advisory panels for education finance, teachers and higher education.</li> <li>Interagency groups also established to help guide and promote efforts.</li> <li>Wide participation achieved in education research conferences, emphasising comparative indicators and the dissemination of UIS analyses.</li> </ul>	<ul style="list-style-type: none"> <li>Improved engagement of stakeholders in data usage.</li> </ul>	Expanding the range of users can improve cost-effectiveness.	Expanding the range of users can contribute to greater sustainability

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	<ul style="list-style-type: none"> <li>Integrated the Accelerated Data Programme (ADP), piloted by the Household Survey Network (HSN) and PARIS21. It is foreseen that in 2009 Ethiopia, Niger and Senegal will join the programme:</li> </ul>		A number of countries are involved in ADP (education component).	
Regional reporting on areas of the UNESCO mandate.	<ul style="list-style-type: none"> <li>The ESCAP Statistical Yearbook (Education Section) was finalized.</li> <li>Re-designed the Regional Information System (SIRI) site within OREALC website according to new UNESCO strategy for websites, increasing the accessibility of several UIS products.</li> </ul>	<ul style="list-style-type: none"> <li>Need to expand the UIS contribution to include R&amp;D data, as well as more direct control of the text on education.</li> <li>Improvement needed in the coordination of work between the UIS and OREALC in order to present up-to-date and consistent products on both websites on their common areas of work.</li> </ul>		<p>ESCAP is reviewing the frequency of the publication.</p> <p>Coordinated work by SIRI and the UIS is needed.</p>
Widely disseminated policy-relevant statistics.	<ul style="list-style-type: none"> <li>42 new indicators and raw data in the fields of culture, communication and education were added to the UIS Data Centre.</li> <li>Over the past year, the number of UIS web pages viewed has increased by almost 9%.</li> <li>Education data series republished by other agencies improved. For example, UIS data are extensively used in the sub-regional EFA Mid-Decade Assessment Reports.</li> </ul>			The UIS is undertaking a complete overhaul of its website which will increase the rate of electronic data dissemination.
UIS analytical capacity improved to support Member States.	<ul style="list-style-type: none"> <li>New UIS statistical advisors were trained and posted in UNESCO Cluster Offices in Africa, Asia, the Pacific and Arab States.</li> </ul>	<ul style="list-style-type: none"> <li>Involvement of UIS advisors in national and sub-regional contexts.</li> </ul>		
Research on user satisfaction.	<ul style="list-style-type: none"> <li>Explored plans for user survey in the biennium</li> </ul>			