



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 – 31 December 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"> The UIS established a Quality Monitoring Framework, which is 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 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. Dimensions of data were elaborated and a sub-set of dimensions were prioritised. This led to an initial focus on issues pertaining to timeliness and punctuality, clarity and transparency, and completeness. Improved the relevance of education data by redesigning the 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. Improved coverage and completeness of education data, especially for data on tertiary education which were reviewed, revised and improved. Reporting of education finance data in sub-Saharan Africa was also improved. 	<ul style="list-style-type: none"> Effectively measuring and reporting on quality requires commitment from all sections and a collaborative working environment in order to be successful. Stakeholders need to be involved at the 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. Regional variation in policy issues requires more flexible technical solutions, such as regionally-specific data collections). 	<p>Cost-effectiveness is an aspect of quality to be monitored.</p> <p>Improving data quality requires substantial resources. It is difficult to do 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>The outcomes from this project will provide an important pillar for sustaining and further improving a highly effective statistical work programme.</p> <p>It is often difficult to create sustainability due to staff turnover and related issues, but approaches such as Data Plans and CSR follow-up help to document data provision to create greater sustainability. The UIS is building closer links to countries, improving transparency of its approaches and providing greater 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>

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	<ul style="list-style-type: none"> Improved the availability of time series for key education indicators from 1970 onwards, especially for primary (2008) and tertiary education (2009), which were published in the <i>Global Education Digest</i> and made available in the UIS Data Centre. 	<ul style="list-style-type: none"> There are trade-offs between improving data quality and data completeness – for example, raising the bar in terms of standards means that fewer data will reach the higher standards. The growing demand for data on fragile states poses a major challenge. 		
	<ul style="list-style-type: none"> Response rates for education questionnaires were similar to previous years, but efforts to improve response rates through FTI networks and other initiatives (Millennium Challenge Account) have resulted in improved coverage. Timeliness of education data improved; more than 65 countries reported ahead of the current reference year in 2008 and a similar number in 2009. Improved timeliness also achieved by moving countries reporting for school years which fall into a single calendar year one half-year ahead of schedule. Data plan methodology reviewed and regional strategies developed for wider roll-out. A new manual for implementing data plans was finalised and published. Missions to prepare national data plans were undertaken. National site visits and training of national staff were undertaken. Strengthening of national statistical capacities for international data reporting in 16 Caribbean countries through workshop organized jointly with UNESCO's office in Kingston and Santiago. 	<ul style="list-style-type: none"> Adjusting UIS data processing and timetables to allow countries to publish their data ahead of schedule have seen early positive results. Regular contact with data providers and products which help them to understand and use international indicators improves response rates. Leverage gained through partnership with development partners also makes a difference. Extend the methodology to other regions of the world. Low commitment of some national statistical departments in the countries where UIS is doing its data reporting. Regional specificities related to the provision of some educational programmes requires more flexible technical solutions to improve the coverage of the data collection. 	<p>Effective actions in terms of producing necessary documentation to scale up data plan methodology from the UIS.</p> <p>Actions relying on alliance with other partners are highly effective, from UIS's perspective.</p> <p>Highly effective: improvement in coverage and quality of reported data while activity was funded by external 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>Literacy historical data series reviewed and data quality improved.</p>	<ul style="list-style-type: none"> Time series data on literacy rates were transferred to database in December 2009. 	<ul style="list-style-type: none"> Work on data from household surveys and censuses can be resource intensive. 		
<p>Quality of literacy data improved as a result of the integration of assessment and dichotomous literacy data.</p>	<ul style="list-style-type: none"> The 2007 UIS literacy survey included specific items requesting assessment data but response rates were very low. 	<ul style="list-style-type: none"> Further evaluation required to judge whether countries do not have the data or are not able to submit them. 		
<p>2006 research and development data released.</p>	<ul style="list-style-type: none"> The 2006 R&D data were released in 2007. 			
<p>New R&D survey launched in 2008.</p>	<ul style="list-style-type: none"> The R&D survey was launched in June 2008. Data were released in September 2009. 			<p>The R&D survey is part of the regular UIS data collection and receives good response rates.</p>

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Data from 2006 press and broadcast surveys released in 2007.	<ul style="list-style-type: none"> Press data were released in 2007 and broadcast data in 2008. 	<ul style="list-style-type: none"> Organizational restructuring at the UIS affected the timetable for database design, data entry and processing 	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 surveys launched in 2008.	<ul style="list-style-type: none"> 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 pilot launch of the new joint survey (press and broadcast) is scheduled for 2010 and the global data collection for 2011. 	<ul style="list-style-type: none"> A consultancy review addressed gaps in the existing survey instruments in terms of policy relevance of items and weaknesses in the definitions of some key concepts. 	Reviewing the availability of data through the consultancy process and expert meetings have been beneficial to the UIS at a reasonable cost.	Stabilisation of UIS respondents' databank and consolidation of their technical capabilities will improve sustainability.
New 2007 cinema survey results	<ul style="list-style-type: none"> Results from the cinema survey were disseminated through the UIS Data Centre in May 2009. Through the use of an international expert group and in collaboration with the European Audiovisual Observatory (EAO), a revised and improved 2007 cinema survey questionnaire was produced which will be the basis for the 2010 data collection 	<ul style="list-style-type: none"> Experience was gained in mobilising extra-budgetary resources for data collections. UIS has built new relationships with key Cinema Industry Stakeholders (data respondents and data users) 	Survey supported by extra-budgetary funds, and significant input from the UNESCO Culture Sector and partners.	<p>Good response rate. Potential partnership for global data collection.</p> <p>Regular contact with key stakeholders should help to improve data coverage and survey timeliness in 2010</p>

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

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
Quality of existing data improved	<ul style="list-style-type: none"> A review by an international education task force was undertaken which examined conceptual and indicator frameworks used at the national level and possible uses at the international level. Efforts were taken to improve the framework for monitoring of the various EFA goals, 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. 	<ul style="list-style-type: none"> Efforts to improve measurement methodologies require a long-term approach towards building consensus among key stakeholders. It is vital to anticipate emerging policy issues and regional specificities. 	Prioritisation is important – there are many areas where development is needed but feasibility is a key factor to cost-effectiveness.	Involvement of stakeholders (“buy-in”) 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"> • Special studies were undertaken to examine a typology and the impact of reporting age by grade participation rates within the UIS. Collaborated with UNICEF to improve the accuracy of figures on out-of-school children. • The DQAF methodology was promoted in Africa, especially in the Southern African Development Community. In-depth diagnosis of data production cycles for seven countries is now available. • 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; 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. 	<ul style="list-style-type: none"> • The approach and the first results constitute a “success story”. • Scale up of proposals to a wider scope. 	<p>Developed in collaboration with external partners</p>	<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>Sustainability linked to resource availability, as the project was funded by an external donor.</p>
<p>Countries implementing the Literacy Assessment and Monitoring Programme (LAMP) provided, for the first time, with an accurate assessment of the literacy skill levels of their populations.</p>	<ul style="list-style-type: none"> • Field tests have been completed in El Salvador, Mongolia, Morocco, Niger and the Palestinian Autonomous Territories. An international workshop was conducted in 2009 to discuss field test results and plan the main assessment activities that will start in March 2010. Implementation has begun in Jordan, Paraguay and Viet Nam. 	<ul style="list-style-type: none"> • It has been an enormous task to validate the conceptual approach and tools in diverse situations. Analysis of the field test results allowed the UIS to revise LAMP instruments and documentation. 	<p>Each national LAMP plan is designed to balance the costs of the programme with 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 was established in November 2009.</p>
<p>Measurement of non-formal education and its contribution to Education for All (EFA) improved.</p>	<ul style="list-style-type: none"> • A conceptual framework has been validated for non-formal education (NFE) in Tanzania. 12 pilot districts have successfully conducted 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. • Task forces on non-formal education were established in Lao PDR and Nepal. 		<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>Quality of existing R&D data improved, and number of countries providing data to the UNESCO Institute for Statistics increased.</p>	<ul style="list-style-type: none"> • Response rates to the R&D questionnaire remain stable compared with the 2006 survey. Response rates for African countries decreased. • The UIS proposal for an Annex to the <i>Frascati Manual</i> on measuring R&D for developing countries was approved by the OECD working group (NESTI) in 2008. After a 2009 	<ul style="list-style-type: none"> • Workshops are an effective way to increase response rates from countries. • The challenge is to make it an all-inclusive process with the full support of all 	<p>Consistency in questionnaire design reduces annual costs and improves efficiency.</p> <p>Consultancy reports, staff missions and expert meetings are all essential inputs.</p>	

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	expert meeting, a consultant was hired to draft a Working Paper and proposal for an Annex to the Frascati Manual.	countries.		
	<ul style="list-style-type: none"> With support from the UIS, an Asian expert group on science statistics is in the process of being established in 2010 under the auspices of ASEAN. 	<ul style="list-style-type: none"> The importance of country ownership and regional validation. 	Most countries pay for their own attendance.	Sustainability will be driven by countries' agenda and demands.
Data on the mobility of doctoral holders, highly-skilled people and their research increased.	<ul style="list-style-type: none"> The Careers of Doctorate Holders (CDH) project is a collaborative effort with the OECD and Eurostat, with the UIS being responsible for the model questionnaire. The full package was revised and circulated to the expert group in 2009. Data have been collected and are available upon request. 	<ul style="list-style-type: none"> The challenge is to ensure responses from developing countries. 	Staff time only. Various options possible for future engagements.	The involvement of developing countries is unclear.
Availability of international data on innovations broadened.	<ul style="list-style-type: none"> The UIS strategy for innovation data has been agreed upon by partners. Work will start in 2010. 	<ul style="list-style-type: none"> The UIS needs to take a long-term approach. 	The project will require significant additional funding.	
Assistance to developing countries, especially in Africa, encouraged.	<ul style="list-style-type: none"> Statistical publications from the area are more timely and better meet standards of international publications. At the national level, most countries where UIS is involved publish their annual abstracts within a 12-month timeframe from the beginning of the school year. 	<ul style="list-style-type: none"> Technical support to countries must be maintained through targeted technical assistance. This technical assistance will be provided by the "network of statistical advisors" which is currently being set up. The UIS must keep on its endeavours, in particular by advocacy actions aiming at improving timeliness. 		
Coherent framework for specification and collection of cultural statistics established.	<ul style="list-style-type: none"> The 2009 UNESCO Framework for Cultural Statistics (FCS) was completed and presented at the 35th General Conference of UNESCO. 	<ul style="list-style-type: none"> Developing countries provided limited feedback. Further regional meetings were required to gather more diverse input from countries. 	Significant resources were required for regional consultations. However, it was essential to have direct input from Member States.	The new framework will make available to national statisticians and cultural officers a methodology that provides concepts and definitions to guide the collection of comparable statistics, as well as to support the development of indicators and analytical research in the culture sector.
New indicators and methodologies for priority sectors and themes of UNESCO cultural policy developed.	<ul style="list-style-type: none"> An analytical paper and key indicators on the cinema industry were produced and disseminated. An analytical paper showing the results of applying the Stirling Model of Diversity to Cinema Data was produced and disseminated. 	<ul style="list-style-type: none"> Experience was gained in working in partnership with other organizations on an analytical output. Experience was gained in working with academics and experts in the field of cultural diversity and experience applying 	<p>Analysis supported by extra-budgetary funding.</p> <p>Use of an expert consultant was cost-effective</p>	<p>The project received much interest from data users and media outlets. The UIS produces several key indicators on the cinema industry.</p> <p>The results of the study will be an input to the next meeting of the expert group on the statistical</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
		leading edge methodologies and analysis.		measurement of the diversity of cultural expressions.
	<ul style="list-style-type: none"> An analytical paper showing the results of applying the Stirling Model of Diversity to Television Data was commissioned. 	<ul style="list-style-type: none"> Experience was gained in working with academics and experts in the field of cultural diversity and experience applying leading edge methodologies and analysis. 	Use of an expert consultant was cost-effective	The results of the study (March 2010) will be an input to the next meeting of the expert group on the statistical measurement of the diversity of cultural expressions.

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 ministries and civil society improved.</p>	<ul style="list-style-type: none"> 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 is facilitating the creation of a strong partnership with AFRISTAT. At the regional level, the "One UN" Approach is promoted. Activities to support Tanzania are integrated within this programme. 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. Negotiations regarding the Liberia project are ongoing and being led by BREDA. Furthermore, the pilot phase of the Angolan Rapid Assessment has been finalized. The strategy for its generalization and master plan for the project are under discussion at the PAEP Steering Committee. A Mid-Decade Assessment of EFA in Asia-Pacific was completed with EFA partners. 	<ul style="list-style-type: none"> The approach should be promoted in other African areas, especially West and Central Africa. South-South cooperation must be developed as per the DQAF conducted in Tanzania. It is necessary to establish strong partnerships with development partners, request a strong commitment from governments, and involve a technical national team. Close regional collaboration with UNICEF and other partners creates substantial added value and regional ownership. 	<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. The UIS has reinforced its field presence in 7 Cluster Offices.</p> <p>Close collaboration with partners increased added value through complementary activities.</p>	<p>Sustainability largely depends on country ownership of the project. This is facilitated by having fully-trained national teams.</p> <p>Countries in the region have asked for further support on EFA assessment which will strengthen national monitoring.</p>
<p>Efficiency and cost-effectiveness for sector-wide programmes, and sustainability of development</p>	<ul style="list-style-type: none"> The EMIS project in Tanzania provides a good example of a road-map establishing points of dialogue between all partners involved in the education sector-wide programme. 	<ul style="list-style-type: none"> Establishment of a permanent education sector secretariat. 		<p>After the departure of the lead EMIS expert, measures were taken to ensure the transfer of knowledge and management</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
assistance enhanced.				to other project staff with the support of the UIS Cluster Advisor.
Monitoring and evaluation of national and international goals strengthened.	<ul style="list-style-type: none"> • The UIS takes a leading role in maintaining and improving education monitoring frameworks and indicators for MDGs and EFA. • The UIS contributed to regional efforts to monitor goals, and provided data and analysis for the EFA Global Monitoring report and for the MDG initiative for annual reports. • The UIS provided data and analysis for regional EFA mid-term reviews for Regional Bureaux in Beirut, Bangkok and Dakar. • The UIS contributed to the report entitled, “<i>Educational Panorama 2007</i>”, which was published within the framework of the Summits of the Americas. • In March 2009, a survey on the higher education conceptual framework in West and Central Africa was completed. 	<ul style="list-style-type: none"> • Efforts to explain UIS data preparation processes, as well as the reasons behind differences between international and national statistics, are being addressed with national and international users and producers of data. • Contextualising data at the national level is an exercise which is often beyond the scope of UIS capacities. • Monitoring of international goals should be tied to the monitoring of national goals to make countries see the relevance of monitoring. 	<p>Monitoring and evaluation should make continued use of resources at the regional and cluster levels.</p> <p>This study will be integrated into a similar study on TVET (availability June 2009).</p>	<p>Clear need to build partnerships within and between countries to develop a comprehensive approach to monitoring and policymaking in this area.</p> <p>Weak capacity and limited staff availability at the ministries.</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>A large number of elements from this study were used by BREDA for the preparation of Africa's participation in the World Conference on Higher Education (July 2009).</p>
Technical guidelines and tools developed and disseminated to Members States.	<ul style="list-style-type: none"> • Two diagnostic tools – the Data Quality Assessment Framework (DQAF) and data plans – are being implemented in a wide number of countries. • 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 IIEP in the framework of contributing to the debates on higher education. The English version will be published shortly. • In the joint UIS/IIEP project on education expenditure in 	<ul style="list-style-type: none"> • These tools are effective means for identifying the types of interventions needed. But greater efforts are required to obtain concrete results from their application (e.g. mobilisation of line ministries, donors, etc.). • Optimal use of the document for the monitoring of higher education in African countries. • The expenditure project largely depends on 	<p>Greater linkages to Regional and Cluster Offices will improve cost-effectiveness of applying these tools.</p> <p>Both joint projects reflect fundamental investments in responding to the urgent demand by Member States, development partners and UNESCO for better quality education in Africa, especially on higher education and finance.</p>	<p>These tools should be linked to other initiatives for greater impact.</p> <p>The sustainability of the</p>

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	<p>Ghana, the document on the mechanisms for data collection has been updated but still needs to be enriched by ad hoc surveys.</p>	<p>the strength and involvement of national teams.</p>		<p>project will require ongoing training of the national teams.</p>
	<ul style="list-style-type: none"> Regional training workshops were held in the Gulf Cooperation Council (GCC) countries and in the Caribbean Region in order to train statisticians and policy-makers on the use of the new <i>UNESCO Framework for Cultural Statistics</i>. Publication of the <i>Literacy Module for Household Surveys: A Guidebook</i>, which provides technical guidelines on how to design and conduct household literacy surveys. A handbook for journalists on EFA (<i>Spotlight EFA: Getting Education in the News</i>) developed by the UIS-AIMS Unit for countries, particularly aimed at journalism schools and journalist associations. The handbook was translated into Thai, Vietnamese and Lao. A <i>Guide to Measuring Information and Communication Technologies (ICT) in Education</i> was published and disseminated to Members States 	<ul style="list-style-type: none"> Challenges lie in fulfilling commitments with only limited staff in the UIS Culture Sector. Publications should be accompanied by a strong dissemination plan and distributed to a wider audience. Distribution of the electronic version is also a way of ensuring wider dissemination at a lower cost. Intersectoral collaboration between UNESCO sectors (CI and Education), field offices and HQ, and close co-ordination with Member States are essential in standards development. The piloting of this guide among 25 Members States forming the Working Group on ICT Statistics in Education (WISE) revealed a divide in the readiness of countries' data collection systems and also serious discrepancies in countries' national policy information needs depending on their levels of economic development or digital ecology. In addition, ICTs are rapidly evolving; hence commending periodic revisions and enhancement to the standards developed in the current guide. Separate approach of methodology development will be needed on direct impact assessment in the future. 	<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>Through co-ordinated action of UIS Montreal with UNESCO Bangkok., IITE-Moscow, international experts and the WISE countries statisticians contributing their insights, efficiency gains have been reached in pooling together for the first time a set of reference statistical guidelines in this new domain in a very short time period and at reasonable cost.</p>	<p>A strategy is being developed in order to support FCS implementation throughout 2010 and 2011 in the regions.</p> <p>The translation of the publication in several national languages will make it more accessible to a wider audience.</p> <p>Close co-ordination across different UNESCO teams, with international agencies, and Member States is generating wide-ranging support for the initiative.</p> <p>Capacity building of countries will be key to quality data reporting and for the long-term sustainability of UIS data collection efforts in this area.</p>
<p>Operational strategy for data collection put in place.</p>	<ul style="list-style-type: none"> Standardisation and consistency introduced for all respondent communications and non-questionnaire products. Terms of reference drafted for external review of all questionnaires; the UIS regional network has been engaged for non-response follow-up procedures. 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 	<ul style="list-style-type: none"> 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. 	<p>Cost effectiveness has been excellent; Timeliness has suffered from the use of existing internal resources and competing resource demands.</p>	<p>Sustainability depends upon continued institutional commitment to standards and consistency. There are no implications for technical or financial sustainability.</p>

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	at the national and international levels.			
	<ul style="list-style-type: none"> • Release of the 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. 			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>Capacities of national and local officials to analyse education statistics improved.</p>	<ul style="list-style-type: none"> • Workshops have been organized in the framework of the EC project and EMIS MoU 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. • Similar workshops were organized in Sri Lanka for more than 50 education officials from central and local levels. • Series of historical and micro data are available and accessible in the following countries: Burkina Faso, the Central African Republic, Ethiopia, Mali, Mauritania, Niger, Senegal, Tanzania and Uganda. Education sectoral analysis in Tanzania is supported and promoted through the BREDA support plan for Africa. • National workshops were held in 10 Asia-Pacific countries to strengthen collection, validation, processing and dissemination of education statistics, in both formal and non-formal areas, in addition to their use and analysis. More than 200 officials from the central and provincial levels were trained in the region. • Sub-regional statistical capacity workshops were also held in order to improve monitoring of EFA and MDG goals. • About 50 national statisticians and education planners from 37 Latin American countries participated in a training workshop on data collection and analysis. • A similar workshop was held for the Caribbean, with about 35 statisticians from 16 countries. • DQAF visits, which were conducted in Belize and Dominica, helped to identify strengths and weaknesses of the national information systems. 	<ul style="list-style-type: none"> • Need to constantly reinforce cooperation between different data producers. • The availability of highly-disaggregated data meeting international standards is a recognition factor for MoE statistical function. • Country leadership and ownership needs to be encouraged to ensure sustainability. • Training should take into account the local context and use examples from the country to make it more relevant. • Cooperation between different data producers is highly desirable. • Implementation of actions to deal with the situations identified in the diagnostic missions. 	<p>Number of countries publishing education micro data. Number of countries involved in the PSA (OECD) and disseminating education micro data. Number of countries having included a sectoral analysis in their action plan.</p> <p>Partnerships with various organizations will ensure that costs for capacity development are spread out and made more affordable.</p> <p>Necessary information to start with improvement actions was generated effectively, relying on alliances with external partners.</p>	<p>Building of local staff capacities for statistical education analysis.</p> <p>Training activities involving national statistical offices must be undertaken in order to guaranty sustainability.</p> <p>Ministries of education are providing training, with the technical support of the UIS.</p>

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	<ul style="list-style-type: none"> Improvement of national capacities to analyze education indicators relevant to international commitments (EFA, MDG) through workshops for 6 Central American countries. 	<ul style="list-style-type: none"> International organizations should emphasize and coordinate efforts to avoid misunderstanding on the data and indicators that are being published. 	<p>Highly positive results and organization achieved due to strong alliance with Ministry of Education of El Salvador.</p>	
<p>Greater use of data leading to better resource allocation in Member States.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Required continuous technical support and strong collaboration among stakeholders at national and regional levels. 		
<p>Data made more pertinent to decision-makers.</p>	<ul style="list-style-type: none"> Consultation with stakeholders and redesign of data collection instruments is ongoing. All three education surveys were revised during the biennium. 			
	<ul style="list-style-type: none"> 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. 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 focused specifically on higher education issues in Africa. In collaboration with the Santiago Regional Bureau, the UIS developed a proposal for a regional project to collect information and indicators on special education needs. The technical committee includes five countries in this initial phase of this project. Regional experts developed and validated a proposal on indicators about "living together" in schools. The next step lies in publishing the conceptual and methodological report while securing funding for a pilot test. 	<ul style="list-style-type: none"> 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. There is virtually no comparable data in this area. 		<p>Essential to train and sensitize those responsible for data collection at the school level.</p>
<p>Communications between ministries of education (MoE) and national statistical offices improved.</p>	<ul style="list-style-type: none"> UIS regional staff are constantly seeking to reinforce cooperation between line ministries and statistical offices in order to make better use of all data sources available, including population censuses and various surveys. Education sector statistical processes are integrated into the National Statistical Development Strategy (NSDS). 	<ul style="list-style-type: none"> Difficult to build consensus among the producers' education statistics. 	<p>Harmonization of the statistics and indicators produced in the education sector.</p> <p>A number of countries have integrated sectoral statistics into their NSDS.</p>	<p>Set up platform for regular exchange between MoE and NSO.</p>
<p>Better quality of data received from countries in terms of comparability at the regional and global levels.</p>	<ul style="list-style-type: none"> In the area of S&T data, regional workshops helped to disseminate methodologies for collection and increase the amount of data collected. 		<p>Workshops are an effective way to reach multiple countries in one effort.</p>	

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
<p>Programme of research and statistical analysis established in collaboration with a network of research institutions and other organisations conducting monitoring and statistical analysis on policy issues.</p>	<ul style="list-style-type: none"> • Linkages improved within UNESCO education sector, education institutes and field offices. • 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. Interagency groups also established to help guide and promote efforts. 	<ul style="list-style-type: none"> • Further reflection required to seize the diverse opportunities to better engage stakeholders in data use. 	<p>Wider range of users can improve cost-effectiveness.</p>	<p>Wider range of users can contribute to greater sustainability</p>
	<ul style="list-style-type: none"> • Wide participation in education research conferences, emphasising comparative indicators and the dissemination of UIS analyses. • The UIS has integrated the Accelerated Data Programme (ADP), piloted by the Household Survey Network (HSN) and PARIS21. I 		<p>A number of countries are involved in ADP (education component).</p>	
<p>Regional reporting on areas of the UNESCO mandate ensured.</p>	<ul style="list-style-type: none"> • The ESCAP Statistical Yearbook (Education Section) was prepared. • Re-design of the Regional Information System (SIRI) site within OREALC website according to new UNESCO strategy for websites, increasing the accessibility of several UIS products. 	<ul style="list-style-type: none"> • Need to expand the UIS contribution to include R&D data, as well as more direct control of the text on education. • The challenge is to have coordinated 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. 	<p>Preparation of data.</p> <p>New website was uploaded.</p>	<p>ESCAP is debating the frequency of the publication.</p> <p>Coordinated work by SIRI and the UIS is needed.</p>
<p>Policy-relevant statistics and data widely disseminated.</p>	<ul style="list-style-type: none"> • 42 new indicators and raw data in the fields of culture, communication and education were added to the UIS Data Centre. • The number of UIS web pages viewed has increased by almost 9%. • The number of education data series republished by other agencies remains considerable. For example, UIS data are extensively used in the sub-regional EFA Mid-Decade Assessment Reports. 			<p>The UIS is undertaking a complete overhaul of its website which will presumably increase the rate of electronic data dissemination.</p>

34 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost-Effectiveness	Sustainability
Analytical UNESCO Institute for Statistics capacity in support of Member States improved.	<ul style="list-style-type: none"> • New UIS statistical advisors were trained and posted in UNESCO Cluster Offices in Africa, Asia, the Pacific and Arab States. 	<ul style="list-style-type: none"> • Involvement of UIS advisors in national and sub-regional contexts. 		
Research on user satisfaction undertaken.	<ul style="list-style-type: none"> • No new research undertaken as of yet. 			