



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 on the activities of the Organization in 2006-2007

UNESCO Institute for Statistics

UNESCO INSTITUTE FOR STATISTICS (UIS)

Regular budget (rounded to \$ thousand)	
Planned: \$9,020,000	Actual: \$9,020,000

Para. 06007 - MLA 1: Improvement of the UNESCO cross-national statistical database

33 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Policy relevance of education survey and survey strategies in all areas enhanced. Quality, coverage and timeliness of UIS data improved according to several indicators (notably surveys aligned with countries' reporting timelines, dissemination of survey data and response rates).</p>	<ul style="list-style-type: none"> • Publishable indicators on education are now available for 85% of countries for primary education (covering 97% of the world's population of primary school-age children) and 80% of countries at the secondary level (covering 95% of the world's secondary school age youth). • Education data are now timelier than before as a result of multiple data releases throughout the year. The move towards a rolling data collection and release in 2008 will enable the UIS to process country-level data upon receipt and then disseminate these statistics via the Data Centre throughout the year. • Other major initiatives include: <ul style="list-style-type: none"> - all data processing and survey design activities were centralized in a single unit; - new data collection infrastructure to create, translate, distribute and process electronic questionnaires; - new software to define and calculate indicators (currently available for education statistics) - development of a new standard for exchanging education data between agencies (notably OECD and Eurostat); - a review of the education survey and consultation with data users and producers has led to a clear strategy and multi-year timetable for improving the relevance of the data collected in the main education questionnaires (first revisions have been piloted and will be implemented in 2008); - more detailed international mappings of national education systems and a new operational manual on the International 	<ul style="list-style-type: none"> • Considerable time and energy was required to resolve problems related to the staff restructuring and introduction of new electronic tools. It is assumed that these short-term difficulties will be outweighed by gains in efficiency over the coming biennium. • There is a need to establish appropriate indicators to monitor improvements in data quality. • In general, the UIS must help countries to better understand the differences between the compilation and uses of national and international data. 	<p>By restructuring data processing activities and implementing new software, the UIS has made considerable savings in terms of the financial and human resources required to collect and process data.</p> <p>In addition, closer linkage to UIS regional advisors and teams in the field as well as existing networks will help to ensure that the UIS can respond to issues in a more timely and cost-effective manner.</p>		

	<p>Standard Classification of Education (ISCED), which will be released in early 2008.</p> <ul style="list-style-type: none"> The response rate to the UIS science survey increased by 7% between 2004 and 2006, and countries responded in half the time. 				
<p>Establish renewed data collection process for cultural statistics and publish these data in the World Report 2007.</p>	<ul style="list-style-type: none"> A formal review is now underway of the draft framework for cultural statistics. The cinema survey was launched in 2007 with results expected in May 2008. The World Report on Culture will be released in 2008 following scheduling changes at HQ. 				

Para. 06008 - MLA 2: Developing new statistical concepts, methodologies and standards

33 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Core set of global indicators developed by UIS and endorsed by regional commissions and the Partnership on Measuring ICT for Development.</p>	<ul style="list-style-type: none"> UIS has laid foundations for data collection in this area, by securing endorsement of a core set of indicators on ICTs in education and launching a survey on the availability of these data (results of which will be released in 2008). 		<p>UN Regional Commissions significantly contributed to various costs of the endorsement process.</p>	<p>The survey results will provide a good indicator of the sustainability of this work.</p>	
<p>LAMP pilot data analyzed and evaluated and recommendations developed concerning the harmonization of cross-national literacy data in the future.</p>	<ul style="list-style-type: none"> Following recommendations from the UIS evaluation and an expert meeting in February 2007, the 'expected result' as originally reported was modified. Thus a revised strategy focuses on completing the field tests in pilot countries in order to produce a clear set of conceptual, methodological and operational tools for LAMP implementation by the second half of 2008. LAMP field tests were conducted in three (Palestinian Autonomous Territories, Morocco, and Mongolia) of the six countries. Field tests in Niger and El Salvador will be completed in early 2008. It is not clear whether Kenya will meet the deadline for March 2008, when data analysis begins. However, this will not alter the results. Guidelines for LAMP implementation in non-pilot countries are now being tested in the Asia-Pacific region with input from the UIS unit in Bangkok. 		<p>The new streamlined approach for LAMP will prove more effective than the previous focus on conducting a massive study at the outset.</p>	<p>A greater reliance on national and regional expertise will considerably enhance LAMP sustainability.</p>	

<p>Improvements in methodology for literacy, adult learning, science, information society, world heritage sites and culture.</p>	<ul style="list-style-type: none"> • The UIS implemented a new forecasting model and more consistent methodology for literacy data. Draft frameworks were established for cultural statistics and information literacy. • In addition, discussion papers were produced on how to OECD standards on R&D statistics to meet the needs of developing countries. A model survey of careers of doctorate holders was developed and piloted with Eurostat and OECD. 			<p>The sustainability of this work will be seen in the number of countries adopting new standards & methods.</p>	
<p>Improvements to UIS imputation for country-level missing data to priority education indicators for monitoring MDG/EFA goals.</p>	<ul style="list-style-type: none"> • The UIS conducted a full review of its standard methodology for regional averages. The aim is to reduce the need for data imputation by improving the handling of data for small countries. A methodology has been drafted and implementation is taking place. Based on this work, the UIS has also developed a methodology for country-level data which will be tested in two to three countries in 2008. • Another initiative involves the development of a methodology which uses existing time series in order to impute country level estimates for indicators rather than for raw data. The methodology will also be used to build reliable regional and global estimates of these indicators. 			<p>The UIS must sufficiently maintain and promote the use of international standards and comparative indicator frameworks so that other agencies include them in their work and sustain their use. By involving key stakeholders at the development stage, the UIS can foster a sense of 'ownership' at the implementation stage.</p>	
<p>Improved estimates of number and proportion of out-of-school children.</p>	<ul style="list-style-type: none"> • A methodology to combine data sources in order to estimate regional and global numbers of out of school children has been developed and further validation work is required. A draft working paper on comparing measures of school participation across different sources of data was produced. 	<ul style="list-style-type: none"> • The work on out of school children has been difficult because of the complexity inherent in combining measures based on different concepts from a range of data sources across different points in time. The resulting methodology must be clear and transparent to users. 			

Para. 06009 - MLA 3: Statistical capacity-building

33 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost6-Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Capacities of national statisticians in UNESCO's domains strengthened.</p>	<ul style="list-style-type: none"> • In the field of education, more than 800 national statisticians and policy planners were trained on the use of data for policy-making purposes through workshops carried out in all of the world's regions. • In the field of science, more than 200 statisticians from 67 countries were trained on the use and development of international survey instruments. • In a joint project with the IIEP, a framework and mechanism for data collection on education expenditure were set up in Ghana. • In 2006, the UIS launched a special project to improve education finance statistics in nine sub-Saharan African countries. Following UIS site visits, six countries presented finance data at a follow-up workshop in May 2007. The project has enabled national statisticians to continue reporting finance data. 	<ul style="list-style-type: none"> • The UIS has developed a strong network of national statisticians, but turnover of professional staff remains a key issue in terms of capacity development. • The UIS should focus on users of international data in development agencies including UNESCO. 	<p>Demand is practically limitless, but effectiveness should be judged carefully. The rationale for activities must be strong where resources given that resources will never be sufficient.</p>		
<p>Coherent programmes for statistical capacity-building (SCB) established and coordinated.</p>	<ul style="list-style-type: none"> • Following the UIS evaluation, a new post was filled in Montreal to specifically focus on coordinating SCB in Africa. A new strategy relying more on regional partnerships is being implemented. 	<ul style="list-style-type: none"> • The UIS has developed a strong network of national statisticians, but turnover of professional staff remains a key issue in terms of capacity development. • The UIS should focus on users of international data in development agencies including UNESCO. • Significant gains in efficiency will be made by reinforcing the UIS presence in regional bureaux and cluster offices and by building partnerships with regional and national experts/networks. 	<p>Demand is practically limitless, but effectiveness should be judged carefully. The rationale for activities must be strong where resources given that resources will never be sufficient.</p> <p>The majority of SCB projects are financed by extra-budgetary funds. However, considerable amounts of core funding are also spent on these projects, which is financially unsustainable. The UIS is therefore seeking to reinforce partnerships with UNESCO field staff and other UN or regional organizations.</p>	<p>The new UIS model seeks to capitalize on expertise in the field while reinforcing national 'ownership' of SCB activities. The UIS will serve as a resource rather than directly provide each component in the technical intervention.</p>	

<p>Monitoring and evaluation of national and international goals strengthened.</p>	<ul style="list-style-type: none"> • The monitoring of international goals is a key component of the regional workshops described previously. • In addition, needs assessments were completed for three African countries and 12 countries in Latin America and the Caribbean (LAC). • The UIS has developed several tools to monitor progress at the national level through the Data Quality Assessment Framework (DQAF). • A comprehensive report on the state of education in LAC presents a new framework to organize education statistics and related analysis (focus on equity). 	<ul style="list-style-type: none"> • The UIS has developed a strong network of national statisticians, but turnover of professional staff remains a key issue in terms of capacity development. • The UIS should focus on users of international data in development agencies including UNESCO. 	<p>Demand is practically limitless, but effectiveness should be judged carefully. The rationale for activities must be strong where resources given that resources will never be sufficient.</p> <p>Needs Assessments are essential for effective technical assistance from the UIS and other agencies.</p>	<p>DQAF results will serve as an initial benchmark to evaluate progress in SCB.</p>	
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Para. 06010 - MLA 4: Strengthening statistical analysis and dissemination of policy-relevant information

33 C/5 Expected Results	Achievements	Challenges/ Lessons Learnt	Cost- Effectiveness	Sustainability (Indicators or Measures)	Recommendations by the Executive Board
<p>Range of products to deliver UIS data and analyses improved.</p>	<ul style="list-style-type: none"> • The Global Education Digest (GED) was published in 2006 and 2007. UIS education and literacy data were also cited in major reports and international databases, including: the World Development Indicators (World Bank), the Human Development Report (UNDP) and the State of the World's Children (UNICEF), and UNESCO's EFA Global Monitoring Report alongside many other ad hoc and regular reports. • As part of the World Education Indicators (WEI) Programme, the UIS coordinated a survey of primary schools in ten countries to examine school functioning. National survey results have been analysed and an international report and database will be released in 2008. • Two editions of the WEI report series, Education Counts – Benchmarking Progress in 19 WEI Countries, were released. The report is designed to enable WEI countries to compare their progress with more developed countries, especially those in the OECD. 	<ul style="list-style-type: none"> • The UIS will undertake a critical review of how to better reach our audiences, with a specific focus on the GED as a vehicle for disseminating data and analysis. • Following the launch of the report on teachers, the UIS has sought to build on this work by designing a more comprehensive global data collection on teachers and teaching. 	<p>Experience with the WEI Survey of Primary Schools highlights the considerable time and resources required to develop methodologies for new surveys.</p>		

	<ul style="list-style-type: none"> • A thematic report, "Teachers and Educational Quality: Monitoring Global Needs for 2015", was released in April 2006. The report provides global and regional assessments on the state of teachers and education quality. • The UIS and UNEVOC published a global report on technical and vocational education and training. • Several UIS culture reports were re-published by Chinese Academy of Social Sciences. • UIS staff have trained researchers from more than 20 Member States in complex analysis of learning assessment data, worked with 12 countries in Africa on analysing household survey data, with 12 WEI countries on designing and conducting school surveys. 				
<p>Preparation of a range of new data presentation tools for different kinds of users.</p>	<ul style="list-style-type: none"> • The UIS implemented a Data Centre that centralizes and presents all UIS statistical information, metadata, and presentation tools. 	<ul style="list-style-type: none"> • The design of the Data Centre benefited considerably from the user-tests and the input from private sector experts. 	<p>Web-based products to present data and metadata are extremely cost efficient. These products can be updated at virtually no cost. However, it is important to re-design these formats every three to five years to stay relevant.</p>	<p>The high rate of technological change requires constant monitoring of trends and investment.</p>	