United Nations
Educational, Scientific and
Cultural Organization

UNESCO
INSTITUTE
for
STATISTICS

UNESCO INSTITUTE FOR STATISTICS (UIS)

GOVERNING BOARD

Fourteenth Ordinary Session

(Montreal, 15-16 November 2012)

Item 7 of the provisional agenda

REPORT ON THE ACTIVITIES OF THE INSTITUTE IN 2012

(43 pages)

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I.   MESSAGE FROM THE DIRECTOR

The UIS budgetary situation remains very difficult and uncertain. Nevertheless, after a great deal of internal consultation, I am pleased to present a balanced budget of about USD 12.5 million, which represents a significant decrease compared to previous years.

In terms of income, the Institute continues to focus on reinforcing and expanding its donor base. In particular, the UIS has sought to establish relations with a range of new partners, including: bilateral donors such as the Governments of Australia, Korea, Germany, Japan, Oman, Russia, Qatar, Sweden and the United Kingdom; multilateral donors such as the Global Partnership for Education (GPE); regional banks for Africa, the Gulf States and Latin America; and private foundations such as the Hewlett and MasterCard.

Concerning the bilateral donors, new agreements were signed with the Government of Japan (through UNESCO Funds-in-Trust) and AusAID for 2012. We have also received support from our traditional donors, notably the Governments of Canada, Denmark, Norway and the World Bank. In addition, I would like to point out that Finland has generously agreed to increase its contribution to the Institute. We have received indications that these donors and several other governments are prepared to support the Institute in 2013. However, we are still in the early stages of negotiating signed agreements, primarily because of the different political contexts and logistical issues (fiscal calendars) of the donors.

There have also been delays in establishing a formal agreement with the GPE due to internal discussions concerning funding modalities. However, the Partnership has shown strong signs of interest in supporting the following UIS initiatives: global initiative on out-of-school children; learning outcomes; and education finance data.

Discussions with regional banks have proven to be complicated. In general, the development banks will only disburse funds directly to their member states, which is problematic for the Institute. However, discussions are underway between the African Development Bank and UNESCO concerning a large-scale education programme which would include support for the Institute. In addition, the funding modalities for the Arab Gulf Programme for Development (AGFUND) offer more flexibility for the Institute. However, it has been difficult to establish direct relations with the relevant authorities despite repeated attempts by the UIS. Any suggestions or assistance from Governing Board Members would be greatly appreciated.

The UIS has also been exploring possibilities with private foundations. In general, most private foundations do not support UN agencies. However, the Hewlett Foundation has agreed to provide funding for the Institute's work on learning metrics. In addition, we have contacted the MasterCard Foundation, which has a considerable budget for education projects. However, the foundation is unable to provide support for core activities. Instead, the UIS would have to develop a radically new project, which at this point, would require considerable investments on the part of the Institute. Given the current uncertainties, the UIS must safeguard its core services and responsibilities to the international community as the first priority. This does not mean that we will not pursue options with MasterCard, especially as we prepare the next medium-term strategy.

In response to these financial uncertainties, the UIS has started to implement a series of austerity measures, including a hiring freeze and reduced travel (more detailed information is provided in the budget section). Yet to respect a balanced budget, the Institute will have to reduce and/or

restructure certain activities. I therefore propose to: discontinue the UIS media survey in the immediate future; reduce certain activities associated with the Observatory of Learning Outcomes until sufficient human and financial resources can be secured; restructure the Literacy Assessment and Monitoring Programme (LAMP) and not seek to expand the programme; maintain the R&D survey on a biennial basis (instead of moving to an annual data collection); freeze plans to expand the regional indicator programme to East Asia and the Pacific.

I wish to stress that the UIS is clearly making the most of available resources and reinforcing its core services. In particular, I would like to draw your attention to success of the regional indicators initiative. More than 30 countries have responded to the second UIS regional data collection on schooling conditions and teaching resources in sub-Saharan Africa. The UIS is also preparing to release results from the survey on adult education and literacy programmes in Latin American and the Caribbean. Once again, the response rate was very high with all of the Spanish-speaking countries submitting data.

The UIS is breaking new ground in the field of learning outcomes, which will inevitably be a key priority in the post-2015 education agenda. In particular, the UIS has joined forces with the Brookings Institution to launch a Task Force on Learning Metrics, which aims to identify common learning goals to improve learning opportunities and outcomes for children and youth.

In addition, the UIS has taken several major steps to improve the dissemination of its data among wider audiences. The Institute has launched a new series of electronic atlases and interactive graphics to reach more general audiences while using social media to promote these products. In addition, the UIS is preparing to adopt a new platform for its online Data Centre, which should considerably improve the user experience.

In terms of management, the UIS is preparing to make the transition from ALD contracts to PA contracts as of January 2013. The new contracts will provide the Institute with greater flexibility in meeting its recruitment needs. In particular, they allow the UIS to retain highly-skilled staff members while avoiding the costs and constraints of fixed-term positions. However, it should be noted that this will lead to increased costs in the short-term.

II. DEVELOPMENT OF EDUCATION INDICATORS AND PROMOTION OF DATA USE AND ANALYSIS

Overview of efforts to improve the quality of international education indicators

The UIS released education data on the website as scheduled in January, May and October. The last release involved an extensive review of raw data and indicators, especially in light of the new financial indicators provided by the World Bank and International Monetary Fund.

The UIS provided data and metadata for statistical annexes for the Education for All Global Monitoring Report 2012 and for the upcoming UNESCO reports on gender disparities and technical and vocational education and training as well as for a wide range of UNESCO initiatives (gender meetings, International Literacy Day, World Teachers' Day, etc.).

Data were provided to external partners, such as the World Bank for the World Development Indicators database and for the World Bank *EdStats* database and also to UNICEF for the *State of the World's Children* report and UNDP for the *Human Development Report*. The UIS also contributed data to regional agencies for their publications, including the Association for the Development of Education in Africa, the United Nations Economic and Social Commission for Asia and the Pacific, Asian Development Bank and the Summit of the Americas.

Regional education indicators programme

The UIS has improved the policy-relevance of its data by producing regional indicators that reflect the specific data needs at the regional level. The initiative is designed to create a sustainable public good which includes indicators that address pressing information needs of national governments and regional organizations which may not be collected by the UIS at the global level.

In 2012, the UIS analysed the results of regional data collections in Latin American and Caribbean countries (adult education) and sub-Saharan Africa (school conditions) and produced two information notes, factsheets and web resources providing data visualizations. Regional data for Africa were published in the Global Education Digest 2012, in the African Union's *Outlook* report prepared for the COMEDAF V meeting of Education Ministers, and other reports.

The UIS conducted the African regional module for a second year, extending it to include six new countries in North Africa, four of which have already submitted data. By September, 30 out of 46 countries (65% response rate) had reported data for the 2011 reference year. The overall response rate will increase due to workshops in South and East Africa and the Arab States.

In Latin America, a series of new internationally comparable indicators were conceptualized and created, and later tested with data reported by countries. In September, the preliminary results of the module were presented at the UNESCO office in Santiago (Chile) to experts and stakeholders, including the UNESCO Institute for Lifelong Learning (Germany), INEA (Mexico), SECADI (Brazil), the Organization of Ibero-American States, and other regional organizations.

A regional expert was commissioned to produce the first regional report on adult education, drawing on the regional module data as well as on research on the provision of educational opportunities to adults and youths. In addition, the material on the UIS website presents the results, documentation, and other resources of the new indicators and related work in the area of adult education.

Global modules for UIS annual education survey

Since the end of 2011, the UIS has been working with the UNESCO International Bureau of Education to elaborate on the concepts and definitions for an international data collection on intended annual instructional time. From April to July 2012, a draft questionnaire was piloted in 15 countries from the following regions: Arab States, Central Asia, East Asia and the Pacific, Latin America and the Caribbean, South and West Asia and sub-Saharan Africa. Feedback from the pilot was used to fine-tune the questionnaire, which will be integrated within questionnaire A of the Institute's 2013 education survey. The module will collect the most recent data on intended annual instructional time for each grade in primary and general secondary education (ISCED97 levels 1, 2 and 3) and pre-primary education (ISCED97 level 0) where such information exists. The UIS will continue collaborating with IBE on the analysis of these data.

International Standard Classification of Education (ISCED) 2011

The UIS has begun to provide training and other support to assist countries in adapting their education data reporting systems to the new ISCED in time for the first international surveys foreseen in 2014. This training is now regularly included in UIS regional workshops, such as the event organized for countries in East Asia as well as in South and West Asia (Bangkok, Thailand, later April/early May). Workshops have also been scheduled in early October and November respectively for countries in the Arab States and South and East Africa. Other regions will be targeted in 2013. In addition, UIS field staff are providing in-country support to statisticians and national counterparts as part of their regular work with countries.

The UIS is developing an operational manual to provide additional guidance and examples to countries. It is expected that the manual will be published in the second half of 2012. Eurostat and OECD are also producing similar materials for surveys undertaken by their member states.

The UIS has also started to revise the ISCED 1997 fields of education (which were not revised for ISCED 2011). A new technical advisory panel was established to guide the revision and held its first meeting in Montreal in May 2012. The panel comprises experts on classification and education issues that were nominated by partner agencies (the European Union, OECD and ILO) or bodies (the United Nations Expert Group on Classifications) as well as experts from developing regions (Asia, Africa and Latin America).

A first draft of the revised classification was reviewed by panel members as well as the United Nations Expert Group and experts from developing regions. A revised version will be disseminated electronically as part of a global consultation (to be launched in late 2012 or early 2013) through which all Member States will have the opportunity to contribute. The aim is to submit a final version for adoption by the 37th session of UNESCO's General Conference (November 2013).

Technical and vocational education and training (TVET) statistics

The UIS is an active partner in the TVET Inter-Agency Group, which met in December 2011 (Geneva, Switzerland). The UIS is providing technical input for the draft report on TVET indicators and the draft conceptual framework for internationally comparable skills indicators in collaboration with the European Training Foundation and OECD. This is part of the follow-up action on the Human Resources Development Pillar of the G20 Multi-Year Action Plan on Development adopted at the G20 summit in Seoul in 2010.

It should be noted that the inter-agency group consists of representatives from international organizations. The UIS is therefore also seeking to ensure that the perspective of developing countries is accurately integrated within the draft report and framework. For example, during the Expert Workshop on Skills Indicators and Policies in Low-Income Countries (organized with the OECD, ILO and the World Bank in Turin, Italy in March), the UIS facilitated the consultation of the draft framework with representatives of several low income countries, including Bangladesh, Benin, Haiti and Malawi. This consultation enabled the UIS to improve the coverage of TVET-related data collection, especially for Malawi.

The UIS was also a steering committee member for the preparation of the Third International Congress on TVET, which was convened by UNESCO in May (Shanghai, China). The UIS organized a roundtable to discuss skills monitoring and measurement at the Congress. The UIS also contributed to the outcome document (*Shanghai Consensus*) and provided TVET statistics for the UNESCO global TVET report. The Institute will also be supporting follow-up activities, which will be discussed during the TVET Inter-Agency Group meeting in October (Turin, Italy).

Improving education finance data

The UIS Education Finance Capacity Building Project aims to provide institutional capacity development to ensure national ownership and sustainable production of education finance indicators.

In May 2012, a group workshop was organized in Dakar (Senegal) for the four countries currently participating in the project: Gambia, Ghana, Malawi and Rwanda. National project teams reinforced their understanding of the statistical and methodological aspects underlying the data production tools developed during the course of the project and shared good practices concerning the regular production and use of education finance data and indicators. The aim is help national education stakeholders use the data for benchmarking, monitoring and planning purposes. Education finance indicator briefs were produced by each country team and disseminated nationally.

The UIS is also introducing the programme in three countries in Latin America and the Caribbean (Ecuador, Guatemala and Nicaragua) and the UIS tools were also implemented in Bangladesh and Nepal by World Bank teams.

Global initiative for out-of-school children

Through its international network of statistical advisors, the Institute worked closely with the 26 countries participating in this global initiative, which is jointly administered by the UIS and UNICEF. The UIS provided methodological assistance on the measurement of exclusion from education, assisted in the analysis of data from administrative records and household surveys, and provided feedback on national analytical studies on out-of-school children. In total, this initiative will lead to the production of 33 studies: 26 national studies and seven regional studies (Central and Eastern Europe / the Commonwealth of Independent States, East Asia and the Pacific, Eastern and Southern Africa, Latin America and the Caribbean, Middle East and North Africa, South Asia, and West and Central Africa). The first regional study – for Latin America and the Caribbean – was published in August 2012.

In September 2012, the UIS hired a consultant to carry out a review of the initiative, which is jointly administered by the Institute and UNICEF. The aim of the review is to (1) assess the degree to which the goals of the initiative were met at the global, regional, and national levels; (2) identify and analyse the strengths and limitations of the progress and process of the initiative; and (3) recommend areas for improvement, including

in the technical and analytical framework of the initiative, and identify good practices to inform future action and possible expansion to additional countries. The UIS also participated in regional and global meetings organized by UNICEF in Mexico City, Amman and New York to discuss the next steps for the initiative.

Educational attainment data

In preparation for the planned release of UIS estimates of mean years of schooling, the UIS carried out an extensive review of its database with educational attainment data from 1946 to the present. The UIS also developed a database with completion ratios to estimate the proportion of the population with incomplete and complete primary, lower secondary and upper secondary education.

Due to a lack of human and financial resources at the UIS, it was not possible to hold an expert meeting with the UNDP Human Development Report Office and other experts to recommend a methodology to generate estimates of mean years of schooling. Some estimates of mean years of schooling were generated at the UIS as part of methodological investigations. However, plans for a comprehensive global database with time series of mean years of schooling covering the past 50 years had to be scaled back. The UNDP had originally agreed to secure the required funding from donors but apparently they have not been successful. Due to lack of resources, the UIS is currently exploring less costly alternatives to generate at least point estimates of mean years of schooling for as many countries as possible by early 2013.

Regional training workshops

The UIS organized two training workshops in April and May in Bangkok (Thailand) for groups from East Asia (27 participants from 15 countries) and South and West Asia (18 participants from nine countries). The sessions focused on the production and use of education statistics as well as methodologies and mechanisms to improve education information systems.

The follow-up meeting for the education finance work in Africa was held in May in Dakar (Senegal), including eight participants from the Gambia, Ghana, Mali and Rwanda. The participants worked towards using the data collected in report form.

In Sharm el Sheikh (Egypt), the UIS conducted a regional workshop in October for 31 national statisticians from 15 Arab countries as well as representatives from regional organizations. The discussions focused on a wide range of issues, including ISCED training, EFA assessment and other topics.

In November, 48 statisticians from 24 countries of the South and East Africa region took part in a UIS training workshop, which included material on ISCED 2011, organized in Addis Ababa (Ethiopia).

The UIS has also responded to three specific requests for further training on education statistics in the Pacific region, Central Asia and Eastern Europe. The Pacific Islands Forum Secretariat invited UIS to conduct sessions and work with participants of the regional workshop on education management information systems held in Fiji (March). The Government of Kazakhstan has provided the financial support for UIS staff to organize a week-long training workshop (October) on indicator calculation and interpretation for national statisticians. This decision was based on the very positive results stemming from a regional training workshop organized in Kazakhstan in 2011. In addition, the UNECE has asked the UIS (and provided the funding) to organize a training session on MDG education indicators during a workshop (November) organized for the following countries: Albania, Armenia, Azerbaijan, Bosnia, Georgia, Moldova and Tajikistan.

Support for national statistical capacity development

As previously explained, UIS field staff are actively involved in the Global Initiative on Out-of-School children. In particular, collaboration with national partners has been very strong in South Asia, where the UIS Cluster Advisor, based in New Delhi, worked closely with national authorities during all stages of the project, most notably in India, Pakistan and Sri Lanka. To sustain this momentum, the UIS and UNICEF are currently planning to organize a regional capacity building workshop in the first half of 2013 for representatives from national statistics offices and ministries of education to further discuss analysis of data on out-of-school children and the use of the findings for national education policy planning.

Over the year UIS staff has provided technical assistance to numerous countries (see Figure 1). The interventions were intended to address weaknesses in national education statistics and to implement improvements related to data production, analysis and dissemination.

Figure 1: UIS capacity building to improve education data quality, December 2011 – December 2012
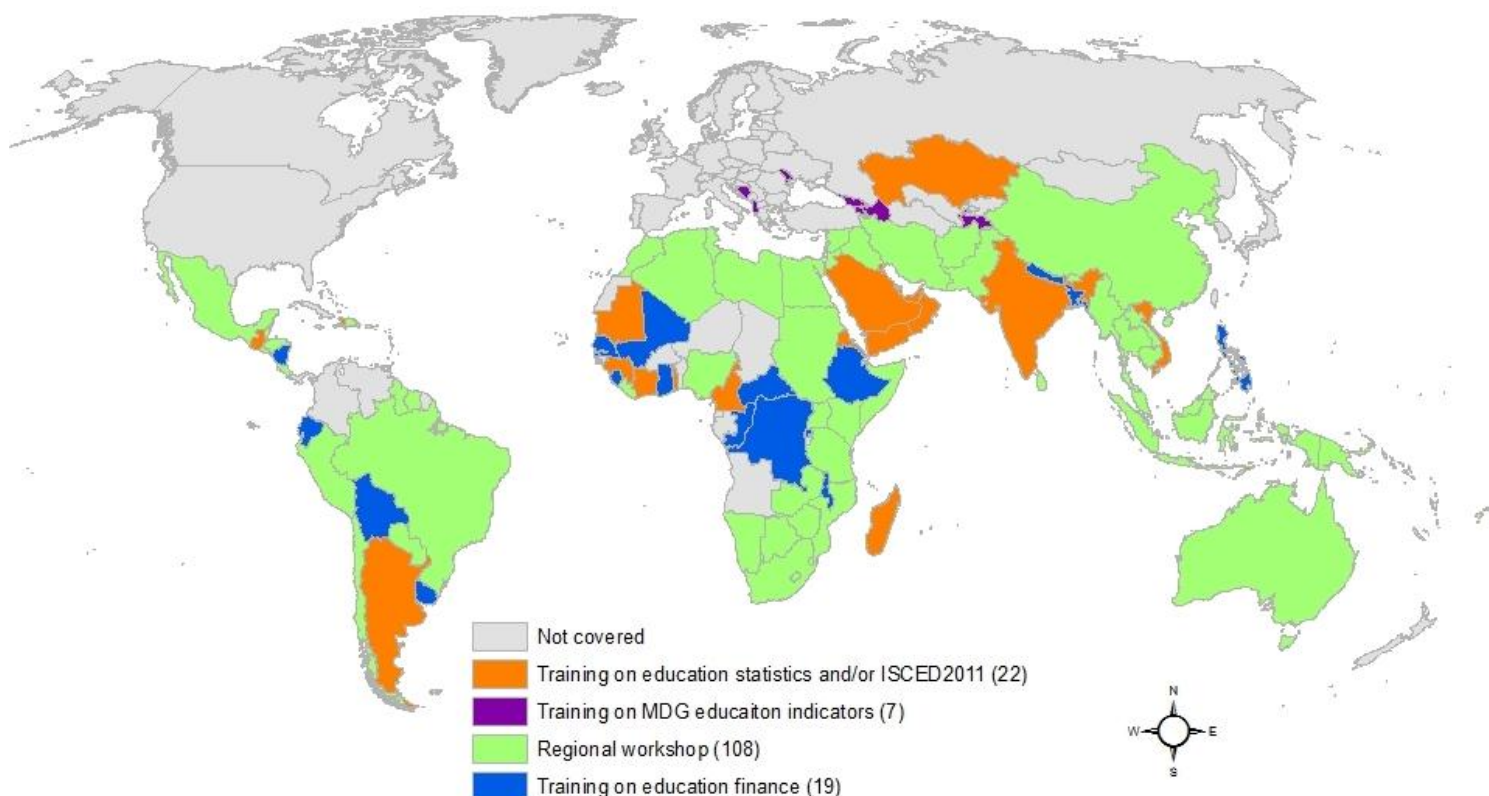
Note: several countries received multiple interventions during the year. For example, a country could participate in a regional workshop and benefited from additional training on education finance. For clarity purposes, the map shows only one type of assistance received by such countries.

Reinforcing the analysis and use of education data

To mark International Women's Day (8 March), the UIS and UNESCO Headquarters released the World Atlas of Gender Equality (available in English, French and Spanish) which includes over 120 maps, charts and tables featuring a wide range of sex-disaggregated indicators produced by the Institute. The atlas illustrates the educational pathways of girls and boys and the changes in gender disparities over time. It hones in on the gender impact of critical factors such as national wealth, geographic location, investment in education, and fields of study.

The report has been widely circulated among diverse audiences, including education experts, advocacy groups, UN agencies, regional organizations, etc. The UIS has also produced a related eAtlas which allows users to visualize the data through a series of maps (see Box 1).

The UIS is also preparing to launch the 2012 edition of the Global Education Digest, entitled *Opportunities lost: The impact of grade repetition and early school leaving.* The Digest presents data to identify which children are most likely to repeat a grade or leave school early and when. In sub-Saharan Africa, for example, about two in five pupils leave school before reaching Grade 2. The report examines the gender and ages of these children, while highlighting the extent to which household wealth and location shape a child's educational progression. The Digest also explores policy options, notably concerning automatic promotion and repetition practices. To better inform this debate, the report presents the most recent results of learning assessments among primary pupils before examining the economic costs associated with high rates of grade repetition and dropout.

The UIS supported the production of national briefs on education finance for four countries: the Gambia, Ghana, Malawi and Rwanda, which were prepared by national teams as part of an effort to disseminate indicators on education financing.

In addition, UIS staff prepared information notes and fact sheets on the following themes: schooling conditions in Africa; out-of-school children; literacy trends; demand and supply of teachers.

The UIS is currently preparing a report on higher education as well as science and technology in Asia. In addition, the UIS prepared a paper on "Responses to the British Council's *The shape of things to come: Higher education global trends and emerging opportunities to 2020*" for the British Council's *Going Global* conference.

The UIS regional team in Asia also contributed data and analysis to a number of regional reports by the Asian Development Bank, including: *Key Indicators for Asia and the Pacific* (2012) and the *2012 Statistical Yearbook* of ESCAP.

Box 1: Exploring Data through the eAtlas Series

The UIS has launched a new series of online interactive eAtlases to provide users with a free and powerful tool to map and graph data and indicators on key policy issues in the field of education, science and technology. Updated on yearly basis with the latest available data, the eAtlases are a powerful resource for professionals, academics, teachers, students and journalists.

The eAtlases allow users to export customized, professional quality, full color maps and graphs. Other features include scalable maps, timeline graphing, ranking tables, and import and export functions for sharing data and graphics. Links to additional information and data sources are also provided.

The following eAtlases are now available for consultation:

UNESCO eAtlas of Gender Equality in Education is a companion to the print edition of the World Atlas of Gender Equality in Education released earlier this year, featuring 120 maps, charts and tables on a wide-range of sex-disaggregated education indicators for the school year ending in 2010.

UNESCO eAtlas of Out-of-School Children lets you explore and adapt maps, charts and ranking tables for indicators covering children of primary and lower secondary school age. Indicators are disaggregated by sex to better evaluate educational inequalities faced by girls and boys.

UNESCO eAtlas of Teachers lets you visualize the gaps in the supply and demand for teachers at national and global levels. It including new indicators on school conditions and teaching resources in sub-Saharan Africa, projections of teacher demand to 2015, and data on the working conditions and characteristics of teachers in 60 selected countries.

UNESCO eAtlas of Research and Experimental Development lets you explore and adapt maps, charts and ranking tables for more than 75 indicators on the human and financial resources devoted to R&D. It also includes historical data to track trends over time and measure the impact of policies. Many indicators are disaggregated by sex to better evaluate the role of women in science.

III.   DEVELOPMENT OF INTERNATIONAL STATISTICS ON EDUCATION OUTCOMES

Overview

Given the financial costs and technical issues associated with LAMP, the UIS has decided not to actively expand the programme. Instead, the Institute is focusing on publishing the results and completing implementation in those countries which have signed agreements with the Institute.

It is important to note that the head of the Learning Outcomes Section, Cesar Guadalupe, has left the Institute to pursue his career in his native Peru. The UIS is currently in the process of recruiting his replacement.

Literacy Assessment and Monitoring Programme (LAMP)

Data processing, analysis and dissemination of results

Over the past year, the UIS has been cleaning and analyzing the LAMP data that will feature in an international report, which will cover the four countries that have completed the main assessment: Mongolia, Jordan, Palestine, and Paraguay. This publication will contain data on the distribution of skills in three domains (prose, documents and numeracy), based on three performance levels (for each domain) and profiles of emerging readers.

The UIS devoted considerable time to resolve the very complex questions concerning the computation and analysis of the data, which required a great deal of internal and external consultation. All of the data and decisions concerning the analysis were presented to the LAMP Global Advisory Board (Montreal, September), which provided valuable feedback concerning the analysis. In particular, it was recommended that the UIS consult with the countries concerning possible bias in some items. The UIS is currently following-up on this recommendation with results expected at the end of October.

The draft report will be completed in December and circulated among participating countries and advisory board members for review. The final report should be published in mid-2013. Summaries of the data will be released in 2012 so that countries can publish their national reports and meet the deadlines of donors.

LAMP implementation

While several countries have expressed interest in joining LAMP, only two countries – Afghanistan and Lao PDR – have started to implement it. With the support of UNESCO Kabul, Afghanistan is scheduled to conduct a field test in November as part of a major literacy initiative. Lao PDR is translating LAMP instruments after submitting a national planning report. In contrast, Nigeria has decided not to implement LAMP, which would have been a daunting challenge given the country's political, social and linguistic contexts. Jamaica and Namibia are still interested in the programme but face several operational challenges.

Other four countries – Morocco, Niger, El Salvador and Viet Nam – have already completed field trials and are scheduled to begin the main assessment in 2012. However, they have experienced considerable delays due to a wide range of factors, including natural disasters, changes in government and funding constraints.

In general, LAMP implementation requires close coordination with UNESCO field offices and UIS field staff. The UIS greatly appreciates this support, especially from UNESCO offices in Amman, Bangkok, Kingston, Ramallah and Windhoek.

In 2011, the UN High Commissioner for Refugees signed an agreement with the UIS concerning LAMP implementation in selected refugee camps. Since then, a steering group has been established and field testing has begun among Central African Republic refugees living in camps in Chad. However, it is not feasible to conduct the main assessment among this population, due to the very low levels of literacy and French-language skills. Nevertheless, the UNHCR is considering implementing LAMP in refugee camps in countries like Bangladesh.

The UIS will have to make some very important strategic decisions concerning LAMP in light of the resources required for its implementation. In 2013, the UIS will continue working with the countries currently implementing LAMP to help them report results from the main assessment. The UIS will also work closely with countries that have recently joined the programme but will not actively seek new participants. It is important to note that in 2014, the Institute will lose the right to use about one-quarter of the current testing items, which are the property of Educational Testing Services. We hope to be able to extend this agreement in 2013.

Observatory of Learning Outcomes (OLO)

International partners are looking to the UIS to provide the statistical framework and information to monitor learning outcomes globally and to generate measures of education quality. For the UIS, this represents an opportunity – and a challenge – to take an active role in the debates concerning the post-2015 international education agenda.

After extensive preparatory work, the UIS is taking concrete steps to build a catalogue of learning assessments and support the generation of globally comparable data on pupil learning in primary education.

Catalogue of learning assessments

The pilot version of the catalogue, which was completed in 2011, includes about 130 assessments from 24 countries in all regions. Prototype reports from the catalogue were presented to the OLO Advisory Board, which met in December 2011 in Montreal. Results of the pilot catalogue suggest that all countries, with a few exceptions, are undertaking some sort of assessment of student achievement primarily in the early grades of education.

The UIS is preparing to launch the data collection for the official catalogue in 2013. The operational plan has been established and survey tools (template and manual) are being tested in a few countries. In the first stage of the data collection, the UIS plans to focus on one or two regions while examining different scenarios to effectively collect data from all countries in the shortest period of time. The global data collection will require considerable human and financial resources. To this end, the UIS is seeking support in different forms, from a wide range of partners, such as Russia's Center for International Cooperation in Education Development.

Global database of learning outcomes

The UIS and the Global Partnership for Education organized the first meeting of partners in September (Washington, DC). The meeting included representatives from UNESCO Santiago (which coordinates LLECE), CONFEMEN (which is responsible for PASEC); International Association for the Evaluation of Education Achievement (IEA, which organizes PIRLS and TIMSS); and the IIEP, which houses SACMEQ.

The partners agreed that IEA/PIRLS will serve as the bridge between the regional assessment organizations for this initiative. These organizations have agreed to administer PIRLS as well as their regional reading tests to the same children in three

countries in each of the three regional assessments. The aim is to establish a common scale that could then be applied to all countries (over 90) participating in the regional assessments and PIRLS. Based on cost estimates prepared by the UIS, the GPE will approach donors to secure the required funding. The UIS will then coordinate the work and administer the funds. The IEA will hold its first "PIRLS 2016" meeting in February 2013 and selected country-level partners are expected to attend.

Learning Metrics Task Force

The UIS and the Brookings Institution have jointly established a Learning Metrics Task Force to investigate the feasibility of identifying common learning goals to improve learning opportunities and outcomes for children and youth (see figure 2 for the LMTF structure). Based on recommendations from technical working groups and input from broad global consultations, the task force will propose a set of learning competencies for children and youth at selected points across their educational lifespan, make recommendations for how these competencies should be measured, and elicit best practices for how countries could implement these measures.

The task force held its first formal meeting in September (New York) where members reviewed the inputs from the global consultation on learning standards and validated the resulting proposal, which will be the subject of a working paper.

Figure 2: Structure of the Learning Metrics Task Force

Co-Chairs
Rukmini Banerji, Pratham (Civil Society)
Michael Barber, Pearson (Private Sector)
Geeta Rao Gupta, UNICEF (Multilateral)

Task Force
Multilateral Agencies (World Bank, UNDP, GPE, UNESCO, UNSG, OECD)
Regional and National Representatives (Latin America, Africa, Asia, Middle East, Europe)
Bilateral Donors (AfD, AusAID, DfID)
Civil Society (NGOs, Foundations, Labor Unions)

Standards Working Group
(Academia/Think Tanks, Research and Policy Consortia)

Measures and Methods Working Group
(Regional/International assessment bodies, Academia/Think Tanks)

Implementation Working Group
(Funders, Governments, NGOs, UN Agencies, Academia/Think Tanks)

Consultation Process

Secretariat
Center for Universal Education at the Brookings Institution (Academia/Think Tank)
UNESCO Institute for Statistics (Multilateral)

IV.   DEVELOPMENT OF INTERNATIONAL STATISTICS ON SCIENCE,TECHNOLOGY AND INNOVATION; COMMUNICATION AND INFORMATION; AND CULTURE

Science, technology and innovation (STI) statistics

Overview

Considerable progress has been made over the past year in developing a new global survey on innovation statistics. Results of the pilot survey were released and the Institute launched a related metadata collection.

The Institute has also been taking a more targeted approach to its capacity-building activities in this area. Regional training workshops have proven to be effective in developing and introducing new concepts and instruments. For example, these workshops provided the UIS with the feedback required to produce the Annex to the Frascati Manual, which is specifically designed for developing countries undertaking R&D surveys. However, countries seeking to launch a new survey on innovation require more in-depth training sessions that involve larger and more varied groups of their national statisticians. In response, the UIS has begun providing national training workshops to countries with a demonstrated commitment to undertake STI surveys. This approach should lead to improvements in data quality at the national and international levels as well as greater use of the data for policymaking purposes.

R&D statistics

The fifth global R&D survey was launched in June 2012, according to schedule. At the same time, the UNESCO eAtlas of Research and Experimental Development was released and will be updated when new data become available (see Box 1). This data visualization tool allows users to explore and adapt maps, charts and ranking tables for more than 75 indicators on the human and financial resources devoted to R&D. It also includes historical data to track trends over time and

measure the impact of policies. Many indicators are disaggregated by sex to better evaluate the role of women in science.

The UIS is also preparing a publication on the state of higher education and science and technology in Asia.

Innovation statistics

The inventory of innovation surveys now contains information on 52 countries at different stages of development. A metadata survey has been sent to selected countries, which will also feed into the inventory. A pilot survey was carried out in preparation for the global data collection that will take place in 2013. A paper analyzing the results of the pilot survey was published on the UIS website.

In addition, the UIS has provided training at the national level to Ecuador and China as part of their efforts to undertake an innovation survey in the near future.

Methodological developments

The UIS has prepared the first draft of a comprehensive toolkit on how to conduct R&D surveys in developing countries. This kit includes methodological guidelines, recommendations concerning resource requirements, sample instruments as well as detailed guidance on how to administer such a survey. The materials have been sent to selected experts for peer review.

In addition, the UIS has prepared a report to help countries of the Commonwealth of Independent States apply the guidelines presented in the Annex to the Frascati Manual (developed by the UIS).

These countries are facing very specific and persistent methodological issues and

therefore requested the help of the UIS. This report will be released following peer review.

The UIS has also commissioned a consultant to help revise the concept of scientific and technological activities, which has not been revised since 1978.

Statistical capacity-building

More than 200 national statisticians have participated in the following training workshops: UIS regional workshop for Southeast Asian countries (Hanoi, December 2011); joint UNESCO-UIS-AU/NEPAD STI policy and indicators workshop within the framework of the African STI Indicators project (Cape Town, April); subnational R&D statistics workshops in Vietnam (June 2012); national training workshop in Ecuador (Quito, September); UIS regional workshop for Gulf States (Doha, October), followed by national workshops in Qatar and the United Arab Emirates (see Box 2).

Communication and information (CI) statistics

Overview

The pilot survey of media statistics was completed in 2012 with data collected from 60 countries. The next step would be to conduct a regional data collection. However, due to financial constraints this activity has been put on hold. The ultimate goal is to develop a global database of cross-nationally comparable statistics.

ICT in education statistics

The [final report](#) on the regional data collection on the educational use of ICT in Latin America and the Caribbean was released on the UIS website in October following a delay due to staff changes.

Survey results were presented at the Annual Forum of the World Summit on the Information Society (Geneva, May) with a specific focus on WSIS targets 2 and 7, which are part of UNESCO's responsibility.

Box 2: Research and Development Statistics in Arab States

Currently, the Institute's R&D database contains very limited data for the Arab States. Yet recently, several countries from the region have started to collect R&D data and others are expressing interest in establishing new surveys.

Oman conducted its first R&D survey in 2012. The UIS provided substantial support, mostly by e-mail, but this will be followed by national training sessions in early 2013.

Qatar will undertake its first R&D survey in early 2013 with support from the UIS. In particular, the consultant who prepared the toolkit on R&D surveys will help Qatar in this effort. In addition, the UIS provided advice to national statisticians during the regional training event in Doha (October).

The United Arab Emirates is taking a two-pronged approach. The first priority for the Emirates is to produce estimates of R&D personnel and expenditure over the last five years. The UIS has recommended a consultant to assist in this work. The next step will entail a complete R&D survey in 2012 or 2013. To this end, the UIS organized a national training workshop (preceding the regional event) and will continue to provide support to the extent possible.

In September, the UIS launched a regional data collection on the educational use of ICT in Asia and the Pacific. About 25 countries are participating in the survey that is being conducted with the support of the Korea Education and Research Information Service, which also helped to organize a training workshop in Seoul. In addition, the UIS is working with UNESCO Bangkok to prepare a study on "ICT in Education Policy, Infrastructure and ODA Status in 8 ASEAN Countries", with funding provided by the Korea Institute of Science and Technology.

Finally, UNESCO sent data for five Arab States that were collected through a joint project with a regional partner. The UIS processed and analyzed the data before integrating them within the Institute's database.

Media statistics

In July, the UIS released results for the 28 countries participating in the pilot survey of media statistics. An information paper presenting the data and indicators was published on the UIS website. Preparation for a second round of this data collection expanded to include 60 countries representing all of the major regions began and a workshop for new participants was conducted in Paris (May). However, due to the current financial situation a decision has been taken to put this project on hold for a time being.

Media and information literacy indicators

Information literacy broadly refers to the skills and abilities required to resolve problems by identifying, accessing, evaluating and effectively using information in different forms. Information literacy is considered to be a priority among Member States. In response, UNESCO Headquarters is developing a media and information literacy assessment toolkit, with technical assistance

provided by the UIS. This work will intensify in 2013.

Culture statistics

Overview

The main challenge arising over the past year has been the unforeseen cut in human resources. In particular, UNESCO Headquarters had agreed to provide support to hire a professional staff member (ALD contract) to help develop a global survey on cultural employment. Yet due to the current budget crisis, recruitment has been frozen. Nevertheless, the UIS continues to develop the survey instruments but at a slower pace than originally planned.

Collection and production of cultural statistics

The UIS continues to produce cross-nationally comparable data and indicators on feature films and cinemas to measure and analyze trends in the global cinema sector. Results of the 2010 survey were analyzed in a paper published on the UIS website in early 2012. The third cycle of the UIS Feature Film Statistics Survey was successfully launched in August 2012.

The UIS is also seeking to expand its database of cultural statistics by developing a global survey on cultural employment with the help of UNESCO's Culture Sector. A consultant was commissioned to examine several methodological approaches, data availability and data quality issues pertaining to cultural employment statistics. This work is extremely important to consolidate and develop the UIS presence in the field of cultural statistics. Progress on the implementation of a cultural employment survey was deeply affected by the financial situation since hiring an in-house expert is required to make substantive progress.

Implementation of the 2009 UNESCO Framework for Cultural Statistics (FCS)

To help Member States implement the [framework](), the UIS is developing a series of handbooks and guidelines on measurement issues concerning cultural statistics. The Handbook for Measuring Cultural Participation should be published in early 2013. In addition, a study on the methodological issues associated with the measurement of the economic contribution of cultural industries will be published in November 2012 after a peer review process. Work has also begun on a handbook about festival statistics.

Statistical capacity-building

The UIS seeks to reinforce the capacities of national statisticians to produce and use cultural statistics. To this end, the UIS organized a regional training workshop in Southeast Asia (Bangkok, September) for representatives from 13 countries.

The UIS is also working directly with countries seeking to develop their own cultural data frameworks and collections.

National training workshops were provided by the UIS to the following countries: Bolivia (November), Mongolia (April), Senegal (October) and South Africa (March) where the UIS also participated in the country's first colloquium on cultural statistics.

The UIS has also reinforced relations with key regional organizations and participated in several joint training workshops. In particular, the UIS was part of a statistical training workshop in Barbados (March) organized by the World Trade Organization and the Caribbean Community and Common Market on the topic of international trade in services in creative industries.

With respect to international and national conferences, the UIS organized a special session on the measurement of the economic contribution of culture at the 17th International Conference on Cultural Economics (Kyoto, June). The UIS also participated in the 3rd Pan-African Cultural Congress (Addis Ababa, August). This was the first time that sessions were dedicated to the topic of cultural statistics. The UIS also organized several sessions about the 2009 framework and the economic contribution of culture at the Serbian Creative Economy Forum (Belgrade, November).

Figure 3: UIS technical assistance in cultural statistics from 2009 to 2012
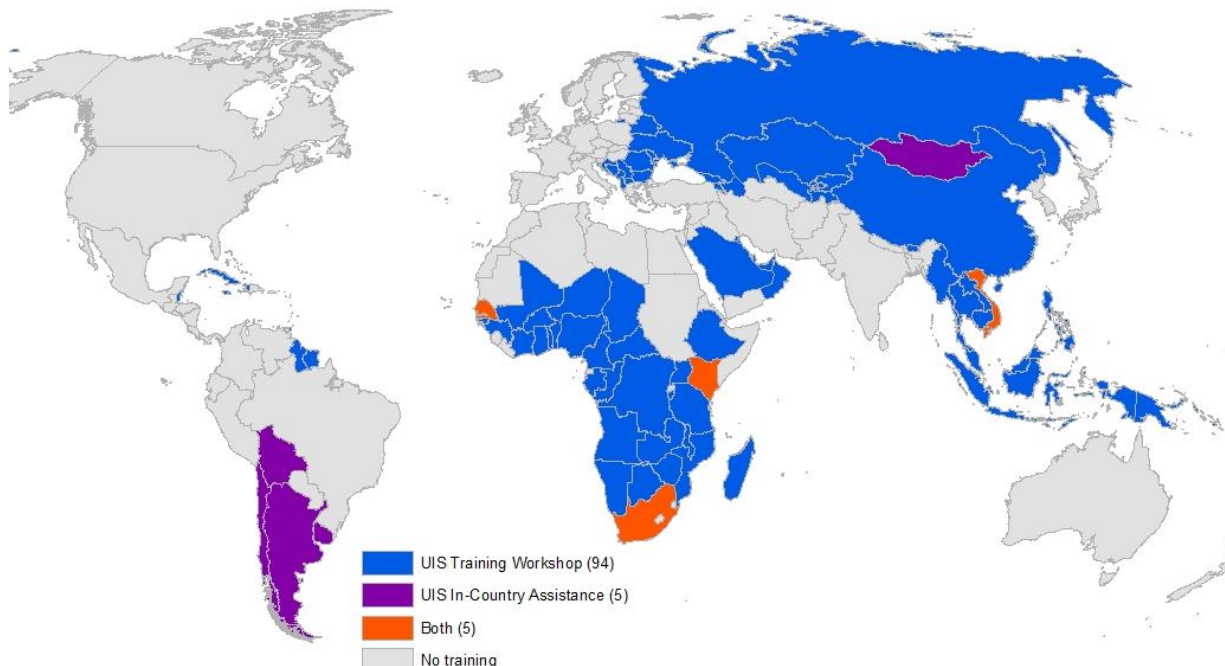
V.   REINFORCEMENT OF CROSS-CUTTING STATISTICAL ACTIVITIES

Overview

Several new initiatives are underway to improve the production and dissemination of UIS data. In particular, the UIS is preparing to introduce a new platform for its online Data Centre. However, it is important to note that the budgetary crisis has had an impact on IT-related activities. In particular, the original budget for 2012 included allocations to hire two software developers on fixed-term posts in order to reduce the risk of staff turnover. Yet due to financial constraints, it has been decided to freeze these positions.

Data collection, processing and quality

The five survey mail-outs planned for 2012 occurred on schedule. In order to maximise response rates, the UIS issued seven rounds of extensive reminders to non-responding countries before contacting field staff for follow-up. In addition, UIS staff in Montreal, Africa and Latin America are developing a generic quality scorecard to assess the quality of data provided by countries and to better target efforts to improve data quality at the country level in terms of coverage, completeness and timeliness.

As of September 30, 2012, it is expected that response rate levels for current surveys will be as good if not better than previous survey cycles. Overall, the UIS should meet all targets concerning data quality. Please refer to document UIS-GB-XIV-INF.3 *Quality report* for more detailed information.

Box 3: Response rates to UIS surveys (as of 27 October 2012)

UIS Annual Survey on Education

Questionnaire		2007	2008	2009	2010	2011	2012*
Pre-primary to post-secondary non-tertiary education (QA)	UIS	74%	77%	74%	74%	78%	64%
	WEI	100%	98%	98%	93%	98%	0%
	UOE	100%	98%	100%	93%	98%	0%
Educational finance and expenditure (QB)	UIS	46%	43%	47%	51%	51%	40%
	WEI	69%	76%	91%	91%	89%	0%
	UOE	69%	76%	91%	91%	89%	0%
Tertiary education (QC)	UIS	44%	44%	47%	49%	45%	48%
	WEI	100%	98%	100%	93%	98%	0%
	UOE	100%	98%	100%	93%	98%	0%
Educational Attainment		28%	43%	36%	34%	39%	33%
Literacy		19%	45%	11%	22%	23%	19%

UIS Science and Culture Surveys

Questionnaire	2007	2008	2009	2010	2011	2012*
Feature Film	33%	n/a	n/a	40%	n/a	4%
Research and Development	n/a	31%	n/a	30%	n/a	16%

*2012 surveys are still active and therefore response rates are lower than previous survey years

The UIS has introduced several measures to improve the timeliness of its data. First, procedures have been changed to better coordinate the implementation of data processing systems with survey launches to ensure that the Institute is ready to process completed questionnaires as soon as they arrive from respondents. Second, a pilot project has been initiated to redistribute tasks across the data processing team in order to improve the timeliness of UIS data. In the past, staff members were assigned specific regions but this system has led to uneven work flows and inefficiency.

Over the past six years, improvements to data production systems have been introduced incrementally in order to address the most immediate priorities of the Institute. However, this approach is no longer sufficient to meet the rising needs of the Institute. In particular, UIS surveys are getting more complex with the introduction of regional modules in education and other fields. In addition, the UIS is also engaged in joint data collection and processing activities with an increasing number of statistical organizations as well as traditional partners such as OECD and Eurostat. The combination of these factors and others requires the UIS to undertake a complete review and redesign of the Institute's data collection and processing systems. This review was initiated in 2012 and will entail major changes to the technical architecture of these systems, which should be implemented over the next three years.

Data sharing with other organizations

The partners involved in the UNESCO/OECD/Eurostat joint data collection for education statistics (UOE survey and questionnaire) initiated a review of their data processing procedures and a redesign of the UOE collection instrument as a result of ISCED2011. The initiative is at a preliminary stage but progress to date has been positive and there is a shared desire to improve the harmonisation of data validation

procedures and data exchange mechanisms between the three organizations.

In addition, the UIS has started a new project with the OECD and Eurostat to use SDMX to capture and share R&D data. The partners are close to finalizing a common set of definitions, data structures and processes. The next step will be to implement software and data exchange formats and procedures between the organizations.

Economic data from the World Bank were updated in internal UIS databases according to schedule.

Pilot project to introduce common metadata across surveys

With an initial focus on R&D statistics, work was undertaken to assess international standards in metadata management and to define a core set of metadata items for the UIS. A full literature review was undertaken resulting in a number of recommendations. Current R&D metadata has been mapped into a proposed framework. In addition, the UIS is preparing to install and test OECD Metastore software to manage reference metadata. This work will be completed by mid-2013.

Data dissemination

The data releases planned for 2012 and associated systems changes were implemented on schedule.

At the end of 2011, the UIS established a steering committee to oversee a multi-year project to overhaul its statistical dissemination environment, commonly referred to the Data Centre, which is available on the UIS website. The technical infrastructure, analytics, statistical tables, charts, graphs, profiles, and league tables will all be reviewed and revamped. New analytical presentations will also be introduced and disseminated using social media and other communication channels.

Following a baseline peer review of the current dissemination environment and careful review of available options and resources, the UIS has decided to adopt OECD dot.Stat software. This software fully meets the current needs of the UIS and allows the Institute to respond to emerging needs by joining the Statistical Information Systems Collaboration Community, which includes the OECD and the Australian Bureau of Statistics, European Commission, IMF, ISTAT (Italy), MIMAS (UK Data Archive) and Statistics New Zealand. The community works together to improve the functionality of the software and to add new features on a yearly basis. This approach is considered to be the most cost-effective because it pools available resources from all of the partners.

The UIS is now in the process of implementing, testing and adapting dot.Stat in order to launch the beta version of the new Data Centre in March 2013. In addition, the UIS is redesigning its country and regional profiles and reorganizing its presentation of data and metadata on the new site. These new products will be tested by users outside of the UIS prior to the launch.

The UIS is working with the World Bank to implement software to present its extensive catalogues of innovation surveys and learning assessments. The World Bank is providing software and technical assistance, free of charge, in order to include these extensive catalogues as a part of the UIS Data Centre in 2013.

UIS Website

To get an overall picture of the vitality of the UIS website, we compared results for 2011 and 2012 (September/October) and found that the number of "visits" and "unique visitors" have increased by about 10%. Yet despite this rise, users are not spending more time on the site nor are they viewing more pages.

However, the metrics improve considerably when taking a closer look at specific pages linked to high-profile products and events that were promoted externally, through social media channels of UNESCO Paris as well as UNESCO regional offices and partners, such as UN WomenWatch.

Between January and May, the UIS generated a number of products to help users visualize education data, including animated slideshows and interactive products (see Box 4). These products were timed with key events (such as international days) or data releases and enabled the UIS to gain traction with site users.

For example, the release of regional data on school conditions in sub-Saharan Africa was well received thanks to promotional support from UNESCO Dakar and cluster offices (May 2012). For the first time, Africa figured among the top regions sending visitors to the UIS website. More than 200 visitors clicked on the new "Share" button, in order to send the URL to their social media profiles (Facebook, LinkedIn, Twitter, etc.)

In addition, the UIS also worked closely with UNESCO Paris to disseminate a series of tweets on UNESCO's Twitter account. These tweets – using the dedicated hash tag: #unescostat – were shared 20-30 times in the week following the launch.

Lessons learned

Based on analysis of web pages that featured an interactive data visualization promoted externally, it is possible to draw the following conclusions:

1.   Investments in the creation of high quality graphics (including interactive visualizations, slideshows and maps) pay dividends; we must continue to bring data to the forefront and make it accessible to all UIS audiences.

2.   By dovetailing initiatives with UNESCO HQ, we get maximum benefit from their press office and social media resources. However it is important to ensure that the UIS is properly acknowledged, with prominent links back to our website.

3.   We should work with regional UNESCO offices and partners to produce and promote pieces. Outreach to the media and stakeholders in the regions provides direct links with target audiences and shows that the UIS is responsive to regional priorities.

It remains to be seen whether the UIS is "converting" new visitors into regular visitors, but the experience of the past year has shed light on some of the questions raised during the previous session of the UIS Governing Board. For example, does the UIS need its own social media channels in order to boost traffic? We have developed an excellent rapport with UNESCO HQ web and social media colleagues, and no longer feel the need to have our own channels, which would require a significant increase in human and financial resources. However, the Institute must ensure that, when promoting UIS data, UNESCO drives an appropriate share of traffic to the UIS site so that we can continue to be seen as a reliable source for data and data products.

In the coming year, the UIS will: further invest in data visualizations to give users more intuitive access to data, and info-graphics with social media appeal; modify the UIS homepage and high-level web pages to give more prominence to visual content; create a more user-friendly interface for the new Data Center.

Box 4: Data visualization

The UIS education unit has formed an internal team to produce a range of different data visualization products for the UIS website. In addition, the team is testing new tools and helping to develop guidelines to brand UIS data products which can be adapted by other programme units across the Institute. The objective is to enhance the visibility of the Institute by contributing to the wider dissemination of UIS data. This work entails close collaboration between the education team, the communications unit and the IT team.

In 2012, the team, with the support of the communications unit and the IT team, produced data visualizations about:

- Education finance
- Pre-primary education
- Schooling conditions and teaching resources in sub-Saharan Africa
- Literacy trends
- Out-of-school children
- Student mobility

Upcoming products include a flow map on student mobility and an interactive product illustrating repetition and dropout rates for the 2012 edition of the Global Education Digest. In addition, the UIS has produced a series of info-graphics with UNESCO Headquarters for major events, such as International Literacy Day and World Teachers' Day.

VI.   ADMINISTRATION

A.   Finance

INCOME

2012 as of 30/09/2012 vs. Actual Accounts 2011

The Institute's income in 2012, as estimated on 30 September 2012, amounts to USD 9,988,700 which represents a decrease of USD 3,953,900 (28.4%) as compared to the 2011 actual income of USD 13,942,500.

As per the closing of accounts, the following government/agency contributions were received in 2011 (figure 4):

- The UNESCO allocation for the second year of the biennium was received in the amount of USD 4,683,800. This amount is comprised of the regular contribution of USD 4,564,300 received at the beginning of 2011 and USD 119,500 received later that year, which were provided to cover additional costs for three posts that were reclassified to a higher grade as part of the Organization's reclassification reserve exercise.

- The Governments of Canada and Quebec continued to support the UIS with their regular contributions amounting to USD 1,679,200.

- The Canadian International Development Agency (CIDA) also provided the fourth installment, amounting to USD 1,015,200, which is part of the 2008 agreement.

- The Government of Norway provided a total of NOK 4,000,000 (equivalent to USD 686,100) at the end of 2011 for activities undertaken during that year.

-    The Government of Denmark provided funding for UIS core activities amounting to USD 225,000.

- The Government of Finland contributed EUR 400,000 (equivalent to USD 529,200) to support UIS core activities.

- The Government of the Netherlands provided a total of USD 3,000,000 to fund activities undertaken in 2011 and 2012.

- The World Bank made a contribution of USD 1,500,000 under the Development Grant Facility (DGF) for UIS education statistics.

- The European Commission provided the third installment, amounting to USD 614,300 as part of the agreement signed in 2007 for the Education Management Information System (EMIS) project in Angola.

In addition, the UIS recorded a net amount of USD 9,800 in other income for 2011. This amount is the net result of USD 54,600 received in interest and USD 18,700 in income related to other activities, offset by foreign currency exchange fluctuations of USD 63,500.

Figure 4: 2011 general, contracts and MoU income (%)

EC Angola (EMIS) 4.4%
World Bank 10.8%
UNESCO Financial Allocation 33.6%
Netherlands 21.5%
Canada & Quebec 12.1%
Finland 3.8%
Denmark 1.6%
Norway 4.9%
Canada (CIDA) 7.3%
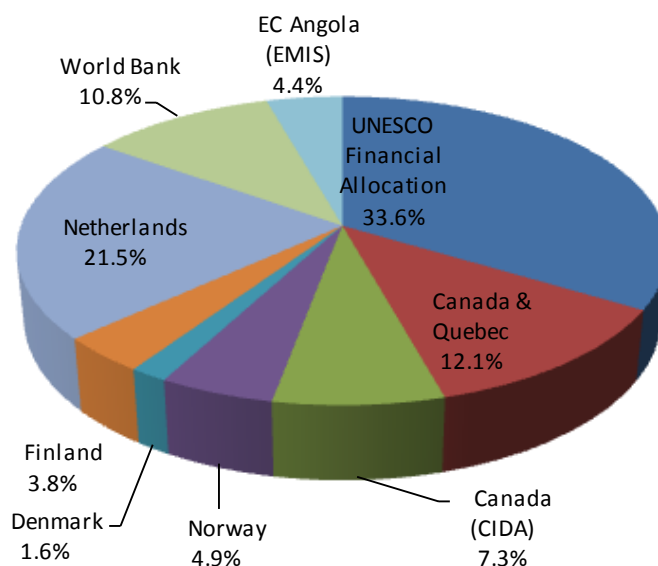
2012 estimate as of September 2012

As estimated on 30 September 2012, the following contributions to the UIS budget should be received in 2012 (figure 5).

– The UNESCO allocation for the first year of the 2012-2013 biennium amounts to USD 3,399,400. This amount includes USD 3,149,400 as the regular contribution to the UIS which has already been provided plus USD 250,000 to be released before the end of the year from the UNESCO Emergency Fund. Due to the Organization's financial crisis, the total 2012 contribution of USD 3,399,400 represents a decrease of nearly USD 1,284,500 or 27.4% compared to the amount received in 2011 (USD 4,683,800).

– The Governments of Canada and Quebec will contribute in 2012 about USD 1,251,000, a reduction of USD 428,200 (or 25.5%) vis-a-vis the amount (USD 1,679,200) provided in 2011. This total amount includes about USD 1,020,000 related to the base agreement, which does not have an expiry date. However, as a result of the Canadian Government's decision to stop entering into new funding agreements with UNESCO following last year's General Conference, the supplementary agreement between Canada and the UIS signed in 2007, which is valued at approximately USD 670,000 was not renewed. This supplementary agreement provided financial resources to support the Institute's operating costs and the rental of its Annex at Queen Mary, until such time as a consolidated office space could be secured preferably with the University of Montréal. Subsequently, the Quebec Government decided to renew its commitment to the Institute by providing their share of this anticipated contribution for 2012, amounting to approximately USD 231,000. While there are encouraging signs that efforts are underway to obtain the release of the Canadian contribution, there are at present no firm commitments which would allow for the inclusion of the remaining balance

(approximately USD 440,000) as part of the 2012 contribution to UIS.

- The fifth and last installment of the CIDA contribution amounting to CAD 1,000,000 (USD 1,009,100), related to the 2007 multi-year agreement, has already been received.

- The Government of Norway has pledged to continue supporting UIS activities. The Institute recently received information that NOK 4,000,000 (approximately USD 700,000) will be transferred to the UIS account.

- The UIS is also receiving a contribution of USD 225,000 from the Government of Denmark to support the UIS activities in the 2012-2013 biennium, doubling the amount that had been initially estimated to be received in 2012.

- The Finnish Government also renewed its support to the Institute by pledging an amount of EUR 307,000 (approximately USD 385,200) in 2012.

- The UIS is pleased to report on the first and generous contribution in the amount of AUD 1,000,000 (USD 999,800) received from the Australian Government to support the UIS programme. Discussions are underway to hopefully continue this support in future years.

- The UIS also received USD 1,500,000 in 2012 towards its work on education statistics from the World Bank Development Grant Facility (DGF).

- The UIS is also pleased to welcome the Hewlett Foundation as a new donor to the Institute with a pledge of USD 330,900 to fund the Learning Metrics Task Force (LMTF) initiative which is designed to inform global policy discourse.

Other income is estimated at USD 188,400. This includes estimates for currency exchange adjustments and interest from

banks. The Institute is not expecting high levels of interest due to continued low interest rates offered by the market as well as the reduction of investments which has been required in order to cover the 2012 budgeted activities

In addition to the funds received in the special account, the UIS may execute programmes and projects from funds entrusted to UNESCO under the regular and extra-budgetary programmes.

Figure 5: 2012 estimated general, contracts and MoU income (%) as of 30.09.2012
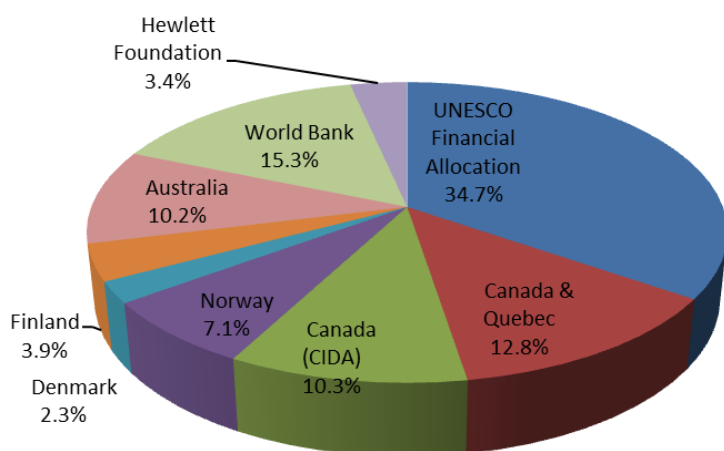
2012 estimate as of 30/9/2012 vs. the revised appropriation resolution approved by the Policy Planning Committee in May 2012

The 2012 income estimated as of September 2012 (USD 9,988,700) is USD 2,885,800 higher than the income foreseen in the revised appropriation resolution approved by the PPC of USD 7,102,900.

The variation is largely attributed to the unanticipated aforementioned contributions from Australia (USD 999,800), Norway (USD 700,000), Finland (USD 385,200) and the Hewlett Foundation (USD 330,900); the increase of USD 112,500 in the Danish contribution and the USD 250,000 that UNESCO is expected to provide the UIS from its emergency fund.

EXPENDITURE

2011 Actual accounts vs. 2012 as estimated on 30/09/2012

The 2012 expenditure projected as of 30 September 2012 (USD 13,222,700) represents a decrease of USD 2,016,300 (-13.2%) compared to the 2011 actual expenditure of USD 15,239,000.

Following several years of growth in response to the rising demands of Member States, the UIS was faced at the end of 2011 with the UNESCO financial crisis. As a result, an important decrease in the contributions provided to the UIS by UNESCO and the Canadian Government have led to the scaling down of some activities and implementation of austerity measures, such as the reduction of its field presence mainly by attrition, the freezing of several vacant posts and restricting hiring to critical positions which severely affect the delivery of the UIS programme.

The decrease in statistical capacity building activities represents more than 65% of the total reduction vis-à-vis 2011. Other important reductions achieved by temporarily freezing hires have come from Science, Culture & Communication Section, Learning Outcomes and Administration. In addition, the decreased costs are also due to reductions in mission travel (including the temporary measures implemented by UNESCO to reduce business class travel to a minimum) and reduced costs associated with training workshops.

2012 PPC vs. 2012 as estimated on 30/9/2012

The 2012 projected expenditure as of 30 September 2012 of USD 13,222,700 compared to the expenditure estimate of USD 14,000,000 presented to the PPC in May represents a reduction of approximately USD 777,300 (about 6%) or nearly 12% if compared to the original budget of

US$15,000,000 approved by the Board in November 2011.

As previously mentioned, the majority of this adjustment has been accomplished by freezing the hire of almost all fixed-term posts and limiting other hires to a minimum necessary to maintain current programme commitments.

At the end of 2012, it is estimated that the overall fund and reserves balances shall stand at USD 6,679,600. Of this total, USD 2,234,400 relates to the stabilization fund for payment of staff indemnities upon termination (i.e. repatriation grant and accumulated leave), while USD 4,445,200 will be carried forward to 2013. Based on the current financial situation the latter amount will have to be fully utilized to fund 2013 activities.

Financial reporting

The second Financial Report of the UIS utilizing the International Public Sector Accounting Standards (IPSAS) has been produced for the 2011 fiscal year and certified by the UNESCO Chief Financial Officer. As an integral part of the UNESCO accounts, it is audited by the external auditors of UNESCO.

Figure 6: 2011 vs. 2012 expenditure (in USD millions)
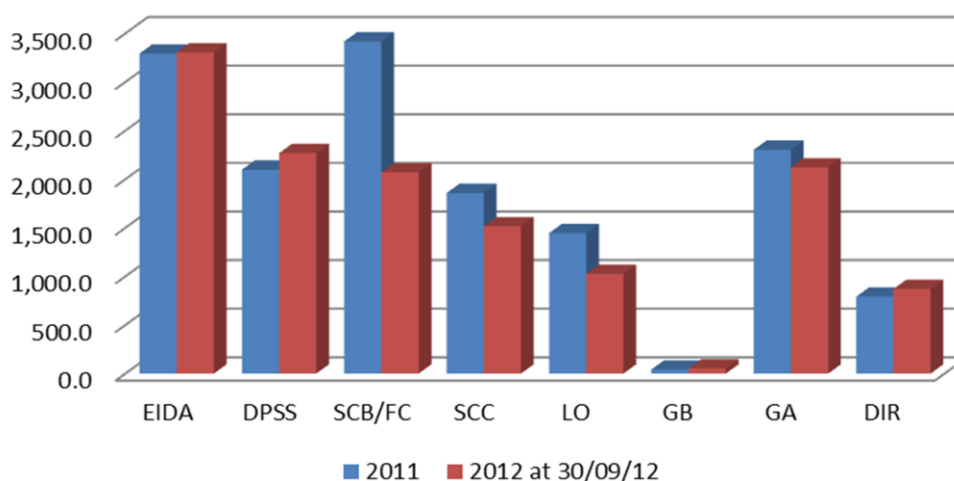
B. Human Resources

Staff movement throughout 2012 was relatively stable with most movement arising from the field following closure of the Education Management Information System (EMIS) Development and Statistical Capacity Building project in Angola and the departure of staff in field locations whose positions will not be filled or have been consolidated, mostly due to budgetary

constraints. Several positions that have been vacated in Montreal have also been put on hold. Since November 2011, eight staff members discontinued service for various reasons while one new staff member joined the Institute.

Over the past year, the Institute has implemented the new UN 7-level general service (GS) classification standard, which provides a harmonized approach to job classification among all UN agencies. As

Montreal had been using a 9-level grade structure, a conversion exercise, consisting of a grade re-numbering took place. Consequently, the Institute decided to review its GS job descriptions for all fixed-term staff in order to validate and harmonize, when applicable, all of its GS posts. The Institute is also taking part in a comprehensive survey of conditions of employment for GS category in Montreal being undertaken by the International Civil Service Commission (ICSC).

The UIS has worked closely with UNESCO Headquarters to ensure that the Institute's specific needs are taken into account in introducing the new Project Appointment (PA) contract modality. The PA was developed by UNESCO following a recommendation by the ICSC to phase out Appointments of Limited Duration (ALDs) and ensure greater harmonization of contractual arrangements across the United Nations common system. The PA contract modality fits into the ICSC contractual framework, by applying similar conditions of service to those of the fixed-term appointments. This new modality will be fully implemented at the UIS by January 2013, which marks the deadline set by UNESCO Headquarters to phase out ALD contracts.

Training

Due to financial constraints, UIS staff are being encouraged to complete online training courses in technical or soft skills areas provided by UNESCO. Language training continued to be offered to interested employees. The UIS carried out its first oral language proficiency exams for its general service staff this year. First-Aid and defibrillator training is expected to be offered at the beginning of December to all UIS fire wardens and marshals.

Recruitment and Staff Movement

A management decision was taken to essentially freeze recruitment of nearly all

vacant fixed-term positions with exceptions made only on for those that would severely affect critical services and activities. Wherever possible, efforts have been made to re-organize, streamline and share work/responsibilities as a result of more limited hiring. It is anticipated that this decision will be maintained in 2013 until additional funding is secured. Appendix X provides detailed information concerning recruitment completed in 2012 and recruitment expectations for 2013.

The Institute was pleased to welcome one new staff member (transfer from UNESCO Education Sector), eight new contractors and one UNSD fellowship recipient on a six-month secondment to the UIS in 2012. For the most part, the new contractors hold temporary functions as they are either replacements for staff on maternity/special leave or bolstering the non-education teams. Appendix IX provides a complete list of UIS employees.

See box 5 for information on the UIS staff who attained a higher level position as a result of promotion through recruitment or by post reclassification*, as well as information about staff members who have left the UIS since the last Governing Board meeting. In addition, the UIS was deeply saddened by the passing of Ms Delphine Djata Coulibaly, secretary of the UIS team in Dakar.

C.   Building and security

The UIS facilities at 5255 Decelles Avenue have undergone several standards verifications to ensure compliance with building, security and fire norms and regulations. As a result of reoccurring water damage, all ten skylights have been replaced.

With a few exceptions, all UIS staff members have completed the revised UN Basic Security in the Field Training. In addition,

staff members required to complete the revised Advanced Security in the Field Training have also done so.

The Institute pays careful attention to the monthly UN reports on field security, given our staff located in various duty stations around the world and also the volume and diversity of our staff missions. The Institute ensures that all UIS staff have emergency contacts in addition to those of local UNESCO and UNDP offices, if they encounter any difficulties.

The Institute is very meticulous about obtaining appropriate visas for UIS staff, even for transit stops. It also ensures that UIS visitors take into account the time and cost involved in getting visas.

Box 5: Staff movements

Promotions and reclassifications

– Marc Bernal, RSCB, Regional Advisor, P4, ALD, Nairobi, to Regional Advisor P5, ALD, Dakar

– Anuja Singh, DPSS, Programme Specialist, P3 to *Programme Specialist, P4

– Amy Otchet, DIR/CPU, Communication Officer, P3 to *Communication Officer, P4

– Olga Ovsyannikova, DIR, Administrative Assistant, G7 to *Executive Assistant, P2

Departures from the UIS

– Rahel Teferra Belay, ADM, Finance and Budget Officer, fixed-term, Montreal, transferred to UNESCO Nairobi via the mobility programme;

– Simon Ellis, RSCB, Regional Advisor Asia/Pacific, ALD, Bangkok, resigned;

– Cesar Guadalupe, LO, Head of Section, Temporary contract, Montreal, contract expired;

– Nafiou Inoussa, RSCB, Cluster Advisor, ALD, Apia, contract expired;

– Thierry Lairez, RSCB, Regional Advisor, ALD, Dakar, contract expired;

– Adelino Muxito, RSCB, Assistant Programme Specialist, ALD, Luanda, contract expired;

– Glenda Newton, ADM, HR Officer, Temporary contract, Montreal, accepted a post with UNLB in Brindisi;

– Bernard Rosselot, RSCB, Statistical Advisor, Luanda, contract expired.

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* As part of the UNESCO 2011 35C/5 reclassification reserve exercise, 3 positions were reclassified, all effective 1 January 2012

VII.   APPENDICES

Appendix I   List of acronyms used in the report

Appendix II   Financial resources terminology

Appendix III   Revised Appropriation resolution 2012

Appendix IV   Resources and expenditures in the UIS special account for 2011 and 2012
                        (in USD)

Appendix V   Resources in UIS special account and UNESCO decentralized funds: 2011
                        certified accounts, 2012 estimate as of 30.09.2012 and 2012 PPC estimate
                        (in USD)

Appendix VI   2012 expenditure report as of 30 September 2012(in USD)

Appendix VII   Major UIS publications in 2012

Appendix VIII   Major meetings/conferences/workshops organized by UIS staff in 2012

Appendix IX   List of UIS staff members in 2012 (as of 31 October 2012)

Appendix X   Recruitment in 2012

Appendix XI   UIS organizational chart

Appendix I – List of acronyms used in the report

ADEA	*L'association pour le développement de l'éducation en Afrique*
ALD	Appointment of limited duration
ASEAN	Association of Southeast Asian Nations
AU	African Union
CIDA	Canadian International Development Agency
CONFEMEN	*Conférence des ministres de l'éducation nationale*
EFA/MDG	Education for All / Millennium Development Goals
EMIS	Education Management Information System
ESCAP	Economic and Social Commission for Asia and the Pacific
GPE	Global Partnership for Education
IBE	International Bureau for Education
ICT	Information and Communication Technology
IEA	International Association for the Evaluation of Educational Achievement
IIEP	International Institute for Educational Planning
ILO	International Labour Organization
IMF	International Monetary Fund
ISCED	International Standard Classification of Education
KERIS	Korea Education and Research Information Service
LAC	Latin America and the Caribbean
LAMP	Literacy Assessment and Monitoring Programme
LLECE	Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación
NEPAD	New Partnership for Africa's Development
NESTI	Working Party on S&T Indicators
ODA	Official development assistance
OECD	Organization for Economic Co-operation and Development
OREALC	*Oficina Regional de Educación para América Latina y el Caribe*
PASEC	*Programme d'analyse des systèmes éducatifs des pays de la CONFEMEN*
PIRLS	Progress in International Reading Literacy Study
PREAL	*Programa de Promoción de la Reforma Educativa en América Latina y el Caribe*
RICYT	Network on Science and Technology Indicators – Ibero-American and Inter-American
S&T	Science & Technology
SACMEQ	Southern African Consortium for Monitoring in Education Quality
SDMX	Statistical Data and Metadata exchange
STI	Science, Technology and Innovation
TIMSS	Trends in International Mathematics and Science Study
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNICEF	United Nation Children's Fund

Appendix II – Financial resource terminology

Estimated Financial Resources and Expenditures

The estimated financial resources and expenditures are combined in the statement of Resource and Expenditure for 2012 for all regular and extra-budgetary activities. The amounts are shown in USD.

UNESCO Financial Allocation

The UNESCO financial allocation provided to UIS for the biennium 2012 – 2013. As per the Director General's proposal during the 36th session, the UNESCO General Conference approved a total of USD 9,128,600.

Voluntary Contributions

The voluntary contributions include all contributions from governments and development agencies, for which an agreement has already been signed or for which there is firm commitment at the time of preparation of this document.

Contracts

This category includes all the contracts and Memorandum of Understanding (MoU) that the UIS has with different governments and international organizations for the implementation of EMIS projects in Africa.

Other Income

This category includes income resulting from currency fluctuation and bank interest.

Other Resources

Other resources represent amounts released from the liquidation of prior year obligations, resulting in an increase to the reserve, which could eventually be used for the regular program.

Fund and Reserve

A fund created to cover, inter *alia*, the working capital and end-of-service indemnities and other related liabilities, including currency fluctuations and inflation costs.

Appendix III – Revised appropriation resolution 2012

UIS/GB/XIV 2012 Revised Appropriation Resolution
(a) For the financial period 2012 the sum of US$ **13,222,712** is appropriated as follows:

Appropriation Line: Title	Amount in USD
1. Education Indicators & Data Analysis	3,304,700
2. Data Processing & Standards	2,267,153
3. Statistical Capacity Building & Field Coordination	2,069,620
4. Statistical & Technology, Culture & Communication Stat.	1,513,958
5. Learning Outcomes	1,026,106
TOTAL PROGRAMME OPERATIONS	**10,181,537**
6. Governing Board	52,000
7. General Administration	2,120,175
TOTAL GOV. BOARD AND GEN. ADM.	**2,172,175**
8. Fund Raising and Cooperation	869,000
GRAND TOTAL APPROPRIATION 2012	**13,222,712**

(b) The appropriations voted under paragraph (a) above shall be financed from the following resources:

Sources of Financing

UNESCO Financial Allocation	3,399,350
Voluntary & Other Contributions and Contracts	6,400,911
Miscellaneous Income	188,390
Savings on Prior Periods Obligations	20,000
Adjustment to Reserve and Fund Balances	-501,000
Carry-over from Previous Year	8,160,218
TOTAL SOURCES OF FINANCING	**17,667,868**

(c) The Director is authorized to accept and add to the appropriation approved under paragraph (a) above voluntary contributions, contracts, fees, subventions, endowments, gifts, bequests and miscellaneous income, taking into account the provisions of Article 3.2 of the Financial Regulations of the Special Account for the UNESCO Institute for Statistics. The Director shall provide information on the amounts accepted to the Governing Board in writing at the session following such action.

(d) The Director is authorized to issue allotments and incur obligations during the financial period 1 January - 31 December 2012 up to the amount appropriated under (a) on the understanding that, as stipulated in Article 4.4 of the Financial Regulations, obligations and expenditures should remain within the level of the actual resources that become available.

(e) The Director is authorized to make transfers between appropriation lines not exceeding 10 per cent of the total amount of the appropriation from which the funds are transferred.

(f) The Director is authorized to make transfers between appropriation lines in excess of the percentage indicated in (e) above with the prior approval of the Governing Board.

(g) In urgent and special circumstances, when an immediate action becomes imperative, the Director may make transfers exceeding the percentage indicated in (e) above, but not exceeding the sum of US$ 50 000, between appropriation lines, informing the Members of the Governing Board in writing, at the session following such action, of the details of the transfers and the reasons for them.

(h) The Director is authorized to receive funds or assistance in kind from governments, international, regional or national organizations, governmental or non-governmental institutions and other bodies as well as from individuals, for the implementation of programmes, projects or other activities consistent with the aims, policies and activities of the UIS and of UNESCO and to incur obligations for such activities in accordance with the Regulations of the Special Account of the UIS and/or the Regulations and Rules of UNESCO and the agreements made with the donors.

(i) The Director is authorized, when the payment of expected funds is delayed for unforeseen reasons or circumstances, to transfer to programme costs the necessary funds from the Stabilization Reserve Account in order to ensure the continuation of programmes and projects, on the understanding that the amount so transferred is returned to the Account in the same financial period and/or, at the latest, during the ensuing two consecutive financial periods.

Appendix IV – Resources and expenditures in the UIS special account for 2011 – 2012

Amounts in US$000

Regular and Extrabugertary Programmes

	2011 Actual (1)	2012 Estimate as at 30/09/2012 (2)	2012 Estimate PPC Appr.Res. (3)
A. UIS SPECIAL ACCOUNT			
I. GENERAL INCOME			
UNESCO Financial Allocation	4,683.8	3,399.4	3,149.4
Voluntary Contributions	8,634.7	6,400.9	3,843.5
TOTAL GENERAL INCOME	**13,318.5**	**9,800.3**	**6,992.9**
II. CONTRACTS and MOU			
EC Angola (EMIS)	614.3	0.0	0.0
TOTAL CONTRACTS & MOUs	**614.3**	**0.0**	**0.0**
TOTAL GENERAL, CONTRACTS AND MOU INCOME	**13,932.8**	**9,800.3**	**6,992.9**
III. OTHER INCOME			
Reimbursement of Services	0.0	2.4	0.0
Currency Exchange Adjustment	-63.5	100.0	50.0
Other Income	18.7	46.0	30.0
Interest from Banks and UNESCO	54.6	40.0	30.0
TOTAL OTHER INCOME	**9.8**	**188.4**	**110.0**
SUB-TOTAL UIS SPECIAL ACCOUNT	**13,942.5**	**9,988.7**	**7,102.9**
IV. OTHER RESOURCES			
Liquidation of previous years' obligations	55.7	20.0	35.0
Transfer to Stabilization Reserve Account	-256.2	-261.0	-250.0
Transfer to World Bank (unspent funds DGF 2008)	-113.2	0.0	0.0
Transfer to EC (unspent funds EMIS Angola project)	0.0	-240.0	-240.0
Reserves & Fund Balances on 1 January	9,770.3	8,160.2	8,160.2
TOTAL OTHER RESOURCES *	**9,456.7**	**7,679.2**	**7,705.2**
TOTAL UIS SPECIAL ACCOUNT *	**23,399.3**	**17,667.9**	**14,808.1**
B. EXPENDITURE			
I. PROGRAMME OPERATIONS			
Education Indicators & Data Analysis	3,291.9	3,304.7	3,382.6
Data Processing & Standards	2,096.6	2,267.2	2,395.5
Statistical Capacity Building/FCU	3,416.3	2,069.6	2,180.4
Statistical & Technology, Culture & Comm Stat.	1,856.7	1,514.0	1,656.1
Learning Outcomes	1,443.6	1,026.1	1,199.0
TOTAL , PROGRAMME OPERATIONS	**12,105.1**	**10,181.5**	**10,813.6**
II. GOV. BOARD, DIRECTORATE AND GEN. ADMIN.			
Governing Board	41.4	52.0	52.0
General Administration	2,301.8	2,120.2	2,217.2
Directorate - Fund Raising and Cooperation	790.8	869.0	917.2
TOTAL, GOV. BOARD AND GEN. ADMIN.	**3,133.9**	**3,041.2**	**3,186.4**
TOTAL, EXPENDITURE I & II	**15,239.0**	**13,222.7**	**14,000.0**
Reserve Balance	8,160.2	4,445.2	808.1
Add: the Stablisation Fund	2,023.8	2,234.4	2,273.8
BALANCE AT YEAR END - RESERVE AND STABILIZATION FUND	**10,184.0**	**6,679.6**	**3,081.9**

* does not include stabilisation fund

**Appendix V – Resources in UIS special account and UNESCO decentralized funds:
2011 certified accounts, 2012 estimate as of 30.09.2012 and 2012 PPC estimate**

Amounts in US$000

Regular and Extra budgetary Programmes

Source	2011 Actual (1)	2012 Estimate as of 30/09/2012 (2)	Share %	Increase/ (Decrease) (2)-(1) (3)	2012 PPC as of 30/04/2012 (4)	Share %	Increase/ (Decrease) (2)-(4) (5)
A. UIS SPECIAL ACCOUNT							
I. GENERAL INCOME							
UNESCO Financial Allocation	**4,683.8**	**3,399.4**	**17.1**	**-1,284.5**	**3,149.4**	**18.4**	**250.0**
Voluntary Contributions							
Canada & Quebec	1,679.2	1,251.0	6.3	-428.2	1,231.0	7.2	20.0
Canada (CIDA)	1,015.2	1,009.1	5.1	-6.1	1,000.0	5.9	9.1
Norway	686.1	700.0	3.5	13.9	-	-	700.0
Denmark	225.0	225.0	1.1	0.0	112.5	0.7	112.5
Finland	529.2	385.2	1.9	-144.0	-	-	385.2
Netherlands	3,000.0	-	-	-3,000.0	-	-	0.0
Autralia		999.8	5.0	999.8		-	999.8
Other							
World Bank (Contribution under Window 1)	1,500.0	1,500.0	7.5	0.0	1,500.0	8.8	0.0
Hewlett Foundation	-	330.9	1.7	330.9	-	-	330.9
Total Voluntary Contributions	**8,634.7**	**6,400.9**	**32.2**	**-2,233.8**	**3,843.5**	**22.5**	**2,557.4**
TOTAL GENERAL INCOME	**13,318.5**	**9,800.3**	**49.2**	**-3,518.2**	**6,992.9**	**40.9**	**2,807.4**
II. CONTRACT AND MOU INCOME							
Contracts - Governments							
EC Angola (EMIS)	614.3	0.0	-	-614.3	-	-	0.0
Total Contracts - Governments	**614.3**	**0.0**	**-**	**-614.3**	**-**	**-**	**0.0**
TOTAL GEN. & CONTRACT/MOU INCOME	**13,932.8**	**9,800.3**	**49.2**	**-4,132.5**	**6,992.9**	**40.9**	**2,807.4**
III. OTHER INCOME							
Reimbursement of Services	0.0	2.4	0.0	2.4	0.0	0.0	2.4
Sale of Publications	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Currency Exchange Adjustment	-63.5	100.0	0.5	163.5	50.0	0.3	50.0
Other Income	18.7	46.0	0.2	27.3	30.0	0.2	16.0
Interest from Banks and UNESCO	54.6	40.0	0.2	-14.6	30.0	0.2	10.0
TOTAL OTHER INCOME	**9.8**	**188.4**	**0.9**	**178.6**	**110.0**	**0.6**	**78.4**
SUB-TOTAL UIS INCOME SPECIAL ACCOUNT	**13,942.5**	**9,988.7**	**50.2**	**-3,953.9**	**7,102.9**	**41.6**	**2,885.8**
IV. OTHER RESOURCES							
Liquidation of previous years' obligations	55.7	20.0	0.1	-35.7	35.0	0.2	-15.0
Transfer to Stabilisation Reserve Account	-256.2	-261.0	-1.3	-4.8	-250.0	-1.5	-11.0
Transfer to World Bank (unspent funds DGF 2008)	-113.2	0.0	0.0	113.2	0.0	0.0	0.0
Transfer to EC (unspent funds EMIS Angola project)	0.0	-240.0	-1.2	-240.0	-240.0	-1.4	0.0
Reserves & Fund Balances on 1 January	9,770.3	8,160.2	41.0	-1,610.1	8,160.2	47.8	0.0
Operating Reserve (Stabilisation Fund)	2,023.8	2,234.4	11.2	210.6	2,273.8	13.3	-39.4
TOTAL OTHER RESOURCES	**11,480.5**	**9,913.6**	**49.8**	**-1,566.9**	**9,979.0**	**58.4**	**-65.4**
TOTAL RESOURCES: UIS SPECIAL ACCOUNT	**25,423.1**	**19,902.3**	**100.0**	**-5,520.8**	**17,081.9**	**100.0**	**2,820.4**
B. UNESCO DECENTRALIZED FUNDS							
Funds-In-Trust	350.0	-	-	-350.0	-	-	-
Regular Programme	110.4	-	-	-110.4	-	-	-
TOTAL DECENTRALIZED FUNDS	**460.4**	**-**	**-**	**-460.4**	**-**	**-**	**-**
GRAND TOTAL: FUNDS MANAGED BY UIS *	**25,883.5**	**19,902.3**		**-5,981.2**	**17,081.9**		**2,820.4**

* Certified Accounts exclude decentralized funds

Appendix VI – 2012 expenditure report as of 30 September 2012

Amounts in US$000

Appropriation Lines	Approved Appropriation PPC	Expenditure			Available Balance	Expend. Rate
		Activity	Staff Costs	Total		
I. PROGRAMME OPERATIONS						
1. Education Indicators & Data Analysis	3,382.6	804.3	1,461.7	2,266.0	1,116.6	67.0%
2. Data Processing & Standards	2,395.5	490.1	1,328.7	1,818.8	576.8	75.9%
3. Statistical Capacity Building & Field Coordination	2,180.4	1,351.9	246.6	1,598.5	581.9	73.3%
4. Statistical & Technology, Culture & Communication Stat.	1,656.1	505.6	655.2	1,160.8	495.3	70.1%
5. Learning Outcomes	1,199.0	428.0	330.4	758.4	440.6	63.3%
Sub-Total I	**10,813.6**	**3,579.9**	**4,022.6**	**7,602.5**	**3,211.1**	**70.3%**
II. GOVERNING BOARD AND GENERAL ADMINISTRATION						
6. Governing Board	52.0	0.6	0.0	0.6	51.4	1.1%
7. General Administration	2,217.2	1,060.1	802.3	1,862.4	354.8	84.0%
Sub-Total II	**2,269.2**	**1,060.7**	**802.3**	**1,862.9**	**406.3**	**82.1%**
III. DIRECTORATE						
8. Fund Raising and Cooperation	917.2	114.4	501.3	615.7	301.5	67.1%
Sub-Total III	**917.2**	**114.4**	**501.3**	**615.7**	**301.5**	**67.1%**
TOTAL EXPENDITURE UIS SPECIAL ACCOUNT	**14,000.0**	**4,755.0**	**5,326.1**	**10,081.1**	**3,918.9**	**72.0%**

Expenditures by PPC Appropriation Line
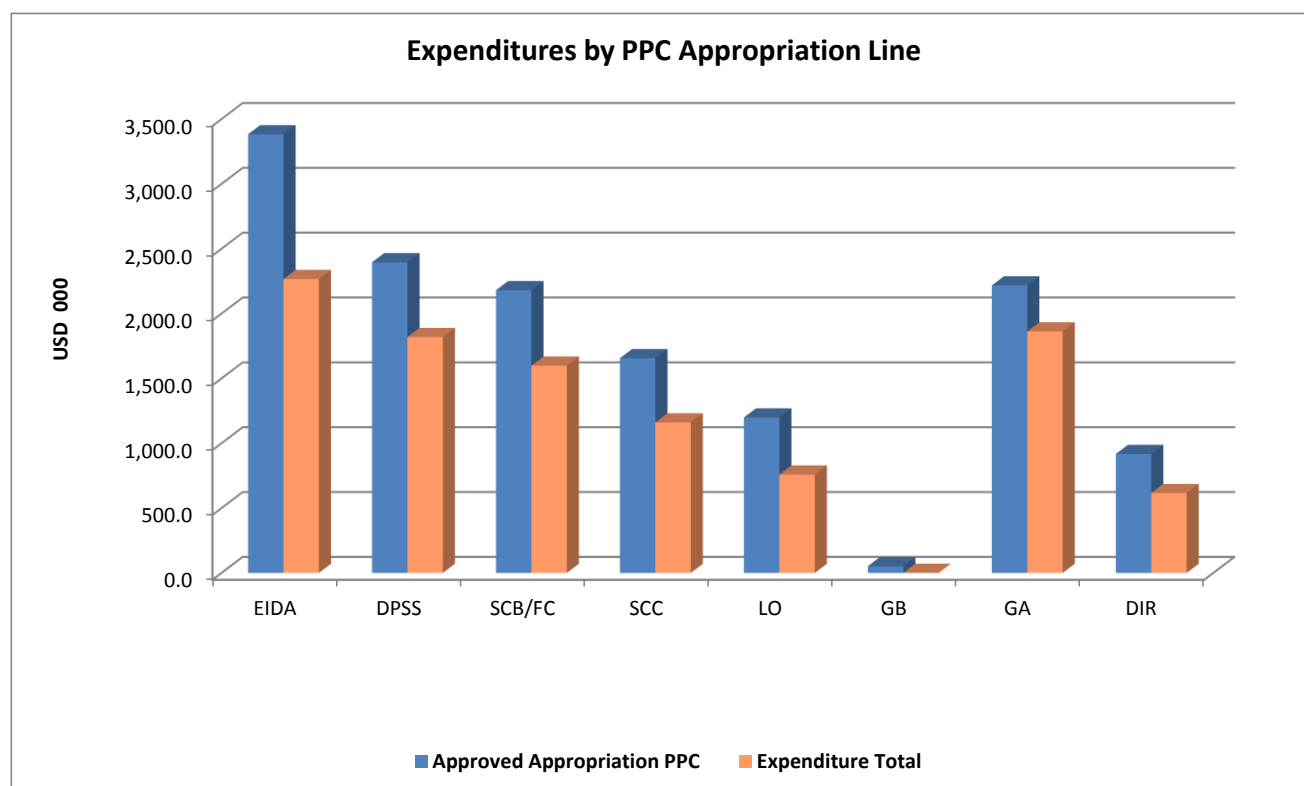
Appendix VII – Major UIS publications in 2012

Global Education Digest 2012 – Opportunities Lost: The Impact of Grade Repetition and Early School Leaving. Montreal: UIS, 2012. (English, French, Spanish) – *forthcoming in October and November.*

Global Education Digest 2011: Comparing Education Statistics Across the World. Montreal: UIS, 2011. ([French](), [Spanish](), [Arabic]())

Measuring the Economic Contribution of Cultural Industries: A Review and Assessment of Current Methodological Approaches. 2009 UNESCO Framework for Cultural Statistics Handbook No. 1. Montreal: UIS, 2012. (English)

ICT in Education in Latin America and the Caribbean: A Regional Analysis of ICT Integration and eReadiness. Montreal: UIS, 2012. (English)

Building Education Finance Statistics: Lessons learnt from the Experience of Three Latin American Countries. Montreal: UIS, 2012. (English, Spanish) – *English forthcoming in November.*

The Media Landscape in 28 Countries: Results from a UIS Pilot Survey. Montreal: UIS, 2012. ([English](), [French]())

Results of the 2011 UIS Pilot Data Collection of Innovation Statistics. Montreal: UIS, 2012. ([English]())

A Place to Learn: Theoretical Roots and Lessons from the Field of Learning Environments Research. UIS Technical Paper No. 9. Montreal: UIS, 2012. ([English]())

Primary School Curricula on Reading and Mathematics in Developing Countries. UIS Technical Paper No. 8. Montreal: UIS, 2012. ([English]())

Measuring the Diversity of Cultural Expressions – Applying the Stirling Model of Diversity in Culture – Two Case Studies. UIS Technical Paper No. 6. Montreal: UIS, 2012. ([French]())

The 2009 UNESCO Framework for Cultural Statistics (FCS). Montreal: UIS, 2012. ([Mongolian]())

[UNESCO eAtlas of Gender Equality in Education](). Montreal: UIS, 2012.

[UNESCO eAtlas of Research and Experimental Development](). Montreal: UIS, 2012.

[UNESCO eAtlas of Out-of-School Children](). Montreal: UIS, 2012.

[UNESCO eAtlas of Teachers](). Montreal: UIS, 2012.

New edition of the UIS brochure ([English,]() [French](), [Spanish](), [Arabic]())

Appendix VIII – Major meetings/conferences/workshops organized by UIS staff in 2012

Event	Location
April	
East and Southwest Asia regional workshop on education data and indicators	Bangkok, Thailand
Joint African STI indicators initiative training workshop	Cape Town, South Africa
May	
ISCED fields of education expert meeting	Montreal, Canada
ICT training workshop on media statistics	Paris, France
Education finance group workshop	Dakar, Senegal
June	
Technical training workshop for data completion of questionnaires and EMIS	Brazzaville, Republic of Congo
UIS annual regional and cluster advisors meeting	Montreal, Canada
August	
Site visit from Arab League Education, Culture and Science Organization	Montreal, Canada
September	
Joint UIS – KERIS workshop on ICT in education statistics	Seoul, Korea
Meeting of the LAMP global advisory board	Montreal, Canada
UIS South East Asia cultural statistics training workshop	Bangkok, Thailand
Joint UIS-Brookings Meeting of the Learning Metrics Task Force	New York, USA
Site visit from the National Bureau of Statistics of China (NBSC)	Montreal, Canada
October	
UIS regional workshop for Arab States in education statistics	Sharm El Sheikh, Egypt
November	
Regional workshop in education statistics for Anglophone Africa	Addis Ababa, Africa

Appendix IX – List of UIS staff members in 2012 (as of 31 October 2012)

Montreal-based staff

Name	Nationality	Contract	Name	Nationality	Contract
VAN DER POL, Hendrik	Netherlands	FT	LABBE, Tina	Canada	SC
ABBAS, Duraid	Canada/Iraq	SC	LABE, Olivier	Benin	FT
AMOUSSOU-GUÉNOU, Wilfried	Canada/Benin	FT	LEGAULT, Elise	Canada	ALD
ASSAD, Redouane	Morocco	ALD	LEI, Weichen (Wilson)	Canada	SC
BARTON, Andrew	Canada	SC	LI, Yonghe	Canada	SSC
BEAUDIN, Rachelle	Canada	FT	LIBERMAN, Daniel	Brazil	FT
BELL, Sheena	Canada	SC	LIN, Xiaobao	P.R. of China	SC
BIRON, Dominic	Canada	SSA	LU, Weixin	Canada	FT
BOADÉ, Georges	Cameroon	ALD	MARINS, Luciana	Brazil	ALD
BOUFARD, Marc	Canada	ALD	MIELE, Adriano	Canada	FT
BUENO, Marc	Canada/Brazil	ALD	MONTJOURIDES, Patrick	France	FT
BUFFETT, Brian	Canada	FT	MORIN, Katherine	Canada	FT
CAPELLI MIGUEL, Maria Helena	Brazil	FT	MORROW, Jennifer	Canada/USA/Ireland	ALD
CARDOSO FERNANDEZ, Manuel	Uruguay	FT	MOTIVANS, Albert	Latvia	FT
CASTELLANO TOLMOS, Hugo	Canada/Peru	FT	MOUSSA, Nelly	Canada/Egypt	SC
CHESNEL, Mathieu	France	SC	NEHMÉ, Sawsan	Canada/Lebanon	SC
CHIEN, Chiao-Ling	P.R.C (Taiwan)	ALD	NKWETA, Marietta	UK	ALD
DELOUMEAUX, Lydia	France	FT	NORMANDEAU, Simon	Canada	SC
DJAFRI, Ghania	Canada/Algeria	FT	OTCHET, Amy	USA	FT
DOROFEEVA, Darya	Russia	SSA	OULD A. VOFFAL, Saïd	Mauritania	FT
EJOV, Daniel	Canada/Russia	SC	OVSYANNIKOVA, Olga	Russia	FT
EL HOURANI, Talal	Lebanon	FT	PACIFICO, John	Canada	FT
EL RHARBI, Zoubida	Canada/Morocco	FT	PATEL, Amitkumar	Canada	SC
FALVO, Mark	Italy	FT	PATHIRAGE, Rohan	Sri Lanka	FT
FRANCISCO, Léandre	Canada/Benin	FT	PEDRO, Sandra	Canada	FT
FROSTELL, Katja	Finland	FT	PESSOA, José	Canada	FT
GAGNON, Amélie	Canada	FT	PESTINA, Simona	Canada/Romania	ALD
GARCIA CALDERON, Rosario	Mexico	FT	PRATTE, Catherine	Canada	SC
GIRARDI, Lucia	Canada	FT	PRINCE, Maya	Canada/Lebanon	SC
HAJJAR, Oula	Canada/Lebanon	SSA	QU, Demin (Iris)	Canada	SC
HEARNE, Edward	Canada/UK	FT	RATOVONDRAHONA, Pascale	Mauritius	FT
HO, Tin Nam	Canada	FT	SALMI, Zahia	Canada/Morocco	FT
HUEBLER, Friedrich	Austria	ALD	SARR, Mariama	Canada/Senegal	SSA
IBANEZ SALINAS, Miguel	Canada/Peru	SC	SCHAAPER, Martin	Netherlands	FT
ILLIDGE, Sandra	Canada	FT	SCHWABE, Markus	Germany	ALD
IMHOF, Adolfo	Argentina	FT	SELMANE, Ibrahim	Algeria	SC
JEBRAYEL-MARIAMO, Rosa	Canada	FT	SEMENTCHOUK, Ioulia	Canada/Russia	FT
KAMAU, Estelle	Canada/France	SC	SIDORENKO, Evgenia	Canada/Russia	SC
KATAYAMA, Hiromichi	Japan	ALD	SINGH, Anuja	Kenya	FT
KENNEDY, Alison	UK/Ireland	FT	SOMOGYI, Sophia	Canada	FT
KERIM-DIKENI, Sirina	Canada/Togo	FT	SOUMAH, Naby	Canada/Guinea	SC
KING, Simone	Canada	FT	SOUSHKO-BORTSOV, Konstantin	Canada	SC
KUTNICK, Sam	UK	SC	TALEB, Hanna	Canada/Algeria	FT

Name	Nationality	Contract	Name	Nationality	Contract
TALMAN, Andrey	Canada	SC	VALDEZ MELGAR, Beatriz	Canada/Guatemala	FT
TAY-LIM, Brenda	Singapore	FT	VASCONCELOS, Alcyone	Brazil	ALD
TCHATCHOUA, Bertrand	Cameroon	FT	WALLET, Peter	Canada	SC
TRAN, Helene	Canada	FT	WENG, Wendy F-T China	China	FT
TRUONG, Nhung	Canada/Vietnam	SC	YAKAP, Karine	Cameroon	SC

Field-based staff

Name	Nationality	Contract	Duty Station
DJIBO ABDOU, Yacouba	Burkina Faso	ALD	Bamako, Mali
ACOCA, Aurélie	Canada	ALD	Bangkok, Thailand
AEKTASAENG, Ngamnet	Thailand	SC	Bangkok, Thailand
BAJRACHARYA, Roshan	Nepal	SC	Bangkok, Thailand
WITTAYATHAWORNWONG, Ann	Thailand	SC	Bangkok, Thailand
BERNAL, Marc	France	ALD	Dakar, Senegal
FALL DIENG, Yacine Fall	Senegal	NOC-C	Dakar, Senegal
SMUGA, Mélanie	Canada	ALD	Dakar, Senegal
GITHAIGA, Monica	Kenya	ALD	Dar es Salaam, Tanzania
ISMAIL, Yousef	Palestine	ALD	Doha, Qatar
VERVLOSEM, Inge	Belgium	ALD	Nairobi, Keny
SIGDEL, Shailendra	Nepal	ALD	New Delhi, India
PERUSIA, Juan Cruz	Argentina	ALD	Santiago, Chile
VERA MOHORADE, Alejandro	Argentina	ALD	Santiago, Chile
KI, Jean-Bosco	Burkina Faso	ALD	Yaounde, Cameroun

Number of nationalities: 41
## UIS Staffing by Contract Type as at October 31

Section	2011					2012					2012-2011 Difference		
	FT	ALD/PA	SC	SSA	Total 2011	FT	ALD/PA	SC	SSA	Total 2012	number	%	% of total
DIR/CPU	4	1	1		6	4	1	1		6	0	0.0%	0%
ADM	9		5	1	15	7		5	1	13	-2	-13.3%	20%
EIDA	14	6	4	4	28	16	5	5		26	-2	-7.1%	20%
DPSS	12	5	9		26	12	5	10		27	1	3.8%	-10%
SCC	8	2	1	2	13	8	2	3	3	16	3	23.1%	-30%
LO	3	2	2	1	8	3	1	2	1	7	-1	-12.5%	10%
FCU	1				1	1				1	0	0.0%	0%
SCB *		17	7		24		12	3		15	-9	-37.5%	90%
Sub-total UIS	51	33	29	8	121	51	26	29	5	111	-10	-8.3%	100%

* staff assigned to field locations

Total Staffing by Section (2011-2012)
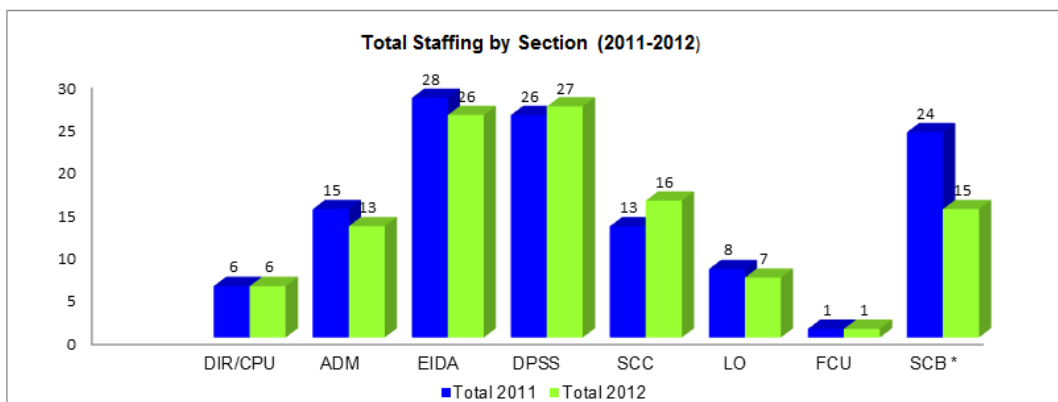
Head Count by Gender

Gender	YEAR						Difference		
	2011			2012			2012-2011		
	P	GS	Total	P	GS	Total	P	GS	Total
Male	42	17	59	38	13	51	-4	-4	-8
Female	25	37	62	25	35	60	0	-2	-2
Total	67	54	121	63	48	111	-4	-6	-10
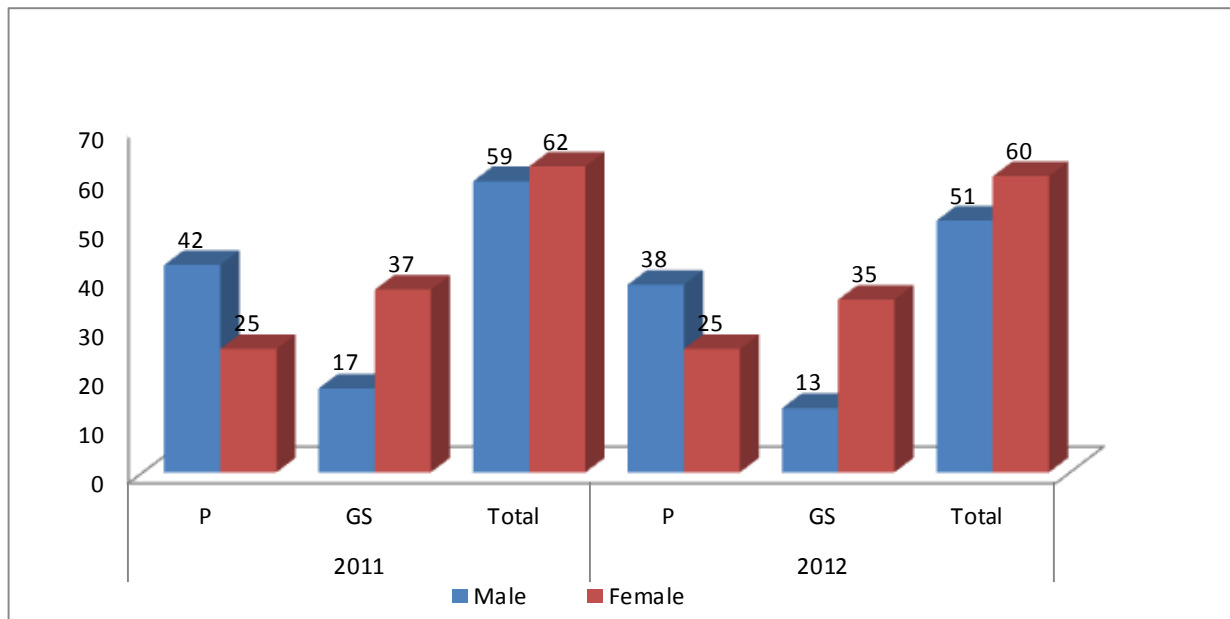
Gender	2011			2012		
as % of Total	P	GS	Total	P	GS	Total
Male	63%	31%	49%	60%	27%	46%
Female	37%	69%	51%	40%	73%	54%
Total	100%	100%	100%	100%	100%	100%

2012 Gender (out of 111)

2012 P Gender (out of 63)
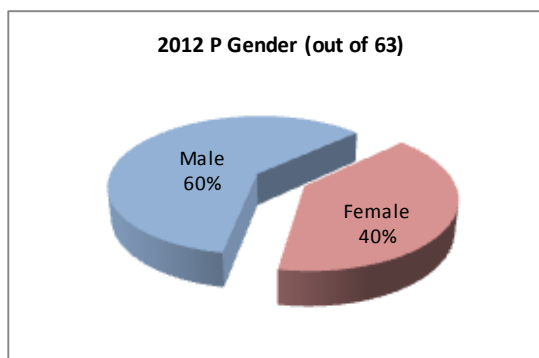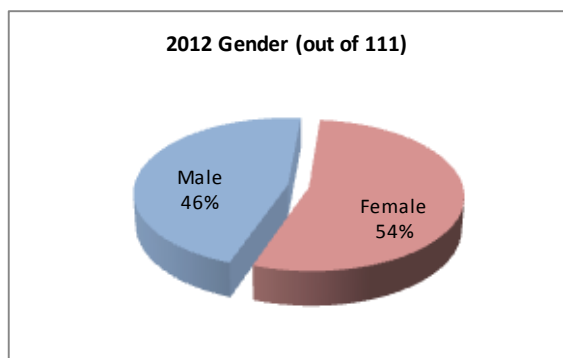
Appendix X – Recruitment in 2012

A. Filled Fixed-term and ALD Positions closed in 2011

Post Details	Contract	Post Incumbent
Internal hire to Fixed-term		
Statistical Assistant, G4*, EIDA, UIS-269	Fixed-term	Ms Hanna Taleb
Statistical Assistant, G4*, EIDA, UIS-329	Fixed-term	Ms Ghania Djafri
Hired as Fixed-term		
Programme Specialist, P4, EIDA, UIS-317	Fixed-term	Ms Alison Kennedy
Hired on Project Appointment (PA)		
Associate Project Officer, P2, EIDA, UIS-1000	PA	Ms Chiao-Ling Chien
Hired on Appointment of Limited Duration (ALD)		
Regional Advisor, P5, RSCB, Nairobi, ALD- 007	ALD	Mr Marc Bernal
Programme Specialist, P3, EIDA, ALD-571	ALD	Ms Elise Legault

B. Open Fixed-Term and ALD Positions - Expected to close in 2012

Open posts	Expected date	Comments
Fixed-term		
Head of Section, P5, SCC, UIS-992		On hold
Head of Section, P5, LO, UIS-990		On hold
Regional Advisor, P4, RSCB, PA-461		On hold
Finance and Budget Officer, P3, ADM, UIS-040		On hold
Human Resources Officer, P3, ADM, UIS-030		On hold
Programme Specialist, P3, SCC/CI, UIS-510		On hold
Senior Developer, P1/P2, DPSS, UIS-997		On hold
Senior Developer, P1/P2, DPSS, UIS-998		On hold
Assistant Finance and Administrative Officer, P1/P2, ADM, UIS-996		On hold
Documentalist, G5*, DIR/CPU, UIS-588		On hold
Finance Assistant, G4*, ADM, UIS-038		On hold
Statistical Assistant, G4*, EIDA, UIS-327		On hold
Statistical Assistant, G4*, DPSS, UIS-599		On Hold

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* Grade following re-numbering of Montreal GS salary scale

Appendix XI – UIS organizational chart (as of 31 October 2012)

UNESCO INSTITUTE for STATISTICS
United Nations Educational, Scientific and Cultural Organization

Office of the Director (UIS/DIR)
Hendrik van der Pol, Director, D2
Olga Ovsyannikova, Exec Asst, P2

Communication and Publications Unit (UIS/DIR/CPU)
Amy Otchet, Com Off, P4
Katja Frostell, Asst Pub Off, P2
Jennifer Morrow, Asst Prog Spec, Communication, P2-ALD
Vacant, Documentalist, G5
Tina Labbé, Library and Archive Asst, GS-SC

Administration, Finance, HR (UIS/ADM)
Daniel Liberman Sr. Administrative Officer, P5
Katherine Morin, Exec. Asst. G6
Vacant, Finance & Budget Officer, P3
Vacant, Human Resources Officer, P3
Vacant, Asst Finance & Admin Officer, P2
Sandra Illidge, Senior Finance Asst, G6
Rachelle Beaudin, HR Asst, G5
Léandre Francisco, Financial Report Asst, G5
Sandra Pedro, Finance Asst, G5
Simone King, Travel Asst, G4
Vacant, Finance Asst G4
Darya Dorofeeva, Receptionist, GS-SSA
Nelly Moussa, Admin Asst, GS-SC
Sawsan Nehme, HR Asst, GS-SC
Catherine Pratte, Adm & HR Asst, GS-SC
Evgenia Sidorenko, Admin Asst, GS-SC
Karine Yakap, Finance Asst, GS-SC

Field Coordination Unit (UIS/FCU)
Bertrand Tchatchoua, Prog Spec, P3

Regional Statistical Capacity Building (UIS/RSCB)

Sub Saharan Africa
Marc Bernal, Regional Advisor, Dakar, P5-ALD
Yacouba Djibo Abdou, Cluster Adv, Bamako, P3-ALD
Monica Githaiga, Cluster Adv, Dar es Salaam, P3-ALD
Inge Vervloesem, Cluster Adv, Nairobi, P3-ALD
Jean Bosco Ki, Cluster Adv, Yaounde, P3-ALD
Mélanie Smuga, Asst Prog Spec, Dakar, P2-ALD
Yacine Fall Dieng, Asst Prog Spec, Dakar, (NOC)
Vacant, Secretary, Dakar, GS-SC

Arab States
Yousef Ismail, Cluster Adv, Doha, P3-ALD

Asia and the Pacific
Vavant, Regional Adv, Bangkok, P4-PA
Shailendra Sigdel, Cluster Adv, New Delhi, P3-ALD
Aurélie Acoca, Asst Prog Spec, Bangkok, P2-ALD
Apiradee (Ann) Wittayathawornwong, Bangkok, Prog Asst, GS-SC
Roshan Bajracharya, Asst Prog Spec, Bangkok, P-SC (NOB)
Ngamnet Aektasaeng, Project Asst, Bangkok, GS-SC

Latin America and the Caribbean
Juan Cruz Perusia. Regional Adv, Santiago, P4-ALD
Alejandro Vera Mohorade, Asst Prog Spec, Santiago, P1-ALD

LEARNING OUTCOMES (UIS/LO)
Vacant, Head of Section, P5
Alcyone Vasconcelos, Prog Spec, P4-ALD
Brenda Tay-Lim, Prog Spec, P3
Manuel Cardoso, Asst Prog Spec, P3
Lucia Girardi, Prog Asst, G5
Demin Qu, Stat Asst, GS-SC
Maya Prince, Stat Asst, GS-SC
Yonghe Li, Research Asst, GS-SSA

Education Indicators and Data Analysis (UIS/EIDA)
Albert Motivans, Head of Section, P5
Rosa Jebrayel-Mariamo, Secretary G4

Regional Unit 1 (UIS/EIDA/REG1)
Said Ould Voffal, Prog Spec, P3
Patrick Montjourides, Prog Spec, P3
Hiromichi Katayama, Prog Spec, P3-ALD
Amélie Gagnon, Asst Prog Spec, P2
Chiao-Ling Chien, Asst Prog Spec, P2-ALD
Hanna Taleb, Stat Asst, G4
Helene Tran, Stat Asst, G4
Xiaobao Lin, Stat Asst, GS-SC

Regional Unit 2 (UIS/EIDA/REG2)
Alison Kennedy, Prog Spec, P4
Rosario G. Calderon, Prog Spec, P3
Elise Legault, Prog Spec, P3-ALD
Pascale Ratovondrahona, Asst Prog Spec, P2
Talal El Hourani, Asst Prog Spec, P2
Olivier Labé, Asst Prog Spec, P2
Ghania Djafri, Stat. Asst, G4
Wendy Xiaodan Weng, Stat Asst, G4
Miguel Ibanez-Salinas, Stat Asst, GS-SC
Simon Normandeau, Stat Asst, GS-SC

Methodology Unit (UIS/EIDA/MET)
Friedrich Huebler, Prog. Spec, P4-ALD
Redouane Assad, Asst Prog Spec, P2-ALD
Sheena Bell, Asst Prog Spec, P-SC
Nhung Truong, Asst Prog Spec, P-SC
Weixin Lu, Stat Asst, G4
Ioulia Sementchouk, Stat Asst, G4
Vacant, Stat Asst, G4

Data Processing, Standards, and IT Services (UIS/DPSS)
Brian Buffett, Head of Section, P5
Zoubida El-Rharbi, Secretary, G4
Samuel Kutnick, Asst Prog Spec, P-SC
Edward Hearne, Net. Sys. Adm, G6
Mathieu Chesnel, I.T.Support Technician, GS-SC

Statistical Systems (UIS/DPSS/SIS)
Mark Falvo, IT Officer, P3
Adriano Miele, IT Officer, P3
Marc Bueno, Sr Developer, P2-ALD
Marc Bouffard, Data Architect, P2-ALD
Simona Pestina Sr Developer, P2-ALD
Vacant, Software Developer, P2
Vacant, Software Developer, P2
Duraid Abbas, Software Developer, P-SC
Weichen (Wilson) Lei, Software Deveoper, P-SC
Amit Patel – Software Developer, P-SC
Aaby Soumah– Software Developer, P-SC
Andrey Talman, Software Developer, P-SC

Data Processing and Standards (UIS/DPSS/DPS)
Anuja Singh, Prog Spec, P4
Maria Helena Capelli Miguel, Asst Prog Spec, P2
John Pacifico, Asst Prog Spec, P2
Marietta Nkweta, Asst Prog Spec, P2-ALD
Markus Schwabe, Asst Prog Spec, P2-ALD
Wilfried Amoussou-Guenou, Stat Asst, G4
Hugo Castellano, Stat Asst, G4
Tin Nam Ho, Stat Asst, G4
Adolfo Gustavo Imhof, Stat Asst, G4
Vacant, Stat Asst, G4
Vacant, Stat Asst, G4
Andrew Barton, Stat Asst, GS-SC
Daniel Ejov, Stat Asst, GS-SC
Konstantin Soushko-Bortsov, Stat Asst, GS-SC

Science, Culture & Communication (UIS/SCC)
Vacant, Head of Section P5
Sophia Somogyi, Secretary G4

Culture (UIS/SCC/CLT)
José Pessoa, Prog Spec, P3
Lydia Deloumeaux, Asst Prog Spec, P2
Estelle Kamau, Stat. Asst, GS-SC
Dominic Biron, Stat. Asst, GS-SSA

Communication & Information (UIS/SCC/CI)
Vacant, Prog Spec, P3
Georges Boade, Asst Prog Spec, P2-ALD
Peter Wallet, Asst Prog Spec, P-SC
Beatriz Valdez-Melgar, Stat Asst, G4
Ibrahim Selmane, Stat Asst, GS-SC

Science, Technology & Innovation (UIS/SCC/STI)
Martin Schaaper, Prog. Spec, P3
Rohan Pathirage, Asst Prog Spec, P2
Luciana Marins, Asst Prog Spec, P2-ALD
Zahia Salmi, Stat Asst, G5
Sirina Kerim-Dikeni, Stat Asst, G4
Oula Hajjar, Stat Asst, GS-SSA
Mariama Sarr, Stat Asst, GS-SSA

As of 31 October 2012