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REPORT ON THE ACTIVITIES OF THE INSTITUTE IN 2011

(41 pages)

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I.   MESSAGE FROM THE DIRECTOR

The UIS is in a delicate situation in terms of financing. As indicated in previous Board reports, the Institute launched a very successful fundraising campaign in 2008 which led to the signing of several multi-year funding agreements for the support of core activities. This type of arrangement was made with the Governments of Canada, the Netherlands, Sweden and the United Kingdom. In addition, the Institute has received regular contributions for core activities from the Governments of Denmark, Finland, Norway, Spain and the World Bank.

However, almost all of the multi-year agreements have come to an end or will expire in the near future. The timing is, in many ways, very unfortunate. Many of our donors are faced with tremendous uncertainty as they confront stiff opposition to domestic austerity measures and multiple humanitarian crises in the international community. Moreover, education appears to be losing priority on the development agenda, which has serious implications for the Institute.

On a positive note, the Institute has built up a healthy reserve to use for precisely this situation. We have also launched a new resource mobilization campaign. On 3 November, the Institute is convening a meeting of donors in Paris, which will include our traditional supporters as well as new organizations. The meeting will focus on new funding proposals as well as an initial set of proposed priorities for the Institute's next medium-term strategy (2014 - 2019). In short, we are seeking to build effective partnerships with our donors, who provide financial resources as well as advice in responding to the rising demands for data.

In this context, the ongoing support of the Governing Board is critical. We need your suggestions concerning funding opportunities and sources. We also need your guidance to prepare the next medium-term strategy (please see document UIS/GB/XIII/INF.5), which will be submitted to the Board in 2013. The UIS must be able to anticipate emerging statistical issues in order to better serve Member States.

The new UIS regional data collection in sub-Saharan Africa is a case in point. More than 30 countries across the region have reported data, for the first time, on a range of major educational policymaking issues, such as the provision of basic classroom services. These data will be used not just by the UIS or the UN but by regional and national policymakers responsible for improving the living conditions of children and adults across the continent.

The UIS will continue to provide these services while adopting a very cautious approach to its financial situation. The proposed budget for 2012 has been reduced by 6% and entails strategic use of our operational reserve until new funding agreements are established. On behalf of the Institute, I would like to express my sincere appreciation for your invaluable support and guidance.

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 data via 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 UNPD 2010 population revision.

The UIS provided data and metadata for statistical annexes for the Education for All (EFA) *Global Monitoring Report 2012* and for the upcoming UNESCO world report on technical and vocational education and training as well as for a wide range of UNESCO initiatives (gender and education forum, 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 (including, for the first time, regional averages generated according to UNICEF groupings). Data were also provided to regional partners for their publications, including ADEA, ESCAP, and the Summit of the Americas.

New regional and global literacy profiles were prepared for the new UIS website. The Institute also programmed a series of new indicators in the UIS database for the measurement of school participation. They include the adjusted net enrolment rate, the total net enrolment rate as well as the out-of-school rate for children of primary and lower secondary age.

Regional education indicators programme

The UIS is seeking to improve the policy-relevance of its data by producing regional indicators that directly correspond to the statistical needs and monitoring frameworks of regional organizations. The initiative is designed to create a sustainable public good that meets the specific needs of national governments and regional organizations.

In July, the UIS launched a regional questionnaire on adult education in Latin American and Caribbean countries. It is designed to collect data on participation and completion of primary and secondary education programmes as well as for literacy programmes, which are not currently covered by the global UIS education survey. These data will contribute to the monitoring of the regional EFA strategy and the Belem Framework of Action of the Conference on Adult Education (CONFINTEA VI).

The UIS is also processing results from its regional data collection in sub-Saharan Africa. It covers issues related to schooling conditions such as the availability of textbooks, toilets for girls, electricity and potable water, etc. As of October, the UIS received results from 31 out of 45 countries in the region and more data are expected. The indicators will be released with partners such as the ADEA and the African Union to a regional meeting of education ministers in March 2012 (COMEDAF V). Several organizations have expressed great interest in this new regional data collection.

In Asia and the Pacific, the UIS provided technical support and administered the survey on funding availability and dissemination of education statistics for the

UNESCO-World Bank Project on Benchmarking Education Systems for Results. Eleven out of 13 countries in the region have provided data for this project.

New developments for the UIS annual education survey

The UIS is taking a new modular approach to its annual education survey with the aim of producing more policy-relevant data without significantly increasing the response burden on national statisticians. The Institute is working closely with the UNESCO International Bureau for Education (IBE) in Geneva to develop the first global module which will be launched in 2012. This short questionnaire will be designed to collect information on the duration of the school year and the number of instructional hours by grade in primary and secondary education.

International Standard Classification of Education 2011

The text of the revised International Standard Classification of Education (ISCED 2011) has been finalized and translated into official UN languages. It will be submitted in November to the 36th session of the General Conference for adoption by Member States of UNESCO.

The UIS is preparing to help countries implement the revised classification. Work has commenced on an accompanying ISCED Operational Manual (in collaboration with Eurostat and OECD), which is currently foreseen to be published in the second semester of 2012. The UIS has also started to include in its regional training workshops (and similar events) modules on the revised ISCED to explain the revisions to Member States and to gather information to assist in the reclassification of programmes. The OECD and Eurostat have similar plans for their members which will involve the participation of the UIS.

It is expected that the first international data collections based on the revised classification will begin in 2013 or 2014. The final decision will be based on feedback from countries concerning the anticipated impact on their existing mechanisms for data collections.

During the 2010-11 global consultations on the ISCED revisions, it was agreed that the UIS would conduct a separate exercise to review the fields of education and training classification given the complexity of the subjects. In response, the UIS is preparing to establish a separate technical advisory panel to review these issues and eventually develop a distinct classification which would be linked to ISCED 2011.

Technical and vocational education and training (TVET) statistics

A programme specialist on TVET statistics began working at the Institute in February. He is preparing a substantial UIS contribution to the 2012 edition of the EFA Global Monitoring Report (GMR) and to an upcoming world report on TVET prepared by UNESCO for the International TVET Congress (Shanghai, April 2012). He is also coordinating UIS contributions to an inter-agency group (including the World Bank and the OECD), which is responsible for follow-up on the last G20 Seoul Summit recommendations concerning indicators on skills development for low-income countries.

To better respond to these data requests, the UIS has developed a pilot questionnaire to map TVET provision. The related data collection will be conducted in nine countries: Cameroon, India, Kenya, Mali, Senegal, Tanzania, Thailand, the Philippines and Uruguay. The results will be published in 2012.

Improving education finance data

The UIS capacity-building project to improve the production and use of education finance data has been expanded in sub-Saharan Africa and introduced in other regions. In Africa, Gambia, Ghana, Malawi and Rwanda have begun implementing the project, with initial field visits conducted and a second round scheduled for late 2011 and early 2012.

With UNESCO Santiago Office and IIEP Buenos Aires, the UIS has introduced the capacity-building project in three Latin American countries (Ecuador, Guatemala and Nicaragua). Turning to Asia, the UIS has developed data plans and templates to improve the compilation, production and use of education finance data in Indonesia and Sri Lanka.

Out-of-school children initiative

Together with UNICEF, the UIS has revised and expanded the conceptual and methodological framework for the Global Initiative on Out-of-school Children (March 2011). In addition, four regional workshops were organized in Kathmandu, Dakar, Nairobi and Istanbul over the past year.

The UIS has provided technical support to the 26 participating countries: Bangladesh, Bolivia, Brazil, Cambodia, Colombia, DR Congo, Ethiopia, Ghana, India, Indonesia, Kyrgyzstan, Liberia, Mexico, Morocco, Mozambique, Nigeria, Pakistan, Philippines, Romania, Sri Lanka, South Sudan, Sudan, Tajikistan, Timor-Leste, Turkey, and Zambia. In particular, UIS field staff are working closely with countries to: prepare data inventory lists; adopt proper methodologies to calculate the indicators; and assess data consistency for the profiles of out-of-school children.

Educational attainment data

The UIS is collaborating with the UNDP Human Development Report Office to generate estimates of mean years of schooling for calculation of the Human Development Index. This involves an extensive review of the UIS database on educational attainment from 1946 to present and a review of literature on estimation of mean years of schooling from data on educational attainment. In November, the UIS will be organizing a meeting with the UNDP and other experts to recommend a methodology to generate estimates of mean years of schooling.

The UIS is also seeking to ensure the international comparability of attainment data which was the subject of a meeting (organized by the Institute in October) of the Interagency Group on Education Data from Household Surveys. The aim was to harmonize household survey data collections and indicators. The meeting included key partners such as UNICEF, World Bank, Fast-Track Initiative, USAID, ICF Macro, RTI International and others.

Regional training workshops

The UIS organized two training workshops in Latin America and the Caribbean. In March, statisticians from 18 Caribbean countries met in Kingston (Jamaica) for a training workshop organized by the UIS, OREALC/UNESCO Santiago and UNESCO Kingston. The sessions focused on the production and use of adult education statistics as well as methodologies and mechanisms to improve education information systems.

In October, statisticians from the 42 countries of the region took part in another UIS training workshop, organized with OREALC/UNESCO Santiago. The objective was to help countries prepare for the new

ISCED 2011 and the UIS regional questionnaire on adult education.

In Bamako (Mali), the UIS conducted a regional workshop in June for 50 national statisticians from 25 Central and Western African countries as well as representatives from the African Union. The discussions focused primarily on preliminary results of the regional questionnaire for sub-Saharan Africa.

In Bangkok (Thailand), the UIS held a regional workshop in June for 20 national statisticians from six Asian countries to review and improve the methodologies used for UIS data plans. In Almaty (Kazakhstan), the UIS organized a regional training workshop in November for national statisticians from 10 countries in Eastern Europe and Central Asia. The discussions focused primarily on implementation of ISCED 2011.

Technical support and capacity building at the national level

Through its international network of statistical advisors, the UIS offers countries a range of services to improve the quality and use of their data (see Box 1). Data plans, for example, help countries report their data according to the international standards used by the UIS. These blueprints are especially important given the high turn-over rate of staff in many national statistical offices. In particular, the Commonwealth of Puerto Rico reported data to the UIS for the first time in 2011 based on the use of a data plan prepared the previous year. Over

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Box 1: *PARIS21 and the UIS in Africa*

In sub-Saharan Africa, the UIS is working closely with PARIS21 to:

-       support countries to make better use of existing data for policymaking purposes through the accelerated data program;

-       establish national strategies for the development of statistics that include education indicators.

Cameroon and Guinea Bissau offer good examples of the benefits of this partnership. Within the accelerated data program, Cameroon was the first African country to focus on the improvement of education statistics. In response, the key actors – Cameroon's National Institute of Statistics, PARIS21 and the UIS – developed an action plan which has led to the following results:

-       in-depth diagnostic study of the education information management system used by the four ministries responsible for education;

-       updated data collection tools for each ministry;

-       new data processing platform for the ministry of secondary education;

-       training of national statisticians and education planners on the use of household survey data on education;

-       reinforced relations between the national statistical office and education ministries.

As in the case of many countries in the region, Guinea Bissau has suffered in the past from a fragmented approach to data collection and dissemination, with different ministries and institutes responsible for data collection in different sectors. To make better use of available resources, the country is working with PARIS21 and the UIS to develop a national strategy to improve the production and use of statistics across all sectors. The UIS is working specifically on integrating education statistics within this strategy, which should serve as a blueprint for a major reform and the mobilization of additional resources.

the past year, the UIS produced data plans for the following countries: Burkina Faso, Cameroon, Chad, DR Congo, Gambia, Indonesia, Namibia, Niger, Senegal, South Africa, Sri Lanka and Tanzania.

The UIS also provides direct technical assistance to countries on a wide range of issues. In India, for example, the UIS statistical advisor (based in New Delhi) has worked closely with national authorities to: revise methodologies used to monitor goals associated with the national Right to Education Act; adopt international definitions and methodologies to calculate key education indicators; harmonize definitions of higher education statistics used by the national planning commission.

Timor-Leste published its first statistical yearbook following UIS technical support. The UIS worked with national statisticians on a range of issues – from the production of internationally comparable literacy statistics to non-formal education. In addition, the Institute organized a training workshop for 25 education planners to improve the country's use of education data.

Another notable example is Iran, which has also begun to report more data to the Institute following a national training workshop on UIS methodologies, standards and survey instruments.

Reinforcing the analysis and use of education data

In October, the UIS released the *Global Education Digest 2011*, which focused on "Secondary Education – the Next Great Challenge". The report was launched during a press conference and event at the UN in New York, which included a panel discussion involving international experts, country experts and the UN Rapporteur on the Right to Education. In addition, The Guardian website launched a new data visualization tool featuring data from the GED. Other presentations of the findings will be organized throughout 2011 and 2012.

The UIS released another major statistical report on education financing in sub-Saharan Africa, which featured data from the related capacity-building project (see Box 2). Launch events were held in Washington, DC, Paris, New York and Dakar.

Together with the UNESCO Education Sector, the UIS has prepared a new statistical atlas on gender disparities in education. The print publication will be complemented with an online interactive digital version available via the UIS website. Both products will be released on International Women's Day in March 2012.

In addition, UIS staff prepared a paper on student mobility in sub-Saharan Africa and published fact sheets on a range of themes including: out-of-school adolescents for EFA Global Action Week: out-of-school children; literacy data for International Literacy Day; and teacher demand for World Teachers' Day.

Data and analysis were also prepared for the 2012 edition of the EFA Global Monitoring Report and the UNESCO publication, entitled *Building Human Capacities in the Least Developed Countries (LDCs) to Promote Poverty Eradication and Sustainable Development.*

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* (2011); *Framework of Inclusive Growth Indicators: Key Indicators for Asia and the Pacific 2011 Special Supplement*; and *Administrative Data Sources For Compiling MDGs and Related Indicators* (2011); and the *2011 Statistical Yearbook* of ESCAP.

In coordination with UNESCO Bangkok, the UIS regional team prepared a regional paper on EFA progress in Asia-Pacific based on UIS data. The paper was presented to the EFA Working Group and the High Level Group, which met in Jomtien in March. The team also coordinated the process of preparing six regional end-of-decade notes on EFA progress using UIS data.

The UIS team based in Santiago contributed to the following reports: *Educational Panorama 2010: Remaining challenges* (produced by the Regional Education indicators Project of the Summits of the Americas); *The State of Education in Latin America and the Caribbean 2010* (EFA regional monitoring report); and a background document on "Key Education Challenges in Latin America and the Caribbean: Teachers, Quality, and Equity" for the regional ministerial meeting.

Box 2: *Financing Education in Sub-Saharan Africa – Meeting the Challenges of Expansion, Equity and Quality*

In the current economic climate, how can African governments provide every child with a decent education? This UIS report provides the statistical evidence to evaluate the policy trade-offs in responding to the rising demand for primary and secondary education in sub-Saharan Africa.

The report presents comprehensive and timely data available on the financing of education in 45 sub-Saharan African countries. In addition, historical data enable the authors to track trends since the launch of the Education for All movement in 2000 and examine the financial impact of the steadfast commitment of many African governments to provide universal primary education. Over the past ten years, real expenditure on education has risen by 6% annually across the region. It is often assumed that the resources were used to widen enrolment. Yet recent data show that many countries also made significant investments to improve their educational services.

The UIS report introduces new indicators on critical issues, such as the qualifications and salaries of teachers, the running costs of schools and the provision of textbooks. The authors also examine financing trends in private education and official development assistance, which accounts for more than 50% of public education budgets in some countries.

III.	DEVELOPMENT OF INTERNATIONAL STATISTICS ON EDUCATION OUTCOMES

Overview

This has proven to be a pivotal year in UIS efforts to develop international statistics on education outcomes. The main assessments of the Literacy Assessment and Monitoring Programme (LAMP) were undertaken in several countries and the operational foundations were clearly defined for the Observatory of Learning Outcomes.

Experience with LAMP countries has shown the importance of establishing: (i) proper institutional arrangements at the national level to ensure the sustainability of the endeavour; and (ii) proper technical standards and procedures designed to accommodate significant differences among countries and languages while ensuring the comparability of central information elements.

Literacy Assessment and Monitoring Programme (LAMP)

Over the past year, four countries have completed the main assessment operations: Mongolia, Jordan, the occupied Palestinian territories, and Paraguay. Viet Nam completed preparatory activities but experienced delays in field operations due to financial constraints. As a result, the country's data will not be included in the first international report which is currently being prepared. Institutional constraints combined with technical challenges (regarding sampling and language coverage) also led to a delay in Niger.

Two other countries – Morocco and El Salvador – have completed field trials and are ready to undertake the main assessment. However, these countries are faced with considerable institutional constraints. Basically, they have lacked the political will to move on to implementation as well as a strong national team to lead the process. The second meeting of the LAMP Advisory Board (Montreal, May 2011) provided critical input on the way in which data will be analyzed and presented in the first international report of main assessment results (please see Box 3).

Six other countries are also taking initial steps towards LAMP implementation: Afghanistan, Guyana, India, Jamaica, Namibia and Nigeria. In the case of Afghanistan, implementation will be part of a major initiative led by UNESCO/Kabul on literacy. A similar situation is expected in Nigeria where the UIS will face significant challenges related to the institutional complexity (federal structure) and linguistic diversity of the country. Overall, LAMP implementation is closely coordinated with UNESCO field offices and UIS field staff.

The UN High Commissioner for Refugees (UNHCR) and the UIS are working together to lay the foundations to implement LAMP in selected refugees camps where people have been living for at least five years. An MoU between UNHCR and the UIS was signed as part of an umbrella agreement between UNESCO and UNHCR in May 2011. Plans are currently underway to launch a literacy assessment among refugees from the Central African Republic who are based in a refugee camp in Chad. Testing of the instruments will begin later this year. Based on this experience, the UIS and the UNHCR will be conducting similar assessments in other camps.

Finally, the UIS is exploring techniques to simplify and improve the quality of LAMP administration. For example, respondents are currently required to write down their answers to test questions which are designed to measure their reading skills. Does this

procedural requirement bias the results? In short, there is concern that some respondents cannot write at the same level at which they can read. Therefore it might be advisable to use electronic tools to conduct a 'fully oral' assessment. The UIS is exploring this issue and others in a study.

In 2012-2013, the UIS will continue working with countries while developing the LAMP "methodological toolbox" to ensure that the assessment appropriately addresses any issues arising from the cultural, linguistic and institutional diversity of UNESCO's Member States.

Box 3: *The careful construction of advisory boards*

Both LAMP and the new observatory are being developed in close partnership with organizations and experts in different parts of the world. This is extremely important because the validity of the information produced is contingent upon the relevance of the methods and procedures used. Therefore, a collaborative approach is not only advisable for reasons pertaining to sustainability and economy of efforts, but also in relation to the validity of the entire effort.

Both programmes have advisory boards which bring together leading professionals with a diverse range of perspectives. The aim is to ensure state-of-the-art guidance without falling into the trap of 'group thinking' or the dominance of a single discourse. The challenge is to balance this diversity with the need for overall coherence.

The advisory boards of LAMP and OLO include experts from each of the five major regions. The experts are affiliated with universities, research institutions, international organizations, regional organizations and governmental institutions.

Observatory of Learning Outcomes (OLO)

The UIS consulted a wide range of stakeholders in order to define the operational foundations of the new observatory. To better respond to the needs of Member States and the international statistical community, the observatory will:

(i)   systematically compile existing information on learning outcomes and play the role of a clearinghouse by providing technical documentation and concise briefings for policymakers; the aim is to provide the information required to make informed decisions concerning learning assessments and to make the most of data which are already available; and

(ii)   promote the creation of a global database with comparable information on learning outcomes; instead of creating a new initiative, the aim is to foster collaboration among those existing.

It should be noted that several international studies are already in place but they have different methodological approaches, cover different thematic areas, and address different population groups. Nevertheless, the regional consortia offer great potential for the observatory for several reasons. Most importantly, they address similar concerns to those of the UIS, i.e. the measurement of reading and numeracy skills at the end of primary education.

Over the past year, the UIS has created a pilot catalogue of information on studies conducted in about 15 countries. This work was done in partnership with IEA; IIEP; PASEC; PREAL; the World Bank and individual experts. An evaluation of this work will be undertaken in late 2011 in order to define the parameters for a comprehensive data collection in 2012.

The UIS has also established an agreement with three regional consortia on measuring learning outcomes (LLECE; PASEC, and SACMEQ). It is intended to set the scope for collaboration and development of a framework for the technical tools required to produce comparable data (e.g. common objectives, procedures, and anchor items).

In addition to these core activities, the observatory is also supporting UNESCO/Beirut in its attempt to develop a common regional approach to the assessment of learning outcomes in the Arab States. The UIS is also pursuing a similar approach with UNESCO/Bangkok and UNESCO/Delhi in order to develop a common platform for South Asia.

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

Science, technology and innovation (STI) statistics

Overview

In the area of STI statistics, the priority over the past year has been to develop a new survey of innovation statistics. Innovation is a broader concept than research and development (R&D) by including issues such as technology transfer, which is very important for developing countries. The new collection will produce a range of policy-relevant indicators, especially on the role of the business sector in the innovation process.

The past year has taught that time is not just required to develop new methodologies but to gain their acceptance by the wider statistical community. This was clearly apparent in UIS efforts to include a guide for developing countries in the Frascati Manual.

R&D statistics

Results of the 4th global R&D survey were released in June 2011. The survey covered 213 countries and territories in partnership with the following regional organizations (see Box 4): Organization for Economic Co-operation and Development (OECD), Eurostat and RICYT (the Latin American Network for S&T Indicators). The UIS sent its questionnaire to 143 countries, of which 31% submitted data. In total, the UIS Data Centre contains S&T data and indicators for 147 countries and territories as well as a series of new statistical profiles for individual countries. In addition, the UIS is preparing a new digital atlas that will feature interactive maps, charts and tables of S&T data.

Innovation statistics

The UIS has developed an inventory of innovation surveys undertaken by developing countries over the past 15 years, which will be released on the UIS website. An expert meeting organized in March in Montreal provided substantial input into the draft pilot data collection instrument, which was distributed in June to 18 developing countries. The UIS is currently analyzing results.

International mobility of highly skilled people

The UIS has contracted a consultant to produce a scoping study to identify data sources on the international mobility of highly skilled people. The study focuses specifically on data sources for developing countries. The report is very rich and will be used to develop an online toolkit that identifies and evaluates these data sources. In addition, some of these data sources might be combined with UIS higher education statistics to analyze issues related to the phenomena commonly referred to as "brain drain".

Methodological developments

In June, OECD Member States accepted the UIS submission of an annex to *The Proposed Standard Practice for Surveys of Research and Experimental Development* (commonly referred to as the Frascati Manual). The annex is specifically designed to help developing countries apply the standards and methodologies described in the manual.

The UIS is also taking steps to revise the concept of Scientific & Technological Activities, which has not been officially modified since it was first introduced in 1978. As a first step, a consultant has proposed a

new conceptual framework. The Institute has also started developing guidelines on how to undertake R&D and innovation surveys in developing countries. In particular, the UIS is seeking to provide guidance on issues related to the measurement of innovation which are not covered by existing methodology produced by the OECD. To this end, the UIS participated in a workshop in August (Bogota, Colombia) which focused on the measurement of innovation in agriculture and the harmonised questionnaire for innovation surveys in Latin America.

Capacity-building

The UIS organized the following regional training workshops on STI indicators: in Tashkent (Uzbekistan), for 10 countries of the Commonwealth of Independent States in November 2010; in Kathmandu (Nepal) for 10 South Asian countries in December 2010; in St. George's (Grenada) for 10 Caribbean countries in February 2011; in Libreville (Gabon) for nine Central African countries in April 2011. A national training workshop was conducted in Addis Ababa (Ethiopia) in December 2010.

Communication and information (CI) statistics

Overview

Work in this area has focused on the following three priorities over the past year:

(i) regional data collection on the use of ICT in education;

(ii) revised survey on media statistics;

(iii) technical support concerning the measurement of skills associated with an information society.

ICT in education

The UIS regional questionnaire on ICT in education in Latin America and the Caribbean has received a 95% response rate. The results are being processed and will be featured in an analytical report released on the UIS website.

Box 4: *Regional partners for STI indicators*

The UIS has strong ties with various regional organizations working in the field of S&T statistics. The Institute has formal data sharing agreements on R&D and innovation statistics with the OECD, Eurostat and RICYT. The UIS is also an observer at the OECD NESTI, and has an MoU with RICYT outlining full collaboration on all aspects of joint interest.

The Institute is a member of the faculty of the African Science, Technology and Innovation Indicators (ASTII) Initiative, which is managed by AU-NEPAD. In this capacity, the UIS provides technical assistance and attends meetings of the initiative. The UIS is also renewing an MoU with the NEPAD Planning and Coordination Agency.

Discussions are also underway to establish a formal agreement with the Economic Cooperation Organization (ECO), which is based in Tehran (Iran).

The UIS has also participated in two training workshops organized under the aegis of two projects funded by the European Commission: the IncoNet CA/SC (Science and Technology International Cooperation Network for Central Asian and South Caucasus Countries) and the S&T International Cooperation Network for Eastern European and Central Asian Countries (IncoNet EECA).

Based on this experience, the UIS is taking a demand-driven approach in extending this data collection to other regions. The aim is to collect policy-relevant and internationally comparable data without significantly increasing the response burden on national statisticians as in the case of the regional education data collections. The strategy entails the following components:

1. selection of a region with a clear demand for the data followed by close consultation with regional organizations with a clear monitoring framework;

2. adaptation of the core questionnaire to meet the specific policy needs of the region;

3. regional training workshops for national focal points prior to the launch of the data collection.

The next regional data collection will take place in Asia and the Pacific. Education ministers across the region expressed strong interest in the survey during a high-level meeting convened by UNESCO/Bangkok (Manila, Philippines) in July. They identified key policy priorities and helped to determine the scope and timeline for the data collection.

The UIS is also working with several partners to reinforce national capacities in this area in selected Arab States. The UIS provided technical training during a workshop (Amman, June) organized by UNESCO and the Talal Abu-Ghazaleh Organization (TAG.org). Policymakers from Bahrain, Egypt, Jordan, Oman, Palestine, Qatar and the United Arab Emirates identified major crosscutting policy issues that will be the subject of a survey instrument developed by the UIS.

Media survey

The pilot test of the revised media survey (launched in November 2010) resulted in a very high response rate (93%) with data received from 28 out of the 30 participating countries representing all of the major regions. The UIS is currently processing and analyzing the data.

Based on this experience, the UIS is reviewing its roll-out strategy for the global data collection. Given the inability of many countries to provide key data items, the UIS is considering the option of launching the survey in 2012 in about 40 countries with demonstrated statistical capacities in this area. At the same time, the UIS will provide training workshops to countries with weaker capacities so that they can join the data collection in the future. The Institute is consulting regional organizations (such as the Asian Media Information and Communication Centre and the Asia Pacific Institute for Broadcasting Development) to identify candidates for the first round of the data collection. The UIS is also seeking to establish data sharing agreements with organizations such as the European Audio Visual Observatory, the European Broadcast Union and Nordicom.

Information society skills

With technical support provided by the UIS, the UNESCO CI Sector is developing a framework to measure new skills associated with the information society. The UIS is focusing specifically on the measurement concepts and methodologies.

The UIS has also contributed a revised set of indicators to monitor the targets associated with the World Summit for the Information Society. These indicators were published in a report published by the Partnership on Measuring ICT for Development.

Culture statistics

Overview

Over the past year, the UIS has focused on identifying the subject of a new global data collection while promoting the implementation of the UNESCO Framework for Cultural Statistics through a series of capacity-building activities.

New data and studies

The 2010 UIS feature film statistics survey was completed in 2011 with new data for the reference years 2007-2009 on the cinema sector released on the UIS website. An analytical report on the new data will be completed by the end of the year.

Based on the results of the feasibility studies conducted in 2010, the UIS has decided to develop a global survey on cultural employment. An interagency meeting in Paris (June) focused on methodological and implementation approaches and provided input for the detailed project plan that is now being implemented.

The UIS has also commissioned a study on different methodologies used to measure the economic contribution of culture. The objective is to provide Member States and the statistical community with a better

approach and model to assess the total national economic contribution of culture. The report will be completed by the end of 2011 and published in early 2012.

The UIS is also finalizing a new methodological document, entitled *Measuring Cultural Participation: A Global Handbook,* which is scheduled for publication in early 2012.

Capacity-building

The UIS continues to support Member States in the implementation of the UNESCO Framework for Cultural Statistics (please see Box 5). In Chile, the UIS undertook a capacity-building mission to help develop a national framework for cultural statistics. The UIS is working closely with the Ministry of Culture and has also established relations with several cultural institutions involved in this project.

In Viet Nam, the UIS presented the findings of a situation analysis report on the country's culture statistics to the two primary stakeholders: the Ministry of Culture, Sports and Tourism and the National Statistical Authority. In addition, discussions focused on a proposal for continued capacity-building and the translation of the UNESCO framework into Vietnamese.

Box 5: *Improving data quality in the area of culture*

In collaboration with the Secretariat of the Pacific Community, the UIS jointly organized a training workshop on cultural statistics in Suva, Fiji from 25-27 May. About 30 participants representing nine countries, regional cultural associations and other international organizations attended the workshop which highlighted the UNESCO Framework on Cultural Statistics. Discussions focused on the role of data to support policymaking, cultural indicators and how to use and analyze cultural statistics.

Similar issues were addressed during a regional training workshop for Anglophone African countries, which was organized by the UIS in June (Addis Ababa, Ethiopia). There were a total of 44 participants including statisticians and cultural officers from 14 countries, programme specialists from UNESCO field offices and representatives from the African Union and the Observatory of Cultural Policies in Africa.

V.   REINFORCEMENT OF CROSS-CUTTING STATISTICAL ACTIVITIES

Data collection and processing

The UIS released seven questionnaires on schedule over the past year. To improve response rates, the UIS issued reminders and sent out more than 3000 emails to national authorities while responding to more than 700 queries from countries. Non-response issues were directed to UIS field staff. Initial response rates for the 2011 education survey are presented in Box 6 although it should be noted that delays are expected given the decision to release the survey in January instead of November in order to better align with national survey cycles. Please see the Report on the UIS Quality Monitoring Framework (UIS/GB/XIII/INF.4) for more detailed information.

The UIS continues to meet its target of processing all data within two months of receipt. Over the past year, the UIS has developed a series of new procedures and tools to improve the efficiency of its data processing. In particular, a new data entry manual has been produced for survey respondents and will be disseminated in 2012 as part of the package of materials included in UIS surveys. In addition, the UIS is working closely with Eurostat and the OECD to improve the ways in which education data are processed across the three organizations.

Box 6: *Response rates for selected UIS surveys (as of 27 October 2011)*

2011 surveys are still active and therefore response rates are lower than previous survey years.

UIS Annual Survey on Education   Response rates (%)

Questionnaire	2007	2008	2009	2010	2011
Pre-primary to post-secondary non-tertiary education (QA)	73	75	74	73	69
Educational finance and expenditure (QB)	46	42	47	50	44
Tertiary education (QC)	43	42	48	48	42

WEI Annual Survey on Education   Response rates (%)

Questionnaire	2007	2008	2009	2010	2011
Entrants, Enrolments, Personnel and Graduates (WEI-A)	93	93	100	87	53
Educational Finance and Expenditure (WEI-B)	73	67	67	60	40
Entrants, Enrolments, Personnel and Graduates (WEI-C)	80	73	80	67	53

UOE Annual Survey on Education   Response rates (%)

Questionnaire	2007	2008	2009	2010	2011
Entrants, Enrolments, Personnel and Graduates (UOE-A)	100	98	98	91	2
Educational Finance and Expenditure (UOE-B)	100	98	100	91	2
Entrants, Enrolments, Personnel and Graduates (UOE-C)	69	76	91	89	2

The departure of a senior software developer in late 2010 has led to delays in the construction of systems to process data from the UIS feature film survey. In addition, some project activities have been deferred to the second half of 2011 in order to respect the most pressing deadlines. The UIS has taken several steps to prevent this type of situation arising in the future. To begin with, the Institute has adopted a collaborative approach to software development to ensure that the potential departure of a software developer does not result in a significant loss of corporate knowledge. The UIS is also addressing some staffing-related risks. Currently all software developers are on temporary contracts. These workers tend to leave the UIS within two years because of the temporary nature of the contracts. This is highly disruptive for work flows which affect the entire Institute. Therefore, the UIS is seeking to build a more stable team by recruiting two fixed-term posts for software developers.

Monitoring data quality

The Institute has expanded its UIS Quality Monitoring Framework to include its data collection on science, technology and innovation (please see report). It should also be noted that the UIS has presented the results of its data quality reports to the World Bank and the EFA Fast-Track Initiative.

Data outreach

The UIS has been asked to join the SDMX Statistical Working Group for a two-year mandate in order to move forward with the adoption of this standard. This will provide an excellent forum for advancing UIS efforts to produce an internationally agreed-upon SDMX standard for describing and exchanging international education data.

UIS website and Data Centre

The UIS launched the new UIS website in June. The Institute was faced with considerable delays due to technical problems associated with the external contractor responsible for building the new site. The new site features more detailed and varied types of news articles and features. In addition, the UIS is using social media via UNESCO in order to attract wider audiences to the UIS website (please see Document UIS/GB/XIII/4).

The Data Centre was expanded with additional features and indicators, including:

(i)   revamped on-line glossary;

(ii)   new profiles for STI and literacy;

(iii)   15% increase in R&D data available in the Data Centre with the addition of 47 variables (indicators +raw data);

(iv)   57% increase in culture data available in the Data Centre by adding 20 variables (indicators +raw data) to the statistical tables;

(v)   historical Education data from 1970 – 1997 was integrated into the online database.

The UIS is reviewing its plans to redesign the Data Centre in 2012 based on budgetary commitments. In preparation, the Institute is conducting a customer satisfaction survey as well as a study that compares the features of the Data Centre with those offered by other statistical agencies.

VI.   REPORTING ITEMS

A.   Finance

INCOME

2011 as of 30/09/2011 vs. Actual Accounts 2010

The Institute's income in 2011, as estimated on 30 September 2011, amounts to USD 12,364,890 which represents a slight decrease of USD 402,694 (3.2%) as compared to the 2010 Actual income of USD 12,767,584.

As per the closing of accounts, the following government/agency contributions were received in 2010:

-   The UNESCO allocation for the first year of the biennium was received in the amount of USD 4,564,300.

-   The Governments of Canada and Quebec continue to support the UIS with their regular contributions amounting to USD 1,588,089.

-   The Canadian International Development Agency (CIDA) also provided the second and third installments as per the agreement signed in 2008 totaling USD 1,938,086 being a contribution for 2009 and 2010.

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

-   The United Kingdom Department for International Development (DFID) provided the equivalent of USD 297,620 (GBP 200,000) for UIS core activities.

-   The Government of the Netherlands provided USD 1,500,000 as the third installment to support the UIS Medium Term Strategy (MTS) based on the agreement signed in April 2008.

-   The Government of Norway provided USD 670,070 at the end of 2010 for activities undertaken during that year.

-   The World Bank made a contribution of USD 1,800,000 under the Development Grant Facility (DGF) for UIS education statistics.

Due to interest and currency fluctuation, the total other income received in 2010 by the UIS amounted to USD 184,419. USD 46,788 was received in interest, USD 98,533 due to foreign currency fluctuation and approximately USD 39,098 in income related to other activities.

2011 estimate as of September 2011

-   The UNESCO allocation for the second part of the biennium (2010 - 2011), which amounted to USD 4,564,300, was received at the beginning of the year. UNESCO also contributed USD 119,500 from its regular fund to cover additional costs for three posts that were reclassified to a higher grade as part of the UNESCO wide reclassification reserve exercise. Hence, the total contribution from UNESCO amounts to USD 4,683,800

-   The Governments of Canada and Quebec will contribute close to USD 1,670,000 this year, slightly higher than the usual contribution due to the high value of CAD as compared to USD.

- The fourth installment of CIDA contribution of CAD 1,000,000 (USD 1,015,228) for fiscal year 2011–2012 was received by mid year.

- The UIS also received USD 225,000 from the Government of Denmark to support the UIS activities.

- The Finnish Government provided funding to UIS amounting to USD 261,780 for UIS core activities based on the agreement signed at the end of 2010.

- The Government of the Netherlands provided its fourth installment of USD 1,500,000 based on the agreement singed in 2008.

- The Government of Norway has pledged to continue supporting UIS activities. The Institute recently received information that 4,000,000 Norwegian Kroner (USD 694,806) are being transferred to the UIS account.

- The UIS also received USD 1,500,000 in 2011 towards its work on education statistics from the World Bank Development Grant Facility (DGF).

- The UIS received the third installment for the EMIS project in Angola in the amount of USD 614,276.

This year UIS is not expecting high levels of interest due to low interest rates offered by the banks. It is also expected that the net result of currency fluctuation will be much less in 2011 due to the strength CAD vis-à-vis USD.

In addition to the funds received in the special account, the UIS executes programmes and projects from funds entrusted to UNESCO under the regular and extra-budgetary programmes. In 2011, the UIS received a new contribution from the UNESCO Culture Sector for the Cultural Employment Statistics Project in the amount of USD 89,000. In addition UIS is following up the project funded by United Nations Literacy Decade Programme to implement LAMP in Paraguay.

2011 estimate as of 30/9/2011 vs. the revised appropriation resolution approved by the Policy Planning Committee on 3 June 2011

The 2011 income estimated as of September 2011 (USD 12,364,890) is USD 493,810 higher than the income foreseen in the revised appropriation resolution (USD 11,871,080).

The variation is essentially attributed to foreign currency fluctuations. The high value of the Canadian Dollar as compared to the US Dollar resulted in a higher value for all contributions we receive in Canadian Dollars. The additional contribution of UNESCO for the reclassified posts (USD 119,500) also contributed to the difference.

EXPENDITURE

2010 Actual accounts vs. 2011 as estimated on 30/09/2010

The 2011 expenditure as estimated as of 30 September 2011 (USD 15,944,330) shows an increase of USD 2,175,362 (15.8%) compared to the 2010 actual expenditure of USD 13,768,968. As per the current Medium-term strategy the UIS continues with its activities in the field. Overall the UIS has grown significantly during the past years in response to the demands of Member States.

2011 PPC vs. 2011 as estimated on 30/9/2011

The 2011 expenditure as of 30 September 2011 of USD 15,944,330 compared to the

expenditure of USD 16,510,330 presented to the PPC in June has slightly decreased. This is mainly the result of activities which had to be re-programmed for 2012.

At the end of 2011, it is estimated that the overall fund and reserves balances shall stand at USD 7,970,311.   Of this total, USD 2,062,586 relates to the stabilization fund while USD 5,907,725 will be carried forward for 2012 activities and reserves.

Other Reporting Items

Financial Report

The first Financial Report of UIS utilizing IPSAS has been produced and certified by the UNESCO Comptroller.   As an integral part of the UNESCO accounts, it was also audited by the external auditors of UNESCO.

External Audit

The final report for the External Audit of UIS accounts was presented to UNESCO Executive board in May 2011. The Board welcomed the positive assessment made by the External Auditors on the administrative management of the UIS.

Change of UIS Financial Regulations

Following the adoption of IPSAS, the Financial Regulations of UNESCO Category 1 Institutes, including the UNESCO Institute for Statistics (UIS), needed to be amended. The proposed amendment was presented to and adopted by the UNESCO executive board (186EX/22).   Hence, the UIS has amended its basic text to reflect these changes (see document UIS/GB/XIII/INF.9).

B.   Human Resources

Staff movement throughout 2011 has stabilized. There has been less overall growth, with most activity in staffing as a result of departures from the UIS. Since November 2010 the UIS had nine staff members discontinue service for various reasons while eleven new staff members joined.

The main areas of focus for HR in 2011 were training and managing the on-going recruitment needs.

Training

The Retreat which took place in September 2011 provided an ideal forum for training. The topic, which was selected by a staff committee, focussed on internal communication. The Retreat was structured like a conference, whereby staff pre-registered for 3 sessions chosen from 6, each concentrating on a different dimension of internal communication.   Team building events were also integrated into the time frame and staff had the opportunity to interact in an activity of common interest.

Other trainings provided to staff over the past year were:

(i)   Institutional Training provided by UNESCO Headquarters, 40 Montreal staff participated.

(ii)   Armed Intruder Training provided by the Montreal Police Force (SPVM), 50 Montreal staff participated.

(iii)   Comparative and International Education Society (CIES) conference held in Montreal, 25 Montreal staff participated/ presented.

(iv)   Performance Management Assessment Training, 17 staff participated.

Ethics Training provided by UNESCO Headquarters is anticipated for the Montreal staff in December 2011

Recruitment and Staff Movement

The UIS was pleased to welcome eleven new staff members and seven new contractors to

the UIS in 2011. Appendix IX shows a complete list of UIS employees.

Appendix X provides detailed information concerning 16 fixed-term and ALD positions which were successfully recruited in 2011. In addition, three UIS positions were reclassified, all effective 1 January 2012, as part of the UNESCO 2011 35C/5 reclassification reserve exercise.

The recruitment strategy for 2012 will focus on cost saving mechanisms taking into consideration the staffing needs of the UIS as a whole. Recruitment expectations for 2012 are shown in Appendix X.

As always, the UIS aims to maintain balance in terms of gender and geographical representation. In 2011 the number of female professional staff at the UIS grew by 3%.

See box 7 for information regarding the staff who attained a higher level position as a result of promotion through recruitment or by post reclassification in 2011. Box 8 provides information regarding the staff members who have left the UIS since the last Governing Board session in November 2010.

C.   Building and security

The Institute extended its current leases with the University of Montreal until 31 December 2011 and is under negotiations concerning the renewal of the said leases for an additional five to ten-year period as of January 2012.

The UIS participated in a Security Risk Assessment undertaken by the United Nations Department for Safety and Security (UNDSS), which included a site visit to our two office locations. The Institute has received and been given the opportunity to comment on the Draft Security Risk Assessment Report for all UN Agencies, Funds and Programmes in Canada.

Upon request, the Royal Canadian Mounted Police (RCMP) provided the Institute with a security assessment of the UIS' two office locations. The respective Security Consultation Reports have been received and the recommendations have been reviewed. A plan will be established in order to implement the recommended changes over time based on priority and resources.

With a few exceptions, all UIS staff members have completed the UN Basic Security in the Field Training and the Field Security Awareness Training. For those who require, the Advanced Security in the Field Training has also been completed.

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

As of 1 January 2011, the UNDSS updated the UN Security Management System (UNSMS) policies to reinforce the risk management approach to security. As part of this change the Travel Request Information Process (TRIP) has been established to replace the Integrated Security Clearance & Tracking (ISECT) system. As a result, UIS employee travel notifications and mission security clearance requests are now entered and processed online through the TRIP system.

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 7: *Promotions and reclassifications*

- Aurelie Acoca, RSCB, Assistant Programme Specialist P1, ALD, Bangkok, to Assistant Programme Specialist P2, ALD, Bangkok

- Redouane Assad, EIDA, Assistant Programme Specialist P1, ALD, Montreal, to Assistant Programme Specialist P2, ALD, Montreal

- Georges Boade, SCC, Statistical Assistant, SC, Montreal to Assistant Programme Specialist, P2, ALD, Montreal

- Manuel Cardoso, LAMP, Assistant Programme Specialist, P2, fixed-term, Montreal to Programme Specialist, P3, fixed-term, Montreal

- Talal El Hourani, EIDA, Assistant Programme Specialist, P2, ALD, Montreal to Assistant Programme Specialist, P2, fixed-term, Montreal

- Amelie Gagnon, EIDA, Statistical Assistant, G5, fixed-term, Montreal to Assistant Programme Specialist, P1, fixed-term, Montreal

- Monica Githaiga, RSCB, Statistical Cluster Advisor, P2, ALD, Dar es Salaam to Statistical Cluster Advisor, P3, ALD, Dar es Salaam

- Melanie Smuga, RSCB, Assistant Programme Specialist, P1, Dakar to Assistant Programme Specialist, P2, Dakar

Box 8: *Departures from the UIS*

- Claude Akpabie, SCC, Programme Specialist, fixed-term, Montreal, transferred with promotion to UNESCO Amman;

- Frederic Borgatta, RSCB, Cluster Advisor, ALD, Windhoek, contract expired;

- Michael Bruneforth EIDA, Programme Specialist, ALD, Montreal, accepted a post in the private sector;

- Saied Latifi, SCC, Assistant Programme Specialist, fixed-term, Montreal, returned to UNESCO HQ;

- Patrick Lucas, SCC, Assistant Programme Specialist, ALD, Montreal, accepted a post in the private sector;

- Leotes Lugo-Helin, RSCB, Assistant Programme Specialist, ALD, Bangkok, contract expired;

- Shinsaku Nomura, EIDA, Programme Specialist, ALD, Montreal, accepted a post with the World Bank;

- Nyi Nyi Thaung, RSCB, Programme Specialist, fixed-term, Bangkok, transferred with promotion to UNESCO HQ;

- Chantal Thony, DPSS, Statistical Assistant, fixed-term, Montreal, accepted a post in the private sector.

VII.   APPENDICES

Appendix I   List of acronyms used in the report

Appendix II   Financial resources terminology

Appendix III   Revised Appropriation resolution 2011

Appendix IV   Resources and expenditures in the UIS special account for 2010 and 2011 (in USD)

Appendix V   Resources in UIS special account and UNESCO decentralized funds: 2010 certified accounts, 2011 estimate as of 30.09.2011 and 2011 PPC estimate (in USD)

Appendix VI   2011expenditure report as of 30 September 2011(in USD)

Appendix VII   Major UIS publications in 2011

Appendix VIII   Major meetings/conferences/workshops organized by UIS staff in 2011

Appendix IX   List of UIS staff members in 2011 (as of 31 October 2011)

Appendix X   Recruitment in 2011

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
AU	African Union
CI	Communication & Information
CIDA	Canadian International Development Agency
CONFEMEN	*Conférence des ministres de l'éducation nationale*
DQAF	Data Quality Assessment Framework
EFA/MDG	Education for All / Millennium Development Goals
EMIS	Education Management Information System
ESCAP	Economic and Social Commission for Asia and the Pacific
ICT	Information and Communication Technology
IEA	Association for the Evaluation of Educational Achievement
IIEP	International Institute for Educational Planning
IPSAS	International Public Sector Accounting Standards
ISCED	International Standard Classification of Education
LAC	Latin America and the Caribbean
LAMP	Literacy Assessment and Monitoring Programme
LLECE	Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación coordinado por la Oficina Regional de Educación de la UNESCO
NEPAD	New Partnership for Africa's Development
NESTI	Working Party on S&T Indicators
OECD	Organization for Economic Co-operation and Development
OREALC	*Oficina Regional de Educación para América Latina y el Caribe*
PARIS21	Partnership in Statistics for Development in the 21st Century
PASEC	*Programme d'analyse des systèmes éducatifs des pays de la CONFEMEN*
PREAL	*Programa de Promoción de la Reforma Educativa en América Latina y el Caribe*
R&D	Research & Development
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
SCB	Statistical Capacity Building
SDMX	Statistical Data and Metadata exchange
STI	Science, Technology and Innovation
TVET	Technical and Vocational Education and Training
UN	United Nations
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 2011 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 2010 – 2011. As per the Director General's proposal during the 35th 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 2011

UIS/GB/XIII 2011 Revised Appropriation Resolution

(a) For the financial period 2011 the sum of US$ **15,944,330** is appropriated as follows:

Appropriation Line:

Title	Amount in US$
Education Indicators & Data Analysis	3,320,188
Data Processing & Standard Info Services	2,147,473
Statistical Capacity Building & Field Coordination Unit	3,823,384
Science & Technology, Culture & Communication Statistics	1,941,097
Learning Outcomes	1,445,781
Total Programme	**12,677,924**
Governing Board	50,000
General Administration	2,398,011
TOTAL, GOV. BOARD AND GEN. ADM.	**2,448,011**
Directorate - Fund raising activities and Public Information	818,395
GRAND TOTAL, APPROPRIATION 2011	**15,944,330**

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

Source of Financing

UNESCO financial allocation	4,683,800
Voluntary & other contributions and contracts	7,481,090
Miscellaneous income	200,000
Savings on prior periods obligations	100,000
Adjustment to reserve and Fund Balances	-383,165
Carry-over from previous year	9,770,330
GRAND TOTAL, RESOURCES FOR 2011	**21,852,055**

(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 commitments during the financial period 1 January - 31 December 2011 up to the amount appropriated under (a) on the understanding that, as stipulated in Article 4.4 of the Financial Regulations, commitments 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)   In accordance with UIS/PPC/VI/Resolution 1, the Director is authorized to transfer the equivalent of 5 per cent of the staff costs (payroll) of the financial period to a Stabilization Reserve Account to be used exclusively for the payment of termination or separation benefits to departing staff members of the UIS, on the understanding that before the payment is made the corresponding amount shall be transferred from the Stabilization Reserve Account to the staff costs budget code of the year in which the payment shall be made.

(j)   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 2010 – 2011

Regular and Extra budgetary Programmes	Resources/Expenditure		
	2010 Actual	**2011 (Est. 30/09/2011)**	**2011 PPC Appr Res**
	(1)	(2)	(3)
A. UIS SPECIAL ACCOUNT			
INCOME			
I. GENERAL INCOME			
UNESCO Financial Allocation	4,564,300	4,683,800	4,564,300
Voluntary Contributions	8,018,865	6,866,814	6,436,780
TOTAL, GENERAL INCOME	**12,583,165**	**11,550,614**	**11,001,080**
II. CONTRACT AND MOU			
Contracts			
EC - Angola EMIS		614,276	620,000
TOTAL, Contracts & MOUs	**-**	**614,276**	**620,000**
TOTAL, GEN. & SUPPLEMENTARY INCOME	**12,583,165**	**12,164,890**	**11,621,080**
III. OTHER INCOME			
Currency exchange adjustment	98,533	100,000	100,000
Other income	39,098	50,000	50,000
Interest from Banks and UNESCO	46,788	50,000	100,000
TOTAL, OTHER INCOME	**184,419**	**200,000**	**250,000**
SUB-TOTAL,UIS SPECIAL ACCOUNT	**12,767,584**	**12,364,890**	**11,871,080**
IV. OTHER RESOURCES			
Liquidation of previous years' obligations	27,695	100,000	100,000
Transfer to the Stabilization Reserve Account	(230,769)	(270,000)	(270,000)
Transfer to World Bank (unspent fund DGF 2008)		(113,165)	
Reserves & Fund Balances on 1 January	10,974,787	9,770,330	9,770,330
TOTAL, OTHER RESOURCES	**10,771,713**	**9,487,165**	**9,600,330**
TOTAL, UIS SPECIAL ACCOUNT	**23,539,298**	**21,852,055**	**21,471,411**
EXPENDITURE			
I. PROGRAMME OPERATIONS			
Education Indicators and Data Analysis (EIDA)	3,068,103	3,320,188	3,420,188
Data Processing and Standards Info Systems	1,791,064	2,147,473	2,367,473
Statistical Capacity Building and Field Cordination Unit	2,849,885	3,823,384	3,873,384
Science and Technology, Culture and Communication Stats	1,971,749	1,941,097	2,122,097
Learning Outcome	1,080,461	1,445,781	1,445,781
TOTAL, PROGRAMME OPERATIONS	**10,761,261**	**12,677,924**	**13,228,923**
II. GOV. BOARD, DIRECTORATE AND GEN. ADMIN.			
Governing Board	46,529	50,000	65,000
General Administration	2,311,336	2,398,011	2,398,011
Directorate: Fund raising and co-operation	649,842	818,395	818,395
TOTAL, GOV. BOARD AND GEN. ADM.	**3,007,707**	**3,266,406**	**3,281,406**
TOTAL, EXPENDITURE I & II	**13,768,968**	**15,944,330**	**16,510,330**
	9,770,330	5,907,725	4,961,081
Add: the Stablisation Fund	1,792,586	2,062,586	2,062,586
BALANCE AT YEAR END - RESERVE AND FUND BALANCES	**11,562,916**	**7,970,311**	**7,023,667**

Appendix V – Resources in UIS special account and UNESCO decentralized funds: 2010 certified accounts, 2011 estimate as of 30.09.2011 and 2011 PPC estimate

Regular and Extra budgetary Programmes							
Source	2010 Actual	2011 Estimate as of 30/09/2011	Share %	Increase / (Decrease) (2) - (1)	2011 PPC as of 30/04/2011	Share %	Increase / (Decrease) (4) - (2)
	(1)	(2)		(3)	(4)		(5)
A. UIS SPECIAL ACCOUNT							
I. GENERAL INCOME							
UNESCO Financial Allocation	**4,564,300**	**4,683,800**	**19.30**	**119,500**	**4,564,300**	**19.62**	**(119,500)**
Voluntary Contributions							
Canada & Quebec	1,588,089	1,670,000	7.06	81,911	1,430,000	6.15	240,000
Canada (CIDA)	1,938,086	1,015,228	4.29	(922,858)	900,000	3.87	115,228
Norway	670,070	694,806	2.94	24,736	620,000	2.67	74,806
Denmark	225,000	225,000	0.95	-	225,000	0.97	-
United Kingdom (DFID)	297,620		-	(297,620)	-		-
Swedish International Development Agency			-	-	-		-
Finland		261,780	1.11	261,780	261,780	1.13	-
Netherlands	1,500,000	1,500,000	6.34	-	1,500,000	6.45	-
Spain				-			-
Other			-	-			-
Canada (Quebec) - Ministry of Int'l Relations			-	-	-		-
Canada (Quebec) - Ministry of Culture			-	-	-		-
CIDA (Jordan)			-	-	-		-
World Bank (Contribution under Window 1)	1,800,000	1,500,000	6.34	(300,000)	1,500,000	6.45	-
World Bank (EPDF)			-	-	-		-
Open Society Institute			-	-	-	-	-
US AID LAMP			-		-	-	-
Total, Voluntary Contributions	**8,018,865**	**6,866,814**	29.04	**(1,152,051)**	**6,436,780**	**27.67**	430,034
TOTAL, GENERAL INCOME	**12,583,165**	**11,550,614**	48.85	**(1,032,551)**	**11,001,080**	**47.29**	549,534

Regular and Extra budgetary Programmes							
Source	2010 Actual	2011 Estimate as of 30/09/2011	Share %	Increase / (Decrease) (2) - (1)	2011 PPC as of 30/04/2011	Share %	Increase / (Decrease) (4) - (2)
	(1)	(2)		(3)	(4)		(5)
II. CONTRACT AND MOU INCOME			-				-
Contracts - Governments			-				-
Republic of Mali			-	-		-	-
Burkina Faso			-	-		-	-
EC Angola (EMIS)		614,276	2.60	614,276	620,000	2.67	(5,724)
Total, Contracts - Governments	**-**	**614,276**	2.60	**614,276**	**620,000**	**2.67**	**(5,724)**
TOTAL, GEN. & CONTRACT/MOU INCOME	**12,583,165**	**12,164,890**	51.45	**(418,275)**	**11,621,080**	**49.95**	543,810
III. OTHER INCOME			-				
Reimbursement of Services	-	-		-		-	-
Sale of publications	-	-		-		-	-
Currency exchange adjustment	98,533	100,000	0.42	1,467	100,000	0.43	-
Other income	39,098	50,000	0.21	10,902	50,000	0.21	-
Interest from Banks and UNESCO	46,788	50,000	0.21	3,212	100,000	0.43	(50,000)
TOTAL, OTHER INCOME	**184,419**	**200,000**	0.85	**15,581**	**250,000**	**1.07**	**(50,000)**
SUB-TOTAL, UIS INCOME SPECIAL ACCOUNT	**12,767,584**	**12,364,890**	52.29	**(402,694)**	**11,871,080**	**51.03**	**493,810**
IV. OTHER RESOURCES			-				
Liquidation of previous years' obligations	27,695	100,000	0.42	72,305	100,000	0.43	-
Transfer to Stabilization Reserve Account	(230,769)	(270,000)	- 1.14	(39,231)	(270,000)	- 1.16	-
Tansfer to World Bank (Unspent fund 2008)		(113,165)					
Reserves & Fund Balances on 1 January	10,974,787	9,770,330	41.32	(1,204,457)	9,770,330	42.00	-
Operating Reserve (Stabilisation Fund)	1,792,586	1,792,586	7.58	-	1,792,586	7.71	-
TOTAL, OTHER RESOURCES	**12,564,299**	**11,279,751**	53.14	**(1,171,383)**	**11,392,916**	**48.97**	**-**
TOTAL, RESOURCES & INCOME UIS	**25,331,883**	**23,644,641**		**(1,687,242)**	**23,263,996**	**100.00**	493,810
I.UNESCO DECENTRALIZED FUNDS							
Funds-in-Trust	576,706	350,000		(226,706)	350,000		-
Regular Programme	19,564	110,436		90,872	21,436		89,000
TOTAL, DECENTRALIZED FUNDS	**596,270**	**460,436**	**-**	**(135,834)**	**371,436**		89,000
GRAND TOTAL, FUNDS MANAGED BY UIS	**25,928,153**	**24,105,077**		**(1,823,076)**	**23,635,432**		469,645

3. Account certification excludes decentralized funds.

Appendix VI – 2011 expenditure report as of 30 September 2011

Appropriation lines	Approved Appropriation PPC	Expenditure			Available balance	Expend. Rate
		Activity	Staff costs	Total		
I.PROGRAMME OPERATIONS						
1.Education Indicators & Data Analysis	3,420,188	1,433,427	1,032,620	2,466,047	954,141	72.1%
2.Data Processing & Standard	2,367,473	419,549	1,190,797	1,610,346	757,127	68.0%
3.Statistical Capacity Building/FCU	3,873,384	2,347,881	357,691	2,705,572	1,167,812	69.9%
4.Science & Technology, Culture & Communication Statistics	2,122,097	649,500	739,388	1,388,888	733,209	65.4%
5.Learning Outcomes	1,445,781	744,571	342,201	1,086,772	359,009	75.2%
Sub-Total I	**13,228,923**	**5,594,928**	**3,662,698**	**9,257,626**	**3,971,297**	**70.0%**
II. GOVERNING BOARD AND GENERAL ADMINISTRATION						
6.Governing Board	65,000	911	-	911	64,089	1.4%
7.General Administration	2,398,012	1,146,006	910,865	2,056,871	341,141	85.8%
Sub-Total II	**2,463,012**	**1,146,918**	**910,865**	**2,057,782**	**405,230**	**83.5%**
III. COMMUNICATIONS & OFFICE OF THE DIRECTOR's BUDGET						
8.Fund raising Activities and Public Information	818,395	80,459	492,859	573,318	245,077	70.1%
Sub-Total III	**818,395**	**80,459**	**492,859**	**573,318**	**245,077**	**70.1%**
GRAND TOTAL	**16,510,330**	**6,822,304**	**5,066,422**	**11,888,726**	**4,621,604**	**72.0%**

Appendix VII – Major UIS publications in 2011

Global Education Digest 2010: Comparing Education Statistics Across the World. In SP and AR.

Global Education Digest 2011: Comparing Education Statistics Across the World. In EN (FR, SP and AR forthcoming).

Financing Education in Sub-Saharan Africa: Meeting the Challenges of Expansion, Equity and Quality. In EN and FR.

The 2009 UNESCO Framework for Cultural Statistics (FCS). In CH.

Guide to Measuring Information and Communication Technologies (ICT) in Education. UIS Technical Paper No. 2. In RU and AR.

UIS Technical Paper No. 6. *Measuring the Diversity of Cultural Expressions: Applying the Stirling Model of Diversity in Culture.* In EN.

UIS Technical Paper No. 7. *The Quantitative Impact of Conflict on Education.* In EN (forthcoming in November 2011).

UIS Technical Paper No. 8. *A Place to Learn: Theoretical Roots and Lessons from the Field of Learning Environments Research.* In EN (forthcoming in December 2011).

UIS Technical Paper No. 9. *Cross-National Commonalities and Differences in the Intended Curriculum in Primary School Reading and Mathematics.* In EN (forthcoming in December 2011).

Appendix VIII – Major meetings/conferences/workshops organized by UIS staff in 2011

Event	Location
January	
EIDA Meeting for strategic planning and development on TVET statistics	Montreal, Canada
EIDA Global initiative on out-of-school-children for Asia Pacific	Kathmandu, Nepal
February	
EIDA Training workshop on education finance	Lilongwe, Malawi
Regional workshop on StatEduc and statistics	Kuito Bie, Angola
Regional capacity building workshop on STI indicators	St George's, Grenada
ISCED Fifth meeting of the technical advisory panel	Bonn, Germany
UIS Expert meeting on innovation indicators	Montreal, Canada
March	
EIDA Training workshop on education finance	Banjul, The Gambia
UIS Expert meeting on innovation indicators	Montreal, Canada
EIDA Caribbean workshop on education statistics	Kingston, Jamaica
April	
Workshop on capacity building for STI policy and statistics for Central Africa	Libreville, Gabon
Meeting of UIS regional advisors	Montreal, Canada
May	
UIS-UNESCO-SPC Workshop on cultural statistics	Suva, Fiji
Meeting of LAMP Global Advisory Board	Montreal, Canada
Meeting of EMIS Coordinators	Luanda, Angola
Meeting of StatEduc Administrators	Luanda, Angola

June	
UNESCO Institutional Training	Montreal, Canada
Regional Workshop on Education Statistics for Francophone Africa	Bamako, Mali
Anglophone Africa regional training workshop on UIS Framework for Cultural Statistics	Addis Ababa, Ethiopia
Workshop for Data Plan Report	Bangkok, Thailand
EIDA Training workshop on education finance	Accra, Ghana
UIS Interagency Meeting on Cultural employment statistics	Paris, France
July	
National workshop on data plan report	Ndjamena, Chad
Observatory of Learning Outcomes Expert committee meeting	Paris, France
UIS-IIEP-MED Joint Seminar	Luanda, Angola
August	
Observatory of Learning Outcomes Catalogue pilots meetings	Yaoundé, Cameroon; Bamako, Mali; Niamey, Niger
Regional Conference on CLC and LAMP sessions	Bangkok, Thailand
September	
UIS retreat and field staff meetings	Montreal, Canada
Peer review workshop on ICT in education survey results	Sao Paolo, Brazil
Observatory of Learning Outcomes presentation on system assessment and benchmarking for education results	Montreal, Canada
Regional workshop on StatEduc and statistics	Luanda, Angola
EIDA presentation to delegation from China	Montreal, Canada
October	
EIDA meeting on new global module regarding instructional hours	Montreal, Canada
LAMP meeting of national project leaders	Montreal, Canada

Observatory of Learning Outcomes catalogue pilots evaluation meeting	Paris, France
EIDA Training workshop on education finance	Accra, Ghana
November	
Regional Statistical Meeting for LAC	Valparaiso, Chile
Second Meeting of the international working group on Media Statistics	Maputo, Mozambique
Regional workshop on education statistics for Eastern Europe and Central Asia	Almaty, Kazakhstan
Observatory of Learning Outcomes advisory board meeting	Montreal, Canada
December	
EIDA Training workshop on education finance	Kigali, Rwanda
Workshop on education outcomes	New Delhi, India
Capacity building workshop on STI indicators	Hanoi, Vietnam

Appendix IX – List of UIS staff members in 2011 (as of 31 October 2011)

MONTREAL
Fixed-Term (F-T)   **[51]**

VAN DER POL, Hendrik	Netherlands
AMOUSSOU-GUÉNOU, Wilfried	Canada/Benin
BEAUDIN, Rachelle	Canada
BELAY, Rahel Teferra	Ethiopia
BUFFETT, Brian	Canada
CAPELLI MIGUEL, Maria Helena	Brazil
CARDOSO FERNANDEZ, Manuel	Uruguay
CASTELLANO TOLMOS, Hugo	Canada/Peru
DELOUMEAUX, Lydia	France
DJAFRI, Ghania	Canada/Algeria
EL HOURANI, Talal	Lebanon
EL RHARBI, Zoubida	Canada/Morocco
FALVO, Mark	Italy
FRANCISCO, Leandre	Canada/Benin
FROSTELL-CASTRO, Katja	Finland
GAGNON, Amélie	Canada
GARCIA CALDERON, Rosario	Mexico
GIRARDI, Lucia	Canada
HO, Tin Nam	Canada
ILLIDGE, Sandra	Canada
IMHOF, Adolfo	Argentina
JEBRAYEL-MARIAMO, Rosa	Canada
KERIM-DIKENI, Sirina	Canada/Togo
KING, Simone	Canada
LABE, Olivier	Benin
LIBERMAN, Daniel	Brazil
LU, Weixin	Canada
MIELE, Adriano	Canada
MORIN, Katherine	Canada
MONTJOURIDES, Patrick	France
MOTIVANS, Albert	Latvia
NEWTON, Glenda (Temp Contract)	Canada
OTCHET, Amy	USA
OULD A. VOFFAL, Saïd	Mauritania
OVSYANNIKOVA, Olga	Canada/Russia
PACIFICO, John	Canada
PATHIRAGE, Rohan	Sri Lanka
PEDRO, Sandra	Canada
PESSOA, José	Canada
RATOVONDRAHONA, Pascale	Madagascar
SALMI, Zahia	Canada/Morocco
SCHAAPER, Martin	Netherlands
SEMENTCHOUK, Ioulia	Canada/Russia
SINGH, Anuja	Kenya
SOMOGYI, Sophia	Canada
TALEB, Hanna	Canada/Algeria
TAY-LIM, Brenda	Singapore
TCHATCHOUA, Bertrand	Cameroon
TRAN, Helene	Canada
VALDEZ MELGAR, Beatriz	Canada/Guatemala
WENG, Xiaodan (Wendy)	Canada

MONTREAL
Appointment of Limited Duration (ALD)   **[16]**

ASSAD, Redouane	Morocco
BOADÉ, Georges	Cameroon
BOUFARD, Marc	Canada
BUENO, Marc	Brazil/Canada
CHIEN, Chiao-Ling	P.R.C (Taiwan)
GUADALUPE MENDIZABAL, César	Peru
HUEBLER, Friedrich	Austria
KATAYAMA, Hiromichi	Japan
KENNEDY, Alison	UK/Ireland
MARINS, Luciana	Brazil
MORROW, Jennifer	Canada/USA/Ireland
NKWETA, Marietta	UK
PESTINA, Simona	Canada/Romania
SCHWABE, Markus	Germany
VASCONCELOS, Alcyone	Brazil
WALLET, Peter	Canada

Service Contracts (SC)   **[22]**

ABBAS, Duraid	Canada/Iraq
BARTON, Andrew	Canada
BELL, Sheena	Canada
CHESNEL, Mathieu	France
DUMONT, Stéphane	Canada
EJOV, Daniel	Canada/Russia
FUENTES, Javier	Canada/Guatemala
HEARNE, Edward	Canada/UK
KAMAU, Estelle	Canada/France
KUTNICK, Sam	UK
LABBE, Tina	Canada
LEI, Weichen (Wilson)	Canada
MOUSSA, Nelly	Canada/Egypt
NDABANANIYE, Jean-Claude	Rwanda
NEHMÉ, Sawsan	Canada/Lebanon
NORMANDEAU, Simon	Canada
PRATTE, Catherine	Canada
PRINCE, Maya	Canada/Lebanon
QU, Demin (Iris)	Canada
SOUSHKO-BORSTOV, Konstantin	Canada
TRUONG, Nhung	Canada/Vietnam
YAKAP, Karine	Cameroon

Special Service Agreements (SSA)   **[8]**

AJAMIAN, Lory	Canada/Lebanese
BODINGTON, Malene	Denmark
ELMASRI, Mohamad	Canada/Lebanon/Bahrain
IBANEZ SALINAS, Miguel	Canada/Peru
LIN, Xiaobao	P.R. of China
SELMANE, Ibrahim	Algeria
SIDORENKO, Evgenia	Canada/Russia
VOSKANYAN, Nune	Armenia

FIELD STAFF **[24]**

ANGOLA – Luanda
ROSSELOT, Bernard (ALD) France
MUXITO, Adelino (ALD) Angola
MASSIALA, Pedro Cipriano (SC) Angola
DA COSTA BACKER, Ernesto (SC) Angola
DA SILVA, Amelia Barros (SC) Angola

CAMEROON – Yaoundé
KI, Jean-Bosco (ALD) Burkina Faso

CHILE – Santiago
PERUSIA, Juan Cruz (ALD) Argentina
VERA MOHORADE, Alejandro (ALD) Argentina

INDIA – New Delhi
SIGDEL, Shailendra (ALD) Nepal

KENYA – Nairobi
BERNAL, Marc (ALD) France
VERVLOSEM, Inge (ALD) Belgium

MALI – Bamako
DJIBO ABDOU, Yacouba (ALD) Burkina Faso

QATAR – Doha
ISMAIL, Yousef (ALD) Palestinian Aut. Territ.

SAMOA – Apia
INOUSSA, Nafiou (ALD) Senegal

SENEGAL – Dakar
LAIREZ, Thierry (ALD) France
COULIBALY DJATA, Delphine (SC) Cote d'Ivoire
FALL DIENG, Yacine Fall (NO-C) Senegal
SMUGA, Mélanie (ALD) Canada

THAILAND – Bangkok
ELLIS, Simon (ALD) UK
ACOCA, Aurélie (ALD) Canada
WITTAYATHAWORNWONG, Ann (SC) Thailand
AEKTASAENG, Ngamnet (SC) Thailand
BAJRACHARYA, Roshan (SC) Nepal

TANZANIA – Dar es Salaam
GITHAIGA, Monica (ALD) Kenya

Summary by contract type / location 2011		**Summary by section 2011**		**Summary by section 2010**	
Montreal					
Fixed-term	50	DIR	6	DIR	7
ALD	16	ADM	15	ADM	15
Temporary	1	EIDA	28	EIDA	27
Service Contract	22	DPSS	26	DPSS	26
Special Service Agreement	8	RSCB	24	RSCB	23
Sub-total:	*97*	FCU	1	FCU	1
		SCC	13	SCC	14
Field		LO	8	LO	8
Fixed-term	-	*Total*	*121*	*Total*	*121*
ALD	16				
Local ALD	1				
Service Contract	7				
Special Service Agreement	-	**2011 Gender (out of 121)**		**2011 P Gender (out of 60)**	
Sub-total:	*24*	Male: 59 (49%)		Male: 37 (62%)	
		Female: 62 (51%)		Female: 23 (38%)	
Total	*121*				

Number of nationalities[1]: 48

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[1] Nationality defined as belonging to a particular nation by origin, birth, or naturalization

Appendix X – Recruitment in 2011

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

Post Details	Contract	Post Incumbent
Internal hire to Fixed-term		
Assistant Programme Specialist, P2, EIDA, UIS-263	Fixed-term	Ms Amélie Gagnon
External hire to Fixed-term		
Head of Section, P5, LO, UIS-990	Fixed-term	Candidate Selected
Programme Specialist, P4, EIDA, UIS-317	Fixed-term	Candidate Selected
Programme Specialist, P3, EIDA, UIS-580	Fixed-term	Mr Patrick Montjourides
Assistant Programme Specialist, P2, EIDA, UIS-989	Fixed-term	Mr Talal El Hourani
Statistical Assistant, DPSS, UIS-525	Fixed-term	Mr Adolfo Imhof
Network Systems Administrator, DPSS, UIS-0036	Fixed-term	Mr Edward Hearne
External to ALD		
Programme Specialist, TVET, P3, EIDA, ALD-982	ALD	Mr Hiromichi Katayama
Cluster Advisor, Apia, P3, RSCB, ALD-WS002	ALD	Mr Nafiou Inoussa
Cluster Advisor, Doha, P3, RSCB, ALD-QA002	ALD	Mr Yousef Ismail
Cluster Advisor, Nairobi, P3, RSCB, ALD-KE004	ALD	Ms Inge Vervloesem
Assistant Programme Specialist, P2, DPSS, ALD-993	ALD	Mr Markus Schwabe
Assistant Programme Specialist, Senior Developer, P2, DPSS, ALD-985	ALD	Ms Simona Pestina
Assistant Programme Specialist, P2, SCC, ALD-979	ALD	Mr Georges Boade
Assistant Programme Specialist, P2, DIR, ALD-995	ALD	Ms Jennifer Morrow
Assistant Programme Specialist, Santiago, P1, RSCB, ALD-CL004	ALD	Mr Alejandro Vera Mohorade

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

Open posts	Contract	Expected date	Comments
Fixed-term			
Head of Section, P5, SCC, UIS-992	Fixed-term	2013	On hold
Programme Specialist, P4, EIDA, UIS-571	Fixed-term	2012	Pre-classification
Programme Specialist, P3, SCC, UIS-510	Fixed-term	2013	On hold
Human Resources Officer, P3, ADM, UIS-030	Fixed-term	2012	Classified – to be advertised
Senior Developer, P2, DPSS, UIS-997	Fixed-term	2012	Advertised
Senior Developer, P2, DPSS, UIS-998	Fixed-term	2012	Advertised
Assistant Finance and Administrative Officer, P1/P2, ADM, UIS-996 – new	Fixed-term	2012	Classified
Documentalist, G6, DIR, UIS-588	Fixed-term	2013	On hold
Finance Assistant, G5, ADM, UIS-038	Fixed-term	2012	Classified
Statistical Assistant, G5, DPSS, UIS-599	Fixed-term (SC for 2012)	2012	Classified
ALD			
Regional Advisor, Sub Saharan Africa, P5, RSCB, ALD-SN007	ALD	2012	On hold
Programme Specialist, Education Finance, P3, EIDA, ALD-571	ALD	Feb 2012	Interviews end Oct 2011
Assistant Programme Specialist, P2, SCC, ALD-573	ALD	Jan 2012	Advertised

Appendix XI – UIS organizational chart (as of 31 October 2011)

Field Coordination Unit [1]
(UIS/FCU)
Bertrand Tchatchoua, Prog Spec, P3

Office of the Director [6]
(UIS/DIR)
Hendrik van der Pol, Director, D2
Olga Ovsyannikova, Exec Asst, G7

Comunication and Publications Unit
(UIS/DIR/CPU)
Amy Otchet, Com Off, P3
Katja Frostell, Asst Pub Off, P2
Jennifer Morrow, Asst Prog Spec, Communication, P2-ALD
Vacant - Documentalist, G6 (on hold)
Tina Labbé, Library and Archive Asst, SC

Administration, Finance, HR (UIS/ADM) [15]
Daniel Liberman Sr. Administrative Officer, P5
Katherine Morin, Exec. Asst, G7
Rahel T. Belay, Finance & Budget Officer, P3
Glenda Newton, Human Resources Officer, P3-Temp
Vacant - Human Resources Officer, P3
Vacant – New, Asst Finance & Admin Officer, P2
Sandra Illidge, Senior Finance Asst, G7
Rachelle Beaudin, HR Asst, G6
Leandre Francisco, Financial Report Asst, G6
Simone King, Travel Asst, G5
Sandra Pedro, Finance Asst, G5
Vacant - Finance Assistant, G5
Nelly Moussa, Admin Asst, SC
Sawsan Nehme, HR Admin Asst, SC
Catherine Pratte, Receptionist, SC
Karine Yakap, Finance Asst, SC
Javier Fuentes, Finance Asst, SC
Evgenia Sidorenko, Admin Asst, SSA

Regional Statistical Capacity Building [24]
(UIS/RSCB)
Sub Saharan Africa
Vacant - Regional Advisor, P5-ALD (on hold)
Central and Western Africa
Thierry Lairez, Regional Adv, Dakar, P4-ALD
Yacouba Djibo Abdou, Cluster Adv, Bamako, 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, Loc ALD (NOC)
Delphine Coulibaly Djata, Secretary, Dakar, SC
Eastern and Southern Africa
Marc Bernal, Regional Adv, Nairobi, P4-ALD
Bernard Rosselot, Stat Advisor, Luanda, P4-ALD
Inge Vervloesem, Cluster Adv, Nairobi, P3-ALD
Monica Githaiga, Cluster Adv, Dar es Salaam, P3-ALD
Adelino Muxito, Asst Prog Spec, Luanda, P3-ALD
Pedro Cipriano Massiala, IT Spec, Luanda, SC
Amelia Barros da Silva, Admin Asst, Luanda, SC
Ernesto Da Costa Baker, Driver, Luanda, SC
Arab States
Yousef Ismail, Cluster Adv, Doha, P3-ALD
Asia and the Pacific
Simon Ellis, Regional Adv, Bangkok, P5-ALD
Shailendra Sigdel, Cluster Adv, New Delhi, P3-ALD
Aurélie Acoca, Asst Prog Spec, Bangkok, P2-ALD
Apiradee (Ann) Wittayathawornwong,Bangkok, Prog Asst, SC
Roshan Bajracharya, Asst Prog Spec, Bangkok, SC
Ngamnet Aektasaeng, Project Asst, Bangkok, SC
Nafiou Inoussa, Cluster Adv, Apia, P3-ALD
Latin America and the Caribbean
Juan Cruz Perusia. Regional Adv,LAC, Santiago, P4-ALD
Alejandro Vera Mohorade, Asst Prog Spec, Santiago, P1-ALD

Learning Outcomes [8]
(UIS/LO)
Cesar Guadalupe, Sr Prog Spec, P5-ALD
Vacant - Head of Section, P5
Alcyone Vasconcelos, Prog Spec, P4-ALD
Brenda Tay-Lim, Prog Spec, P3
Manuel Cardoso, Prog Spec, P3
Lucia Girardi, Prog Asst, G6
Maya Prince, Research Asst, SC
Demin Qu, Research Asst, SC
Malene Bodington, Research Asst, SSA

Education Indicators and Data Analysis
(UIS/EIDA) [28]
Albert Motivans, Head of Section, P5
Rosa Jebrayel-Mariamo, Secretary G5
Regional Unit I
(UIS/EIDA/REG1)
Vacant - Prog Spec, P4
Said Ould Voffal, Prog Spec, P3
Hiromichi Katayama, Prog Spec TVET, P3-ALD
Patrick Montjourides, Prog Spec, P3
Amélie Gagnon, Asst Prog Spec, P2
Chiao-Ling Chien, Data Analyst, P2-ALD
Vacant - Stat Asst, SC
Helene Tran, Stat Asst, G5
Miguel Ibanez Salinas, Stat Asst, SSA
Lory Ajamian, Stat Asst, SSA
Xiabao Lin, Stat Asst, SSA
Regional Unit 2
(UIS/EIDA/REG2)
Vacant - Prog Spec, P4
Vacant - Prog Spec, P3-ALD
Pascale Ratovondrahona, Asst Prog Spec, P2
Talal El Hourani, Asst Prog Spec, P2
Peter Wallet, Asst Prog Spec, P2-ALD
Olivier Labé, Asst Prog Spec, P2
Hanna Taleb, Stat. Asst, G5
Wendy Xiaodan Weng, Stat Asst, G5
Jean Claude Ndabananiye, Stat Asst, SC
Simon Normandeau, Stat Asst SC
Methodology Unit
(UIS/EIDA/MET)
Friedrich Huebler, Prog. Spec, P4-ALD
Alison Kennedy, Prog Spec, P4-ALD
Rosario G. Calderon, Prog Spec, P3
Redouane Assad, Asst Prog Spec, P2-ALD
Nhung Truong, Asst Prog Spec, SC
Weixin Lu, Stat Asst, G5
Ioulia Sementchouk, Stat Asst, G5
Sheena Bell, Research Assistant, SC
Mohamad Elmasri, Stat Asst, SSA

Data Processing, Standards, and IT Services
(UIS/DPSS) [26]
Brian Buffett, Head of Section, P5
Zoubida El-Rharbi, Secretary, G5
Vacant - Senior Network Asst, G7
Mathieu Chesnel, Network Asst, SC
Edward Hearne, Network Asst, SC
Sam Kutnick, Project Asst, SC
Vacant - Web Specialist, 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 – Sr Developer, P2
Vacant – Sr Developer, P2
Duraid Abbas, Sr Developer, SC
Stéphane Dumont, Sr Developer, SC
Weichen (Wilson) Lei, Sr Developer, SC
Vacant – Sr Developer, SC
Data Processing and Standards
(UIS/DPSS/DPS)
Anuja Singh, Prog Spec, P3
John Pacifico, Asst Prog Spec, P2
Marietta Nkweta, Asst Prog Spec, P2-ALD
Markus Schwabe, Asst Prog Spec, P2-ALD
Maria Helena Capelli Miguel, Asst Prog Spec, P2
Wilfried Amoussou-Guenou, Stat Asst, G5
Hugo Castellano, Stat Asst, G5
Ghania Djafri, Stat Asst, G5
Tin Nam Ho, Stat Asst, G5
Adolfo Gustavo Imhof, Stat Asst, G5
Andrew Barton, Stat Asst, SC
Daniel Ejov, Stat Asst, SC
Konstantin Soushko-Borstov, Stat Asst, SC
Vacant - Stat Asst, SC
Vacant - Stat Asst, SC
Vacant - Project Support Asst, SSA

Science & Technology, Culture, and Communication(UIS/SCC) [13]
Cesar Guadalupe, Head of Section, a.i.
Vacant – Head of Section P5 (on hold)
Sophia Somogyi, Secretary G5

Culture
(UIS/SCC/CLT)
José Pessoa, Prog Spec, P3
Lydia Deloumeaux, Asst Prog Spec, P2
Estelle Kamau, Stat. Asst, SC
Vacant - Asst Prog Spec, P1/P2-ALD
Vacant - Research Asst, SC

Communication
(UIS/SCC/CI)
Vacant – Prog. Spec, P3 (on hold)
Georges Boade, Asst Prog Spec, P2-ALD
Nune Voskanyan, Asst Prog Spec, SSA
Beatriz Valdez-Melgar, Stat Asst, G5
Ibrahim Selmane, Stat Asst, SSA

Science, Technology and 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, G6
Sirina Kerim-Dikeni, Stat Asst, G5

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