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REPORT OF THE DIRECTOR ON THE ACTIVITIES OF THE INSTITUTE IN 2017

Item 8 of the agenda

Contents

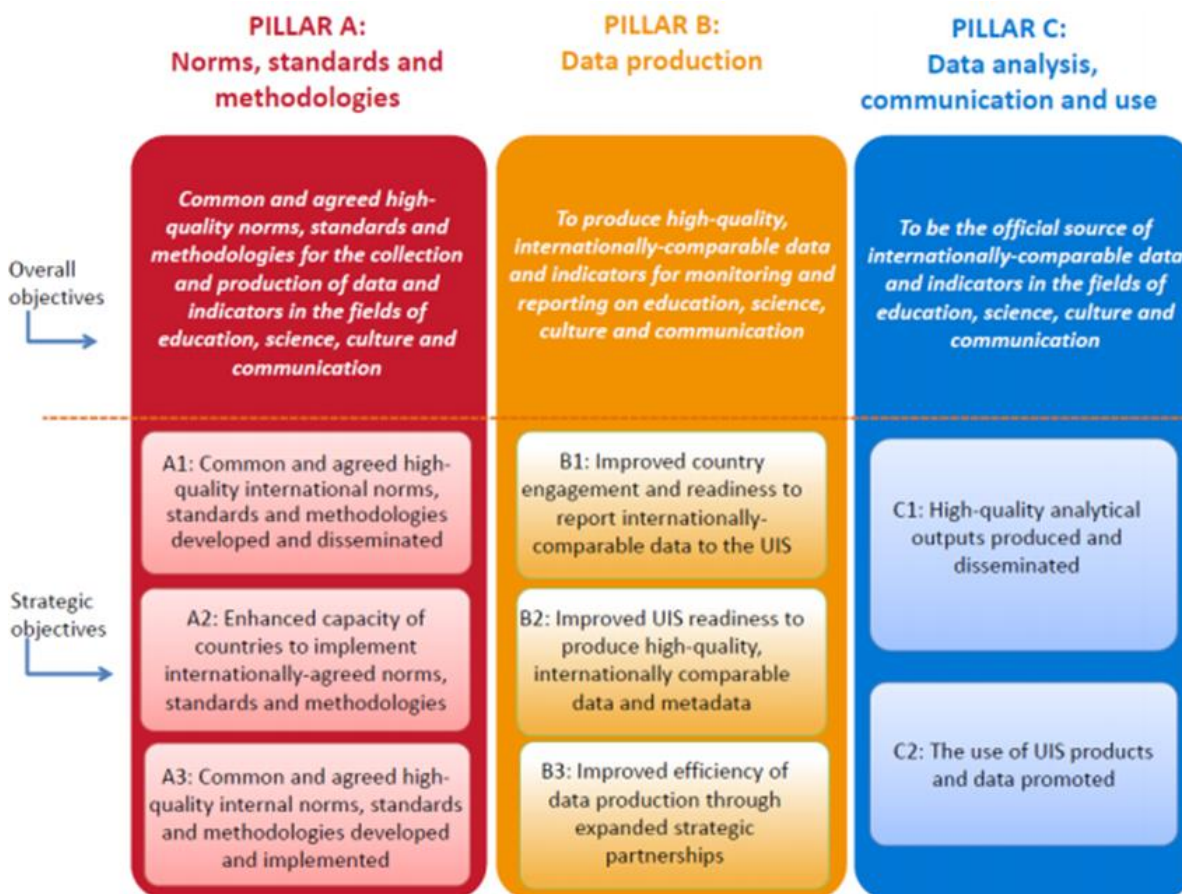
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Introduction

In April 2017, the Executive Board of UNESCO at its 201st session endorsed the revised [UIS Medium-Term Strategy 2017-2021](#), adopted by the UIS Governing Board at its 18th session in December 2016.

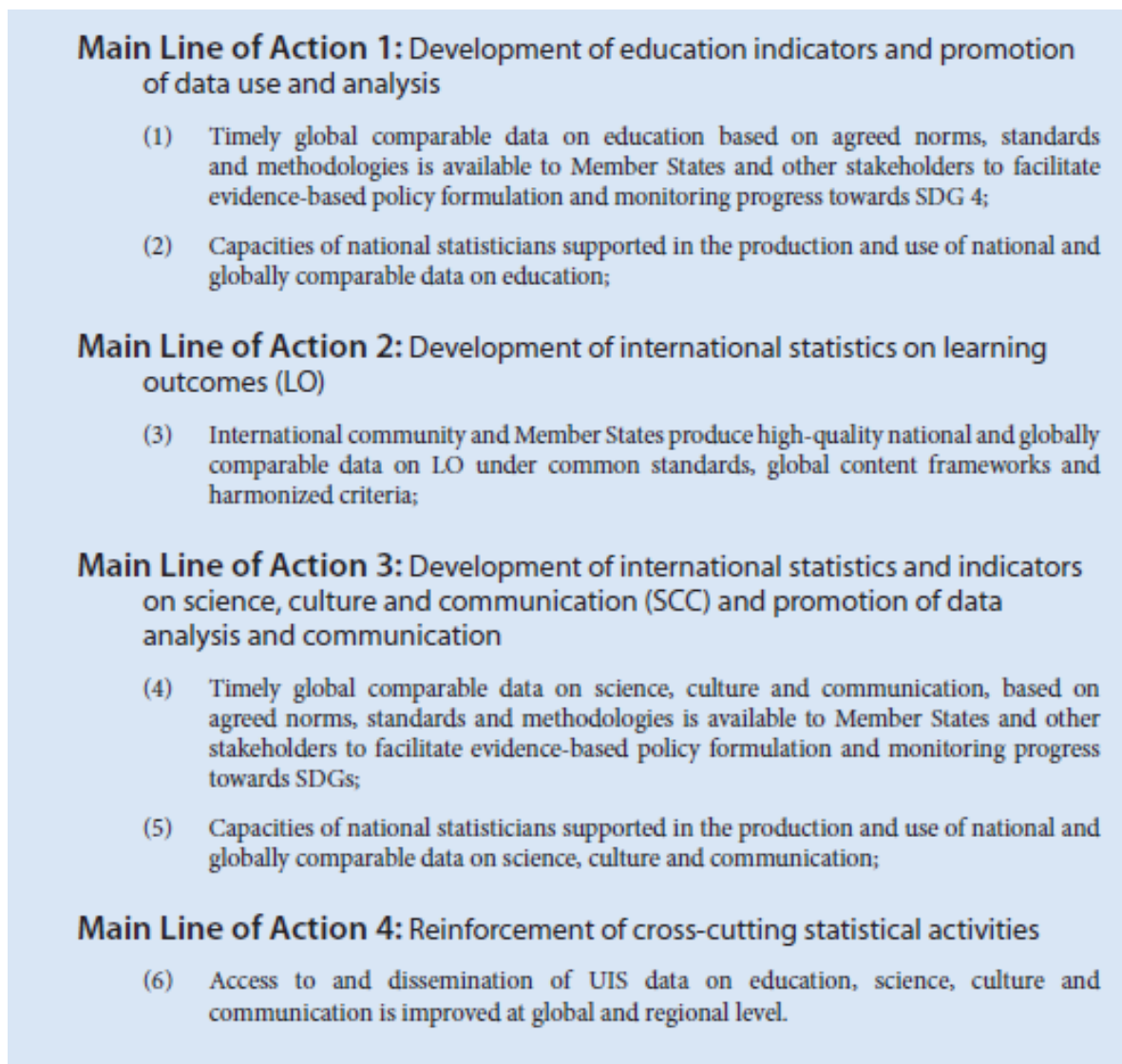
The Medium-Term Strategy is based on three cross-cutting pillars, each of which has a corresponding set of overarching and strategic objectives (see **Figure 1**).

Figure 1. Three cross-cutting pillars of the UIS Medium-Term Strategy



Source: UIS Medium-Term Strategy 2017-2021

These pillars serve as a strategic framework to establish the work plan of the Institute, which is divided into four main lines of action (MLAs), which are approved by UNESCO's Member States ([38 C/5](#) in 2016-2017, [39 C/5](#) for 2018-2021). **Figure 2** presents the expected results for each MLA.

Figure 2. UIS main lines of action and expected results, 2018-2021

Source: 39 C/5 Draft – UNESCO Institute for Statistics

The narrative section of this report describes the main achievements and challenges of the UIS in 2017. In addition, Annex III presents these achievements within the new log frame that was developed for 2018-2021 (in accordance with UNESCO's overall budget and workplan as presented in [39 C/5](#)).

MLA1: Development of education indicators and promotion of data use and analysis

Leadership in monitoring the SDG 4 – Education 2030 Agenda

In 2017, the Technical Cooperation Group on the SDG 4 – Education 2030 Indicators ([TCG](#)) focussed on the following: (i) the specification of data reporting mechanisms between national and global levels, data validation and dissemination; (ii) the identification of statistical capacity-building tools to assist countries in the implementation of the global and thematic indicator frameworks; and (iii) together with the Global Alliance to Monitor Learning ([GAML](#)), the development of indicator methodologies. At the start of the year, six GAML task forces¹ and three TCG working groups were established, each including representatives with relevant expertise from Member States, international and regional organizations, as well as civil society organizations. The first results of their work were presented at the third [TCG meeting](#), hosted by the UIS in June (Montreal, Canada).

The UIS is involved in the or of the SDG-Education 2030 Steering Committee, where it co-chairs – together with the Global Education Monitoring Report – the Working Group on Review, Mentoring and Reporting.

At the global level, the UIS is closely following the work of the Inter-Agency and Expert Group on SDG Indicators (IAEG-SDGs) and SDG-related work of other groups including the IAEG- Gender Statistics, the UN Statistical Commission, the Committee for the Coordination of Statistical activities and many others. In 2017, the UIS reported seven global monitoring indicators (4.1.1, 4.2.2, 4.3.1, 4.5.1, 4.6.1, 4.a.1 and 4.c.1) to the SDG database maintained by the UN Statistics Division and disseminated the results across UIS channels. At the same time, the UIS is continuing to demonstrate its leadership in developing the methodologies needed for 22 global and thematic indicators (as identified by the TCG). This development work is being undertaken by the relevant GAML task forces and TCG working group previously discussed.

Special attention was given to promoting the SDG indicator frameworks among partners while ensuring that the developments are duly integrated into regional and national reporting. To this end, UIS regional staff have been actively engaging with stakeholders while contributing to various high-level meetings and participating in an array of regional SDG 4 initiatives.

Key examples in the field include:

Arab States: Building on the 2017 Dubai Roadmap for SDG 4, the UIS is working with the main regional partners to inform them of the latest developments concerning the global and thematic indicators and helping them take a coordinated approach in helping countries to implement and monitor progress towards the Education 2030 agenda.

Asia Pacific: The UIS contributed recommendations and technical advice to the 3rd Asia-Pacific Meeting on Education 2030 (APMED III) on SDG4 target including SDG4.7 in July (Bangkok, Thailand). In collaboration with the Secretariat of Pacific Community (SPC), and South Asian Association for Regional Cooperation (SAARC), the UIS has been working with partners to help them integrate the SDG 4 measurement agenda within their regional frameworks and plans. The SAARC thematic monitoring mechanism will be further defined and endorsed in the ministerial meeting to be held on 18-19 December 2017.

¹ See more about GAML work in the section in MLA2

Latin America and the Caribbean (LAC): The UIS guided the elaboration of a proposal for the new system of indicators aligned with SDG 4 Agenda for Central American Educational and Cultural Corporation (CECC-SICA, sub-regional inter-governmental organization). Additionally, Economic Commission for Latin America and the Caribbean (ECLAC) accepted the SDG thematic indicator framework as the basis for the SDG regional indicator framework that will be used by the Statistical Conference of the Americas. Finally, UIS is advising on the development of the regional thematic monitoring mechanism in LAC region to be defined in the Ministerial meeting of 2018.

Sub-Saharan Africa: The UIS advocated for use of SDG4 thematic indicators and concepts at numerous high-profile events during the year, including the African Union Specialized Technical Group on Science Technology and Education statistics (Pretoria, South Africa), the ADEA Triennale (Dakar, Senegal), the International Meeting on Refugee Data (Geneva, Switzerland), the Regional Coordination Group ODD4/WCA/WG on Gender Equity and Inclusive Education (Dakar, Senegal), the Continental Education Strategy for Africa (CESA) meeting (Nazareth, Ethiopia), the East and Southern African Ministerial Forum (Dar es Salaam, Tanzania), CONFEMEN (PASEC) Observatory on education quality meetings (Dakar, Senegal), the ECOWAS sub-regional meeting (Abuja, Nigeria), the SSA Regional Technical Workshop on Education for Sustainable Development and Global Citizenship Education (Nairobi, Kenya), the Regional Methodological Workshop on Research Framework on Quality Assurance of TVET Qualifications in Eastern Africa (Nairobi, Kenya), and the UNHCR regional workshop the production of refugees' education statistics (Kigali, Rwanda).

Annual update of UIS global database of SDG4 indicators based on administrative and household expenditure data

In 2017, the UIS redesigned its annual education survey of formal education to integrate the data needed to produce additional SDG 4 indicators for targets 4.7 (knowledge and skills to promote sustainable development), 4.a (school environment) and 4.c (teachers). Data for the reference year 2016 were collected throughout 2017 and will be published in February 2018.

The UIS issued its main annual education data release in June 2017 with more comprehensive and timely data to monitor SDG 4 for the reference year 2015. The Institute also collected and published data for SDG 4 global and thematic indicators based on external data sources. Overall, the Institute achieved nearly all of its coverage targets for the main education indicators based on administrative data, such as out-of-school rates and numbers for primary-school age children, primary pupil-teacher ratio, and government spending on education as a percentage of GDP.

For the first time, UIS developed and produced indicators related to **household expenditure on education**. For example, indicator SDG 4.5.4 (education expenditure per student by level of education and source of funding) is now available for 81 countries based on data reported by countries to the UIS and extraction of data from household surveys using external data sources. To achieve this, the UIS conducted a review of available data from household surveys on expenditure on education, assessing the availability and cross-national comparability of data from around 100 household surveys.

This work fed into the development of a set of guidelines, prepared jointly with the World Bank, for countries wishing to collect data on household expenditures on education. A complimentary protocol was developed to help users of household surveys extract and analyse data on expenditure on education. The UIS finalized and started the implementation of a joint work plan with the Global Partnership for Education (GPE) to transfer the production of an indicator for its results framework (government

expenditure on education) to the UIS, and to produce Education Financing Flow Mappings in GPE countries.

The UIS also completed its annual² releases of literacy data (July) and educational attainment data (March). A new methodology for the calculation of regional and global literacy averages was developed and introduced in 2017 giving rise for the first time to annual estimates. The UIS is also developing literacy indicators disaggregated by location (urban/rural). Overall, literacy and attainment indicators covering 207 countries including 135 since 2010 are available in the UIS Data Centre.

UIS data and analysis were featured in major international statistical reports and indices, such as: the World Development Report, World Development Indicators as well as the EdStats database (World Bank); the Human Development Index and Report (UNDP); State of the World's Children (UNICEF); The Global Competitiveness Report (World Economic Forum), Education at a Glance (OECD), UN Sustainable Development Goals database and report and others. The UIS data were used extensively for the Global Education Monitoring Report (GEMR).

The [UIS Data Centre](#), [API](#) (application program interface), and [other electronic products](#) have been updated throughout the year with more relevant and timely data, with a focus on new indicators in the SDG 4 - Education 2030 framework.

The UIS developed a proposal for a Global Education Data Portal to support the work of the international education community. By presenting data as a gateway to action, it directly responds to the most pressing needs and demands of development partners as outlined in the Education Commission's flagship report, *The Learning Generation*. The new portal will directly respond to the Institute's mandate, as stated in the SDG 4 and Education 2030 Framework for Action, to serve as the primary data repository for international monitoring in the field of education.

Development of indicators on equity

The UIS has increased its focus on the measurement of equity in education in response to the expanded mandate of the 2030 Agenda for Sustainable Development. *The International Handbook on Measuring Equity in Education* has been finalised and will be published early in 2018. The UIS will also be releasing a new dataset of SDG 4 equity indicators on its website in December 2017. It contains a number of new indicators, including parity indices allowing for analyses by different sub-populations. Most UIS indicators are already disaggregated by sex but in 2017, the UIS introduced disaggregations by location (urban/rural)

² From 2018, the UIS will move to biennial dissemination cycle for literacy.

Major challenges and remedial action

There is an urgency to develop the methodologies for the remaining SDG 4 indicators in order that countries are able to monitor progress in all areas. With restricted resources within the UIS, much of this work is being contracted out to external experts. Their recommendations will need to be reviewed and approved by the GAML and the TCG and, in the case of global indicators, by the IAEG-SDGs. These processes require the active participation and engagement of members to reach consensus on methodologies.

In order to improve the timeliness of data in particular for SDG 4 and to make more efficient use of the scarce resources, the UIS is rescheduling its major surveys and reducing data releases to one annual release in September. This single release will include data for the school year ending the year before. This will align the Institute's education data collection cycle more closely to the data dissemination cycles of most countries resulting in a more timely flow of results for global reporting.

The UIS is also working with partners to explore the development of conceptual frameworks that would allow the production of SDG 4 indicators in areas where currently data are scarce or not available. In this context, the UIS is collaborating with the Global Partnership on Education (GPE) on a project to assess the feasibility of collecting education data on disability through administrative sources. The UIS is also working to develop a taxonomy of teacher training programmes with partners such as the OECD. However it is important to note that additional financial and human resources will be required to develop data in these important areas.

and wealth (richest/poorest quintiles) for a number of indicators derived from household surveys. These are now available for 111 countries. For 55% of these 111 countries, the data are not older than 5 years. The UIS has also published its first [fact sheet on disability and education](#).

Methodological development of equity-related indicators is guided by the work of the Inter-Agency Group on Education Inequality Indicators, which brings together experts from partner organizations including the GPE, OECD, UNICEF, the World Bank and the GEMR team. Methodologies for the calculation of parity indices (gender, location, wealth) have been developed and data published.

Data Quality Assurance Frameworks and National Strategies for the Development of Education Statistics

As part of the statistical capacity-building project in the Pacific region funded by the Department of Foreign Affairs and Trade (DFAT) of Australia, further efforts have been made to finalize the Data Quality Assessment Framework (DQAF) reports and the related National Strategy for the Development of Education Statistics (NSDES) for Samoa, Kiribati and Tonga. Two additional DQAFs and the related NSDES were conducted for Papua New Guinea and Tuvalu. Based on this experience, the UIS developed an online DQAF Self-Assessment tool to help other countries evaluate the quality of their education statistical systems.

The UIS launched a new series of capacity-development projects to help some of the least developed countries integrate SDG4 commitments into national education policy and sector management. As part of the UNESCO Capacity Development for Education Programme (CapED), these projects were in partnership with UNESCO Headquarters. The statistical component of this project is designed to align and strengthen national data and education management information systems for monitoring progress towards SDG 4. The UIS is currently supporting five Asian countries (Afghanistan, Bangladesh, Cambodia, Myanmar and Nepal), five sub-Saharan countries (Democratic Republic of the Congo, Madagascar, Mali, Mozambique, and Senegal), and one Caribbean country (Haiti). During the preparation phase of the project, the UIS developed and adapted a series of [capacity development tools](#). In the second phase, which began in September 2017, the UIS teams started implementing the tools by working directly with

four participating countries to help them develop their own NSDES and put in place robust systems to monitor progress towards SDG 4.

A lesson learned from these exercises is to ensure national ownership of the DQAF reports through the formation of a national technical team to conduct the assessment and contribute to the preparation of a national report.

Reinforcing the capacities of national statisticians to collect and use data

In 2017, the UIS managed to collaborate with several partner organizations to participate and contribute to regional and national training workshops on education statistics in all regions. Through these workshops, the UIS provided training on data collection and the SDG 4 indicator framework to more than 250 national statisticians representing about 70 Member States.

- 60 national statisticians in 6 Central Asian countries in partnership with UNESCO Almaty Office (February 2017);
- 58 national statisticians from 20 Caribbean countries in partnership with UNESCO Kingston Office (June 2017);
- 40 national statisticians from 5 Asian countries in partnership with Korean Educational Development Institute (KEDI) (August 2017);
- 27 national statisticians from 15 countries from Asia and sub-Saharan Africa in partnership with the Statistical Institute for Asia and the Pacific (SIAP) (October 2017);
- 45 education officers and statisticians from 3 sub-Saharan African countries with the financial support of UNESCO offices in South Sudan (February, 2017), Rwanda (March, 2017) and Ethiopia (June, 2017) and in partnership with UNICEF, UNFPA and UNHCR;
- 45³ national statisticians from 19 Arab States invited to the Regional workshop to be held in partnership with UNESCO Offices in Beirut, Lebanon and Doha, Qatar as well as the Oman Ministry of Education (December 2017).

Due to lack of resources, the UIS could not organize its traditional in-depth and focused regional training workshops on education statistics and limited its missions to the countries. In most cases in 2017, the training workshops were set up by partners, who requested that the UIS provide training on specific areas related to the collection, use and reporting of education statistics as well as on the SDG 4 indicator framework and support provided by distance mode.

Asia and the Pacific

The UIS regional field team provided technical assistance on the completion of UIS questionnaires to several countries in the region. The UIS also contributed to several regional fora and conferences on education including South Asia meeting of UNESCO National Commissions and SAARC ministerial meeting on 18-19 December 2017. Assistance was provided by email, phone, Skype and missions in Cambodia, Mongolia, Sri Lanka and Bangladesh and Myanmar. In addition, the Pacific EMIS Facebook Group was used to provide information on definitions and methodological issues related to UIS questionnaires.

³ Estimated

The UIS also drafted a roadmap for the monitoring of the Pacific Education Development Framework (PEDF) in collaboration with the SPC. It covers the key steps required for data collection, analysis and reporting against the framework. Advocacy materials were also produced to improve the visibility of UIS data for the region. This includes a summary presentation of the Global Education Monitoring Report, which was presented at the DFAT Development Policy Forum in August 2017. The roadmap was presented at the meeting of the Pacific Heads of Education Systems in October 2017 (Nadi, Fiji).

Latin America and the Caribbean

Information sessions on reporting SDG 4 indicators were held for 7 countries (Belize, Guatemala, Honduras, Costa Rica, El Salvador, Panama and Dominican Republic) within the framework of a sub-regional activity organized by the Central American Educational and Cultural Corporation (CECC-SICA).

The UIS also gave an SDG 4 indicator seminar that attracted about 30 national and sub-national government officers during the IIEP's Regional Course on Education Planning for Latin America. At the Regional Forum on Educational Policies for Latin America, the UIS explained the importance of monitoring indicators to government officers from 16 countries.

Together with the Organization of Iberoamerican States (OEI), the UIS developed a new data collection module for tertiary education indicators. This framework expands the set of indicators produced by UIS based on regional demands and contexts. The tool is expected to help mobilize resources to strengthen information systems on tertiary education in Latin America.

Sub-Saharan Africa

The UIS regional field team provided distance support to several countries as a follow up on UIS questionnaires submission. Six targeted country visits were conducted which allowed improving national statisticians capacities in reporting data at international level. In three of them (Ethiopia, Rwanda and South Sudan) dedicated training workshops on education statistics including financing were organized, totalling 45 technical staff trained. Four national technical teams were trained in education data quality assessments out of which three were supported in the design of National Strategies for the Development of Education Statistics.

The UIS also contributed to several regional events on education and to a collaboration Memorandum of Understanding with the Economic Commission for West African States (ECOWAS), which includes the use of SDG 4 thematic indicators and the development of an EMIS regional strategy.

UIS conducted training workshops and carry out consultations in the context of an Out of School Children (OOSC) study, which is intended to help the government of South Sudan in designing policy interventions for priority OOSC profiles.

MLA2: Development of international statistics on learning outcomes

Leading the measurement of learning outcomes for the SDG 4 – Education 2030 Agenda

The Global Alliance to Monitor Learning (GAML) brought together a wide range of stakeholders and experts during its [third meeting](#), which was hosted by *Instituto Nacional para la Evaluación de la Educación* in May (Mexico City, Mexico). The fourth meeting is to be held at the end of November (Madrid, Spain) and hosted by the Organisation of Ibero-American States for Education, Science and Culture.

Considerable progress has been made in developing and finalizing the measurement strategies needed to produce the SDG global monitoring indicators on learning and skills. While each indicator requires its own methodology, they all follow the same path for development whereby an interim strategy for immediate reporting leads to a conceptual and methodological framework for reporting in the longer term.

The work on learning outcomes entails a highly technical and political process, requiring a great deal of discussion and consensus-building with stakeholders. While the discussions can be challenging, the UIS is clearly respected for its expertise and neutrality in dealing with potentially sensitive issues.

Over the past year, the Alliance has solidified its institutional basis by adopting a strong but straightforward [governance structure](#):

- The Strategic Planning Committee sets the overall direction;
- The UIS provides managerial support as the Secretariat;
- A series of Task Forces make recommendations on technical issues; and
- Plenary members make and endorse recommendations.

In addition, the UIS organized four expert meetings in 2017 to advance the development work on indicators 4.1.1, 4.2.1 and 4.6.1. In particular, two of the [meetings](#) brought together the directors of all regional and international learning assessments to improve the coverage and comparability of data needed to produce indicator 4.1.1 (proportion of children and adolescents achieving minimum proficiency levels in reading and mathematics). Overall, there is a growing recognition of the need to find practical ways to link the different assessments for reporting purposes.

Methodological developments

Together with technical partners, such as the Australian Council for Educational Research (ACER) and the Global Partnership for Education (GPE), the UIS has developed a number of methodological outputs including:

- Good Practices in Learning Assessments (GP-LA) to help countries strengthen the implementation of their assessments;
- Revised version of the Data Quality Assurance Framework (DQAF) for learning assessments;
- Draft guidelines and code of practice for DQAF implementation;
- Initial summary of the operational manual for data alignment;

- Preliminary Global Content Framework for Reference (GCFR) on mathematics for indicator 4.1.1 produced for global consultation;
- Learning Progression Explorer, an interactive tool, used to describe the proposed set of UIS Reporting Scales on reading and mathematics for indicator 4.1.1 for a global consultation among experts in the field;
- Initial draft of a benchmarking paper to establish the proficiency levels for the three measurements points for indicator 4.1.1.

In addition, work is under way to develop a series of resources, such as the operational manual for data alignment, information papers on how to use learning assessment data for policymaking and a statistical capacity development plan for countries in the data production for indicator 4.1.1.

Data collection

In terms of data collection, the UIS has developed two new modules for the Catalogue of Learning Assessments (CLA). These modules (as well as an instruction manual and glossary), which are being tested in 10 countries, are designed to collect metadata and data on national assessments.

In addition, the UIS launched three new surveys to gather information on the financing of large-scale learning assessments in countries and potential sources of technical and financial support from donors and other institutions. As part of a joint endeavor with the GPE, the surveys will help to track which countries have data to monitor SDG Target 4.1 and which countries need extra support to produce the data. Furthermore, the results will shed light on which institutions have the capacity and resources to provide support to countries. This will facilitate dialogue among institutions and countries, leading to more countries participating in cross-national assessments, and eventually, more data to report on SDG 4, Target 4.1.

Data production

The UIS compiled the results of cross-national assessments in order to publish the following learning and skills-related SDG indicators in a central [database](#): 4.1.1, 4.2.1, 4.4.2, and 4.6.1. It is important to note the limitations in the comparability of these data. The results can only be compared across countries participating in the same assessment (e.g. TIMMS). As part of the interim reporting strategy, the UIS will be clearly annotate the data source for each country.

New indicators on children not learning

As previously explained, it will take considerable time and resources to resolve the methodological issues related to indicator 4.1.1. In parallel to this work, the UIS produced a new global composite indicator that provides a snapshot of the learning situation children and adolescents who are in school and out.

Globally, six out of ten children and adolescents are not learning a minimum in reading and mathematics, according to a [UIS paper](#), released in October. The total – 617 million – includes more than 387 million children of primary school age and 230 million adolescents of lower secondary school age. This means

Major challenges and remedial action

The complexities in producing cross-nationally comparable learning indicators are well documented. By working with partners, the UIS is showing that the most feasible approach in the medium term lies in linking cross-national assessments to report the results while continuing to develop more sophisticated tools, such as the UIS Reporting Scales.

At the same time, there is a wider challenge that goes beyond the technical and consensus-building work of GAML. In particular, many countries do not want to participate in cross-national assessments and, for different reasons, are not conducting their own national assessments. These countries should not be left behind in the SDG reporting process. It is, therefore, essential to strengthen support by donors for learning assessment. The UIS is helping to highlight these issues by building an investment case for learning assessment.

that more than one-half – 56% – of all children will not achieve minimum proficiency levels by the time they should be completing primary education. The proportion is even higher for adolescents at 61%.

To develop the estimates, the UIS created a new [methodology](#) and [database](#) that anchors the learning assessment results of more than 160 countries/territories between 1995 and 2015. The database uses two [different benchmarks](#) in order to reflect the contexts of countries with different income levels. It uses the SACMEQ benchmark (referred to as the basic proficiency level) for reading and mathematics at the primary level. In addition, the database includes results (presented in the new paper) using the minimum proficiency level defined by the IEA for PIRLS and TIMSS, which are international assessments involving middle- and high-income countries. For the secondary level, the benchmark used by PISA were applied.

MLA 3: Development of international statistics on and indicators on science, culture and communication (SCC)

Science, technology and innovation

The 2017 R&D survey was launched in June and data processing is underway with the aim to release results in 2018. The results from the 2016 survey were released for 157 countries in June 2017 according to schedule.

A key set of UIS R&D indicators was featured in several external reports and databases, such as the Global Innovation Index and the annual SDG report (both of which integrated UIS analysis) as well as the Innovation Union Scoreboard and the UN Statistical Yearbook. The UIS also updated its own interactive data products (see MLA 4) and related factsheets.

The UIS was forced to make the difficult decision to suspend its global innovation survey due to a series of staffing issues over the past year which included resignations of key professional specialists as well as non-renewal and prolonged leaves of supporting staff.

Despite limited resources, the UIS continues work to revise key standards, such as the 1978 Recommendation concerning the International Standardization on Science and Technology. The UIS has launched a global consultation on a draft technical paper on scientific and technological services (STS), which was originally prepared by a consultant and reviewed by the STI Advisory Board. Work is also underway to revise the definitions associated with scientific and technical education and training (STET). In addition, the UIS updated its online STI glossary based on the revised version of the Frascati Manual.

The UIS is in the process of developing a thematic set of STI indicators for the SDGs. The Institute is working with a consultant to refine an initial list following feedback from the STI Advisory Board. The plan is to produce a final list that will be subject to a global consultation in 2018.

Together with UNESCO, the UIS is leading the Swedish-funded SAGA project on Science, Technology, Engineering and Mathematics (STEM) and Gender Advancement. Throughout 2017, considerable progress was made in developing a toolkit of instruments to better measure gender equality in STEM. The toolkit and a series of related working papers were launched at the World Science Forum in November (Amman, Jordan). The tool kit has also been featured at several high-level events throughout the year, such as the Asia-Pacific Gender Summit (Tokyo, Japan).

The following pilot countries are currently implementing the SAGA toolkit: Argentina, Canada (Province of Quebec), Haiti, Lebanon, Thailand and Uruguay. Discussions are also underway to extend the project

Major challenges and remedial action (STI)

The lack of staff and financial resources has forced the Institute to suspend the innovation survey and delay some activities originally planned for 2017. At this point, every effort must focus on the core work related to the R&D data collection and production, the revision of key standards and the development of the STI thematic indicators.

To continue delivering these core services, several remedial actions could be considered:

- Improve I.T. infrastructure to systematically produce regional averages (which are currently calculated manually) using the CalcIndic tool and develop a new system for R&D metadata;
- Consider changing the R&D data release calendar from June to March/April in order to provide timely data to major clients such as the Global Innovation Index and the SDG Report;
- Secure part-time or ad hoc assistance of a Russian speaker from other teams to process SCC questionnaires from relevant countries.

In order to overcome challenges faced by some of the low-income pilot countries, SAGA has provided some with financial assistance to contribute to the costs of implementing the project. More collaboration with partners (such as GO-SPIN and Education sector) and joint capacity-building activities are being considered in order to broaden SAGA's impact. Some activities have been rescheduled to early 2018 as the project has received a no-cost extension from its donor (SIDA).

developed a new conceptual framework and user manual in 2017. These materials are currently the subject of a peer review.

Preliminary discussions with Cetic Brazil are ongoing in regards to the production of a toolkit on ICT in education. The UIS continues to be a member of the Partnership for Measuring ICT for Development Steering Committee as well as a member of its Task Group on ICT for SDGs.

Culture statistics

In 2017, the UIS worked with consultants to produce a complete draft of the International Recommendations for a Culture Satellite Account (CSA), which was the subject of an initial consultation

to Kenya, Liberia and The Gambia. Several institutions are also using the SAGA methodology, including the International School of Advanced Studies in Italy, Science Granting Councils Initiative, University of West Indies in Jamaica, World Council of Civil Engineers and the World Federation of Engineering Organizations. These organizations and others are providing feedback to help refine the survey instruments.

With funding from the Islamic Development Bank (IsDB), the UIS has launched a statistical capacity project in The Gambia. Two training workshops were organized in 2017 to help the country conduct a national baseline study of major STI indicators. In addition, the UIS trained about 20 policy officers and national statisticians from the Caribbean through a regional STI training workshop that was jointly organized by UNESCO Headquarters and the Kingston Office. It took place in Trinidad and Tobago in February.

The Institute's STI Unit has been actively transferring knowledge to field staff, who also contributed to a number of training workshops organized by partners such as the AU/NEPAD African STI Indicators Initiative.

Communication statistics

Due to financial constraints and a lack of staff, the UIS decided to integrate its survey of ICT in education within the annual education survey as a module. To facilitate this process and help Member States produce the data, the Institute

by the CSA Technical Advisory Group, established by the Institute. The UIS presented the recommendations to the Expert Group Meeting on International Statistical Classifications in September (New York, USA). The experts agreed to form a sub-group to provide feedback on the CSA and the classifications of cultural goods and industries.

The UIS is also developing the methodology to produce SDG indicator 11.4.1 on total expenditure per capita spent on the preservation, protection and conservation of cultural and natural heritage. The Institute launched a metadata survey on heritage statistics in September and will be working with a consultant on secondment from China's National Bureau of Statistics to find a Fellow to help continue the development work in 2018.

In addition, the UIS began testing a new questionnaire on heritage statistics in 14 countries in October. The plan is to launch a global survey in 2018. The UIS is also exploring the possibility of creating a thematic list of indicators with UNESCO's Culture Sector. The Institute pursued these discussions during the Expert Workshop on Measuring Culture in the SDGs organized by UNESCO's Division for Creativity in September (Paris, France).

The results of the 2016 Survey of Feature Film Statistics were released for 74 countries on the UIS website in April 2017. In September, the UIS released the results from the second round of its survey on cultural employment (launched in December 2016) for 63 countries. To promote the results, the UIS also produced a fact sheet focusing on women's cultural employment.

For the first time, the UIS published an extensive array of metadata on cultural employment which is available in English, French and Spanish. This included information on country-level data, definitions and calculation methods.

Due to budgetary constraints, the UIS was forced to suspend its surveys on feature film statistics and on cultural employment in 2017.

Data on the international trade of cultural goods were updated for 140 countries in order to prepare an analytical chapter and statistical tables for the 2017 UNESCO Global Monitoring Report: Reshaping Cultural Policies, which was launched in December. The report also featured UIS data on cultural employment and feature films. However, it is important to note that the international trade data are not publically available on the UIS website due to a lack of I.T. resources.

Regarding collaboration with UNESCO's Culture Sector, the UIS is an active member of the Expert Group of the World Heritage Convention (WHC) Periodic Reporting Reflection via online consultations and Skype meetings. In particular, the UIS led the development of the monitoring indicators, which included indicators related to SDG 11.4.1. The monitoring indicators were approved by the WHC Committee in July. The Institute continues to help develop the reporting analytical framework for the Convention.

The UIS is also contributing to the UNESCO Expert Group on the Diversity of Cultural Expressions and Preferential Treatment. The aim is to develop a new capacity building and research programme, which will rely on UIS data on international trade of cultural products.

In 2017, the UIS processed the results of a one-time survey on intercultural dialogue among Member States to support the work of UNESCO's Culture Sector. The results will be featured in a UNESCO report on the subject.

Major challenges and remedial action (CLT)

This year was particularly challenging as the team became responsible for survey operations and data processing as a result of the restructuring. While the learning curve in adopting new I.T. tools and skills was relatively fast, the team is now faced with the departure of a knowledgeable statistical assistant in October. It will be essential to fill this position as soon as possible.

The UIS must address a wide range of cultural issues that require specific expertise. In response, the Institute has found a cost-effective approach by working with consultants on specific projects and areas of research.

However, this approach has limitations when examining the sustainability of core work over time. In particular, stable financing and in-house expertise is required to guide development work on the Culture Satellite Account as well as global and thematic indicators for SDG 11.4.

The UIS is actively contributing to the UNESCO World Atlas of Languages by developing a pilot questionnaire for a global survey that is scheduled for 2018 provided that UNESCO's Communication and Information Sector secures sufficient funding. The original plan was to launch the pilot survey in July 2017 but this was delayed because UNESCO did not provide the funding.

Due to budgetary constraints, the UIS suspended its regional training workshops on cultural statistics in 2017. However, the Institute still managed to support Member States by working with partners to organize or facilitate regional and country-level training workshops. In particular, the UIS has been working with the Regional Center for Studies on the Development of Information Society (based in Brazil) to help develop a questionnaire module on the use of ICT in its culture survey.

MLA 4: Reinforcement of cross-cutting statistical activities

I.T. Services

As part of the restructuring of the Institute in June, the I.T. team was cut by half. Programme teams are now responsible for launching surveys while I.T. services continues to develop the systems needed to capture, code, import, edit, verify and disseminate the data.

These systems must be adapted and tested to accommodate for every launch and change in a survey. In 2017, most of the I.T. work focused on testing systems with the exception of the education survey, which entailed major changes to focus on SDG 4 data requirements. Given the scope of the changes, the programme teams took responsibility for modifying the capture tool and coding schemes. In addition, systems were put in place to capture SDG data from external partners (i.e. not captured by UIS surveys).), and an online questionnaire was built for the Catalogue of Learning Assessments survey using external resources.

The largest area of I.T. work has been the release and dissemination of data. It is important to recognize that every release requires a detailed process of adaption and verification on each dissemination channel, namely the API, UIS.Stat, indicator pages and visualizations. Each system has its own set of checks and balances and is dependent on a different vendor.

In 2017, the UIS issued 17 data releases on various platforms:

1. Educational Attainment Data Release (02/2017)
2. SDG 4 Data Release (03/2017)
3. Equity Data Release (03/2017)
4. Feature Film Data release (04/2017)
5. STI Innovation Eurostat Data Release (04/2017)
6. Education Data Release (05/2017)
7. Cultural Employment Data Release (05/2017)
8. Demographic and Socio-Economic Data Release (05/2017)
9. Research and Development Data Release (06/2017)
10. Education Regional Data Release (07/2017)
11. Region Update (07/2017)
12. Education from Household Survey Data Release (07/2017)
13. Literacy Data Release (07/2017)
14. Demographic and Socio-Economic Data Release (08/2017)
15. Cultural Employment Data Release (09/2017)
16. SDG 4 Data Release (12/2017)
17. Equity Data Release (12/2017)

Major challenges and remedial action (ITS)

With the major and unprecedented staff reductions to I.T. services, significant effort was spent on reviewing and modifying work plans, shifting responsibilities, and knowledge transfer. There are considerable risks: any illness, departure, or unforeseen absence of a team member will directly affect the ability to deliver on core services related to data production and dissemination. Remedial actions will involve planning for scheduled and unforeseen absences, and developing risk mitigation strategies.

To compensate for the staff loss, it is essential to leverage external resources via outsourcing based on clearly defined objectives and deliverables with a six-month horizon.

In 2017, the overall priority for I.T. has been to focus on the survey production and data dissemination as opposed to the ongoing improvement of the UIS website (including the indicator pages and related statistical products). Nevertheless, two new features were developed:

- [Education in Africa portal](#): which includes a set of customized country profiles and indicator pages;
- Equity in Education portal: (to be launched in December) which will feature a new set of parity indices and a data visualization.

Data analysis and outreach

Due to budgetary constraints, the UIS communications team was reduced by more

than half, with just two out of five staff remaining at the end of June. In addition, the senior manager responsible for the section (specifically data analysis) left the Institute in July.

In light of these circumstances, the priority of the communications team has been to continue to assure the quality of publications and papers while promoting these products on UIS communication channels as well as those of UNESCO and partners.

In 2017, the UIS produced a wide range of publications (see Annex VIII for complete list) in English, French and Spanish including:

- the 2017 edition of the Sustainable Development Data Digest “The Quality Factor: Strengthening National Data to Monitor Sustainable Development Goal 4” (to be released in December)
- 6 concept papers
- 8 information papers on methodological issues, with priority given to SDG 4 measurement issues
- 7 facts sheets on key subjects such as [children not learning](#), [out-of-school children](#) and [literacy](#).

The communication team works closely with the Director’s Office and the relevant programme teams to coordinate the production of each product (editing, translation, layout, etc.) and to identify main messages and promotion opportunities.

For example, a major press campaign was organized to promote the release of the global estimates on children not learning. This led to about 300 articles published around the world. Infographics were produced for a social media package that was widely shared and promoted by high-level partners, including UN Headquarters, Global Partnership for Education, UNICEF, Education Commission, etc. In addition, the UIS published a series of blogs on its own site and those of others as part of the main release and for subsequent events, such as World Teachers’ Day.

In addition to this type of targeted campaign, the UIS undertakes daily promotion of its products and services. Over the past year, the number of [@UNESCOstat](#) followers has more than doubled from 5,000 to 11,400.

To reach wider audiences, the UIS continues to develop and update its eAtlas series. In 2017, all six editions – on [Education 2030](#), [gender inequality](#) in education, [out-of-school children](#), [literacy](#), [teachers](#) and [R&D](#) – were updated in English, French and Spanish. Each eAtlas serves as a microsite to enrich the users experience on the UIS website while also providing visual content for social media. This is particularly important given the fact that the UIS no longer has an in-house graphic designer. For example, the UIS launched an updated version of its eAtlas on gender equality for International Women’s Day (8 March). The interactive maps and charts were re-tweeted by major partners, such as the GPE, UNICEF, the United Nations, etc. About 25% of all visuals featured on @UNESCOstat are generated by the eAtlases.

Throughout the year, the UIS published 25 blogs (as of November) on the most popular and respected education sites, such as Norrag, while steadily increasing subscription rates to its own [Data for Sustainable Development](#), which has about 14,000 followers.

Major challenges and remedial action (DOA)

To the extent possible, the UIS is outsourcing a range of communication tasks in order to compensate for the staff cuts. For example, new agreements have been reached with external editors for copyediting and formatting of information papers and factsheets.

Perhaps most importantly, the UIS is also working with consultants to develop and implement targeted dissemination plans for major products, such as the Digest for Sustainable Development and the new handbook on equity indicators.

One of the key challenges lies in improving the UIS website, especially products such as the Data Explorer and the updating of visualization products. The current priority has been to maintain the site while documenting bugs and template modifications to improve the site, when resources permit in 2018. However, it is no longer possible for the communications team to oversee the design and testing of major changes to the site, especially in relation to the presentation of data. This work requires a dedicated project manager with specialized skills.

The UIS has also developed a series of newsletters for major stakeholders, namely donors, while producing an eAlert service for a wide range of data producers and users (with priority given to survey respondents) through its eAlert service, which has more than 15,000 subscribers. In addition, the UIS works regularly with colleagues in UNESCO Headquarters to further promote its content on the Organization’s website, social media and newsletters.

The UIS website is updated on a daily basis, despite the fact that there is no longer a webmaster. Fortunately, the French version of the website was completed in March prior to the staff cuts.

Another major priority in 2017 has been to update the branding of UIS communications materials with new templates developed for all UIS document and presentations and new logos established for flagship SDG 4 initiatives such as the Global Alliance to Monitor Learning and the Technical Cooperation Group. This is ongoing work with the current priority to incorporate the UN SDG logo into all UIS products.

Administration

Budget and finance information

Within the context of the UIS restructuring and critical financial situation, the Institute exceptionally held three separate Policy and Planning Committee meetings

- PPC XVII (17 February 2017) to approve two-month renewals of project appointments and service contracts;
- PPC XVIII (13 April 2017) to revise appropriation taking into account the non-renewal of 16 employees, and contract extensions until the end of 2017;
- PPC XIX (12 September 2017) to review programme and budget, as well as other on-going issues.

Income

2017 GB XIX estimate vs 2016 actual accounts

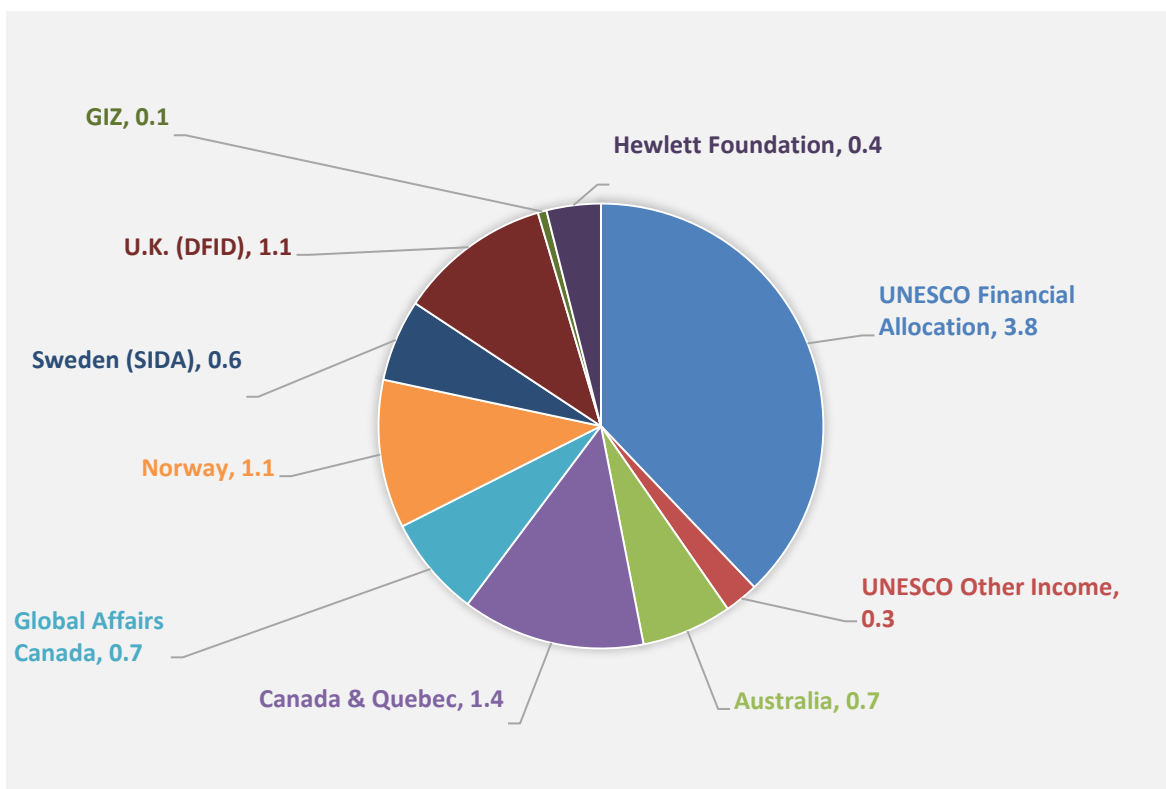
The Institute's general income in 2017, amounts to approximately USD 10.6 million which represents an increase of about USD 0.4 million as compared to the 2016 actual general income of USD 10.2 million.

As per the closing of accounts, the following government/agency contributions were received in 2016 (see **Figure 3**):

- UNESCO allocation for 2016 amounting to USD 3.8 million;
- UNESCO also allocated USD 250 thousand in support of the Capacity Development for Education project;
- The Governments of Canada and Quebec continued to support the UIS with contributions of about CAD 1.8 million (equivalent to USD 1.4 million);
- Global Affairs Canada contributed CAD 1.0 million (equivalent to approximately USD 0.7 million) corresponding to the fourth disbursement of a five year agreement to support the UIS core programme;
- The Australian Department of Foreign Affairs and Trade (DFAT) provided funding of AUD 500 thousand to support core services in the development of education statistics and AUD 400 thousand for activities to improve the production, quality and use of regional and international education statistics in the Pacific region; the total equivalent in US dollars amounted to USD 668 thousand;
- The Government of Norway provided a total of NOK 9.0 million (equivalent to USD 1.1 million) towards UIS core activities;
- The Swedish International Development Cooperation Agency (SIDA) contributed SEK 5.0 million (approximately USD 0.6 million) towards UIS core funding;
- The Department for International Development (DFID) of the United Kingdom has provided funding of GBP 900 thousand (equivalent to USD 1.1 million) towards Better Education Statistics for improved learning (BESt);
- The William and Flora Hewlett Foundation provided USD 400 thousand which is the first of three installments of a grant totalling USD 900 thousand for strengthening learning outcomes measurement globally.

- The UIS received the second of two installments in the amount of EUR 57 thousand (equivalent to USD 65 thousand) from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) for the continuation of the “BACKUP Initiative for Education in Africa”.

Figure 3. UIS general income by donor for 2016 in USD millions



The UIS recorded about USD 280 thousand in other income for 2016 consisting of currency exchange gains, reimbursement of services, interest earned and miscellaneous income.

The Institute also executed programmes and projects from funds entrusted directly to UNESCO under its regular and extra-budgetary programmes. These sums amounted to USD 122 thousand in 2016:

- USD 72 thousand was funded for the project “International Commission on Financing Global Education Opportunity;
- USD 48 thousand was funded for the project entitled “Improved Measurement of Gender Equality in Science and Engineering;
- USD 2 thousand was funded for UIS to participate at the start-up meeting for RAMAA (Action Research: Measuring Literacy Programme Participants’ Learning Outcomes).

2017 GB XIX Estimate

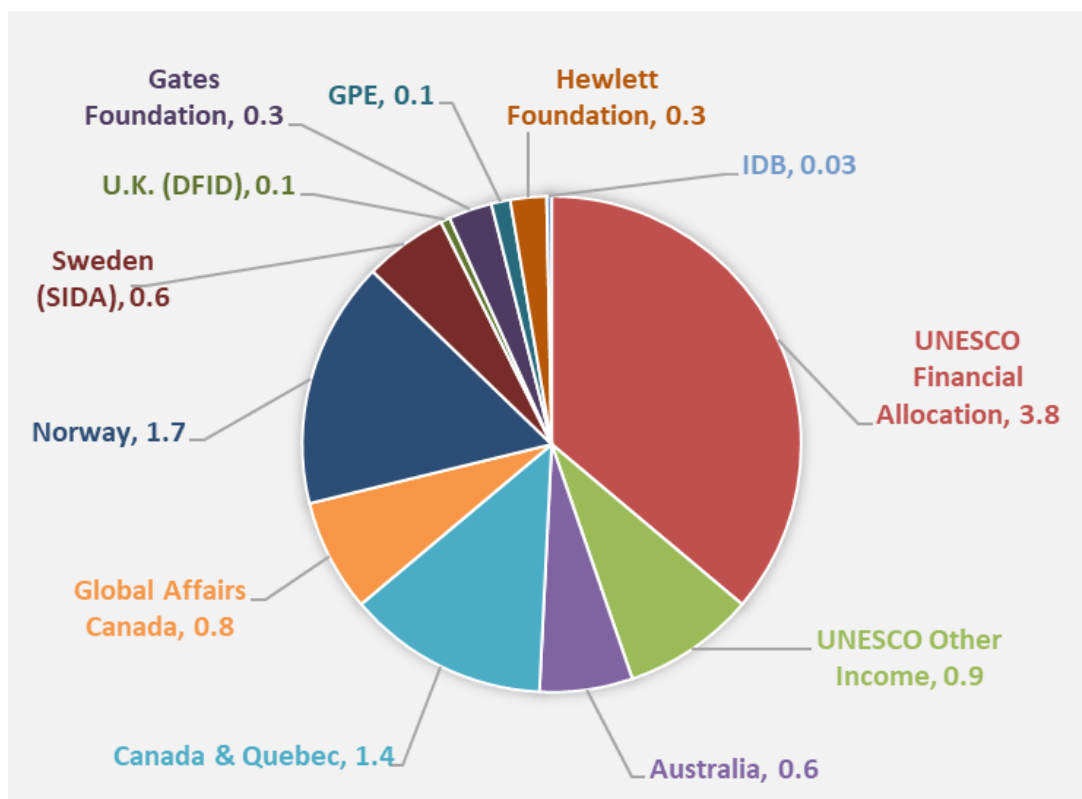
Estimates for contributions to the UIS budget received or are expected to be received in 2017 as follows (see **Figure 4**):

- The UNESCO allocation for 2017 amounting to USD 3.8 million;
- UNESCO also allocated USD 763 thousand in support of the Capacity Development for Education project and USD 150 thousand towards the UIS study on Out-of-School-Children in South Sudan;

- The Australian Department of Foreign Affairs and Trade (DFAT) provided funding of AUD 850 thousand (approximately USD 641 thousand) for core global activities relating to education statistics and to support the implementation of “Activities to Improve the Quality of Regional and International Monitoring of Education in the Pacific” project;
- The Governments of Canada and Quebec will contribute in 2017 CAD 1.8 million (equivalent to USD 1.4 million) toward the Institute’s operating costs;
- Global Affairs Canada will contribute the sum of CAD 1.0 million (equivalent to about USD 779 thousand) in 2017, the fifth disbursement of a five-year core funding agreement;
- The Government of Norway will continue to support the Institute’s core activities with a contribution of NOK 14.0 million (equivalent to about USD 1.7 million), an increase of NOK 5.0 million compared to 2016;
- The Swedish International Development Cooperation Agency (SIDA) contributed SEK 5.0 million (equivalent to USD 575 thousand) towards UIS core funding;
- The Department for International Development (DFID) provided GBP 50 thousand (equivalent to USD 64 thousand) as the final payment of the current agreement of the project, “Better Education Statistics for Improved Learning (BESt)” until end of 2017;
- The Bill & Melinda Gates Foundation will provide funding in the amount of USD 299 thousand to improve the quality and accessibility of global education data, with a special focus on learning outcomes data;
- The William & Flora Hewlett Foundation contributed USD 250 thousand, the second installment of a USD 900 thousand grant which covers three years (2016-2018) for strengthening learning outcomes measurement globally;
- The Islamic Development Bank (IDB) has contributed USD 34 thousand, the first of 2 installments, in support of the project to build the capacity of The Gambia to conduct a national baseline study of science, technology and innovation indicators;
- The Global Partnership for Education (GPE) has provided funding in the amount of USD 131 thousand in support of the 2-year activity (July 2017 to June 2019), “Improving the quality and coverage of data on government expenditure on education”.

Total other income for 2017 amounts to USD 96 thousand which consists of USD 81 thousand resulting from interest earned with the remaining difference of USD 15 thousand attributed to the reimbursement of services, currency exchange and miscellaneous income.

In addition to the funds received in the UIS special account, the Institute contributes to the execution of programmes and projects from funds entrusted directly to UNESCO under its regular and extra-budgetary programmes, these sums are currently estimated at USD 70 thousand.

Figure 4. UIS general income by donor for 2017 in USD millions

2017 GB XIX Estimate vs. PPC XIX

The 2017 total UIS income estimated at USD 10.7 million is higher than the foreseen income of USD 8.7 million that was approved by the Policy and Planning Committee (PPC XIX). This increase is mainly due to recently allocated funding: USD 1.7 million as part of UNESCO's Programme Cooperation Agreement with the Government of Norway, funding in the amount of USD 299 thousand from the Bill and Melinda Gates Foundation, and an additional USD 60 thousand from UNESCO for the UIS' work on the Capacity Development for Education (CapED) project.

Expenditure

2017 GB XIX vs. 2016 Actual Accounts

According to projections the 2017 expenditure will amount to USD 9.8 million, which represents a decrease of USD 1.4 million compared to the 2016 actual expenditure of USD 11.2 million funded by the UIS special account.

As a result of the UIS restructuring and the critical financial situation staff costs were reduced by USD 630 thousand (28 employees left the UIS in 2017, please refer to the Human Resources' section for further details).

Overall, activity budgets decreased by a net amount of USD 782 thousand as a result of lower income projections as at the September 2017 PPC XIX. The breakdown of the net decrease is as follows:

- Decrease of USD 563 thousand under the Education budget: from USD 852 thousand in 2016 to USD 289 thousand in 2017. The completion, in 2016, of the two GPE-funded projects (Addressing

the Out-of-School Children Data Gap and the Improving National Reporting Systems on Financing Flows) contributed to a large difference in spending for the Education Section;

- Net increase of USD 80 thousand under the Regional Field Network budget: additional earmarked activities, USD 140 thousand, for the implementation of the OOSC study in South Sudan and the Capacity Development for Education versus a decrease of USD 60 thousand for core activities.
- Decrease of 62% in core activities of the Science, Culture and Communication Section (SCC). In 2017 the SCC budget was revised to USD 92 thousand down from USD 244 thousand in 2016;
- Increase of approximately USD 200 thousand in Learning Outcomes in 2017 largely due to the implementation of the "Better Education Statistics for Improved Learning (BEST)" and the "Strengthening Learning Outcomes Measurement Globally";
- Decrease of USD 206 thousand for I.T. services supporting data production and dissemination largely due to the completion of the most significant expenses for the new UIS cloud-based website in 2016;
- Decrease of USD 139 thousand in 2017 under the Directorate and Communications (Outreach) Section. This is mainly due to the exceptional funding for the Observatory on Equity that was managed under the Directorate's appropriation in 2016.

2017 GB XIX Estimate vs PPC XIX

The 2017 projected expenditure of USD 9.8 million compared to the expenditure estimate of USD 10.2 million presented to the PPC in September represents a decrease of approximately USD 450 thousand. This difference is attributable to a reduced volume of activities translating to approximately USD 309 thousand and a reduction of USD 140 thousand in personnel costs resulting from departures.

At the end of 2017, it is estimated that the overall fund and reserves balances shall stand at nearly USD 6.4 million. Of this total, about USD 2.8 million relates to the stabilization fund for payment of staff indemnities upon termination and other related liabilities, while USD 3.6 million will be carried forward to 2018. However, based on the current financial situation a substantial amount of the reserve balance will have to be utilized to fund the 2018 programme of activities.

Human Resources (HR)

Since last year's Governing Board session, HR activities focused primarily on two key areas: the UIS restructuring and staff/employee movement. The team helped prepare a first set of documents related to the restructuring that the Director's office submitted to the Director General of UNESCO outlining the rationale, strategic goals, revised organizational structure and P level job descriptions for approval in May 2017. Further actions are ongoing with respect to revising GS job descriptions and a very limited number of vacancies (key positions to be launched once funding permits).

By early July 2017, the UIS lost nearly one third of its personnel mostly due to financial limitations that resulted in the non-renewal, resignation and/or agreed separation of 24 staff members/employees. By early November 2017, the number of departures climbed to 28 staff members/employees (representing 27% of total personnel compared to October 2016). Specifically: 2 FT resignations and 2 agreed separations; 3 PA resignations and 4 non-renewals; and 3 SC resignations, 2 contract expiry and 12 non-renewals. The headcount decreased from 95 in October 2016 to 68 in November 2017 (including 1 staff member from UNESCO Headquarters on short-term assignment as Finance and Administrative Officer).

In addition to the administrative follow-up prompted by staff movement this year, the HR team devoted considerable time and resources to assisting both departing and remaining colleagues in a range of areas including benefits, allowances, staffing, career and general information.

As in previous years, the UIS was pleased to receive volunteers and interns supporting education, science and culture statistics within different teams. Specifically: two special interns via a Government of China partnership with the UNESCO headquarters; one volunteer via a Government of China partnership with the United Nations Department of Economic and Social Affairs (UNDESA); and two interns for a total of five interns and volunteers.

In order to provide employees with training opportunities, current financial situation notwithstanding, the UIS continues to encourage staff to take online courses provided by UNESCO, such as career support, competencies, core training, ethics and integrity, financial management, information technology, management and leadership, programme management, security, training for new appointees and language.

Recruitment

The following five posts are under recruitment:

1. Head of Section, Data Analysis and Outreach (UIS/DAO), FT- P5, UIS-579
2. Head of Section, Education Standards and Methodology (UIS/ESM), FT-P5, UIS-319
3. Sr. Finance and Administrative Officer, Administration (UIS/ADM), FT-P4, UIS-020
4. Head of Section, Science, Culture and Communication (UIS/SCC), PA-P4, PA-039
5. Sr. Statistical Assistant, Education Standards and Methodology (UIS/ESM), PA-G6, PA-044

In early December 2017, the UIS anticipates the arrival of a new Human Resources Officer following successful recruitment of post UIS/ADM, FT-P3, 030. We hope to conclude the hiring of a Sr. Finance and Administrative Officer by year-end 2017 that would see a new incumbent in the role during the first quarter of 2018. Given the need for a second posting for this position, headquarters sent two temporary Finance and Administrative Officers to the UIS as a stop-gap measure; the first from end of May to September 2017 and the second from October 2017 onwards.

The Institute will carry forward with the following 2 additional recruitments when funding becomes available:

1. Operations Manager, Director's Office (UIS/DIR), PA-P5, PA-043
2. Head of Section, Learning Outcomes (UIS/LOS) PA-P4, PA-036

Organizational restructuring

The Director General of UNESCO approved the UIS' revised structure in July 2017 and staff were informed in September 2017. Colleagues transitioned into their new teams as per the approved revised structure.

In line with the UIS' three pillars of actions, three new programme sections were created, namely, Education Survey (UIS/ESS); Education Standards and Methodology (UIS/ESM) and the Data Analysis and Outreach (UIS/DAO). The remaining services sections – Administration, Finance and HR (UIS/ADM) and I.T. Services (UIS/ITS) – as well as other programme sections – Learning Outcomes (UIS/LOS), Regional Field Network to Support Member States (UIS/RFN), and Science, Culture and Communication (UIS/SCC) – have either been restructured, and/or renamed including acronyms.

Please see Appendix XI (organizational chart) for details on new teams and staff distribution, also on active vacant positions.

Staff Movement

Since the last Governing Board meeting up until 1 November 2017, the following 28 staff members/employees have left the UIS:

Fixed-term contracts (FT):

- Sirina Kerim Dikeni, UIS/ESS/EDP, Statistical Assistant, agreed separation
- Patrick Montjouridès, UIS/EIDA/REG1, Programme Specialist, resignation
- Albert Motivans, UIS/EIDA, Head of Section, resignation
- Sophia Somogyi, UIS/SCC, Programme Assistant, agreed separation

Project appointment contracts (PA):

- Monica Githaiga, UIS/RSCB/HAR, Statistical Cluster Advisor, non-renewal, restructuring
- Luciana Manhaes Marins, UIS/SCC/STI, Assistant Programme Specialist, resignation
- Jennifer Morrow, UIS/DIR/DOAP, Assistant Programme Specialist, non-renewal, restructuring
- Martin Schaaper, UIS/SCC, Head of Section, resignation
- Valerie Sebbag, UIS/SSAT, Programme Assistant, non-renewal, restructuring
- Ioulia Sementchouk, UIS/SSAT/DPS, Assistant Programme Specialist, non-renewal, restructuring
- Konstantin Soushko-Bortsov, UIS/ESM/MET Sr. Statistical Assistant, resignation

Service contracts (SC):

- Andrew Barton, UIS/SSAT, Assistant Programme Specialist, non-renewal, restructuring
- Dominic Biron, UIS/SCC/CLT, Statistical Assistant, resignation
- Javier Fuentes, UIS/ADM, Finance Assistant, non-renewal, restructuring
- Laura Lucia Gutierrez, UIS/RSCB/STG, Programme Assistant, contract expiry
- Simon Ip Cho, UIS/EIDA/REG 2, Statistical Assistant, non-renewal, restructuring
- Tina Labbé, UIS/DIR/DOAP, Library and Archive Assistant, resignation
- Catherine Miao Li, UIS/ADM, Finance Assistant, non-renewal, restructuring
- Lora Milusheva, UIS/SCC/STI, Statistical Assistant, resignation
- Aki Osawa, UIS/RSCB/BGK, Project Assistant, non-renewal, restructuring
- Matthew Pagani, UIS/SSAT, I.T. support Technician, non-renewal, restructuring
- Catherine Pratte, UIS/ADM, Administrative Assistant, non-renewal, restructuring
- Moliere Solon, UIS/DIR/DOAP, Web Integrator, non-renewal, restructuring
- Naby Soumah, UIS/SSAT/SIS, Software Developer, non-renewal, restructuring
- Aranyaporn Tachajaroenwong, UIS/RSCB/BGK, Programme Assistant, non-renewal restructuring
- Andrey Talman, UIS/SSAT/SIS, Software Developer, non-renewal, restructuring
- Karine Yakap, Finance Assistant, UIS/ADM, non-renewal, restructuring
- Anna Zagrebina, UIS/SCC/CLT, Senior Research Assistant, contract expiry

Building and Security

The UIS facilities at both Decelles Avenue and Queen Mary Road have undergone several verifications of standards to ensure compliance with building norms, regulations and standards and ensure the wellbeing of its staff members.

The Institute pays careful attention to the monthly UN reports on field security, given our staff assigned at various duty stations around the world as well as the volume and diversity of our staff missions. The Institute ensures that all UIS staff have emergency contacts in addition to those of local UNESCO and UNDP offices, if they encounter any difficulties and ensures that their required security training is up-to-date prior to authorizing travel.

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

Appendices

Appendix I – List of acronyms

Appendix II – Financial resources terminology

Annex III – UIS log frame

Appendix IV – Revised Appropriation Resolution 2017

Appendix V – Resources and expenditure in the UIS Special Account for 2016-2017

Appendix VI – Resources in UIS Special Account and UNESCO Decentralised Funds: 2016 Actuals, 2017 GB XIX Estimate and 2017 PPC Estimates

Appendix VII – 2017 PPC approved budget vs year-end estimate by appropriation line

Appendix VIII – Major UIS publications in 2017

Appendix IX – Meetings/conferences/workshops organized by the UIS in 2017

Appendix X – List of UIS employees as at 1 November 2017

Appendix XI – UIS organizational chart as at 1 November 2017

Appendix I – List of acronyms

A4L	Global Partnership for Education's Assessment for Learning
ACER	Australian Council for Educational Research
API	Application programme interface
APMED	Asia-Pacific Meeting on Education 2030
AU/NEPAD	African Union/New Partnership for Africa's Development
BEST	Better Education Statistics for improved learning
CapED	Capacity Development for Education
CECC-SICA	Central American Educational and Cultural Corporation
CLA	Catalogue of Learning Assessments
CONFEMEN	<i>La Conférence des ministres de l'Éducation des États et gouvernements de la Francophonie</i>
CSA	Culture Satellite Account
DFAT	Australian Department of Foreign Affairs and Trade
DFID	Department for International Development of the U.K.
DQAF	Data Quality Assessment Framework
ECLAC	The United Nations Economic Commission for Latin America and the Caribbean
ECOWAS	Economic Community of West African States
EMIS	Education Management Information System
ER	Expected Result
GAML	Global Alliance to Monitor Learning
GCFR	Global Content Framework for Reference
GEMR	Global Education Monitoring Report
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GPE	Global Partnership for Education
IAEG-SDGs	Inter-Agency and Expert Group on the Sustainable Development Goal Indicators
IAG-EII	Inter-Agency Group on Education Inequality Indicators
ICT	Information and Communication Technology
IDB	Islamic Development Bank
IEA	International Association for the Evaluation of Educational Achievement
IIEP	International Institute for Educational Planning
KEDI	Korean Educational Development Institute
LAC	Latin America and the Caribbean
MLA	Main Line of Action
NSDES	National Strategies for the Development of Education Statistics
OECD	Organization for Economic Co-operation and Development
OEI	Organization of Ibero-American States
OOSC	Global Initiative on Out-of-School Children
PASEC	<i>Programme d'analyse des systèmes éducatifs de la Confemem</i>
PEDF	Pacific Education Development Framework
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PPC	Policy and Planning Committee
R&D	Research and Development
SAARC	South Asian Association for Regional Cooperation
SAGA	Science, Technology, Engineering and Mathematics (STEM) and Gender Advancement
SDG(s)	Sustainable Development Goal(s)
SIAP	Statistical Institute for Asia and the Pacific
SIDA	Swedish International Development Cooperation Agency
SPC	Secretariat of the Pacific Community
SSA	sub-Saharan Africa
TCG	Technical Cooperation Group on the Indicators for SDG 4 – Education 2030
TIMMS	Trends in International Mathematics and Science Study
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nation Children's Fund
WHC	World Heritage Convention

Appendix II – Financial resources terminology

Estimated Financial Resources and Expenditures

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

UNESCO Financial Allocation

The financial allocation provided by UNESCO to UIS as approved by the General Conference of UNESCO.

Voluntary Contributions

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

Other Income

This category includes income resulting from currency fluctuation, bank interest, reimbursement of services and other miscellaneous income.

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 programme.

Fund and Stabilization Reserve

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

Annex III – UIS log frame

Outcomes are aligned with **39C5 expected results (39C ER)** as follows:

- ER1: Timely global comparable data on education based on agreed norms, standards and methodologies is available to Member States and other stakeholders to facilitate evidence-based policy formulation and monitoring progress towards SDGs
- ER2: Capacities of national statisticians supported in the production and used of national and globally comparable data on education
- ER 3: International community and Member States produce high-quality national and globally comparable data on learning outcomes (LO) under common standards, global content frameworks and harmonized criteria
- ER4: Timely global comparable data on science, culture and communication, based on agreed norms, standards and methodologies is available to Member States and other stakeholders to facilitate evidence-based policy formulation and monitoring progress towards SDGs
- ER5: Capacities of national statisticians supported in the production and used of national and globally comparable data on science, culture and communication
- ER6: Access to and dissemination of UIS data in education, science, culture and communication is improved at global and regional level

UIS MTS pillars	UIS strategic objective	39C5 ER/ Outcomes	Activities	Target outputs by 31 December 2018	Progress achieved by 31 December 2017
I. Norms, standards and methodology	A.1	ER1	1. Thematic education indicator frameworks to meet the needs of national and international data users established	(i) Agreement on methodology reached for 25 of the 43 SDG 4 thematic indicators	- Agreement reached on the methodology of 21 of the 43 thematic indicators. Remaining 22 indicators require further development: 7 on learning outcomes by GAML Task Forces, 15 others by the TCG's Working Group on Indicator Development
				(ii) Annual meeting of the TCG held; 3 working groups operational and finalising indicator methodologies	- TCG3 meeting held on 1-2 June in Montreal - TCG4 meeting to be held in Jan.2018 in Dubai is in preparation - 3 WGs established (1. Indicator development, 2. Capacity building and 3. Data reporting, validation and dissemination). Work plans and deliverables in 2017 and 2018 approved by TCG - Repository of capacity development tools and funding mechanisms established by WG2
				(iii) Technical documents on indicator methodologies updated with the 4 new indicators	- Metadata for all 43 SDG 4 indicators published in English and French on UIS Website
I. Norms, standards and methodology	A.2	ER2	2. Guidelines for use by countries for the implementation and monitoring of SDG 4.	(i) Regional indicator framework aligned with the SDG4 global and thematic indicators and concepts	- Contributions to 13 high-level meetings in sub-Saharan Africa, 1 regional forum in Asia, and 1 in LAC - Proposal for CECC-SICA indicator framework in line with SDG4-E2030 agenda provided - Thematic indicator framework sent to ECLAC to be considered as the base for elaboration of SDG regional indicator framework carried out by the Statistical Conference of the Americas
				(ii) Draft guidelines ready	- Mapping pilot tool developed in the framework of CapED project
I. Norms, standards	A.1	ER1	4. Development of methodologies and	(i) International Handbook on Measuring Equity in Education published	- An International Handbook on Measuring Equity in Education has been finalized and will be published early in 2018

UIS MTS pillars	UIS strategic objective	39C5 ER/ Outcomes	Activities	Target outputs by 31 December 2018	Progress achieved by 31 December 2017
and methodology			indicators of equity in education	(ii) 2 new equity indicators developed, mainstreaming equity indicator methodologies into the regular education indicator calculation process	- Additional parity indices (location parity index, wealth parity index) calculated and added to UIS Data Centre
I. Norms, standards and methodology	A.1	ER4	5. Development of methodologies and indicators of equity in STI	(i) SAGA tool kit and series of working papers published	- SAGA Toolkit, Survey on Gender Equality in STI Policies and Instruments and Survey of Drivers and Barriers to Careers in Science and Engineering were reviewed by SAGA's Advisory Committee and officially launched at World Science Forum in Nov 2017 (Jordan)
I. Norms, standards and methodology	A.1	ER1	6. Development of methodologies on household expenditure on education	(i) Data extraction protocol for education expenditure data from existing household surveys established	- Data extraction protocol to produce internationally comparable indicators (including SDG 4.5.4) finalized - Guidelines on data collection for education expenditure in household surveys drafted - Data release announced on GPE blog in June 2017
				(ii) Household expenditure indicators--total by level of education for SDG indicator 4.5.4 - developed	- Programmed and was published in the June 2017 education data release
I. Norms, standards and methodology	A.1	ER1	7. Harmonization of education indicators based on household survey data	(i) Guidelines for calculation of SDG 4 indicators based on household survey data developed	- UIS methodology for calculation of parity indices (gender, location, wealth) from household survey data developed - Calculation of adjusted gender parity index documented in UIS-GEMR out-of-school fact sheet 2017 - SDG indicator 4.5.1 to be discussed at the meeting of IAG-EII (Dec. 2017)
I. Norms, standards and methodology	A.1	ER3	8. Development of an agreed-upon global framework to produce comparative analysis in learning outcomes	(i) 15 technical documents published	- Final draft of GP-LA produced - Updated DQAF for learning assessment concept note produced - DQAF guidelines produced - Data alignment operational summary produced - Preliminary GCFR for indicator 4.1.1 (reading and mathematics) produced for global consultation - Learning scale methodology paper produced - Link between GCFR and learning scale produced
				(ii) GAML meeting twice a year where methodological developments are agreed upon	GAML3 (May, Mexico City) and GAML4 (November, Madrid) held
				(iii) 2 regional networks are in place and contribute to the developments under GAML	- In collaboration with the GPE, a funding request (A4L) for the establishment of a Regional Assessment Network in relation with GAML drafted
II. Data production	B.1	ER2	9. Development of a Data Quality Assurance Framework (DQAF) for assessing administrative data coming from school surveys	(i) DQAF further improved and conducted in 14 countries where National Strategies for the Development of Education Statistics (NSDES) are developed based on the DQAF recommendations	- DQAF reports conducted in 2016 finalized with the NSDES for three countries in the Pacific region (Samoa, Kiribati, and Tonga) - Two DQAF and the related NSDES conducted in two additional countries in the Pacific region (Papua New Guinea and Tuvalu) - In the context of the CapED project, initial missions conducted to 5 Asian countries - DQAF conducted in 4 SSA countries - NSDES developed in 3 SSA countries

UIS MTS pillars	UIS strategic objective	39C5 ER/ Outcomes	Activities	Target outputs by 31 December 2018	Progress achieved by 31 December 2017
I. Norms, standards and methodology	A.1	ER4	10. Development of SDG Culture Thematic Indicators	(i) Framework and the list of the SDG culture thematic indicators produced	- UIS attended the Expert Workshop on Measuring Culture in the SDGs organized by the Division for Creativity, UNESCO Culture Sector
I. Norms, standards and methodology	A.1	ER4	11. New international standard: Culture Satellite Accounts (CSA) Methodology: International Recommendations	(i) Finalized draft of the International Recommendations for a CSA completed and prepared for publication in 2019	- First complete draft of the International recommendations for a Culture Satellite Account (CSA) was prepared - UIS CSA Technical Advisory Group was set up - Preparations for the Global consultations to take place in mid-2018 started
I. Norms, standards and methodology	A.1	ER4	12. Development of thematic list of STI indicators for the SDGs	(i) Finalized draft of the thematic list of STI indicators ready and implementation guide produced	- Initial draft list (prepared by a consultant including the feedback from STI Advisory Board in Nov 2016) was further revised - 5th meeting of the IAEG on SDG Indicators and the 2nd multi-stakeholder Annual Forum on STI for the SDGs were attended
I. Norms, standards and methodology	A.1	ER4	13. Revision of the concept of Scientific and Technological Activities (STA): STS and STET	(i) Revised methodology for Scientific and Technological Services (STS) published	- Draft technical paper was prepared (with the feedback from STI Advisory Board) - Global consultation is underway
				(ii) Draft methodology for measuring Scientific and Technological Education and Training (STET) ready	- Draft discussion paper was prepared, but did not meet the 2017 timeline
II. Data production		ER1	14. Annual update of UIS' database of comparable SDG4 and other education indicators	(i) Comparable education indicators for the reference year 2016 released in the UIS database	- UIS 2017 Survey of Formal Education launched in March 2017 - Data were collected, processed and validated and are currently being prepared for publication in February 2018
				(i) Coverage of 18 key SDG4 thematic indicators produced by the UIS: average of 45% of indicators available by country* for the reference year (+1,-1), 45% for sub-Saharan African countries	- 36% of 18 key SDG 4 indicators produced by the UIS available at the global level; and 37% for sub-Saharan Africa
II. Data production		ER3	14.A. Indicators on learning outcomes	(i) SDG 4.1.1 indicator anchored on a common learning scale published for 80 countries from cross-national learning assessments and 10 from national assessments, 5 of which from sub-Saharan Africa	- SDG 4.1.1 indicator published for cross-national assessments (Note: not comparable between assessments) - Preliminary indicator 4.1.1 published for 25, 58 and 79 countries data in Mathematics and for 25, 54 and 60 countries data in Reading for each of the measurement points based on existing cross-national assessments with footnotes indicating limitations
				(ii) SDG 4.2.1 indicator published for 75 countries from regional initiatives	- SDG 4.2.1 indicator published for 58 countries base on regional initiatives with footnotes indicating limitations
				(iii) SDG 4.4.1 indicator published for 25 countries from existing cross-national and national assessments	- SDG 4.4.1 indicator published for 18 countries base on existing international assessment (ICILS) with footnotes indicating limitations
				(iv) SDG 4.6.1 indicator published for 50 countries from existing international and national adult literacy assessments	- SDG 4.6.1 indicator published for 31 countries in literacy and 23 countries in numeracy base on existing international assessment (PIAAC) and national adult literacy assessments with footnotes indicating limitations.

UIS MTS pillars	UIS strategic objective	39C5 ER/ Outcomes	Activities	Target outputs by 31 December 2018	Progress achieved by 31 December 2017
				(v) SDG 4.7.4 and 4.7.5 indicators definition and mechanism developed	- Mapping for SDG 4.7.4 and 4.7.5 indicators to understand what is available completed
				(vi) Catalogue for Learning Assessment (CLA) modules 1 and 2 collects meta-information and national data for 100 countries	- CLA modules 1 and 2 questionnaires, instructional manual and glossary developed and field tested
				(vii) 2017 Survey of Cross-National Assessments data processed and disseminated via the UIS website	- Questionnaire on Country Participation in Cross-National Assessments (CNA) and Questionnaire on Cross-National Assessment Agencies sent and data collected
				(viii) Data on national assessment results for 50 countries, including 15 countries from Sub-Saharan Africa, collected	- Questionnaire on Results of National Assessments sent and data collected from 11 countries in Sub-Saharan Africa
II. Data production		ER1	14.B. Indicators on literacy and educational attainment	(i) Literacy and educational attainment indicators available for 200 countries, including 130 countries with data since 2010	- Data available for 207 countries including 135 since 2010 in UIS Data Centre
II. Data production		ER1	14.C. Indicators based on household survey data	(i) Data on total household expenditure on education in 60 countries available in the UIS Data Centre	- Data on household expenditure per student published for 81 countries on UIS Data Centre in June 2017 - Data release announced on GPE blog in June 2017 - Agreement with ECLAC that made possible the production and publication of HHS-based indicators on education for 18 countries from Latin America
				(ii) Equity database released with 5 indicators covering 100 countries with disaggregated data, including at least 4 SDG 4 indicators that can be disaggregated by sex, location and wealth. For two thirds of countries, data are not older than 5 years	- Equity database with data for 26 SDG 4 indicators released in December 2017 - Contains completion rates, attendance rates and out-of-school rates disaggregated by sex, location and wealth for 111 countries - For 55% of these 111 countries, the data are not older than 5 years - The proportion of children and young people achieving at least a minimum proficiency level in (i) reading and (ii) mathematics is also available disaggregated by sex, location and wealth - Other indicators are disaggregated by sex include: gross intake ratio to the last grade, percentage of children over-age for grade, gross enrolment ratio for tertiary education, participation rate in technical-vocational programmes, educational attainment, literacy rate, percentage of trained teachers, percentage of qualified teachers, and the teacher attrition rate
II. Data production		ER1	14.D. Indicators based on administrative data	(i) Out-of-school rate for children of primary school age for reference year (-1,+1) published for 143 countries, and for 115 countries for adolescents of lower secondary school age	- Out-of-school rate for children of primary school age for reference year 2015 (-1,+1) published for 144 countries, and for 114 countries for adolescents of lower secondary school age published on UIS Data Centre and API June 2017
				(ii) Pupil-teacher ratio in primary education for reference year (-1,+1) published for 153 countries	- Pupil-teacher ratio in primary education for reference year 2015 (-1,+1) published on UIS Data Centre and API for 155 countries in June 2017
				(iii) Government expenditure on education as % of GDP for the reference year (-1, +1) published for 100 countries in the UIS Data Centre	- Government expenditure on education as % of GDP for the reference year 2015 (-1, +1) published for 101 countries in the UIS Data Centre and API in June 2017

UIS MTS pillars	UIS strategic objective	39C5 ER/ Outcomes	Activities	Target outputs by 31 December 2018	Progress achieved by 31 December 2017
II. Data production		ER4	15. Culture statistics data available in the UIS Data Centre	(i) Implementation of UIS SDG Survey of Heritage Statistics	- UIS SDG 11.4.1 Heritage Statistics Pilot Survey launched - UIS SDG 11.4 Metadata Survey of Cultural and Natural Heritage Statistics launched
				(ii) New data on cultural employment statistics for 50 countries available in UIS Data Centre	- New data processed and available for 63 countries in the Cultural Employment database and released on the UIS Website - The glossary of terms for cultural employment survey released on the UIS website in three languages (English, French and Spanish) - The metadata of the cultural employment survey released in two languages (English French) on the UIS Website - <i>The launch of 2017 Survey was cancelled due to resource constraints</i> - <i>The production of a first draft of A Methodological Guideline for the Production of Cultural Employment Indicators was cancelled for 2017 due to resource constraints and change of priorities</i>
				(iii) International Cultural Trade Statistics data for the reference year 2015 available for 60% of countries/territories	- Trade data updated for 2014 for 120 countries/territories for internal purposes
				(iv) New data on feature film statistics for 70 countries available in UIS Data Centre	- New data updated in the Feature film database for 74 countries and released on the UIS Website - <i>The launch of the 2017 Survey was cancelled due to resource constraints</i> - <i>The production of a second draft of a Guide to UIS Indicators on the Cinema Sector was cancelled for 2017 due to resource constraints and change of priorities</i>
II. Data production		ER4	16. Annual update of UIS' database with SDG 9.5.1/9.5.2 and other R&D indicators	(i) SDG 9.5.1/9.5.2 and other R&D indicators available for 160 countries (based on 2017 R&D survey)	- Results from the 2016 R&D survey were processed and country level data were released (for 157 countries) in June 2017 - Regional averages have been produced (manually) and released in Dec 2017 - 2017 R&D survey was sent out in July 2017 and data are being processed - STI glossary (EN/FR) has significantly been updated with revised R&D definitions as per revised Frascati Manual 2015 - <i>Developing a system to automatically produce regional averages and developing a metadata system for R&D did not progress much</i>
II. Data production	B.1	ER5	17. Capacities of national statisticians to produce and use national and globally comparable data on STI improved	(i) 30 national statisticians trained annually to collect, analyse, use and report STI statistics	- - Regional training workshop on STI policy/metrics for Caribbean countries was held in Trinidad and Tobago, co-organised with UNESCO HQ and the Kingston office (where 20 STI policy/statistics officers were trained) - Project to develop capacity in the Gambia (in conducting a national baseline study of key STI indicators, funded by IsDB) was started. A workshop of key stakeholders (June 2017) and a training workshop on STI indicators (Oct 2017) were held - Technical meeting/congress on STI indicators organized by RICYT was attended and co-financed - AU/NEPAD African STI Indicators Initiative data validation workshop was attended by field staff (Africa) - National SAGA training workshops in Canada (Quebec), Thailand, Jamaica, Lebanon, and Haiti were held. Feasibility of having training in Liberia, Kenya, and the Gambia are being assessed
II. Data production	B.1	ER5	18. Capacities of national statisticians to produce and use national and globally comparable data on culture improved	(i) 30 national statisticians trained annually to collect, analyse, use and report culture statistics	- <i>Training on culture statistics was not provided due to resource constraints</i>

UIS MTS pillars	UIS strategic objective	39C5 ER/ Outcomes	Activities	Target outputs by 31 December 2018	Progress achieved by 31 December 2017
II. Data production	B.1	ER2	19. Capacities of national statisticians to produce and use national and globally comparable data on education improved	(i) 250 national statisticians trained annually to collect, analyse, use and report education statistics	(a) Training on education data collection, reporting and SDG 4 indicator framework provided to 250 national statisticians
				(ii) 100 countries where statistical capacities to report data at international level have been enhanced as a result of UIS interventions	- 70 countries where statistical capacities to report data at international level have been enhanced as a result of UIS interventions - 4 countries where capacities enhanced in Data Quality Assessment (under CapED project)
				(iii) 1 online statistical training tools developed by the UIS and made available to national statisticians	- A 'light DQAF' tool for government education finance data and two accompanying tools for CapEd-finance: an Education Financing Flow Mapping tool and a template to identify data sources for education financing developed in June 2017 - Online DQAF Self-Assessment tool developed for the Pacific Region - A Questionnaire Aid-Material with FAQ and a Pamphlet developed to support countries in the Pacific to complete UIS Education Survey of Forma education - Tool for data quality assessment of household survey data on education developed.
III. Data analysis, communication and use	C.1	ER6	20. Improved knowledge of education stakeholders on progress on SDG4	(i) Annual SDG Digest published	- SDG Digest published in December 2017
				(ii) 1 thematic data report published	- Report on disability and education published. - Contribution to 2018 UN Flagship Report on Disability and Development drafted
				(iii) 1 additional eAtlas or data product (infographics, data visualisations)	- Data visualization on teachers in East and South-East Asia as part of Equity release prepared and published in December 2017 - Factsheet on disability and education published - eAtlas on gender and teachers updated - Factsheets and eAtlases on out-of-school and literacy published
				(iv) Presentations in regional and national events	
III. Data analysis, communication and use	C.2	ER6	21. Improved knowledge of stakeholders on STI and culture statistics produced by UIS	(i) 5 factsheets and reports on STI and culture statistics produced/updated	- Factsheet on women in the cultural workforce produced and released - An information paper on the results of the second global innovation data collection published - R&D e-Atlas, fact sheets and data visualization updated
III. Data analysis, communication and use	C.2	ER6	22. Improved knowledge of stakeholders on how to use indicators to formulate robust policies and monitor progress	(i) 12 training webinars held	
III. Data analysis, communication and use	C.2	ER6	23. Improved knowledge of education stakeholders on issues related to equity in education	(i) Products related to the equity database, including fact sheet, tutorial, data visualisation, and a short report on disability and education produced	- Data visualization on teachers in East and South-East Asia, paper on disability and education released

UIS MTS pillars	UIS strategic objective	39C5 ER/ Outcomes	Activities	Target outputs by 31 December 2018	Progress achieved by 31 December 2017
OTHER			24. Services to third parties	i) Support to GEMR provided ii) Support to UNESCO sectors provided (iii) Support to other stakeholders provided	<ul style="list-style-type: none"> - Contribution to the 2017 Global Education Monitoring Report (GEMR) including data, a background paper on teachers and a box on UIS work on household expenditure on education (in collaboration with ESM/HHS and ACO) - Draft of a technical paper on trends, challenges, typology and taxonomy of teacher's training to achieve Education 2030 - Pilot Questionnaire on World Atlas of Languages in Danger finalised - Pilot survey on World Atlas of Languages in Danger was carried out - Technical recommendations on the development of the World Heritage Centre (WHC) Periodic Reporting Analytical framework produced - Chapter on the preferential treatment of cultural goods and services for the UNESCO CLT Sector 2017 Diversity Convention Global Report produced - UIS Feature films and cultural employment data provided for the 2017 Report of the 2005 UNESCO Diversity Convention - Validated data for the global SDG 4 indicators provided to UNSD for publication in the Global SDG database in July 2017 - R&D data (SDG 9.5.1/9.5.2) have been submitted to UNSD for inclusion in the annual SDG report with analysis - R&D data have been submitted for inclusion in the annual Global Innovation Index (GII) with analysis of data for a box - Technical support provided to UIS institutional education data users (OECD, World Bank, UNICEF) to help them access data and address data issues they might have

Appendix IV – Revised Appropriation Resolution 2017

UIS/GB/XIX/2017 Appropriation Resolution

(a) For the financial period 2017 the sum of **USD 9,794,286** is appropriated as follows:

Appropriation Line:	Amount in US\$
Education Standards & Methodology	1,102,608
Education Survey	1,771,534
Education Analysis & Equity	267,491
Regional Field Network to Support Member States	1,431,752
Science, Culture and Communication	903,732
Learning Outcomes	630,943
Total Programme Operations	6,108,060
Governing Board	65,000
Directorate	533,204
General Administration	1,144,123
Communications (Outreach)	527,036
IT Services	1,416,863
Total Governing Board, Directorate and Support Services	3,686,226
GRAND TOTAL APPROPRIATION 2017	9,794,286

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

Sources of Financing:

UNESCO Income	4,760,680
Voluntary Contributions	5,875,712
Other Income	95,876
Savings on Prior Periods Obligations	3,123
Adjustment to Reserve and Fund Balances	-280,633
Carry-over from Previous Year	2,964,460
GRAND TOTAL RESOURCES FOR 2017	13,419,218

(c) The Director is authorized to accept and add to the appropriation approved under paragraph (a) above voluntary contributions, 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, in accordance with Article 4.4 of the Financial Regulations of the Special Account for the UNESCO Institute for Statistics, to issue allotments and enter into commitments within the limits of the funds that have become available during the financial period 1 January 2017 to 31 December 2017, as follows:

- i. within the limit of the amounts appropriated under (a);
- ii. the budgetary commitments made before 31 December 2017 to be delivered in the subsequent calendar year (2018) shall, in accordance with Article 4.5 of the Financial Regulations of the Special Account for the UNESCO Institute for Statistics and the Financial Regulations, Rules and directives of UNESCO, remain available and valid during that calendar year (2018).

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

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

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

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

(i) The Director is authorized 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. Such amounts used for termination or separation shall be reported to the Governing Board at the session following such action.

(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 V – Resources and expenditure in the UIS Special Account for 2016-2017

Amounts in USD

Regular and Extrabudgetary Programmes	2016	2017 Estimate			
	Actual (1)	GB XIX 12/17 (2)	PPC XIX 09/17 (3)	PPC XVIII 04/17 (4)	PPC XVII 02/17 (5)
A. UIS SPECIAL ACCOUNT					
I. GENERAL INCOME					
UNESCO Financial Allocation	3,847,400	3,847,400	3,847,400	3,847,400	3,847,400
Other UNESCO Income	250,000	913,280	853,280	350,000	350,000
Voluntary Contributions	6,057,414	5,875,712	3,855,564	3,683,013	3,683,013
TOTAL GENERAL INCOME	10,154,814	10,636,392	8,556,244	7,880,413	7,880,413
II. OTHER INCOME					
Reimbursement of Services	67,287	2,700	2,000	2,000	2,000
Currency Exchange Adjustment	149,068	5,000	80,000	150,000	150,000
Miscellaneous Income	18,947	7,000	5,000	20,000	20,000
Interest from Banks and UNESCO	44,736	81,176	75,000	15,000	15,000
TOTAL OTHER INCOME	280,038	95,876	162,000	187,000	187,000
SUB-TOTAL UIS SPECIAL ACCOUNT	10,434,852	10,732,268	8,718,244	8,067,413	8,067,413
III. OTHER RESOURCES					
Liquidation of previous years' obligations	35,658	3,123	3,123	30,000	30,000
Transfer to Stabilization Reserve Account	-352,432	-280,633	-312,000	-292,500	-292,500
Transfer to GPE (unspent funds)	-108,893	-	-	-	-
Reserves & Fund Balances on 1 January	4,161,261	2,964,460	2,964,460	2,786,794	2,786,794
TOTAL OTHER RESOURCES *	3,735,594	2,686,950	2,655,583	2,524,294	2,524,294
TOTAL UIS SPECIAL ACCOUNT *	14,170,446	13,419,218	11,373,827	10,591,707	10,591,707
B. EXPENDITURE					
I. PROGRAMME OPERATIONS					
Education Indicators & Data Analysis	3,030,080				
Standards & Methodology		1,102,608	1,156,726	1,052,034	1,079,065
Survey		1,771,534	1,799,338	1,887,387	1,898,473
Analysis & Equity		267,491	292,746	399,198	402,028
Learning Outcomes	512,891	630,943	689,220	626,223	404,850
Statistical Services and Technology (<i>ITS 2017</i>)	2,123,456				
Science, Culture and Communication	1,143,983	903,732	997,627	1,005,278	1,099,655
Regional Field Network (RFN)	1,630,180	1,431,752	1,514,922	1,378,626	1,193,159
TOTAL PROGRAMME OPERATIONS	8,440,590	6,108,060	6,450,579	6,348,746	6,077,230
II. GB, DIRECTORATE & SUPPORT SERVICES					
Governing Board	49,695	65,000	60,000	60,000	60,000
Directorate (<i>as at GBXVIII included</i> <i>Communications</i>)	1,186,912	533,204	485,922	507,571	456,460
Communications (Outreach)		527,036	517,235	566,113	693,740
General Administration	1,528,789	1,144,123	1,270,021	1,307,970	1,319,449
I.T. Services		1,416,863	1,460,197	1,446,128	1,575,362
TOTAL GB, DIRECTORATE & SUPPORT SERVICES	2,765,396	3,686,226	3,793,375	3,887,782	4,105,011
TOTAL EXPENDITURE I & II	11,205,986	9,794,286	10,243,954	10,236,528	10,182,241
Reserve Balance	2,964,460	3,624,932	1,129,873	355,179	409,466
Add: the Stabilization Fund**	2,890,540	2,765,672	2,960,391	3,179,068	3,179,068
BALANCE AT YEAR END - RESERVE & STABILIZATION FUND	5,855,000	6,390,604	4,090,264	3,534,247	3,588,534

* does not include Stabilization fund

** in 2017 termination indemnities in the amount of USD 350,804 were paid

Appendix VI – Resources in UIS Special Account and UNESCO Decentralised Funds: 2016 Actuals, 2017 GB XIX Estimate and 2017 PPC Estimates

Amounts in USD

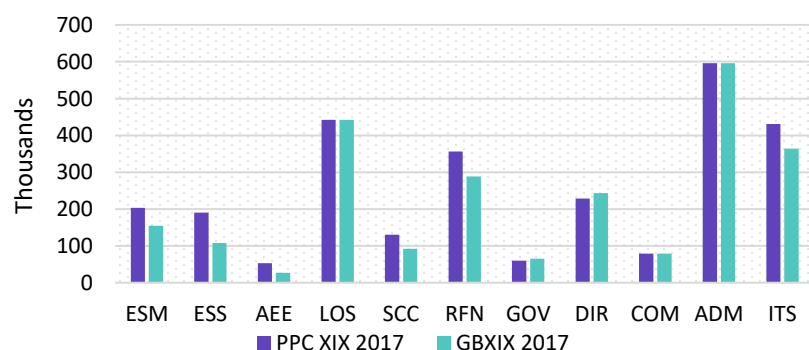
Regular & Extrabudgetary Programmes								
Source	2016		2017-2016		PC XIX 09/17	PPC XVIII 04/17	PPC XVII 02/17	Increase/ (Decrease)
	Actual	GB XIX Estimate 12/17	Increase/ (Decrease)	(3)=(2)-(1)				
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
A. UIS SPECIAL ACCOUNT								
<u>I. GENERAL INCOME</u>								
UNESCO Financial Allocation	3,847,400	3,847,400	-	3,847,400	3,847,400	3,847,400	-	
Other Income from UNESCO								
UNESCO's CapED	250,000	763,000	513,000	703,000	350,000	350,000	60,000	
OOSC Study in South Sudan		150,280	150,280	150,280			-	
Total Income from UNESCO	4,097,400	4,760,680	663,280	4,700,680	4,197,400	4,197,400	60,000	
Voluntary Contributions								
Australia (DFAT)	668,114	641,155	-26,959	641,155	639,579	639,579	-	
Canada & Quebec	1,350,980	1,388,651	37,671	1,372,391	1,371,717	1,371,717	16,260	
Canada (Global Affairs Canada)	744,048	778,816	34,768	764,526	765,697	765,697	14,290	
Norway	1,095,597	1,712,748	617,151				1,712,748	
Sweden (SIDA)	604,115	575,496	-28,619	575,496	599,520	599,520	-	
United Kingdom (DFID)	1,129,815	64,577	-1,065,238	64,577			-	
Other								
The Bill & Melinda Gates Foundation		299,450	299,450				299,450	
Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)	64,745		-64,745				-	
Islamic Development Bank (IDB)		33,900	33,900	56,500	56,500	56,500	-22,600	
The William & Flora Hewlett Foundation	400,000	250,000	-150,000	250,000	250,000	250,000	-	
World Bank (GPE)		130,919	130,919	130,919			-	
Total Voluntary Contributions	6,057,414	5,875,712	-181,702	3,855,564	3,683,013	3,683,013	2,020,148	
TOTAL GENERAL INCOME	10,154,814	10,636,392	481,578	8,556,244	7,880,413	7,880,413	2,080,148	
<u>II. OTHER INCOME</u>								
Reimbursement of Services	67,287	2,700	-64,587	2,000	2,000	2,000	700	
Currency Exchange Adjustment	149,068	5,000	-144,068	80,000	150,000	150,000	-75,000	
Miscellaneous Income	18,947	7,000	-11,947	5,000	20,000	20,000	2,000	
Interest from Banks and UNESCO	44,736	81,176	36,440	75,000	15,000	15,000	6,176	
TOTAL OTHER INCOME	280,038	95,876	-184,162	162,000	187,000	187,000	-66,124	
SUB-TOTAL UIS INCOME SPECIAL ACCOUNT	10,434,852	10,732,268	297,416	8,718,244	8,067,413	8,067,413	2,014,024	
<u>III. OTHER RESOURCES</u>								
Liquidation of Prev. Years' Obligations	35,658	3,123	-32,535	3,123	30,000	30,000	-	
Transfer to Stabilization Reserve Account	-352,432	-280,633	71,799	-312,000	-292,500	-292,500	31,367	
Transfer to GPE (unspent funds)	-108,893		108,893				-	
Reserves & Fund Balances on 1 January	4,161,261	2,964,460	-1,196,801	2,964,460	2,786,794	2,786,794	-	
Operating Reserve (Stabilization Fund)	2,890,540	2,765,672	-124,868	2,960,391	3,179,068	3,179,068	-194,719	
TOTAL OTHER RESOURCES	6,626,134	5,452,622	-1,173,512	5,615,974	5,703,362	5,703,362	-163,352	
TOTAL RESOURCES: UIS SPECIAL ACCOUNT	17,060,986	16,184,890	-876,096	14,334,218	13,770,775	13,770,775	1,850,672	
B. UNESCO DECENTRALIZED FUNDS								
Other Decentralized Funds	122,314	69,667	-52,647	69,963	20,000	20,000	-296	
TOTAL DECENTRALIZED FUNDS	122,314	69,667	-52,647	69,963	20,000	20,000	-296	
GRAND TOTAL: FUNDS MANAGED BY UIS	17,183,300	16,254,557	-928,743	14,404,181	13,790,775	13,790,775	1,850,376	

Appendix VII – 2017 PPC approved budget vs year-end estimate by appropriation line

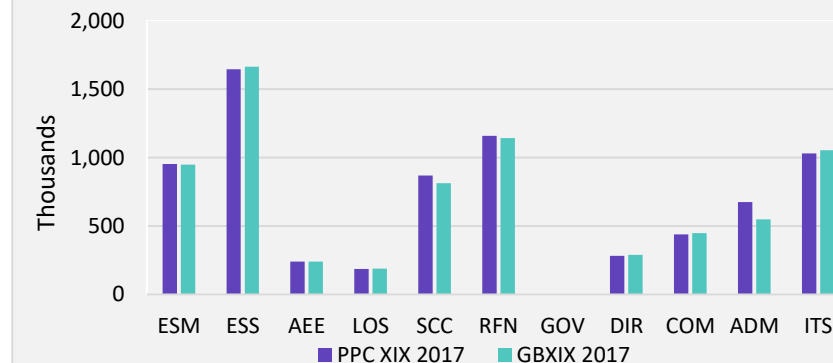
Amounts in USD

Appropriation lines	2017 PPC XIX Estimate 12/09/2017				2017 GBXIX Estimate 04/12/2017				Difference	
	Personnel Costs Full Year Contracts	Activities Costs	Total	Share	Personnel Costs Full Year Contracts	Activities Costs	Total	Share	Difference GB 2017 vs PPC 2017	% of Difference
I. PROGRAMME OPERATIONS										
Education:										
Standards & Methodology (ESM)	953,772	202,954	1,156,726	11%	948,102	154,506	1,102,608	11%	-54,118	-5%
Survey (ESS)	1,609,228	190,110	1,799,338	17%	1,663,682	107,852	1,771,534	18%	-27,804	-2%
Analysis & Equity (AEE)	239,803	52,943	292,746	3%	240,367	27,124	267,491	3%	-25,255	-9%
Learning Outcomes (LOS)	247,220	442,000	689,220	7%	188,943	442,000	630,943	6%	-58,277	-8%
Science, Culture & Communication (SCC)	867,581	130,046	997,627	10%	811,471	92,261	903,732	9%	-93,895	-9%
Regional Field Network (RFN)	1,159,060	355,862	1,514,922	15%	1,143,058	288,694	1,431,752	15%	-83,170	-5%
Sub-Total I	5,076,664	1,373,915	6,450,579	63%	4,995,623	1,112,437	6,108,060	62%	-342,519	-5%
II. GOVERNING BOARD, DIRECTORATE & SUPPORT										
Governing Board (GOV)		60,000	60,000	1%		65,000	65,000	1%	5,000	8%
Directorate (DIR)	257,544	228,378	485,922	5%	290,204	243,000	533,204	5%	47,282	10%
Communications-Outreach (COM)	437,835	79,400	517,235	5%	447,636	79,400	527,036	5%	9,801	2%
General Administration (ADM)	674,021	596,000	1,270,021	12%	548,123	596,000	1,144,123	12%	-125,898	-10%
IT Services (ITS)	1,029,017	431,180	1,460,197	14%	1,052,923	363,940	1,416,863	15%	-43,334	-3%
Sub-Total II	2,398,417	1,394,958	3,793,375	37%	2,338,886	1,347,340	3,686,226	38%	-107,149	-3%
TOTAL EXPENDITURE UIS SPECIAL ACCOUNT	7,475,081	2,768,873	10,243,954	100%	7,334,509	2,459,777	9,794,286	100%	-449,668	-4%

2017 Activities PPC XIX VS GB XIX



2017 Personnel Costs PPC XIX VS GB XIX



Appendix VIII – Major UIS publications in 2017

Sustainable Development Data Digest No. 2: The Quality Factor: Strengthening National Data to Monitor Sustainable Development Goal 4 (English, French, Spanish) – publish in November

Capacity development tools (methodologies and templates) to help countries collect data to monitor progress towards SDG 4-Education 2030 goals: ([English](#)) ([French](#))

Concept notes

Measuring Scientific and Technological Services (STS): Draft Paper for Consultation ([English](#))

UIS Theory of Change ([English](#))

Metadata for the Global and Thematic Indicators for the Review of SDG 4 and Education 2030 ([English](#)) ([French](#))

The Global Alliance to Monitor Learning (GAML): Result Framework ([English](#))

The Global Alliance to Monitor Learning (GAML): Theory of Change ([English](#))

The Global Alliance to Monitor Learning (GAML): Governance and Organization ([English](#))

Information papers

“Counting the Number of Children Not Learning: Methodology for a Global Composite Indicator for Education” ([English](#))

“Mind the Gap: Proposal for a Standardised Measure for SDG 4-Education 2030 Agenda” ([English](#))

“UIS Indicator Development in the Field of Education” ([English](#))

“Availability and Reliability of Education Finance Data in Household Surveys” ([English](#))

“Country Readiness to Monitor SDG 4 Education Targets: Regional Survey for Sub-Saharan Africa” ([English](#))

“Age Adjustment Techniques in the Use of Household Survey Data” ([English](#))

“Summary Report of the 2015 UIS Innovation Data Collection” ([English](#))

“The Data Revolution in Education” ([English](#))

Fact sheets

UIS fact sheet on children not learning: “More than One-Half of Children and Adolescents are not Learning Worldwide” ([English](#)) ([French](#))

UIS fact sheet on literacy: “Literacy Rates Continue to Rise from One Generation to the Next” ([English](#))

UIS/GEMR fact sheet on out-of-school children: “Reducing Global Poverty through Universal Primary and Secondary Education” ([English](#)) ([French](#))

“Human Resources in R&D” ([English](#)) ([French](#))

“Global Investments in R&D” ([English](#)) ([French](#))

“Women in Science” ([English](#)) ([French](#))

UIS fact sheet on disability: “Education and Disability” ([English](#))

UNESCO eAtlases (updates to)

[UNESCO eAtlas for Education 2030](#)

[UNESCO eAtlas of Gender Inequality in Education](#)

[UNESCO eAtlas of Out-of-School Children](#)

[UNESCO eAtlas of R&D](#)

[UNESCO eAtlas of Teachers](#)

[UNESCO eAtlas of Literacy](#)

UIS Data Blogs (in chronological order as of 6 November)

[Monitoring Reading and Writing to Help Children Climb the Ladder of Education](#)

[The Role of the UIS in the New Global Action Plan for Sustainable Development Data](#)

[International Day of Women and Girls in Science: We Need Frameworks, not Patchworks, to Plug the Leaky Pipeline](#)

[The Un-sung Heroes of the Quest for Good Data: National Statistical Offices and Ministries](#)

[A Pan-Canadian View on Global Citizenship and Sustainability](#)

[International Women's Day: Why We Need to Connect Data and Advocacy to Achieve Gender Equality](#)

[Postcard from Madagascar: Bridging the Gap between Data and Policy across all Three Education Ministries](#)

[Why We Need a Flagship Indicator for Education: All Children in School and Learning](#)

[We Need a Paradigm Shift in Education Data to Build the Learning Generation](#)

[Helping Countries Improve their Data on Out-of-School Children](#)

[Countries, Experts and Agencies Meet to Measure Progress Towards Education 2030](#)

[The World's Families: Hidden Funders of Education](#)

[A Roadmap with Workable Tools to Measure Learning Achievements Worldwide](#)

[The Pressure is On! Powering Ahead with the Technical Cooperation Group for SDG 4 – Education 2030 Indicators](#)

[World Poverty Could Be More than Halved if All Adults Finish Secondary School](#)

[Everything is in Place to Track Global Progress on Education: Except the Data](#)

[A Pragmatic and Unified Approach to Measure Learning Globally](#)

[Learning Progression Explorer: Tell Us What You Think](#)

[Moving Up a Gear: The CapED Initiative](#)

[Tracking Literacy in an Increasingly Digital World](#)

[Building a True Picture of Lifelong Learning](#)

[New Data Reveal a Learning Crisis that Threatens Development Around the World](#)

[News from Hamburg: Big Steps Forward towards Reliable Metrics to Harmonise Learning Assessment Data Globally](#)

[The Teacher's Waking Nightmare](#)

Appendix IX – Meetings/conferences/workshops organized by the UIS in 2017

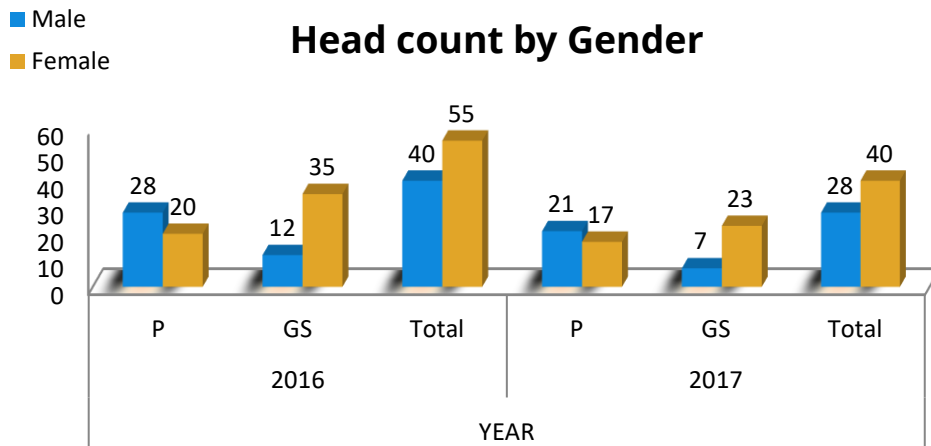
Event	Location
January	
UIS Workshop on Planning 2017, Capacity Building and CapED project	Montreal, Canada
Sub-Regional Meeting on Education 2030: Implementing the Sustainable Development Goal (SDG) 4 in Central Asia	Almaty, Kazakhstan
May	
Training Session on CapED Project	Montreal, Canada
<i>Atelier de formation des coordonnateurs régionaux des statistiques au calcul et à l'analyse des principaux indicateurs de l'éducation</i>	Abidjan, Ivory Coast
Third Meeting of the Global Alliance to Monitor Learning	Mexico City, Mexico
<i>Journée de partage avec les directeurs d'école sur les résultats et les difficultés de la campagne statistique</i>	Abidjan, Ivory Coast
The Australian Department of Foreign Affairs and Trade (DFAT) Roundtable Consultation Meeting	Apia, Samoa
June	
Third Meeting of the Technical Cooperation Group (TCG) on SDG-4 Education 2030 Indicators	Montreal, Canada
Regional Technical Workshop on the Implications of the Sustainable Development Goal (SDG) 4 for Education Planning and Monitoring and Evaluation	Bridgetown, Barbados
UIS Global Donors Group Meeting	Ottawa, Canada
August	
Workshop of Asian Cooperation Group on Educational Indicator Development and Statistical Capacity Building	Seoul, Republic of Korea
September	
XIX UIS Policy and Planning Committee Meeting	Montreal, Canada
Training on Out-Of-School Methodology	Juba, South Sudan
October	
Second Group Training Programme on Improving Capability in Producing Official Statistics for Monitoring the Post-2015 Sustainable Development Goals (ICPOS-SDG2)	Chiba, Japan
November	
Fourth Meeting of the Global Alliance to Monitor Learning (GAML)	Madrid, Spain
December	
XIX UIS Governing Board meeting	Montreal, Canada
Regional Training Workshop on SDG4/ED2030 Indicators	Muscat, Oman

Appendix X – List of UIS employees as at 1 November 2017

Name	Nationality	Contract	Name	Nationality	Contract
<u>Duty station: Montreal, Canada</u>			<u>Duty station: Montreal, Canada</u>		
ABBAS, Duraid	Canada/Iraq	PA	LABE, Olivier	Benin	FT
AMOUSSOU-GUÉNOU, Wilfried	Canada/Benin	FT	LEGAULT, Elise	Canada	PA
BARBOSA, Lisa	Brazil	SC	LU, Weixin	Canada	FT
BEAUDIN, Rachelle	Canada	FT	MIELE, Adriano	Canada	FT
BOUFARD, Marc	Canada	PA	MONTOYA, Silvia	Argentina	FT
BUFFETT, Brian	Canada	FT	MORIN, Katherine	Canada	FT
CAPELLI MIGUEL, Maria Helena	Brazil	FT	MOUSSA, Nelly	Canada/Egypt	PA
CASTELLANO TOLMOS, Hugo	Canada/Peru	FT	MURPHY, Maxime	Canada	SC
CHIEN, Chiao-Ling	P.R.C (Taiwan)	PA	NEHMÉ, Sawsan	Canada/Lebanon	SC
CONTE, Luciana	Canada/Italy	SC	OTCHET, Amy	U.S.A	FT
DELOUMEAUX, Lydia	France	FT	OULD A. VOFFAL, Saïd	Mauritania	FT
DESLANDES, Kim	Canada	SC	OVSYANNIKOVA, Olga	Canada/Russia	FT
DJAFRI, Ghania	Canada/Algeria	FT	PACIFICO, John	Italy/Canada	FT
EJOV, Danila	Canada/Russia	SC	PATHIRAGE, Rohan	Sri Lanka	FT
EL HOURANI, Talal	Lebanon	FT	PEDRO, Sandra	Canada	FT
FAHMY, Omneya	U.S.A./Egypt	SC	PESSOA, José	Canada	FT
FALVO, Mark	Canada/Italy	FT	PESTINA, Simona	Canada/Romania	PA
FROSTELL, Katja	Canada/Finland	FT	RAKOTONARIVO, Andonirina	Madagascar	SC
GIRLOVAN, Nadejda	Moldova	SC	RATOVONDRAHONA, Pascale	Madagascar	FT
HEARNE, Edward	Canada/UK	FT	SALMI, Zahia	Canada/Morocco	FT
HO, Tin Nam	Canada	FT	SANTILLAN CARPIO, Nestor	Peru	PA
HUEBLER, Friedrich	Austria	PA	SINGH, Anuja	Kenya	FT
ILLIDGE, Sandra	Canada	FT	SUCHARCZUK, Vanesa	Argentina	SC
IMHOF, Adolfo Gustavo	Argentina	PA	TAY-LIM, Brenda	Singapore	FT
JERBI, Imededdine	Tunisia	SC	TCHATCHOUA, Bertrand	Cameroon	FT
KASSIM, Yasmina ⁴	France	FT	TRAN, Helene	Canada	FT
KENNEDY, Alison	U.K./Ireland	FT	VALDEZ MELGAR, Beatriz	Canada/Guatemala	FT
KING, Simone	Canada	FT	WENG, Xiaodan (Wendy)	Canada	FT
KTAILI, Lina	Lebanon	SC			
<u>Duty station: Apia, Samoa</u>			<u>Duty station: Nairobi, Kenya</u>		
HATIER, Leuaina	Samoa/N.Zealand	PA	BOADÉ, Georges	Cameroon	PA
KEEBLE, Gregory	Nepal	PA	<u>Duty station: New Delhi, India</u>		
<u>Duty station: Bangkok, Thailand</u>			SIGDEL, Shailendra	Nepal	PA
ACOCA, Aurélie	Canada	PA	<u>Duty station: Santiago, Chile</u>		
BAJRACHARYA, Roshan	Nepal	SC	PERUSIA, Juan Cruz	Argentina	PA
<u>Duty station: Dakar, Senegal</u>			VERA MOHORADE, Alejandro	Argentina	PA
BERNAL, Marc	France	PA			
FALL DIENG, Ndeye Yacine	Senegal	NOC			
SAMB, Khadidiatou	Senegal	SC			

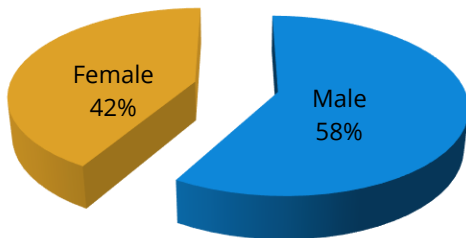
⁴ on short term assignment from UNESCO Headquarters

Number of nationalities: 35

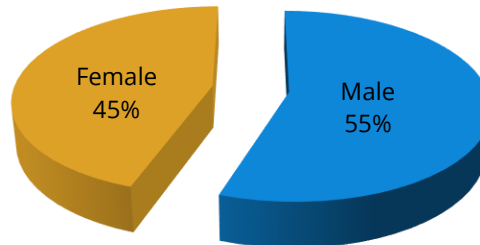


Gender as % of P	2016			2017		
	P	GS	Total	P	GS	Total
Male	58%	26%	42%	55%	23%	41%
Female	42%	74%	58%	45%	77%	59%
Total	100%	100%	100%	100%	100%	100%

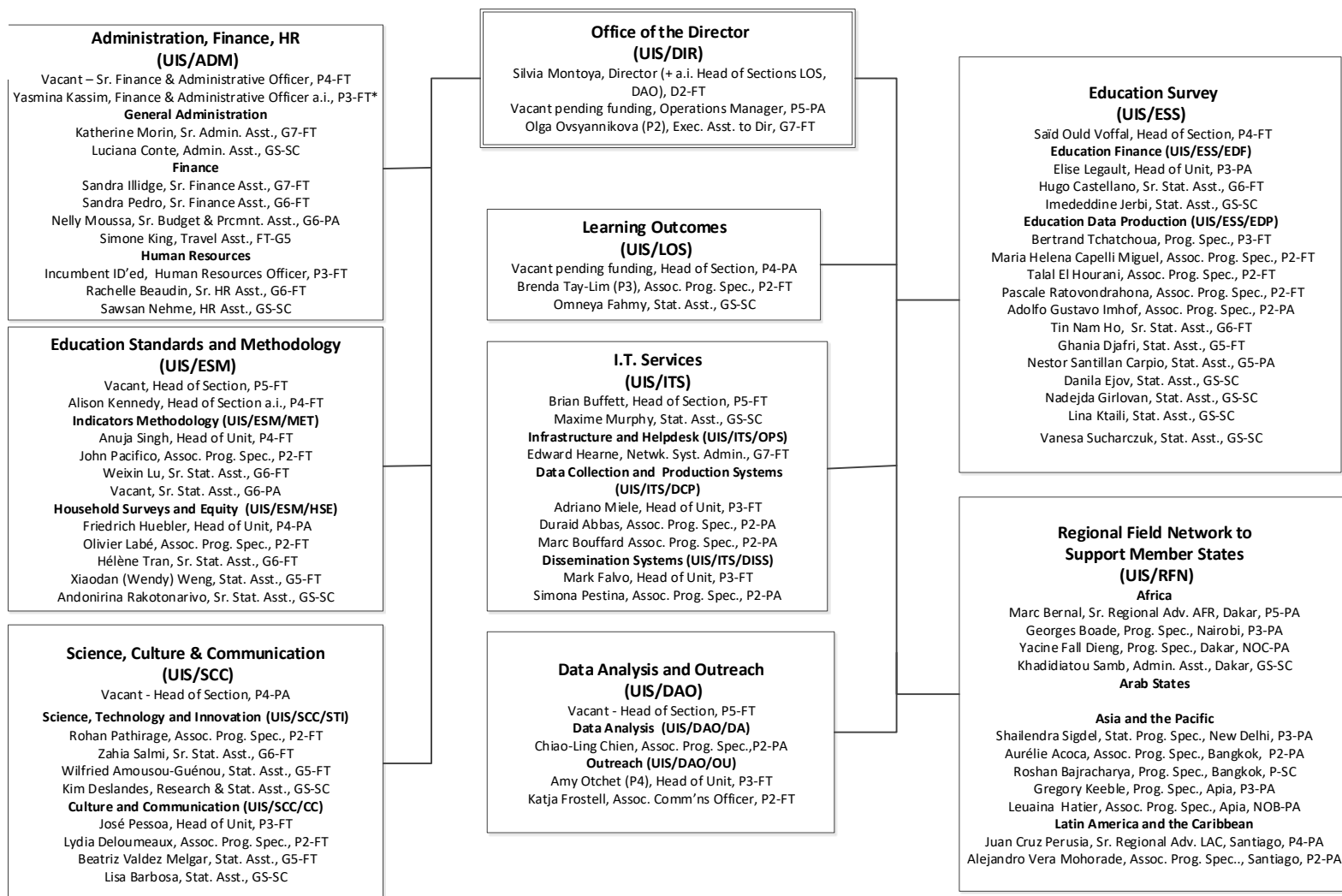
2016 P Gender (out of 48)



2017 P Gender (out of 38)



Appendix XI – UIS organizational chart as at 1 November 2017



* on short term assignment from UNESCO Headquarters

