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REPORT ON THE ACTIVITIES OF THE INSTITUTE IN 2009

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I. MESSAGE FROM THE DIRECTOR

I would like to begin with some personal reflections on the 10th anniversary of the Institute's establishment. In November 1999, Member States voted to create the UIS during the 30th session of the UNESCO General Conference.

In my mind, the turning point occurred in September 2001, when the UIS formally opened its doors in Montreal. Denise Lievesley led a small group of staff from Paris and Statistics Canada to form a new team in Montreal. A maximum of 35 people – most of whom had never before worked for an international organization – had to start from scratch. Administrative officers tell me they did not even have a calculator – let alone a computer – in those early days.

But despite the difficulties, the Institute was fired by an extraordinary energy, with Denise filling the material and procedural gaps with her optimism, knowledge and leadership skills. The team was small and ill-equipped. Yet they were convinced that this was their chance to start something new; to make a difference within the international community.

And they did. Despite the chaos, the UIS released education data in 2001. By 2002, the team launched its own survey and organized its first regional workshops. In essence, they laid the foundations of what was to become the world's most comprehensive education database.

Obviously, they did not do this alone. The Governments of Canada and Quebec demonstrated their commitment from the start as well as organizations such as Montréal International. The *Université de Montréal* did not just provide a physical setting but an intellectual climate to pursue the highest academic standards. The World Bank has also played a pivotal role in the Institute's development. And of course, none of this would have been possible without the unwavering political and financial support of UNESCO Headquarters and our Member States.

Finally, I would also like to take a minute to reflect on the invaluable role of our Governing Board. Our Members are active stakeholders, helping us to identify our potential strengths and weaknesses, while actively promoting our work and priorities within the international statistical community. We remain indebted to the commitment and foresight of Board Members past and present.

Today, the UIS is the reference for global education statistics, which are featured in virtually all of the major global reports on development. In addition to our regular education survey, we have the annual literacy and attainment questionnaire and special data collections on education finance, for example. We are also staking our claims to the S and C in UNESCO: with the biennial survey on science and technology and the recent passage of the Framework for Cultural Statistics. In communications, our media survey will soon be conducted on an annual basis while data collections on new technologies are under development.

Clearly this expansion would not have been possible without the ongoing support of our increasingly diverse base of donors. In addition to Canada, Denmark, the Netherlands, Norway, Spain, Sweden, the United Kingdom, and most recently Finland, have joined forces to enable us to deliver on our motto: Data to make a difference.

As we mark the Institute's 10th anniversary, I am amazed at how far we have come. Our role within the international statistical community is clearly recognized, as illustrated most recently by the World Bank evaluation of the Marrakesh Action Plan for Statistics. Yet at the same time, I am keenly aware of how much further we must go. In the current socio-economic climate, there is a critical need for accurate, timely and policy-relevant data. The UIS Medium-Term Strategy continues to serve as a general road-map for our work programme. However, we must also reinforce our internal planning.

I have therefore established a new policy in which team leaders prepare work plans for the next two to three years. Internally, these plans should improve our staff and resource allocation. They will also serve as foundations for discussions with the new leadership at Headquarters. All of the ADGs of the various sectors are obliged to resign with the election of new Director-General. Some may be re-appointed but we already know that Nick Burnett, ADG for Education, will be leaving the Organization. We want to avoid the confusion during the transition period by providing clear information on our priorities and activities.

I invite you to review the current report of the UIS 2009 activities and refer to document UIS/GB/XI/5 for the information regarding the work plans for the coming years as well as 2010 activities. For your convenience the list of acronyms used in this report can be found in Appendix I.

II. EDUCATION DATA

Education data dissemination

The UIS database was updated twice in 2009 (May and October), according to the planned schedule. For the second release, the Institute prepared more timely indicators for about 65 countries (sometimes for the school year ending in 2008). These data were published in key international statistical reports and indices, namely: the World Development Indicators (World Bank); the Human Development Index and Report (UNDP); State of the World's Children (UNICEF); the UN official MDG report and many others. In 2010, EIDA will be reporting data three times a year (in January, May and October).

The UIS made several substantive contributions to the 2010 EFA Global Monitoring Report. In particular, the EIDA Unit contributed the statistical annex and key indicators used to monitor progress. In addition, the UIS provided analytical contributions concerning out-of-school children, comparisons of household survey and administrative data sources, and projections of primary teacher demand.

Education data analysis

The GED 2009 was released in July at a press conference during the World Conference on Higher Education in Paris. The analytic chapter was on global higher education trends, with specific focus on the outputs of tertiary systems and student mobility. This edition introduced additional time series data on tertiary education to assess progress since 1970, highlighting the rapid growth of

tertiary systems, changing patterns in graduates by field of study and shifts in international student mobility. The GED has been disseminated widely, both in print and electronic form (CD-ROM). The 2010 GED will focus on gender and education.

The UIS released a new series of projections to help better gauge future needs for primary education teachers. These projections were presented at international fora, including a special seminar during World Teachers' Day at UNESCO Headquarters, and will be featured in the upcoming EFA Global Monitoring Report. The projections help to identify the countries that need to expand their teaching forces in order to enroll all primary school-age children by 2015. Sub-Saharan Africa faces the biggest challenge - for every two primary teachers in classrooms in 2007, there must be three in 2015.

EIDA conducted an early assessment of the impact of the crisis on public education financing in 16 countries through the review of official government budgetary documents. At this point, a cautious interpretation of the results indicates little discernable impact on education budgets, apart from a few countries, but the effect may be reflected in the preparation of upcoming budgets. This work will continue by focusing on more recent developments.

International Standard Classification of Education

The UIS is currently undertaking a major review of ISCED, which involves consultations with diverse experts and statistical organizations. The ISCED Technical Advisory Panel has met three times in 2009. The first meeting was intended to inventory and prioritize conceptual and implementation issues associated with ISCED. The second meeting reviewed five proposals to revise different aspects of the classification. The third meeting reviewed the findings from regional consultations held in Europe (organized by the OECD), South and East Asia as well as sub-Saharan Africa (both of which were organized by the UIS in Bangkok and Nairobi). In addition, the OECD Working Party on Indicators of Educational Systems reviewed the ISCED review proposals with the UIS during a recent meeting in Germany.

In 2009, EIDA completed 55 ISCED mappings, which markedly improve the data coverage for the countries involved. This work plays a crucial role in the ISCED review process by providing a more complete picture of the diversity in the organization of the world's education systems.

Harmonization of education data from surveys and population censuses

Efforts in 2009 were delayed due to time required to recruit the new P4 staff member who was recently hired to manage this work. Key priorities will involve: harmonizing education questions; creating a questionnaire bank; setting standards on survey data collection and use. To facilitate this work, the UIS is seeking to build an inter-agency network. In October, the UIS convened a meeting of major data producers (such as the World Bank, UNICEF, Research Triangle Institute, etc.) to establish an inter-agency group to help establish a strategic development strategy for the Institute.

Improving education finance statistics

Financed by the Education Program for Development Fund, this two-year project was completed in 2009. It was designed to improve the availability, quality and sustainability of education finance data for sub-Saharan Africa. The project involved intensive work with national teams to document, rationalize and improve data sources in order to produce a strategic set of analytic indicators that will be produced by the country on a regular basis. In 2009, this involved national workshops in the five participating countries: Benin, Burkina Faso, Central African Republic, Mali and Togo. A workshop brought together all of the national teams to review their efforts made and consider future analysis. This work will be expanded to a similar set of South and East African countries in the coming year.

Regional and national workshops

EIDA conducts regional workshops with national statisticians as part of efforts to: review ISCED mappings; resolve practical issues concerning data submissions to the UIS; communicate international measurement methodologies and new developments; and to address EFA/MDG indicators and emerging policy issues.

In 2009, EIDA conducted or took part in four regional workshops on education statistics which were held in:

- Arab States (Amman, Jordan) for 17 countries and 38 national statisticians;
- Caribbean (Bridgetown, Barbados) for nine countries and 11 national statisticians;
- Gulf States (Doha, Qatar) for five countries and 12 national statisticians.
- Latin America and the Caribbean (in conjunction with PRIE, Cancun, Mexico) which covered 41 countries and involved 41 statisticians.

EIDA conducted six national workshops, which provide more detailed and intensive training to groups of national statisticians and ministry of education staff. In 2009, national workshops were held in Bahrain, Bangladesh, China, Guatemala, Libya, Saudi Arabia, and Trinidad and Tobago.

Please see the section on Field Staff Coordination for more detailed information on training workshops and data. Data plans are considered to be a central element of the UIS strategy to improve data quality and sustainable reporting. EIDA is training field staff to prepare data plans based on the model established in Latin America and the Caribbean.

Contributions to UNESCO conferences

At the World Conference on Higher Education (held in Paris in July), the UIS maintained a strong presence. In particular, the UIS organized an entire panel on ISCED and comparative indicators as well as a panel session on student mobility. In addition, the Director-General presented the Global Education Digest to journalists during a press conference, which led to articles appearing in the diverse media outlets, such as the Chronicle of Higher Education and University World News. A joint stand with the International Institute for Education Planning provided additional exposure to UIS products.

During the UNESCO General Conference (Paris, October), the UIS gave a series of presentations on its education statistics as well as the Framework for Cultural Statistics and the Literacy Assessment and Monitoring Programme.

Outreach to the international community

EIDA is focusing on two groups of stakeholders: the international development community and, more specifically, the statistical community. For the first group, the UIS is helping to further develop indicators used to monitor the education targets of the MDGs, while contributing data to related global and regional reports. In 2009, the UIS participated in three regional workshops intended to improve the transparency of international methodologies among national statisticians. EIDA has also been an active contributor to UN meetings on gender statistics and reaching out-of-school children. Finally, the UIS regularly contributes to events organized by bilateral donors (e.g, World Bank FTI, USAID) and civil society organizations (e.g., Global Campaign for Education).

Among statistical partners, EIDA regularly conducts panel sessions during meetings organized by the UN Statistics Division, OECD and Eurostat, the African Union and others. These meetings typically address key measurement issues related to international statistical frameworks and the development of new approaches/indicators at the global or regional level.

Educational attainment and literacy data

New steps were also taken to improve the quality of literacy and educational attainment data, which are drawn from surveys and censuses. The GALP model, which was introduced in 2007, was reprogrammed into Stata software in order to improve the efficiency and transparency of literacy data production. New estimates have been produced and retrospective projections calculated.

III. LAMP and ALO

The Literacy Assessment and Monitoring Programme

Over the past year, the LAMP team has concentrated on two key priorities: first, to review the field test results in order to adjust the instruments and documentation accordingly; second to initiate the main assessment in the pilot countries. An international workshop was organized with representatives of the national teams in March 2009¹ in order to compile and discuss the findings from the various national reports by pilot countries. This collaboration is essential to fine-tune and validate LAMP instruments in preparing for the main assessment.

LAMP has clearly entered a new and challenging phase, attracting growing interest among diverse countries. In response, the LAMP team has worked with a wider range of experts on specific tasks including: validity studies; technical recommendations mainly focused on improving the reading

¹ Attendees included representatives from the pilot countries (El Salvador, Mongolia, Morocco Niger, and the Palestinian Autonomous Territories). The representatives from new countries implementing LAMP (Jordan and Paraguay) as well as those interested in exploring LAMP (Oman and Qatar) also participate in the workshop. Due to visa-related problems, Namibian, Vietnamese and Sudanese participants could not attend.

components instruments; and the completion of some pending procedures (e.g. establishing a cut-off point for the filter). This wide group of experts includes both academic institutions like the Universities of Toronto, British Columbia, Massachusetts at Amherst, Oxford, and individuals affiliated with the Universities of Montreal, Texas at Austin, and various research institutions.

A new publication (*The Next Generation of Literacy Statistics*, UIS Technical Paper 1) was released in May 2009. It presents the LAMP approach, strategy as well as the adapted versions of the instruments and documentation. This document has been published in English, French and Spanish. An Arabic version will be available by the end of 2009.

At the same time, the overall review has allowed us to identify several issues that must be addressed. This will entail a review of the assessment frameworks (scheduled for 2010) which takes into account the new OECD initiative (PIAAC) as well as conceptual contributions arising from the critical appraisal of IALS. Other issues pertain to the linguistic and cultural diversity associated with LAMP.²

Four pilot countries – Mongolia, Morocco, Niger and the Palestinian Autonomous Territories – have initiated activities associated with the main assessment in close consultation with the LAMP team. Field activities in these countries should be completed by mid-2010. The national team in El Salvador has required reinforcement which is why a date has not yet been set for the field activities.

A growing and diverse group of countries has begun to implement LAMP. Jordan, Paraguay and Viet Nam will begin conducting their field tests in late 2009. Jordan and Paraguay will conduct the main assessments during the first half of 2010. The LAMP team has helped Namibia to develop an initial design and budget. In addition, three Caribbean countries have shown strong interest in LAMP. The UIS is currently working with UNESCO Kingston to engage the CARICOM Secretariat in an effort to conduct LAMP in a group of Caribbean countries simultaneously.

Another key priority has been to establish a LAMP Global Advisory Board in order to broaden the range of partners. The Board primarily consists of experts on a range of subjects related to literacy assessments, such as psychometrics; household survey sampling and linguistics. Dates for the first meeting are under discussion with the UNESCO Institute for Lifelong Learning, which will play a key role.

In addition, LAMP regional advisory teams are now operating in Latin America and the Caribbean as well as Asia and the Pacific. Experts are also being identified in sub-Saharan Africa and the Arab States. This work has relied on close consultation between the LAMP team and the UIS network of statistical advisors.

² While previous international experiences were conducted in European languages using the Roman alphabet, LAMP has been validated in languages from five different families using three different scripts. This complexity raises issues concerning: cross-cultural validity and the overall LAMP approach; the specificity of several elements pertaining to the assessment of reading components skills; and the need to conceptually clarify the relationship between numeracy and reading.

Assessment of Learning Outcomes

In collaboration with UNESCO's Education Sector, the UIS will implement a supporting strategy for ALO. The main goals of the strategy are to: establish a "clearinghouse" function at UIS and the development of technical guidelines and tools to be used to promote convergence among existing initiatives and also to guide countries in their own efforts to assess literacy and numeracy skills at the end of primary education.

A significant part of these initial efforts have been devoted to establish an *International working group for assessing and improving quality learning*. This is a unique body that brings together all of the major global and regional organizations involved in this type of assessments. It includes representatives from IEA, OECD, EU, SACMEQ, Latin American Laboratorio, PASEC, World Bank, EFA/FTI.

In this framework three studies are being conducted to identify: (i) commonalities pertaining to the development of literacy and numeracy skills in primary education in the intended curricula of a significant sample of countries; (ii) enabling factors for quality learning as shown by student assessment studies; (iii) enabling factors for quality learning as shown by other sorts of scientific enquiry. The final reports will be refined based on input from the International Working Group, which will be meeting in mid-December. The studies should be completed by March 2010.

A P-4 temporary position has been created to support these activities. The new staff member should join the UIS by January 2010.

IV. SCIENCE AND TECHNOLOGY STATISTICS

Methodological tools

Developed by the OECD, the Frascati Manual serves as a cornerstone for international research and development (R&D) surveys. However, it was developed for OECD Member States and does not necessarily reflect conditions in developing countries. The Institute is therefore developing guidelines to facilitate data collection for countries at all stages of development. Two products are foreseen initially: a stand-alone technical paper on measuring R&D in developing countries and a shorter document that will be submitted to the OECD Working Party on S&T Indicators (NESTI) for inclusion as an annex to the Frascati Manual.

The UIS organized an expert meeting in September 2009 (Windhoek, Namibia) to review the draft working paper. Based on this constructive feedback, the UIS will be finalizing the two documents by the end of 2009. The proposed annex will be submitted to NESTI in June 2010.

Data release

The results of the 2008 research and development (R&D) survey were released in October 2009 on the UIS website. It included data for 139 countries and territories. This represents almost the same response rate (65%) as the previous survey, conducted in 2006. A number of new tables with country-level data were presented for the period from 1996 to 2008. In addition, regional and

world totals were presented in a table for the years 2002 and 2007. A new fact sheet presents a summary of major findings from the data release.

The UIS is also working closely with the Science Sector at UNESCO Headquarters to produce a global science report, which is scheduled for release in June 2010. The UIS submitted a series of statistical tables featuring UIS data as well as S&T output indicators (obtained through an external contract).

Workshops

The Institute continues to conduct its programme of regional and sub-regional S&T statistics workshops. The aim is to increase the number of countries regularly producing quality S&T indicators while encouraging national statisticians to share experiences and generate initiatives with the UIS.

At the end of March 2009, the UIS and UNESCO's Science Policy Section organized a capacity-building workshop on STI policy reviews and indicators in Mombasa (Kenya) for 10 East African countries and representatives from the African Union and NEPAD. A similar workshop for West African countries was scheduled to take place in Libreville, Gabon. Due to political unrest in Gabon, this workshop has been postponed to January 2010 but the location has not yet been determined.

In September, a training workshop on S&T indicators was organized in collaboration with UNESCO Cairo for statisticians from six Arab States.

Finally, UNESCO and ISESCO will be organizing the Central Asia Regional Consultation on STI indicators in November in Tashkent, Uzbekistan. The UIS will provide most of the training for national statisticians from nine countries in the region.

The UIS is also playing a lead role in training initiatives organized by other regional organizations. This multilateral approach allows for considerable savings in terms of financial and human resources. For example, the UIS contributed to a series of training sessions during an African Union/NEPAD workshop (organized in Pretoria, South Africa) that involved 18 African countries. A follow-up workshop will be held in December in Addis Ababa, Ethiopia. The UIS also contributed to an EU/ASEAN workshop on science indicators (in Bangkok, Thailand), which involved national statisticians from seven countries (the UIS sponsored the delegations from two of these countries). Finally, UIS is co-organizing a technical workshop for statisticians of RICYT scheduled for December in Buenos Aires (Argentina).

Careers of Doctorate Holders

The UIS has revised the core questionnaire and instruction manual based on recommendations arising from two technical meetings (held in December 2008 and April 2009) with experts associated with the project. These instruments will be used for the second round of a European CDH data collection scheduled for 2010.

V. COMMUNICATION STATISTICS

Information and Communication Technology in education statistics

A series of new initiatives have been launched in 2008-09 in close consultation with UNESCO Headquarters (i.e. CI and Education Sectors). Most importantly, the UIS has established WISE, comprising representatives from 25 countries. This is a diverse group of countries, reflecting a wide geographic distribution and different development levels. However, these countries share a common commitment to monitoring ICT in education as evidenced by their national statistical initiatives. In addition, the UIS sought to choose countries with UNESCO field presence in order to facilitate the process of conducting pilot surveys.

The group has two concrete goals: to provide the feedback required to validate UIS methodological tools and to pilot a prototype questionnaire. The pilot exercise is intended to lay the foundations for a new UIS survey on the integration of ICT in education. This survey is tentatively scheduled for distribution in 2010 with the annual UIS education survey.

In May 2009, all of the WISE pilot countries met for the first time in Rabat (Morocco) to review the methodological guide (commissioned by the UIS in 2008). They also provided valuable input in developing the pilot survey and related guidelines.

By the agreed deadline in August 2009, WISE members completed the pilot survey and submitted results to the UIS. Another six OECD countries (Austria, Finland, Norway, Poland, Sweden, and the United States) also submitted data to the UIS.

The UIS is now assessing these pilot results with a consultative group established through Concordia University in Montreal. The findings will be presented at the second WISE meeting, which will take place in December (in Montevideo, Uruguay). WISE members will be joined by representatives from several international and regional organizations working in the field, such as: the World Bank, the Inter-American Development Bank and the Observatory for the Information Society in Latin America and the Caribbean.

The UIS pilot survey tools received broad endorsement during an inter-agency meeting in July convened by the World Bank and the Government of Korea (in Busan, Korea). Participants concurred that the UIS had clearly taken the lead in this area. It was therefore decided that the other agencies should focus on developing UIS tools and supporting the pilot-test process by, for example, offering training and other capacity-building efforts to widen the base of countries that will eventually participate in the UIS data collection.

The UIS is working on different fronts to develop this statistical field. In particular, the UN Statistical Commission has formally included the core set of ICT in education indicators proposed by the UIS as part of its international list of core indicators to monitor the goals of the World Summit of Information Society. This was part of the UIS commitment to the inter-agency Partnership for Measuring ICT for Development.

Within UNESCO, the Institute is also responsible for coordinating activities related to ICT in education statistics. For example, in February 2009, the UIS convened a meeting in Bangkok with the two regional bureaux (IITE-Moscow, UNESCO-Bangkok) involved in this field. The aim is to harmonize methodologies and coordinate the various programme agendas. At this meeting, the IITE has asked the UIS to implement a training project with the Islamic Educational, Scientific and Cultural Organization. This involved a workshop held in June 2009 for representatives from 15 Arab States in Cairo, Egypt.

Media statistics

The UIS is working closely with the CI Sector in Headquarters to review and revise its media survey instruments. Data collection in this area is important yet problematic for several reasons. In particular, it is difficult to keep pace with the changes associated with digital technology in the media. Second, data collection in developing countries is often sparse and difficult to compare internationally.

In 2008-09, the UIS commissioned an external review of its print and broadcast media surveys. The results were presented to an expert group meeting organized in April in close consultation with UNESCO's CI Sector (in New Delhi, India). The meeting examined the policy-relevance of the content and the feasibility of the new UIS media survey proposal. These discussions were followed by a smaller meeting in Paris held in May with experts and senior staff of the CI Sector.

This input will form the basis of a series of revisions to the UIS surveys. The UIS has also commissioned a new methodological guidebook on media indicators in order to improve their comparability and to ensure their appropriate use and interpretation. An expert group will be examining this guidebook during a meeting scheduled for November (in San José, Costa Rica). Once this review and revision process is completed, the UIS will pilot its new media survey during 2010 and re-launch the regular survey cycle in 2011.

Information Literacy Statistics

In cooperation with UNESCO's Information for All Programme, the UIS is working closely with Stirling University (UK) to develop methodological tools to pilot-test the Information Literacy Indicators Framework produced in 2008. The contractor's report will be reviewed by an advisory panel of prominent experts that will be meeting in November 2009 in Montreal. The panel is expected to make recommendations on methodological issues and operational conditions required to measure the information literacy skills of adults in a cost-effective and sustainable manner.

VI. CULTURE STATISTICS

Framework for Cultural Statistics

The main objective over the past year was to finalize the 2009 UNESCO Framework for Cultural Statistics, which was distributed at the UNESCO General Conference. The framework is designed to provide concepts and definitions to guide the collection of comparable statistics, as well as to support the development of indicators and analytical research in the culture sector. Five regional consultations took place throughout 2008 and 2009. The results were analyzed by the UIS in close consultation with UNESCO's Culture Sector and a designated group of experts.

The Institute has also developed a strategy to facilitate implementation of the framework. It involves three main areas of work. The UIS will develop a series of relevant methodology handbooks, the first of which will focus on cultural participation and is scheduled for completion in 2010.

The second priority will be to organize at least two regional training workshops each year over the next several years (beginning with Central Asia and francophone African countries in 2010). Third, the UIS will work closely with national statisticians from selected countries to apply the framework methodology in order to collect data on key cultural issues.

Data collection and release

Data from the UIS 2007 Feature Film Statistics Survey was released on the UIS website in May 2009 along with a bulletin analyzing the results. In 2009, the UIS organized an expert group meeting to review and improve the questionnaire. Based on this input, the UIS has revised the survey, which will be conducted on a biennial basis beginning in 2010.

The UIS is also preparing to develop a new culture survey for implementation in 2013. The first step in this process will be the undertaking of several feasibility studies in selected cultural topics during 2010 in order to identify areas for future data collection.

Together with UNESCO Culture Sector, the UIS has established an Expert Group on the Statistical Measurement of the Diversity of Cultural Expressions. Two studies were completed over the past year. The first study analyzed the global availability of data in this area by focusing specifically on the statistical information collected by 21 diverse countries.

The second study seeks to analyze the diversity of the global cinema industry data by applying the Stirling Model methodology to the UIS survey results. A third study, which will be commissioned at the end of 2009, will further test the applicability of the Stirling Model on cultural data by focusing specifically on television programming data. The results of all three studies will be presented to the expert group in 2010.

VII. DATA PROCESSING AND STATISTICAL SYSTEMS

UIS Data Quality Framework

The framework is designed to enable the Institute to monitor and report on a key set of indicators reflecting the quality of our data. It has been refined on the basis of extensive internal and external consultations. Key performance indicators have been defined and baseline data captured on UIS processes and products. Overall, initial results are positive although trade-offs were made, for example, with strategic decisions to privilege data accuracy over completeness. Please see document UIS/GB/XI/INF.7 for more information.

Specific improvements to data timeliness and completeness

This is an ongoing priority for the Institute. The UIS strategy is two-fold. First, we need to steadily introduce new systems such as the “process upon receipt” approach, which was successfully implemented for education statistics. Second, the Institute needs to standardize and automate its monitoring processes in order to generate and use the information required to improve data quality.

For example, until recently, there was no central mechanism for monitoring response rates across surveys. Each team relied upon their own processes. In 2008-09, the Institute set up a central system to: monitor survey delivery failure rates; issue reminders to data providers; and track lapse rates (i.e. data processing time). The system enables us to monitor each phase in the data collection process for each survey. This information is critical for efforts to work more closely with individual countries.

Improving statistical information systems

Over the past year, the UIS has focused on improving existing systems to process data in close collaboration with EIDA. For example, a methodology to calculate regional averages was developed by EIDA and automated by the IT team to improve efficiency and reduce the risks associated with manual techniques. In addition, data query tools (e.g., Calcindic) have been developed along with new mechanisms to provide countries with feedback as part of the Institute's regular indicator review.

In 2010, the IT team will be conducting a complete evaluation of the entire data processing system in close consultation with the various teams. The aim is to produce a detailed five-year work plan.

Internal communications

The Keystone Project was developed to improve internal communication and coordination at the UIS. The aim is to provide an integrated view of partner information and interactions across the UIS departments. After considerable efforts over the past year, construction of the new system is complete and UIS staff have been trained on its basic functions. It will be used for the education survey mailout in November and to support the communications for all ongoing surveys as of December 2009.

In addition, the intranet sites are also online. The various teams are now producing the content. In particular, the administrative team is preparing a range of online services to further improve internal efficiency across the Institute.

It is important to note that this is a work in progress – considerable refinements will be required as staff begin to use the system for a variety of tasks. Regional staff will have access to Keystone in 2010.

Client services and linkages with UN statistical organizations

The UIS has taken a lead role in developing the SDMX project, which is designed to improve data exchange between statistical organizations. The system is now in place to deliver data to some of our key clients, namely the World Bank and the United Nations Statistics Division (which is responsible for the MDGs and UN Data). These clients are automatically receiving UIS data updates, which is particularly important in light of the rolling release system for education statistics. The system has allowed us to improve our client services while reducing internal costs.

The UIS has actively encouraged partners such as the OECD and Eurostat to implement SDMX for the joint UOE Education Survey. However, this work has been delayed due to internal staff changes within these organizations. The UIS will need to lobby senior levels of management in order to advance this project.

UIS Website

The infrastructure for the new site should be completed by the end of 2009. The next phase will focus on preparing the content in English and French. The new site should be online by the second trimester of 2010.

In 2010, the UIS will be focusing on improving the usability of the Data Centre. The current system is extremely efficient from a technical perspective. However, improvements in its design and functionality will make it easier for general audiences to access UIS data.

VII. CAPACITY BUILDING and FIELD COORDINATION

The UIS has decided to establish two regional advisors in Africa given the demand for data quality improvements across the region. One regional advisor continues to be based in Dakar, while a second regional advisor is based in Nairobi at the UNESCO Regional Bureau for Sciences in Africa.

Cluster advisors are based in seven UNESCO offices: Bamako, Dar es Salaam, Doha, Nairobi, New Delhi, Windhoek and Yaoundé. In addition, two assistant programme specialists (who were originally based in Montreal) are now working at the Dakar Regional Bureau/BREDA and the Apia Cluster Office.

Considerable time and effort has been spent to clearly establish the administrative arrangements and responsibilities between the Institute and the various cluster/field offices. Overall, most of the offices provide an ideal setting for the statistical advisors, whose primary aim is to improve national

and international data by reinforcing relations with national statistical organizations and policymakers. In addition, the entire network of field staff is intended to reinforce and develop new regional partnerships in order to provide more sustainable and cost-efficient capacity-building projects.

Over the past year, the UIS has completed most of its SCB extra-budgetary projects. Three projects are still underway in Angola, Central African Republic, and Tanzania with financing from: the African Development Bank, the European Commission, World Bank, UNESCO, UNICEF, UNFPA, and WFP.

A. Arab States

The statistical cluster advisor assumed responsibilities at the Doha Cluster Office in June 2009. Soon after his arrival, the UIS received requests for technical assistance from four countries (Bahrain, Oman, Qatar and Saudi Arabia).

In general, governments are looking to improve their reporting and use of education indicators for international monitoring purposes. They want the UIS to help train their national statisticians on a range of issues including: data analysis for planning purposes; ISCED mapping; evaluation of national data collection tools and methodologies; development of national statistical frameworks. In response, the UIS is organizing training workshops in Saudi Arabia and Bahrain for national statisticians (scheduled for late October and early November)..

The cluster advisor is also preparing data plans in Kuwait, Qatar and the United Arab Emirates following initial consultations within the countries.

He also responds to requests for assistance from UIS Montreal. In particular, he contributed to a regional report on higher education in the Arab States, while preparing data to analyse the impact of the global financial crisis on education budgets. Preparations are also underway for a consultative meeting with Arab States on the ISCED review (meeting scheduled for February 2010).

B. Asia and the Pacific

Simon Ellis, formerly based in Montreal, is now serving as the Regional Advisor in Asia and the Pacific. In addition, statistical advisors are based in the New Delhi and Apia cluster offices.

Statistical capacity development

Three regional workshops were held in Bangkok, Kathmandu (in collaboration with UNICEF) and Chiba, Japan, (in collaboration with SIAP). National capacity development workshops were organized in Afghanistan, Brunei Darussalam, Myanmar and Lao PDR.

Technical advisory services

The regional team continues to carry out technical missions to provide support on improving the quality and streamlining the collection of data in UNESCO's areas of competencies. Missions were undertaken to Afghanistan, Bangladesh, Bhutan, Brunei Darussalam, India (where the UIS cluster advisor is posted), Indonesia, Maldives, Myanmar, Nepal, Pakistan, Papua New Guinea, Sri Lanka, Timor Leste, Thailand, Samoa and Viet Nam.

Achievement highlights

Education statistics

The regional team prepared the education section of the Statistical Yearbook for Asia and the Pacific (2009) published by ESCAP. This is the first time that the UIS has contributed an analytical chapter (in addition to data) to this major publication which is widely circulated across the region.

The UIS cluster adviser in Delhi is clearly recognized as the focal point for education statistics in India. He has already been asked by the Indian Ministry of Human Resources (Education) to be part of the monitoring and evaluation committee of its national literacy campaign. In addition, DFID, UNICEF and the World Bank have asked him to be part of the national committee responsible for reforming the national EMIS.

EFA/MDG assessment

The EFA MDA process was completed in 2009. Twenty-one countries published national reports. In addition, sub-regional synthesis reports were produced for the Mekong, Insular South-East Asia, South Asia and Central Asia.

The UIS also organized the 10th regional meeting of national EFA coordinators in May (Bangkok, Thailand). It was attended by 112 participants from 22 countries and 11 organizations. The meeting produced a list of regional policy recommendations to "reach the unreached" across the region. In addition, countries exchanged information on methodological issues, best practices, strategies and national policies.

These MDA reports and close contacts with national coordinators are having a clear impact at the national level. For example, Nepal is preparing to reform its primary education system based to a large extent on the national MDA report and the associated recommendations. The 2nd South Asia Education Ministerial Forum Meeting in Dhaka (Dec. 09) has adopted the theme of "reaching the unreached in education" (initial plans were to focus solely on education decentralization). It will be the focus of 10 collaborative projects, coordinated by SEAMEO.

Literacy statistics

A regional technical advisory group was established to promote and support LAMP implementation in the region. The UIS LAMP team and a consultant from Mongolia conducted a workshop on item writing and instrument adaptation in preparation for field testing in Viet Nam.

A contract has been drafted by the UNESCO Office, Dhaka and the Bangladesh Bureau of Statistics to introduce a literacy module in its Labour Force Survey with UIS technical assistance.

Culture statistics

Two missions were organized to Bhutan to help the Ministry of Culture and the national statistics bureau begin preparations to collecting data on cultural industries. Similar support is being provided to Viet Nam. This work will facilitate implementation of the 2009 Framework for Culture Statistics.

Science statistics

The team is working with the European Union and ASEAN to establish a new regional forum for science statisticians. The group will be chaired by Indonesia and its meetings will be facilitated by UIS.

C. Latin America and the Caribbean

It is important to note that the UIS is currently recruiting a regional advisor for LAC. The activities described below were carried out by the regional team and EIDA.

Statistical Capacity-Building Workshops

The UIS, in cooperation with partners, organized four workshops in the region to improve data quality, reporting and analysis.

Two of the workshops focused specifically on improving data quality in 16 Caribbean countries. They were organized jointly with UNESCO Kingston and UNESCO Santiago and took place in the Bahamas (December 2008) and Barbados (February 2009).

Training sessions in the third workshop, which took place in El Salvador (September 2008), were designed to improve data analysis and the monitoring of international goals related to EFA and the MDGs. National statisticians from six Central American countries participated.

In June 2009, the UIS organized a fourth workshop (Barbados, 2009) to improve the international comparability of education data from the Caribbean. In particular, national statisticians worked with staff from the UIS and OREALC/UNESCO Santiago to resolve questions related to the application of ISCED. Discussions also focused on developing a series of concrete guidelines to address region-specific challenges related to the monitoring of international education goals.

Methodology and indicator development

Based on experience with a group of five pilot countries, the UIS finalized a list of proposed indicators to monitor special education in the region. In addition, the UIS has developed a methodological approach to measure current completion of primary education within the framework of Regional Information System of OREALC. The LAC regional team is also developing a set of indicators on “living together” and to reflect a “culture of peace” within schools.

Data plans and quality assessments

The regional team has taken the lead in developing data plans which map each country's procedures to collect and report education data according to international standards. These data plans serve as a vital resource for national statistical agencies by helping them to overcome the "memory loss" often associated with staff turn-over, for example. The UIS is now seeking to adapt the LAC approach to other regions. Over the past year, data plans were produced for El Salvador, Honduras, Paraguay, Trinidad & Tobago, and Uruguay. In addition, national teams of statisticians were trained on how to use these plans to more efficiently and accurately complete UIS education surveys.

Data plans for St-Vincent & the Grenadine, Suriname and Venezuela are currently in production.

The DQAF is another important tool for improving data quality. Preliminary missions were undertaken in Belize and Dominica to identify the strengths and weaknesses of the respective national information systems. Action plans are being prepared.

D. Sub-Saharan Africa

The reinforced field presence has enabled the Institute to implement a key recommendation of the external evaluation (2007) and the UIS Medium-Term Strategy: to reduce the human and financial resources implicated in extra-budgetary technical assistance projects (which primarily focused on EMIS). Over the past year, the UIS has completed all but three of these projects. The cluster advisors will ensure the sustainability of these efforts by providing ongoing technical advice to national statisticians without falling into the trap of over-dependence.

The UIS team is working actively within the framework of a regional education project undertaken by BREDA and the South African Development Community (SADC). In collaboration with Stat – South Africa and NESIS team, the regional team completed data quality assessment frameworks in seven countries (Lesotho, Madagascar, Mozambique, Swaziland, South Africa, Tanzania, Zambia). The results were validated during a stakeholders' meeting held in Maputo (Mozambique) in September.

Training workshops

Throughout 2008-09, national training workshops were held in the following countries: Burkina Faso, Burundi, Central African Republic, Mali, Togo, and Uganda. Around 120 national statisticians were trained specifically on UIS data collection tools and data analysis.

In Tanzania, the UIS organized a series of training sessions on data collection, entry query and analysis. The sessions were organized by government level. In total, 25 statisticians from the central level and about 400 statisticians from decentralized levels took part in these workshops.

In cooperation with the University of Dar Es Salaam, the UIS regional team has developed a series of training modules for academic seminars on education sector analysis.

In November 2009, representatives from 25 francophone and anglophone African countries will be meeting in Nairobi with UIS representatives to provide regional input to the ISCED review process.

The UIS participated actively in the Restricted Technical Workshop on Performance Indicators, which was organized by the African Union in Dakar (March) within the framework of the Second Decade of Education for Africa's Plan of Action. The primary aim of the workshop was to critically review the education indicators used for monitoring across the continent.

The UIS is also working with diverse national and regional organizations to promote "South-South" exchange. For example, the UIS conducted training workshops on TVET statistics through the *École Nationale Supérieure de Statistique et d'Économie Appliquée* as part of an agreement signed last year.

VIII. REPORTING ITEMS

A. Finance

INCOME

2009 as of 30 September 2009 vs Certified account 2008

The Institute's 2009 income, as estimated on 30 September 2009, is USD 14,367,176, which represents an 8% increase as compared to the 2008 certified income for USD 13,338,389.

As per the certified accounts, the following government/agency contributions were received in 2008:

- The UNESCO allocation for the first part of the biennium was received to the amount of USD 4,510,000.
- The Governments of Canada and Quebec continue to support the UIS with their regular contributions amounting to USD 1, 500,000.
- In November 2008, a new agreement was signed with CIDA to support UIS core activities over a five-year duration (2008-2013) with the provision of CAD 5,000,000 in total. Payments are made in installments of CAD 1,000,000 per year, the first of which was received in November 2008 was the equivalent USD 824,402.
- The Government of Denmark provided funding for UIS core activities in 2007 and 2008 which amounted to USD 612,441.
- DFID continued to support UIS Core activities. In 2008, the UIS received two contributions totaling USD 734,332 equivalent to GBP 400,000. The first payment, amounting to GBP 200,000 was received as a final installment of the agreement signed in 2007. The second payment of GBP 200,000 was part of a new agreement to support the UIS Mid-Term Strategy.
- The Government of Finland provided funding to the amount of EUR 50,000 equivalent to USD 74,541 for the support of UIS activities on Culture Statistical Framework.
- The Government of the Netherlands provided USD 1,500,000 as the first installment to support the UIS Medium Term Strategy based on the agreement signed in April 2008.

- The Government of Norway provided USD 571,837 at the end of 2008 for activities undertaken during that year.
- The Government of Spain contributed USD 453,369 to core activities with payment received at the end of 2008.
- SIDA contributed the 2nd installment of USD 418,530 (SWK 3,000,000) in 2008.
- The World Bank made contribution of USD 1,800,000 under the Development Grant Facility for UIS Education Statistics.
- In 2008, the UIS also received USD 220,500 from the World Bank EPDF for a project to improve education finance statistics in Africa. The fund will cover activities in 2008 and 2009.
- The Governments of Mali and Burkina Faso provided a total of USD 103,763 for national EMIS projects.

Interest and currency fluctuation: In 2008 the UIS received about USD 354,000 in interest but lost USD 435,000 due to foreign currency fluctuation. Hence the total for "other income" is negative.

2009 Estimate as of 30 September 2009

- The UNESCO allocation for the second part of the biennium was received to the amount of USD 4,510,000.
- The Governments of Canada and Quebec will contribute close to USD 1,500,000 this year.
- CIDA provided the 2nd installment of the agreement to support the LAMP Project in Jordan, which amounted to USD 423,428.
- The CIDA contribution of CAD 1,000,000 for the UIS core activities, as per the signed agreement, will most likely be received in 2009.
- The DFID contribution of GBP 200,000, equivalent to USD 325,980, has been received.
- The Government of Denmark is soon expected to provide DNK 4,000,000, equivalent to USD 300,000.
- The Government of the Netherlands is soon expected to provide its second installment of USD 1,500,000.
- From SIDA, the UIS expects to receive its third and final installment of SWK 4,000,000 (USD 570,000) in 2009.
- The Government of Norway has pledged to continue supporting UIS activities. The Institute has received USD 620,251 for 2009 activities.
- The Government of Finland recently signed an agreement with the UIS to provide up to EUR 200,000 which is equivalent to USD 290,698 for UIS data quality and capacity building activities.
- The UIS also received USD 1,800,000 in 2009 towards its work on education statistics from the World Bank.

There is a slight decrease when comparing the voluntary contributions for 2009 and 2008. The Government of Spain will not be making a voluntary contribution in 2009 (as was the case in

2008). In addition, the World Bank EPDF contribution received in 2008 was also intended to cover activities in 2009.

Nevertheless, there is a substantial increase in the income against the contracts.

- Under contract, a second installment of USD 1,098,031 was received in August 2009 from the European Commission for the implementation of the EMIS programme in Angola. The UIS also received a contribution from the Government of Burkina Faso as part of the EMIS agreement signed in 2007.

Interest and currency fluctuation: In 2009, the income from interest and foreign exchange fluctuation resulted in increased income for UIS.

Overall, the previously described points resulted in a net increase in income amounting to USD 1,028,787 in 2009.

Income estimate as of 30 September 2009 vs the revised appropriation resolution approved by the Policy Planning Committee on 5 June 2009.

The 2009 income as estimated in September 2009 (USD 14,337,176) is higher than the income foreseen in the revised appropriation resolution (USD 14,039,238).

The variation is attributed to the contribution of the Government of Finland and small changes due to foreign currency fluctuation.

EXPENDITURE

2008 vs 2009 certified accounts as of 30 September 2009

The 2009 expenditure as estimated on 30 September 2009 (USD 14,086,348.) shows an increase of 35% (amounting to USD 3,674,137) as compared to the expenditure of 2008 of USD 10,412,211 as per the certified accounts. As indicated during the 10th Governing Board meeting in November 2008, the UIS intended to expand its field activities and was ready to deploy advisors in six cluster offices. In 2009, all of the six cluster advisors were deployed in addition to two associate advisors in two cluster offices, which required additional resources. Also, the field expansion provided new opportunities for other UIS sections to increase their field activities. The Institute's overall activities grew significantly in response to the demands of Member States.

2009 PPC vs 2009 as estimated on 30 September 2009

The 2009 expenditure, as of 30/9/2009, as compared to the expenditure presented to the PPC (USD 16,287,874) has substantially decreased since a portion of staff costs and project activities had to be re-allocated to 2010 activities. It has taken more time than originally foreseen to recruit the cluster advisors and two senior positions (Senior Administrative Officer and the Asia-Pacific Regional Advisor). In addition, the specific expertise associated with other vacant posts lengthened the recruitment process.

Furthermore, the EMIS project in Angola must be carried forward to 2010. Given the complex circumstances in Angola, it was challenging to recruit a suitable candidate, which led to a delay in payment of the second installment.

At the end of 2009, it is estimated that the overall fund and reserves balances shall stand at USD 11,555,531. Out of this amount USD 1,692,527 represents the stabilization fund while USD 9,863,004 will be carried forward for 2010 activities and reserves.

B. Human Resources

Over the past year, there has been a considerable amount of staff movement, which has led to positive results and overall growth for the Institute. Since November 2008, four staff members resigned and left the UIS to pursue other opportunities, which represents a substantial decrease from the previous year. Although the restructuring process of 2007 had a ripple effect throughout the organization well into 2008, the staff movements in this past year do not appear to be an outcome of this.

An HR analysis identified the major causes for staff departures in 2008. Most significantly, staff felt that there were limited possibilities for advancement. In response, the UIS launched a pilot project to expand opportunities for general staff to acquire experience in the field in higher level positions. In 2009, the UIS created three P1 ALD positions, which are based in the following UNESCO Offices: Apia, Samoa; Dakar, Senegal; Santiago, Chile.

The staff members involved were required to resign from their fixed posts and accept ALD contract promotions. The Institute will be carefully monitoring the results of this pilot project. HR expects to develop staff for future vacancies in the field and/or Montreal.

During 2008, the HR Office concentrated primarily on recruitment, especially in the field. In total, 29 fixed term and ALD positions were successfully filled, including 11 posts in the field (six of which were cluster advisors). This involved two positions in Angola, which were very difficult to recruit due to the small pool of qualified candidates prepared to assume the working and living circumstances in Angola. Recruitment of the Senior Administrative Officer was the main priority in terms of vacant posts. The Institute is happy to report that a highly qualified candidate has been secured and will join us on 4 January 2010.

Staff movement

We were pleased to welcome 22 new staff members and 21 new contractors to the UIS over the past year (see staff list Appendix IX).

Appendix XI provides more detailed information concerning filled vacancies, on-going recruitment and recruitment expectations for 2010. The recruitment strategy for 2009 focussed on achieving a balance in terms of gender and geographical representation, with 59 men and 52 women representing 45 nationalities (see Appendix X).

The following 11 UIS staff attained a higher level position as a result of a standard promotion, a post reclassification or by moving from fixed term appointment to an ALD post in the field:

- Mr Brian Buffett from P4 Information Technology Manager to P5 Head of Section, Data Processing, Standards and IT Services (DPSS)

- Ms Maria-Helena Capelli-Miguel from G6 Statistical Assistant to P1 Assistant Programme Specialist (DPSS)
- Ms Aurélie Acoca from G5 Statistical Assistant to P1 Assistant Programme Specialist, Apia (RSCB)
- Ms Mélanie Smuga from G5 Statistical Clerk to P1 Assistant Programme Specialist, Dakar (RSCB)
- Mr Patrick Lucas from G5 Statistical Assistant to P1 Assistant Programme Specialist (Communication)
- Ms Sandra Illidge from G6 Finance Clerk to G7 Senior Finance Assistant (Adm)
- Ms Zahia Salmi from G5 Statistical Clerk to G6 Statistical Assistant (S&T)
- Ms Rachelle Beaudin from G4 Secretary to G6 HR Assistant (Adm)
- Ms Zoubida El-Rharbi from G4 Secretary to G5 Secretary to Head of Section (DPSS)
- Ms Rosa Jebrayel-Mariamo from G4 Secretary to G5 Secretary to Head of Section (EIDA)
- Ms Simone King from G4 Travel Clerk to G5 Travel Assistant (Adm)

Since the last Governing Board meeting, the following four staff members have left the UIS: Filiz Aktas (Adm, fixed-term), Carl de Montigny (DPSS, fixed-term), Daniel Taccari (SCB, ALD), Yanhong Zhang (EIDA, fixed-term, transfer expected on 1 December 2009). Long time contributor and staff member to the UIS, Ko-Chih Tung took his retirement.

Staff training

HR has continued to support on-going staff training while developing new approaches in different areas. In 2008, the Institute initiated an effort to design and implement a long-term training programme for the UIS. Within the framework of this programme, the UIS provided over 20 training workshops, courses, programmes on a variety of topics, including MS Office, project management, supervisory trainings, team-building, ergonomics, etc. 75 % of all the Institute's employees participated in one or more courses.

As in previous years, staff members in Montreal were offered the opportunity to improve their language skills by participating in courses provided by the Université de Montréal, ICAO as well as those held at the UIS itself. As a result in 2009, 14 staff members completed language training with one of the above listed organizations.

A special effort was made to involve field staff in training. To this end, the UIS was able to offer them as well as the Montreal team a "soft skills" training program provided online by *Harvard Business Publishing*. This online course has proven itself to be very effective to all staff especially those in the field but as well to many Montreal staff members who, due to their travel commitments, cannot complete courses which require regular attendance. 45 staff members both in Montreal and in the field completed all or a portion of the programme.

In 2009, the UIS also initiated the orientation training for new employees starting in April 2009 with a three-week training programme for our newly hired cluster advisors. The programme was prepared and carried out in collaboration with the Field Coordination Unit, HR and all the UIS sections. This training provided: a UNESCO-UIS new employee orientation; comprehensive sessions with the program sections; and a firm basis to establish relationships across the various teams of the Institute, which is vital for their success in the field as UIS representatives.

The UIS staff retreat (which took place in October 2009) provided an ideal setting to conduct a competency assessment for all staff members. This assessment allowed staff members to explore their different competencies in a confidential voluntary fashion. The results will allow HR to work individually with staff members to identify specific career development plans and set out tangible objectives while designing focussed personalized training needs for 2010. There are three main objectives for the assessment process:

1. to increase retention and reduce unforeseen vacancies;
2. to continue to increase competency levels in our staff;
3. to lay the foundation for a succession plan for key sectors (i.e. to ensure that sufficient mechanisms and resources are in place to maintain operations in case of staff departure while creating a knowledge base).

C. Security

The UIS is currently working closely with the Security Coordinator at ICAO in order to update the UIS emergency contact list on a quarterly basis.

The UIS relays all pertinent information received from HQ and ICAO (our lead agency) concerning H1N1 to staff members. As a precautionary measure we have placed hand sanitizers in the washrooms.

With a few exceptions, all UIS staff members have completed the UN Basic Security in the Field Training, the Field Security Awareness Training, and for those who require mission travel to Phase 1 countries the Advanced Security in the Field Training has also been completed.

The UIS pays careful attention to the monthly UN reports on field security, given the volume and diversity of our staff missions. We have ensured that all UIS staff have emergency contacts in addition to those of local UNESCO and UNDP offices, if they encounter any problems. All missions are entered in the ISECT system .

Because of increased security checks, particularly by the United States, we are very meticulous about obtaining appropriate visas for UIS staff, even for transit stops. We must also ensure that UIS visitors take into account the time and cost involved with visas.

IX. APPENDICES

Appendix I	List of acronyms used in the report
Appendix II	Financial resources terminology
Appendix III	Revised Appropriation resolution 2009
Appendix IV	Resources and expenditures in/outside the UIS special account for 2008 and 2009 (in USD funds)
Appendix V	Resources 2008, 2008 certified accounts, 2009 estimate as of 30.09.2009 and 2009 PPC estimate in UIS special Account and UNESCO decentralized funds (in USD)
Appendix VI	Expenditure report 2009 as of 30 September 2009
Appendix VII	Major UIS publications in 2009
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Appendix IX	List of UIS staff members in 2009
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Appendix XII	UIS organizational chart

Appendix I – List of acronyms used in the report

ALO	Assessment of Learning Outcomes
ASEAN	Association of Southeast Asian Nations
BREDA	<i>UNESCO à Dakar et Bureau régional pour l'éducation en Afrique</i>
CAD	Canadian dollar
CDH	Careers of Doctorate Holders
CI	Communication & Information
CIDA	Canadian International Development Agency
CONFEMEN	<i>Conférence des ministres de l'éducation nationale</i>
DFID	Department for International Development
DQAF	Data Quality Assessment Framework
EIDA	Education Indicators and Data Analysis
EFA/MDG	Education for All/Mellennium Development Goals
EMIS	Educaiton Management Information System
EPDF	Education Program Development Fund
ESCAP	Economic and Social Commission for Asia and the Pacific
EU	European Union
EUR	Euro
FTI	Fast-Track Initiative
GALP	Global Age Specific Literacy Projection
GBP	Pound Sterling
GED	Global Education Digest
HQ	UNESCO Headquarters
IALS	International Adult Literacy Survey
ICAO	International Civil Aviation Organization
ICT	Information and Communication Technology
IEA	Association for the Evaluation of Educational Achievement
IITE	UNESCO Institute for Information Technologies in Education
ISCED	International Standard Classification of Education
ISECT	Integrated Security Clearance & Training
ISESCO	Islamic Educational, Scientific and Cultural Organization
IT	Information Technology
LAC	Latin America and the Caribbean
LAMP	Literacy Assessment and Monitoring Programme
MDA	Mid-Decade Assessment

MDG(s)	Millennium Development Goals
NEPAD	New Partnership for Africa's Development
NESIS	National Education Statistical Information Systems
NESTI	Working Party on S & T Indicators
OECD	Organisation for Economic Co-operation and Development
OREALC	<i>Oficina Regional de Educación para América Latina y el Caribe</i> (Regional Bureau of Education for Latin America and the Caribbean)
OSILAC	Observatory for the Information Society in Latin America and the Caribbean
PASEC	<i>Programme d'analyse des systèmes éducatifs des pays de la CONFEMEN</i> (Programme for the Analysis of the Educational Systems of CONFEMEN Countries)
PIAAC	Programme for the International Assessment of Adult Competencies
PRIE	<i>Proyecto Regional de Indicadores Educativos</i> (Regional Educational Indicators Project)
R & D	Research & Development
RICYT	Network on Science and Technology Indicators – Ibero-American and Inter-American
RSCB	Regional Statistical Capacity Building
S & T	Science & Technology
SACMEQ	Southern African Consortium for Monitoring in Education Quality
SADC	South African Development Community
SCB	Statistical Capacity Building
SDMX	Statistical Data and Metadata exchange
SEAMEO	Southeast Asian Ministers of Education Organization
SIAP	Statistical Institute for Asia and the Pacific
SIDA	Swedish International Development Agency
STI	Science, Technology and Innovation
SWK	Swedish krona
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UN	United Nations
UNDP	United Nations Development Programme
UN ECLAC	United Nation Economic Commission for Latin America and the Caribbean
UNFPA	United Nations Population Fund
UNICEF	United Nation Children's Fund
UOE	UNESCO-UIS/OECD/EUROSTAT
USAID	United States Agency for International Development

USD	United States dollar
WFP	United Nations World Food Programme
WISE	Working Group on ICT Statistics in Education

Appendix II – Financial resource terminology

Estimated Financial Resources and Expenditures

The estimated financial resources and expenditures are combined in the statement of Resource and Expenditure for 2010 for all regular and extra budgetary activities. The amount is shown in USD.

UNESCO Financial Allocation

The UNESCO financial allocation for the biennium 2010 - 2011 as per the director's general proposal during the 35th session, the UNESCO General Conference approved a total of USD 9, 128,600

Voluntary contribution

The voluntary contribution includes all contributions from government and development agencies which agreement has already been signed or with firm commitment as the time of preparation of this document.

Contracts

This category includes all the contracts and Memorandum of Understanding we have with different governments and international organizations for the implementation of EMIS projects in Africa

Other income

This Category includes income due to fluctuation of currencies, and bank interests.

Other Resources

Other resource represents amount remaining from liquidation of prior year obligations and therefore increases the reserve which could eventually be used for the regular program.

Fund and Reserve

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

Appendix III – Revised appropriation resolution 2009**UIS/GB/XI/2009 Revised Appropriation Resolution**

(a) For the financial period 2009 the sum of USD **14,086,348** is appropriated as follows:

Appropriation Line:

Title	Amount in USD
Education Indicators & Data Analysis	3,079,836
Data Processing & Standard Info Services	1,848,098
Statistical Capacity Building & Field Coordination Unit	3,007,993
Science & Technology, Culture & Communication Statistics	1,878,701
Literacy, non Formal Education and LAMP Statistics	1,328,984
Total Programme	11,143,612
Governing Board	90,000
General Administration	2,206,014
Total, Gov. Board and Gen. Administration	2,296,014
Fund raising activities and cooperation	646,722
GRAND TOTAL, APPROPRIATION 2008	14,086,348

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

Source of Financing

UNESCO financial allocation	4,510,000
Voluntary & other contributions and contracts	9,217,176
Miscellaneous income	640,000
Savings on obligations for previous periods	150,000
Adjustment to reserve and Fund Balances	-232,686
Carry-over from previous year	9,664,862
GRAND TOTAL, RESOURCES FOR 2009	23,949,352

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

- (d) The Director is authorized to issue allotments and incur obligations during the financial period 1 January - 31 December 2009 up to the amount appropriated under (a) on the understanding that, as stipulated in Article 4.4 of the Financial Regulations, obligations and expenditures should remain within the capacity of the actual resources that become available.
- (e) The Director is authorized to make transfers between appropriation lines not exceeding 10 percent 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 of the details of the transfers and the reasons for them at the session following such action.
- (h) The Director is authorized to receive funds or assistance in kind from governments, international, regional or national organizations, governmental or non-governmental institutions and other bodies as well as from individuals, for the implementation of programmes, projects or other activities consistent with the aims, policies and activities of the UIS and of UNESCO and to incur obligations for such activities in accordance with the Regulations of the Special Account of the UIS and/or the Regulations and Rules of UNESCO and the agreements made with the donors.
- (i) In accordance with UIS/PPC/VI/Resolution 1, the Director is authorized to transfer the equivalent of 5 percent of the staff costs (payroll) of the financial period to a Stabilisation Reserve Account to be used exclusively for the payment of termination or separation benefits to departing staff members of the UIS, on the understanding that before the payment is made the corresponding amount shall be transferred from the Stabilisation Reserve Account to the staff costs budget code of the year in which the payment shall be made.
- (j) The Director is authorized, when the payment of expected funds is delayed for unforeseen reasons or circumstances, to transfer the necessary funds from the Stabilisation Reserve Account to cover programme costs in order to ensure the continuation of programmes and projects, on the understanding that the amount so transferred is returned to the Account in the same financial period and/or, at the latest, during the ensuing two consecutive financial periods.

Appendix IV – Resources and expenditures in/outside the UIS special account for 2008 – 2009

Regular and Extra budgetary Programmes	Resources/Expenditure		
	2008 Certified in Current \$ (1)	2009 (Est. 30/09/2009) in Current \$ (2)	2009 PPC Appr Res in Current \$ (3)
UIS SPECIAL ACCOUNT			
INCOME			
I. GENERAL INCOME			
UNESCO Financial Allocation	4,510,000	4,510,000	4,510,000
Voluntary Contributions	8,776,903	8,095,527	7,921,238
TOTAL, GENERAL INCOME	13,286,903	12,605,527	12,431,238
II. CONTRACT AND MOU INCOME			
Contracts			
MoU's with Governments	103,763	1,121,649	1,208,000
TOTAL, Contracts	103,763	1,121,649	1,208,000
TOTAL, GEN. & SUPPLEMENTARY INCOME	13,390,666	13,727,176	13,639,238
III. OTHER INCOME			
Currency exchange adjustment	-434,990	300,000	75,000
Other income	18,726	100,000	25,000
Interest from Banks and UNESCO	363,987	240,000	300,000
TOTAL, OTHER INCOME	(52,277)	640,000	400,000
SUB-TOTAL,UIS SPECIAL ACCOUNT	13,338,389	14,367,176	14,039,237
IV. OTHER RESOURCES			
Liquidation of previous years' obligations	40,451	150,000	150,000
Transfer to the Stabilization Reserve Account	(229,071)	(232,686)	(258,592)
Reserves & Fund Balances on 1 January	6,927,303	9,664,862	11,124,704
TOTAL, OTHER RESOURCES	6,738,683	9,582,176	11,016,112
TOTAL, UIS SPECIAL ACCOUNT	20,077,072	23,949,352	25,055,350
EXPENDITURE			
I. PROGRAMME OPERATIONS			
Education Indicators and Data Analysis (EIDA)	2,279,908	3,079,836	3,515,336
Data Processing and Standards Info Systems	1,603,478	1,848,098	2,198,098
Statistical Capacity Building and Field Coordination Unit	1,779,716	3,007,993	4,177,154
Science and Technology, Culture and Communication Stats	1,230,257	1,878,701	1,988,701
Literacy, Non-Formal Education and LAMP	967,557	1,328,984	1,365,848
TOTAL, PROGRAMME OPERATIONS	7,860,915	11,143,612	13,245,138
II. GOV. BOARD, DIRECTORATE AND GEN. ADMIN.			
Governing Board	49,020	90,000	90,000
General Administration	1,864,654	2,206,014	2,306,014
Directorate: Fund raising and co-operation	637,621	646,722	646,722
Renovation of existing and new work places			
TOTAL, GOV. BOARD AND GEN. ADM.	2,551,295	2,942,736	3,042,736
TOTAL, EXPENDITURE I & II	10,412,211	14,086,348	16,287,874
Add to the Stabilisation Fund	1,459,842	1,692,527	1,718,434
BALANCE AT YEAR END - RESERVE AND FUND BALANCES	11,124,704	11,555,531	10,485,910

Appendix V – Resources 2008, 2008 certified accounts, 2009 estimate as of 30.09.2009 and 2009 PPC estimate in UIS special Account and UNESCO decentralized funds

Regular and Extra budgetary Programmes							
Source	2008 Certified	GB 2009 Estimate	Share %	Increase/ (Decrease) of (2) over (1) Amount	2009 PPC 30.04.2009	Share %	Increase/ (Decrease) of (2) over (4) Amount
	(1)	(2)		(3)	(4)		(5)
UIS SPECIAL ACCOUNT							
<u>I. GENERAL INCOME</u>							
UNESCO Financial Allocation	4,510,000	4,510,000	17.59	-	4,510,000	17.82	-
Voluntary Contributions							
Canada	642,450	590,000	2.30	(52,450)	590,000	2.33	-
Canada (Quebec)	282,051	260,000	1.01	(22,051)	260,000	1.03	-
Canada (Montreal International)	642,450	560,170	2.18	(82,280)	580,000	2.29	(19,830)
Canada (Montreal International)			-	-			-
Canada (CIDA)	824,402	855,000	3.33	30,598	830,000	3.28	25,000
Norway	571,837	620,251	2.42	48,414	607,810	2.40	12,441
Denmark	612,441	300,000	1.17	(312,441)	300,000	1.19	-
United Kingdom (DFID)	734,332	325,980	1.27	(408,352)	400,000	1.58	(74,020)
U.S.A. (Nat. Science Foundation)			-	-			-
Swedish International Development Agency	418,530	570,000	2.22	151,470	630,000	2.49	(60,000)
Finland (Ministry of Education and Culture)	74,541	290,698	1.13	216,157		-	290,698
Netherlands	1,500,000	1,500,000	5.85	-	1,500,000	5.93	-
Spain	453,369			(453,369)			-
Other			-	-	-	-	-
Canada (Quebec) - Ministry of Int'l Relations			-	-	-	-	-
Canada (Quebec) - Ministry of Culture			-	-	-	-	-
CIDA (Jordan)		423,428	1.65	423,428	423,428	1.67	-
World Bank (Contribution under Window 1)	1,800,000	1,800,000	7.02	-	1,800,000	7.11	-
World Bank (EPDF)	220,500		-	(220,500)	-	-	-
Open Society Institute			-	-	-	-	-
US AID LAMP			-	-	-	-	-
Total, Voluntary Contributions	8,776,903	8,095,527	31.57	(681,376)	7,921,238	31.29	174,289
TOTAL, GENERAL INCOME	13,286,903	12,605,527	49.16	(681,376)	12,431,238	49.11	174,289

Regular and Extra budgetary Programmes							
Source	GB		Share %	Increase/ (Decrease) of (2) over (1) Amount	2009	Share %	Increase/ (Decrease) of (2) over (4) Amount
	2008 Certified (1)	2009 Estimate (2)		2009 PPC 30.04.2009 (4)			
II. CONTRACT AND MOU INCOME							
Contracts - Governments				-			-
Republic of Mali	56,503	23,618	0.09	(32,885)	26,000	0.10	(2,382)
Burkina Faso	47,260		-	(47,260)		-	-
EC Angola (EMIS)		1,098,031	4.28	1,098,031	1,182,000		(83,969)
Total, Contracts - Governments	103,763	1,121,649	4.37	1,017,886	1,208,000	4.77	(86,351)
TOTAL, GEN. & CONTRACT/MOU INCOME	13,390,666	13,727,176	53.53	336,510	13,639,238	53.88	87,938
III. OTHER INCOME							
Reimbursement of Services	-		-	-		-	-
Sale of publications	-		-	-		-	-
Currency exchange adjustment	(434,990)	300,000	1.17	734,990	75,000	0.30	225,000
Other income	18,726	100,000	0.39	81,274	25,000	0.10	75,000
Interest from Banks and UNESCO	363,987	240,000	0.94	(123,987)	300,000	1.19	(60,000)
TOTAL, OTHER INCOME	(52,277)	640,000	2.50	692,277	400,000	1.58	240,000
SUB-TOTAL, UIS INCOME SPECIAL ACCOUNT	13,338,389	14,367,176	56.03	1,028,787	14,039,238	55.46	327,938
IV. OTHER RESOURCES							
Liquidation of previous years' obligations	40,451	150,000	0.58	109,549	150,000	0.59	-
Transfer to Stabilization Reserve Account	(229,071)	(232,686)	- 0.91	(3,614)	(258,592)	-	25,906
Reserves & Fund Balances on 1 January	6,927,303	9,664,862	37.69	2,737,559	9,664,862	38.18	-
Operating Reserve (Stabilisation Fund)	1,459,842	1,692,527	6.60	232,686	1,718,434	6.79	(25,906)
TOTAL, OTHER RESOURCES	8,198,525	11,274,704	31.97	3,076,179	11,274,704	44.54	(0)
TOTAL, RESOURCES & INCOME UIS	21,536,914	25,641,880		4,104,966	25,313,942	100.00	327,938
I.UNESCO DECENTRALIZED FUNDS							
Funds-in-Trust	674,925	943,000		268,075	980,000		(37,000)
Regular Programme		48,200		48,200	48,000		200
TOTAL, DECENTRALIZED FUNDS	674,925	991,200		316,275	1,028,000		(36,800)
GRAND TOTAL, FUNDS MANAGED BY UIS	22,211,839	26,633,080		4,421,241	26,341,942		291,138

3. Account certification excludes decentralized funds.

Appendix VI – Expenditure report 2009 as of 30 September 2009

Appropriation lines	Revised Appropriation Resolution UIS/PPC/2009	Project costs	Staff costs	Total	Balance available	Percentage of usage
I.PROGRAMME OPERATIONS						
1.Education Indicators & Data Analysis	3,515,336	1,079,544	912,334	1,991,878	1,523,459	56.66%
2.Data Processing & Standard Info Services	2,198,098	514,100	680,737	1,194,838	1,003,261	54.36%
3.Statistical Capacity Building & Field Coordinating Unit	4,177,154	1,461,726	406,222	1,867,949	2,309,205	44.72%
4.Science & Technology, Culture & Communication Statistics	1,988,701	517,428	602,901	1,120,329	868,373	56.33%
5.Literacy, non Formal Education and LAMP Statistics	1,365,848	433,805	259,119	692,923	672,924	50.73%
Sub-Total I	13,245,138	4,006,603	2,861,313	6,867,916	6,377,221	51.85%
II. GOVERNING BOARD AND GENERAL ADMINISTRATION						
6.Governing Board	90,000	999	0	999	89,001	1.11%
7.General Administration	2,306,014	1,076,302	484,229	1,560,531	745,483	67.67%
Sub-Total II	2,396,014	1,077,301	484,229	1,561,530	834,484	65.17%
III. FUND RAISING ACTIVITIES AND DIRECTOR'S BUDGET						
8.Fund raising activities and cooperation	646,722	18,765	406,321	425,085	221,637	65.73%
Sub-Total III	646,722	18,765	406,321	425,085	221,637	65.73%
GRAND-TOTAL	16,287,874	5,102,668	3,751,863	8,854,532	7,433,342	54.36%

Appendix VII – Major UIS publications in 2009

UNESCO Institute for Statistics Publications

UIS Publications

UNESCO-UIS and UNESCO-IIEP (2009). *Construire un tableau de bord pour l'enseignement supérieur : Un guide pratique*. Paris: IIEP.

UNESCO-UIS (2009). *Education Data Plans: Guide to Reporting International Statistics*. Montreal: UNESCO Institute for Statistics. (English, French, Spanish)

UNESCO-UIS (2009). *Global Education Digest 2009: Comparing Education Statistics Across the World*. Montreal: UNESCO Institute for Statistics. (English, French, Spanish)

UNESCO-UIS (2008). *Recueil de données mondiales sur l'éducation 2008 : Statistiques comparées sur l'éducation dans le monde*. Montreal: UNESCO Institute for Statistics (French, Spanish, Arabic)

UNESCO-UIS (forthcoming 2009). *Higher Education in the Arab States: Regional Education Digest*. Montreal: UNESCO Institute for Statistics. (English, Arabic)

UNESCO-UIS (2009). *Statistiques internationales sur l'alphabétisme : Examen des concepts, de la méthodologie et des données actuelles*. Montreal: UNESCO Institute for Statistics.

UNESCO-UIS (2009). *The 2009 UNESCO Framework for Cultural Statistics (FCS)*. Montreal: UNESCO Institute for Statistics. (English, French)

UNESCO-UIS (2009). UIS Technical Paper No. 1. *The Next Generation of Literacy Statistics: Implementing the Literacy Assessment and Monitoring Programme (LAMP)*. Montreal: UNESCO Institute for Statistics. (English, French and Spanish)

UNESCO-UIS (forthcoming 2009). UIS Technical Paper No. 2. *Guide to Measuring Information and Communication Technologies (ICT) in Education*. Montreal: UNESCO Institute for Statistics. (English, French, Spanish)

UNESCO-UIS (forthcoming 2009). UIS Technical Paper No. 3. *Projecting the Global Demand for Teachers: Meeting the Goal of Universal Primary Education by 2015*. Montreal: UNESCO Institute for Statistics. (English, French)

Publications with UIS Contributions (2007-2008):

1. Ellis S. (2008). *The current state of international science statistics for Africa*. African Statistical Journal Volume 6. Numbers 177-90.
2. Catts R. and Lau J (2008). *Towards Information Literacy Indicators*, UNESCO CI/UIS. UIS prepared the appendix on indicators.

3. Deloumeaux L. (2008). *La difficile mesure de la diversité culturelle*. UIS contribution in Diversité culturelle, identités et mondialisation : de la ratification à la mise en œuvre de la diversité culturelle. Les Press Université de Laval, Québec.
4. Deloumeaux L. (2008). *Hacia el entendimiento consensuado de las estadísticas culturales: la difícil tarea de obtener estadísticas de cultura internacionalmente comparables (Can we reach a consensual understanding of culture statistics? The difficult task of getting International comparable statistics on culture)*. UIS contribution in Índice, Revista de estadística y sociedad "estadísticas culturales". Enero 2008, número 26.
5. Chinese Academy of Social Sciences *Annual Report on World Cultural Industries*, Blue Book on Culture (2007)

Containing, in Chinese:

- a. Translation of UIS 2005 report on *International Flows of Selected Cultural Goods and Services*. Numbers 1-102
 - b. Van der pol H. (2007). *Cultural and Creative Industries in the Global Economy 2007; issues of measurement and policy*. Numbers 103-115.
 - c. Ellis S. (2007). *Cultural Industries and Their Contribution to Economic Growth; how complete is our picture in 2007?* Numbers 383-393.
6. Taccari D., Castro I, Louzano P. and Rocha V. (Nov 2007). *Educational Panorama 2007*. OREALC/UNESCO Santiago and Secretaría de Educación Pública de México.
 7. Taccari D., Castro I. and Mascardi L. (Nov 2007). *Education Information System Diagnosis Mission Assessment*. OREALC/UNESCO Santiago and Secretaría de Educación Pública de México.
 8. Blanco R., Taccari D., Castro I., Narvarte L. and Mascardi L. (Nov 2008). *Consulta a países de latinoamérica sobre información asociada a las necesidades educativas especiales*. Sistematización de resultados. OREALC/UNESCO Santiago.
 9. Blanco R., Castro I., Guadalupe C., Louzano P., Taccari D. and Umayahara M. (Sep 2008) *Indicadores de la Primera Infancia en América Latina*. Propuesta y experiencias piloto. OREALC/UNESCO Santiago.
 10. Guadalupe C., Taccari D., Castro I., Blanco R., Hevia R. and Hirmas C. (Aug 2008). *The State of Education in Latin America and the Caribbean: guaranteeing the quality education for all 2007*. OREALC/UNESCO Santiago.
 11. UNESCO (2008). *EFA Global Monitoring Report 2008. Education for All by 2015: Can we make it?* Oxford University Press.

Appendix VIII – Major meetings/conferences/workshops organized by UIS staff in 2009

Events	Location
Events in January 2009	
First meeting of the ISCED Technical Advisory panel	Montreal, Canada
UIS Latin America and the Caribbean FCS Consultation Workshop	San José, Costa Rica
Training of staff from the Malian Ministry of Education on the use of data analysis tool	Bamako, Mali
Training of focal points in data collection by members of the National Technical Team on Higher Education group	Arush, Mwanza, Dodoma, Bagamoyo, Mtwara and Mbeya, Tanzania
Training of LGA technical staff members in basic IT skills	Norogoro, Tanzania
Training session “Education Indicators and Monitoring of MDG goals”	Bangkok, Thailand
Events in February 2009	
Meeting of the UIS FCS Task Force to finalize the 2009 UNESCO FCS	Montreal, Canada
Training Ward Education Coordinators (WECs) in data collection at district level	132 districts, Tanzania
Education Sector Analysis (ESA) pre-planning workshop	Das es Salaam, Tanzania
Workshop for developing survey tools and strategy	Bagamoyo, Tanzania
Training of statistical and logistical officers in data aggregation	Morogoro, Tanzania
Training of LGA technical staff members in data querying and reporting	Morogoro, Tanzania
Intra-UNESCO Coordination meeting on Indicators of ICT in Education	Bangkok, Thailand
Events in March 2009	
National Statistics Capacity Development Workshop on monitoring of EFA	Kabul, Afghanistan
Workshop on Education Finance for Burkina Faso – <i>Mise en place d'un système pérenne de collecte de données financiers sur l'éducation (EPDF)</i>	Ouagadougou, Burkina Faso
UNESCO Executive Board 181 st session FCS Information Session for UNESCO delegations	Paris, France
National Workshop on TVET Statistics	Abidjan, Ivory Coast

LAMP International Workshop	Amman, Jordan
Workshop on Capacity Building in Science, Technology and Innovation Policy Reviews for the East/North African region	Mombasa, Kenya
Restricted Expert Workshop on the framework of the production of indicators for the follow up to the second decade of Education	Dakar, Senegal
Training of Gambian Ministry of Education staff on Data Collection model	Dakar, Senegal
Training of ESA team members in basic statistical tools	Dar es Salaam, Tanzania
Training of trainers in data collection, data entry and data querying	Dar es Salaam, Tanzania
<i>Events in April 2009</i>	
First experts group meeting on Media Statistics: Questionnaire and Instruction manual	New Delhi, India
Training of Uganda Ministry of Education staff on the use of data analysis tools	Dakar, Senegal
Training of Burundi Ministry of Education staff on the use of UIS' data model	Dakar, Senegal
Training of Togo Ministry of Education staff on the technical basis necessary for the implementation of the simulation models	Lome, Togo
Workshop on Education Finance for Togo (EPDF)	Lome, Togo
Lessons learnt in implementing a literacy assessment in a household survey in the developing world: UNESCO's Literacy Assessment and Monitoring Programme	San Diego, California, U.S.A.
<i>Events in May 2009</i>	
Training on development of Higher Education Management Information system	Kabul, Afghanistan
Workshop on Education Finance for Benin (EPDF)	Cotonou, Benin
Training of Burundi Ministry of Education staff on the use of analytical tools	Burundi
Workshop on Building the National Commission Capacity in Cameroon	Cameroon
Workshop on Education Finance for Central African Republic (EPDF)	Bangui, CAR
Experts meeting on Media Survey	Paris, France

Cinema Survey meeting with the European Audiovisual Observatory; Culture Statistics Meeting with OECD and UNESCO CLT	Paris and Strasbourg, France
First meeting of the International Working Group on Information and Communication Technology (ICT) Statistics in Education (WISE): Questionnaire launch and validation of instruments and methodology	Rabat, Morocco
Training session on Education Statistics and EMIS	Bangkok, Thailand
10 th Regional meeting of National EFA Coordinators	Bangkok. Thailand
Events in June 2009	
Capacity Building for Education Statistics in the Caribbean	Bridgetown, Barbados
Joint UIS-IITE Workshop on Indicators for ICT usage in Education	Cairo, Egypt
Workshop on Education Statistics for the Arab States	Amman, Jordan
Training Workshop on implementation of NFEMIS particularly data collection and validation	Lao PDR
National Workshop to streamline education data form different sources	Yangon, Myanmar
Regional Workshop on Education Statistics for the Gulf States	Doha, Qatar
2009 UNESCO FCS Workshop for Gulf Cooperation Countries (GCC)	Doha, Qatar
Events in July 2009	
Second meeting of the ISCED TAP	Paris, France
National Workshop on ISCED	New Delhi, India
Inter-agencies experts meeting on ICT in Education Indicators (by the World Bank, KERIS and UIS)	Busan, South Korea
Technical meeting with the Niger National team concerning main survey final design and national reporting	Niamey, Niger
National Statistical Capacity Development training for officials from the Department of Education, Ministry of Education, Nepal	Bangkok, Thailand
Events in August 2009	
National Workshop on EFA Monitoring, Ministry of Education Brunei Darussalam	Brunei Darussalam, Brunei
Workshop on Education Finance for Mali (EPDF)	Bamako, Mali
Regional Capacity Development Workshop on the use of education statistics for evidence-based policy formulation and EFA Monitoring	Kathmandu, Nepal

Regional Capacity Development Workshop in Bangkok on the use of education statistics for evidence-based policy formulation and EFA Monitoring	Bangkok, Thailand
Regional Expert Group meeting on the development of training modules on Capacity Development on Monitoring of EFA	Bangkok, Thailand
Events in September 2009	
Sub-regional training workshop on Science, Technology and Innovation Indicators	Cairo, Egypt
Meeting of the UIS Feature Film Statistics Survey Expert Group	Paris, France
National Capacity Development Workshop on development data collection instrument NFEMIS	Vangvieng, Lao PDR
SADC meeting around the DQAF	Maputo, Mozambique
Expert meeting on Measuring Research and Development in Developing Countries	Windhoek, Namibia
Technical consultation concerning the establishment of a cut-off score for the LAMP filter test to branch respondents according to their skills	Boston, Massachusetts, U.S.A.
Events in October 2009	
National Workshop on Education Statistics for Bahrain	Manama, Bahrain
UNESCO General Conference 2009 UNESCO FCS Information session for UNESCO delegations	Paris, France
National Workshop on Education Statistics for Saudi Arabia	Riyadh, Saudi Arabia
ISCED Regional consultations for Asia	Bangkok, Thailand
Events in November 2009	
National Statistical Capacity Development Workshop on ESCED and Education Statistics, Ministry of Education, National Statistics Office and other line ministries, Brunei Darussalam	Brunei Darussalam, Brunei
Expert meeting for validation of Information Literacy Indicators	Montreal, Canada
Data reporting and indicators monitoring for Guatemala	Montreal, Canada
Second experts group meeting on media statistics: indicators and guidebook	San José, Costa Rica
Africa Finance Workshop (EPDF)	Paris, France
ISCED Regional Consultations for Africa	Nairobi, Kenya

2 nd Training Workshop on Education Finance for Mali (EPDF)	Bamako, Mali
Regional Technical Advisory Group on LAMP (Asia and the Pacific)	Bangkok, Thailand
Participation at the 10 th International Joint World Cultural Tourism Conference	Bangkok, Thailand
<i>Events in December 2009</i>	
2009 UNESCO FCS Training Workshop for the Caribbean Region	Kingston, Jamaica
National Workshop on Education Statistics for Libya	Tripoli, Libya
National Capacity Development Workshop on EMIS	Male, Maldives
VII th Regional Workshop on Education Statistics for Latin America and the Caribbean	Cancun, Mexico
3 rd meeting of the ISCED TAP	Geneva, Switzerland
Second meeting of the International Working Group on Information and Communication Technology (ICT) Statistics in Education (WISE): Review of results of pilot phase	Montevideo, Uruguay

Appendix IX – List of UIS staff members in 2009

MONTREAL			
Fixed-Term staff		Appointment of Limited Duration (ALD)	
VAN DER POL, Hendrik	Netherlands	ASSAD, Redouane	Morocco
AKPABIE, Claude (Kpakpo E.)	Togo	BRUNEFORTH, Michael	Germany
AMOUSSOU-GUÉNOU, Wilfried	Benin	CHIEN, Chiao-Ling	Taiwan – P.R.C
BEAUDIN, Rachelle	Canada	EL HOURANI, Talal	Lebanon
BELAY, Rahel Teferra	Ethiopia	GUADALUPE MENDIZABAL, César	Peru
BELKACHLA, Saïd	Morocco	HUEBLER, Friedrich	Austria
BUFFETT, Brian	Canada	INOUSSA, Nafiou	Senegal
CAPELLI MIGUEL, Maria Helena	Brazil	LUCAS, Patrick	Canada
CARDOSO FERNANDEZ, Manuel	Uruguay	NOMURA, Shinsaku	Japan
CASTELLANO TOLMOS, Hugo	Peru	WALLET, Peter	Canada
DELOUMEAUX, Lydia	France		
DJAFRI, Ghania	Algeria		
EL RHARBI, Zoubida	Morocco		
FALVO, Mark	Italy	ABBAS, Duraid	Canada
FRANCISCO, Leandre	Benin	BOADE, Georges	Cameroon
FROSTELL-CASTRO, Katja	Finland	DJERIDI, Fouad	Canada/Algeria
GAGNON, Amélie	Canada	EL BEYOURHI, Pascale	Canada/Lebanon
GARCIA CALDERON, Rosario	Mexico	HEARNE, Edward	Canada/UK
GIRARDI, Lucia	Canada	IMHOF, Adolfo	Canada/Argentina
HO, Tin Nam	Canada	KAMAU, Estelle	Canada
ILLIDGE, Sandra	Canada	NEHMÉ, Sawsan	Canada/Lebanon
JEBRAYEL-MARIAMO, Rosa	Canada	NEWTON, Glenda	Canada
KERIM-DIKENI, Sirina	Canada/Togo	SOUSHKO-BORSTOV, Konstantin	Canada/Russia
KING, Simone	Canada	THÉODAT, Joseph-Carl	Canada
LABÉ, Olivier	Benin	YAKAP, Karine	Canada/Cameroon
LATIFI, Saïed	Iran		
LU, Weixin	P.R. of China		
MIELE, Adriano	Canada		
MORIN, Katherine	Canada	BARTON, Andrew	Canada
MOTIVANS, Albert	Latvia	CHESNEL, Mathieu	Canada/France
OTCHET, Amy	USA	DUMONT, Stéphane	Canada/France
OULD A. VOFFAL, Saïd	Mauritania	EJOV, Daniel	Canada//Russia
OVSYANNIKOVA, Olga	Russia	IBANEZ-SALINAS, Miguel	Canada/Peru
PACIFICO, John	Canada	JOSEPH, Shereen	Canada
PATHIRAGE, Rohan	Sri Lanka	MOUSSA, Nelly	Canada
PEDRO, Sandra	Canada	PRATTE, Catherine	Canada
PERUSIA, Juan Cruz	Argentina	PRINCE, Maya	Canada/Lebanon
PESSOA, José	Canada	QU, Demin (Iris)	Canada/P. R. of China
RATOVONDRAHONA, Pascale	Madagascar	RAIFU, Amidu	Canada/Nigeria
SALMI, Zahia	Morocco	RUSAMIRA, Étienne	Canada/RDC
SCHAAPER, Martin	Netherlands	TRUONG, Nhung	Canada/VietNam
SEMENTCHOUK, Ioulia	Russia	VALDEZ-MELGAR, Beatriz	Canada/Guatemala
SINGH, Anuja	Kenya		
SOMOGYI, Sophia	Canada		
TALEB, Hanna	Canada/Algeria		
TAY-LIM, Brenda	Singapore		
TCHATCHOUA, Bertrand	Cameroon		
THONY, Chantal	Haiti		
TRAN, Helene	Canada		
WENG, Xiaodan (Wendy)	P. R. of China		
ZHANG, Yanhong	P. R. of China		

FIELD STAFF			
ANGOLA - Luanda			
ROSSELOT, Bernard (Consultant/ALD)	France		
MUXITO, Adelino (ALD)	Angola		
MASSIALA, Pedro Cipriano (SC)	Angola		
DA COSTA BAKER, Ernesto (SSA)	Angola		
CAMEROON - Yaoundé			
KI, Jean-Bosco (ALD)	Burkina Faso		
CHILE - Santiago			
LACASSE, Anne-Marie (ALD)	Canada		
INDIA - New Delhi			
SIGDEL, Shailendra (ALD)	Nepal		
KENYA - Nairobi			
BERNAL, Marc (Consultant/ALD)	France		
BILAGHER, Moritz (ALD)	Netherlands		
MALI - Bamako			
DJIBO ABDOU, Yacouba (ALD)	Burkina Faso		
NAMIBIA - Windhoek			
BORGATTA, Frederic (ALD)	Canada		
QATAR - Doha			
ISMAIL, Yousef (ALD)		Palestine	
SENEGAL - Dakar			
COULIBALY DJATA, Delphine (SC)		Côte d'Ivoire	
FALL DIENG, Yacine (SC)		Senegal	
HAMMINGER, Leopold (ALD)		Austria	
LAIREZ, Thierry (Consultant/ALD)		France	
SMUGA, Mélanie (ALD)		Canada	
TOURÉ Mamadou Bassirou (SC)		Senegal	
SAMOA (WESTERN) - Apia			
ACOCA, Aurélie (ALD)		Canada	
TANZANIA - Dar es Salaam			
GITHAIGA, Monica (ALD)		Kenya	
THAILAND - Bangkok			
THAUNG, Nyi Nyi (fixed term)		Myanmar	
ELLIS, Simon (Consultant/ALD)		UK	
LUGO-HELIN, Leotes (ALD)		Philippines	
WITTAYATHAWORNWONG, Ann (SC)		Thailand	

Appendix X –UIS staff statistics in 2001-2009

BY CONTRACT TYPE/LOCATION

		Nov-09	%	Nov-08	%	Jun-05	%	Oct-02	%
Montreal	Fixed-term	51	59%	50	72%	57	70%	42	79%
	ALD	10	11%	6	9%	12	15%	6	11%
	Service Contract	12	14%	8	12%	8	10%	0	0%
	Special Service Agreement	14	16%	5	7%	5	6%	0	0%
	Secondment							2	4%
	Supernumerary							3	6%
<i>Sub-total:</i>		87	78%	69	80%	82	89%	53	91%

Field	Fixed-term	1	4%	2	12%	2	20%	2	40%
	ALD	14	58%	6	35%	8	80%	1	20%
	Consultant/ALD	3	13%	0	0%	0	0%	0	0%
	Service Contract	5	21%	8	47%	0	0	0	0%
	Special Service Agreement	1	4%	1	6%	0	0	0	0%
	Secondment							1	20%
	Supernumerary							1	20%
	<i>Sub-total:</i>		24	22%	17	20%	10	11%	5
Total		111		86		92		58	

BY SECTION

	Nov-09	%	Nov-08	%
DIR	5	5%	5	6%
ADM	12	11%	11	13%
EIDA	24	22%	18	21%
DPSS	24	22%	17	20%
RSCB	24	22%	19	22%
FCU	2	2%	0	0%
SCC	13	12%	11	13%
LAMP	7	6%	5	6%
Total	111		86	

BY GENDER

	Nov-09	%	Nov-08	%	Jun-05	%	Oct-02	%
Male:	59	53%	42	49%	37	40%	24	41%
Female	52	47%	44	51%	55	60%	34	59%
	111		86		92		58	

BY NATIONALITY

	45	45	47	26
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Appendix XI – Recruitment in 2009

A. Filled Fixed-term and ALD Positions - recruitment closed

<i>Post Details</i>	<i>Contract</i>	<i>Post Incumbent</i>
External hire to Fixed-term		
Senior Administrative Officer, P5; UIS020 (Adm)	Fixed-Term	Mr Daniel Liberman 4 Jan 2010
Programme Specialist, P3; UIS455 (S&T)	Fixed-Term	Mr Martin Schaaper
Statistical Assistant, G5; UIS269 (EIDA)	Fixed-Term	Ms Amélie Gagnon
Statistical Assistant, G5; UIS326 (EIDA)	Fixed-Term	Ms Xiaodan (Wendy) Weng
Statistical Assistant, G5; UIS328 (DPSS)	Fixed-Term	Ms Ghania Djafri
Statistical Assistant, G5; UIS425 (S&T)	Fixed-Term	Ms Sirina Kerim Dikeni
Statistical Assistant, G5; UIS495 (DPSS)	Fixed-Term	Mr Wilfried Amoussou Guénou
Statistical Assistant, G5; UIS329 (EIDA)	Fixed-Term	Ms Hanna Taleb
External to ALD		
Statistical Advisor, Luanda, P4 (RSCB)	ALD	Mr Bernard Rosselot (4 Jan 2010)
Newly created position		
Programme Specialist, P4, UIS-972 (EIDA)	ALD	Mr Friedrich Huebler
Programme Specialist, P4, UIS-974 (EIDA)	ALD	Mr Michael Bruneforth
Programme Specialist, LAMP/ALO, P4, UIS-978 (LAMP)	ALD	Ms Alcyone Vasconcelos (4 Jan 2010)
Programme Specialist, P3, UIS-973 (EIDA)	ALD	Mr Shinsaku Nomura
Statistical Cluster Advisor, Yaoundé, P3 (RSCB)	ALD	Mr Jean Bosco Ki
Statistical Cluster Advisor, New Delhi, P3 (RSCB)	ALD	Mr Shailendra Sigdel
Statistical Cluster Advisor, Bamako, P3 (RSCB)	ALD	Mr Yacouba Djibo Abdou
Statistical Cluster Advisor, Windhoek, P3 (RSCB)	ALD	Mr Frederic Borgatta
Statistical Cluster Advisor, Nairobi, P3 (RSCB)	ALD	Mr Moritz Bilagher
Statistical Cluster Advisor, Doha, P3 (RSCB)	ALD	Mr Youself Ismail
Assistant Programme Specialist, Luanda, P2 (formerly consultant contract)	ALD	Mr Adelino Muxito

Post Details	Contract	Post Incumbent
Statistical Cluster Advisor, Dar es Salaam, P2 (RSCB)	ALD	Ms Monica Githaiga
Programme Specialist, P1, UIS-976 (EIDA)	ALD	Mr Redouane Assad
Programme Specialist, P1, UIS-975 (RSCB)	ALD	Mr Patrick Lucas
Assistant Programme Specialist, P1, Dakar (RSCB)	ALD	Ms Mélanie Smuga
Assistant Programme Specialist P1, Apia (RSCB)	ALD	Ms Aurélie Acoca
Internal promotion to Fixed-term		
Assistant Programme Specialist, P1; UIS324 (DPSS)	Fixed-Term	Ms Maria Helena Capelli Miguel
Human Resources Assistant, G6; UIS584 (Adm) (general admin converted to HR)	Fixed-Term	Ms Rachelle Beaudin
Statistical Assistant, G6; UIS266 (S&T)	Fixed-Term	Ms Zahia Salmi

B. Open Fixed-Term and ALD Positions - Expected to close in 2010

Open posts	Contract	Expected date	Comments
Fixed-term			
Statistical Assistant, G5; UIS526 (Communication)	Fixed-Term	February 2010	Classification stage
Statistical Assistant, G5; UIS525 (DPSS)	Fixed-Term	April 2010	Pre-classification stage
Secretary, G4, UIS038 (Adm)	Fixed-Term	June 2010	Pre-classification stage
Network Assistant, G6, UIS036 (DPSS)	Fixed-Term	July 2010	Pre-classification stage
Documentalist, G6, UIS588 (DIR)	Fixed-Term	August 2010	Pre-classification stage
Head of Section, S&T, Culture & Communication, P5 (SCC) - new	Fixed-Term	September 2010	Pre-classification stage
ALD			
Assistant Programme Specialist, P2, UIS-980 (DPSS) - new	ALD	January 2010	Advertising stage
Assistant Programme Specialist, P2, UIS-981 (DPSS) - new	ALD	January 2010	Advertising stage
Human Resources Officer, P3, UIS030 (Adm) - new	Permanent	January 2010	Classification stage

<i>Open posts</i>	<i>Contract</i>	<i>Expected date</i>	<i>Comments</i>
Regional Advisor, Santiago, P4, CL-002, (RSCB)	ALD	Feb 2010	Interview stage
Regional Advisor, Asia/Pacific, P5, UIS-459 (RSCB) – new	ALD	February 2010	Candidate selected
Programme Specialist, P3, UIS-982 (EIDA – TVET) – new	ALD	April 2010	Pre-classification stage
Assistant Programme Specialist, UIS-983, P2 (DPSS – Project Manager SIS Databases) – new	ALD	April 2010	Pre-classification stage
Assistant Programme Specialist, UIS-984, P2 (DPSS – Project Manager Modular Questionnaires) – new	ALD	April 2010	Pre-classification stage
Assistant Programme Specialist, UIS-985, P2 (DPSS – Project Manager SDMX) – new	ALD	April 2010	Pre-classification stage
Assistant Programme Specialist, UIS-986, P2 (DPSS – IT Architect) – new	ALD	April 2010	Pre-classification stage
Assistant Programme Specialist, UIS-987, P2 (S&T) - new	ALD	May 2010	Pre-classification stage
Assistant Programme Specialist, UIS-988, P2 (Communication) – new	ALD	May 2010	Pre-classification stage

Appendix XII – UIS organizational chart

UIS Chart
26 October 2009

