UIS/GB/XVII/3
Montreal, November 2015
Issued in English only

REPORT OF THE DIRECTOR

ON THE ACTIVITIES OF THE INSTITUTE IN 2015

Item 7

(54 pages)

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INTRODUCTION

The Sustainable Development Goals (SDGs) will remain just that – a set of goals – without accurate data that countries can use to monitor progress and develop evidence-based policies. In response, the UNESCO Institute for Statistics (UIS) is leading the development and production of the frameworks and indicators needed to monitor key targets in the SDGs, especially related to education.

The UIS is uniquely situated to respond to the rising demand for data. Why? We are the only UN statistical agency to work with almost 200 statistical offices around the world. The UIS not only has the contacts in the field but the practical experience of providing technical assistance and capacity-building services to countries at different stages of development. In addition, the UIS has the methodological expertise to develop new indicators, thanks to its talented staff and its extensive network of experts and partners. Finally, the UIS has the trust of its users as the source of high-quality data used by governments, UN agencies and civil society organizations.

Clearly, no single organization can provide all the data required to monitor the SDGs. Strategic decisions must be made. In response, we have taken a proactive approach by evaluating the statistical needs of countries and the international community and using this information to re-align the Institute's activities and services – from data collection to capacity-building. For example, in the field of education, the UIS included a feasibility review of each indicator that was eventually adopted by the international community in the Framework for Action for Education 2030. To further this process, we conducted an in-depth study of response rates to our surveys in order to define a priority list of countries and indicators, which is being used to realign our services. This exercise applies to all UIS data collections in order to develop a comprehensive strategy to improve our global databases in the fields of education, science, culture, and communications. Through this strategic approach, we are re-positioning the UIS as a leader in key areas, which are summarized below.

In the field of education, the UIS has taken a proactive approach by convening a technical advisory group to help the international education community identify the indicators needed to monitor SDG 4 and help get all children in school and learning by 2030. For SDG 4, the UIS will continue to improve the quality of its core set of indicators – such as sex-disaggregated participation rates, teacher shortage projections and education finance data – while developing new indicators and sources of information on the quality of education, equity issues and learning outcomes. In particular, there is a critical need for global measures of learning that countries can use to improve the outcomes of their children and youth and monitor progress. Given the importance and complexity of this work, I am developing a series of new initiatives in collaboration with partners and donors while directly overseeing their implementation (see Main Line of Action 2).

In the field of science, the UIS is the only statistical agency to collect data on research and development in countries at all stages of development. We are now collecting these data on an annual basis and have significantly expanded our database with a new global survey on innovation. Consequently, we are prepared to monitor a key target of SDG 9 which calls for the enhancement of scientific research and innovation especially in developing countries.

In the field of culture, the UIS is about to make a tremendous leap forward by launching a global survey on cultural employment. These data will provide help to strengthen international and national

policymaking initiatives designed to strengthen the role of culture in promoting sustainable and inclusive economic growth.

In the field of communication, the UIS is about to launch a new global survey on the use of information and communication technologies in education. The results can be used to help monitor key targets of SDG 4 related to education quality and lifelong learning.

In summary, I would like to stress that the SDGs represents a tremendous opportunity and challenge for the UIS. We have the technical expertise, reputation and drive to break new ground. The only obstacle is money.

For the past year, I have worked with Member States, partners and donors to reposition the UIS within the international community. In the field of education, we are formally recognized as **the authority** to coordinate the efforts needed to monitor SDG 4. This mandate opens up access to new funding opportunities. But we cannot do this alone. We need the Governing Board to actively support the Institute by helping us to secure new sources of funding.

MLA 1 – DEVELOPMENT OF EDUCATION INDICATORS AND PROMOTION OF DATA USE AND ANALYSIS

C/5 Expected Result No. 1: Production of more relevant and timely education statistics and indicators

No.	Performance indicators (PI)	Baselines (B) as at 31.12.2014	Quantitative and/or qualitative Target/Benchmark (T) as at 31.12.2015	Progress achieved against Target/Benchmark as at 31.12.2015	Likelihood that target will be attained
1.	Availability of more comprehensive and relevant global education data to meet the needs of post-2015 goals	Education survey redesigned based on ISCED 2011 and launched in April 2014	New global data collections are designed to collect comparable, policy-relevant information implemented annually	New data based on ISCED 2011 published, several new data collections designed and launched	Achieved
2.	Availability of more comprehensive and relevant regional and national education data to meet regional and national policy and monitoring needs	UIS regional module to collect sub-national data on the recruitment and deployment of teachers in the Asia region is designed and ready for launch in 2015	New regional modules are designed with local partners that address regional information needs conducted annually	- Regional module on teacher deployment in Asia launched. - The next round of the regional module on school conditions in Africa was launched	Achieved
3.	Availability of education data disaggregated by specific population groups	The next UIS data release was postponed to 2015 and at that time data from household surveys will be added to the UIS Data Centre	Education indicators from censuses and surveys, especially in relation to group differences, are integrated in UIS databases and disseminated	Disaggregated education indicators based on household survey data were published for additional countries and years in UIS Data Centre	Achieved

Outputs

Education data and indicators from the first education survey based on ISCED 2011 were disseminated in the UIS Data Centre in February 2015. The reference year (2013) data for this survey, including regional averages, were released in June 2015. The second round of the survey was launched in April 2015 and data were published for at least 50% of countries in November 2015.

In 2015, the UIS launched two new data collections on teachers to improve the quality and policy relevance of its international database:

- New global module on indicators about teachers, which was launched with the redesigned education survey in April.
- New regional module on teacher deployment in South and East Asia as well as the sub-Saharan regional module on teachers' qualifications and classroom conditions which was extended to include all African countries.

To improve the monitoring of education disparities, the UIS released disaggregated education statistics derived from nationally representative household survey data through its online Data Centre for the first time in March 2015. This included attendance and out-of-school rates of children of primary and lower secondary school age by sex, location and household wealth quintile for 74 countries. In November 2015, the UIS added data for about 15 more countries, with an emphasis on household surveys conducted in recent years. Key indicators include:

- Out-of-school rate: children of primary school age and lower secondary age
- Net attendance rate: primary and lower secondary education

- Adjusted net attendance rate: primary education
- Total net attendance rate: lower secondary education

Results

The UIS has successfully implemented ISCED 2011 in its education data collection and has disseminated data and indicators based on the new classification for two consecutive survey rounds.

Through its strategy of global and regional modules, the UIS has found a cost-efficient approach to produce more policy-relevant statistics. These modules are based on close consultations with regional policymakers, national statisticians and data users to help ensure that the indicators can be regularly produced and used for effective policymaking.

The UIS is steadily expanding the availability of cross-nationally comparable data for education policymakers and other data users by developing the methodologies needed to make better use of household surveys. For some countries, these indicators are available for multiple years. In total, survey data from about 125 country-year combinations will be available through the UIS Data Centre by the end of 2015. The survey data will complement existing education indicators based on administrative data that are disaggregated by sex.

Challenges, corrective actions and lessons learnt

The expansion of the UIS household survey database and the complete implementation of ISCED 2011 in the UIS education survey were hindered by limited staff resources or transitions, with several frozen posts and turn-over in key positions within EIDA.

Cost-effectiveness/efficiency measures

Several key posts remain frozen due to budgetary constraints.

C/5 Expected Result No. 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined

No.	Performance indicators (PI)	Baselines (B) as at 31.12.2014	Quantitative and/or qualitative Target/Benchmark (T) as at 31.12.2015	Progress achieved against Target/Benchmark as at 31.12.2015	Likelihood that target will be attained
1.	Number of Member States with updated mappings of their national education system to ISCED 2011	Draft mappings are available for about 160 countries of which about 60 are validated	At least 80 countries with published ISCED 2011 mappings	The validation process for draft mappings is on-track but on-line publication has been delayed	Medium
2.	Revised classification of fields of education (ISCED-F) implemented in UIS data collections	N/A. The work is scheduled for 2015	UIS surveys redesigned to collect data according to ISCED-F from 2016	The redesign process is completed	Achieved

No.	Performance indicators (PI)	Baselines (B) as at 31.12.2014	Quantitative and/or qualitative Target/Benchmark (T) as at 31.12.2015	Progress achieved against Target/Benchmark as at 31.12.2015	Likelihood that target will be attained
3.	Number of Member States reporting ISCED 2011 data to the UIS	Response rates per questionnaire using ISCED 2011 in the 2014 survey round Attainment 67/203 (33%) Education - Levels 0-4: 102/158 (65%) - Levels 5-8: 76/158 (48%) - Finance: 63/158 (40%)	All survey respondents provide data to the UIS according to ISCED 2011	Response rates per questionnaire in the 2015 survey round are: Attainment 89/203 (44%) Education - Levels 0-4: 113/158 (72%) - Levels 5-8: 65/158 (41%) - Finance: 50/158 (32%)	Medium[1]
4.	Documents published by UIS to describe new conceptual frameworks and to increase understanding of UIS methodologies and indicators	Work underway on 3 operational manuals (on national studies of out-of-school children; ISCED; and ISCED field of studies) while documentation of UIS regional average calculation is scheduled later in 2015	- Operational Manual for studies on out-of-school children - Operational manuals related to ISCED - Detailed description of the UIS methodology for calculation of regional averages	- The Operational manual is being edited by UNICEF - The ISCED 2011 Operational Manual was published in March and the manual on ISCED-F Field descriptions was published in October. - Publication on regional averages has been postponed to 2016	High (Low for the Regional Averages)
5.	Number of countries with data on mean years of schooling (MYS) in UIS Data Centre	100 countries	115 countries with data for 1950-2014	More than 150 countries with data for 1950-2015 by December 2015	Achieved

Outputs

To help countries report data accurately according to the new classification on fields of study, the UIS has developed a new detailed guide in English in addition to the classification, which was translated into six languages and widely disseminated in 2015. This new classification will be implemented in the 2016 round of education surveys. The relevant questionnaires have already been updated to reflect the changes. The UIS has also published an operational manual on classifying national education programmes and related qualifications to ISCED 2011. French and Spanish versions will be available by the end of 2015. The UIS will continue to develop the materials and provide the support needed to help countries report data properly according to the new ISCED standards.

By the end of 2015, the UIS will publish an operational manual for national studies on out-of-school children in collaboration with UNICEF. This document will serve as a stand-alone guide and will replace an earlier Conceptual and Methodological Framework for the UIS-UNICEF Global Initiative on Out-of-school Children (OOSCI).

[1] The reasons for non-reporting are usually unrelated to the adoption of the new standard

The publication of a document describing the UIS methodology for calculation of global and regional values of education indicators was postponed to 2016. This is due to the priority given to ensuring a smooth transition from ISCED 1997 to ISCED 2011 in UIS data processing and dissemination.

The UIS database with estimates of mean years of schooling (MYS) was expanded in May 2015 and currently includes data for 151 countries and territories, covering the period from 1950 to 2013. The next release in December 2015 will add new data on educational attainment and MYS for more than 100 countries. The final list of countries with new MYS estimates will be determined during data production in the fourth quarter of 2015 and is likely to be smaller than the number of countries with new attainment data. The December 2015 release of MYS estimates will be the first release to make use of educational attainment data classified in accordance with ISCED 2011. The MYS methodology continues to be refined and further work is planned for 2016, in particular on methods for disaggregation of combined data for more than two levels of attainment. The documentation of the UIS methodology for estimation of MYS will also be updated for the December 2015 release.

Results

By developing new operational guides and methodological documents, the UIS is leveraging the impact of its workshops, national site visits and collaborative initiatives with regional data partners to improve the accuracy of cross-nationally comparable indicators.

The use of UIS-produced estimates of MYS by the Human Development Report has increased confidence by UNESCO Member States in the published values of the Human Development Index. The development of a MYS database by the UIS has also served as an incentive for Member States to submit educational attainment data to the Institute on a regular basis.

Challenges, corrective actions and lessons learnt

The UIS.Stat dissemination platform is currently not customized to show data for years prior to 1970. MYS estimates for 1950 to 1969 are therefore currently not available for download from the UIS Data Centre. Steps are being taken to ensure they are available by late 2015.

Cost-effectiveness/efficiency measures

The publication of the operational manual for national studies on out-of-school children will reduce the need for direct support by UIS staff to countries. The savings in terms of staff time and mission costs can be invested in other activities at the UIS.

Improved documentation of UIS methodology in other areas, for example ISCED and the calculation of regional averages also reduces the need for UIS staff to respond to methodological queries by data users.

C/5 Expected Result No. 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data

No.	Performance indicators (PI)	Baselines (B) as at 31.12.2014	Quantitative and/or qualitative Target/Benchmark (T) as at 31.12.2015	Progress achieved against Target/Benchmark as at 31.12.2015	Likelihood that target will be attained
1.	Training workshops conducted for education planners and policymakers on the use and analysis of data for results-based decision making covering all regions	7 regional or sub-regional workshops on education statistics were conducted in 2014	4-6 regional workshops (2-3 per year)	4 regional and 2 national workshops were conducted in 2015	Achieved
2.	National data plans and/or data quality assessments conducted and recommendations implemented by Member States	National assessments of education data systems were conducted, with ALECSO, in three Arab States (Comoros, Egypt and Tunisia)	At least 10 Member States (5 per year)	0 new data plans in 2015. Reconsidering approach	Low

Outputs

The following regional training workshops on educational data and indicators, including training and completion of ISCED mapping and reporting, were conducted in collaboration with UIS field staff during the first semester of 2015 (see MLA 4 for other results in the field):

1. Training workshop on education finance indicators, co-organized with Quality Learning Foundation
   - 11-15 May in Bangkok, Thailand;
   - 10-15 participants - 3 countries;
   - Main themes: National Education Accounts: sharing experiences in Asia.

2. Regional training workshop on education statistics for West and Central Africa
   - 25-28 May in Abidjan, Côte d'Ivoire;
   - 24 countries;
   - Main themes: UIS education survey and ISCED; development of the Post-2015 Agenda and thematic indicators; African regional module.

3. Regional training workshop on education statistics for the Arab States (jointly with ALECSO)
   - 12-16 October in Al Hammamet, Tunisia;
   - 18 countries;
   - Main themes: Education 2030 and its monitoring challenges; UIS education survey and ISCED; indicators for policymaking.

4. National education finance workshops
   - November in Hanoi, Viet Nam and December in Kathmandu, Nepal;
   - 4-6 participants per country;
   - Main themes: Finalising and using results from education finance initiative.

5. Regional training workshop on education statistics for Latin America
   - 30 November-4 December in Panama City, Panama;
   - 37 national statisticians from 20 countries;

- Main themes: Education 2030 and its monitoring challenges; UIS education survey and ISCED; indicators for policymaking.

The UIS has revisited its approach to data plans and the Data Quality Assessment Framework (DQAF). The aim is to revise the DQAF methodology and ensure coherence with the similar SABER EMIS module.

Results

Through regional training workshops, the UIS continues to improve data quality by promoting national ownership of the Institute's global education database. The workshops help to build networks of data producers and users while supporting a growing community of practice aimed at resolving data quality issues often through the development of South-South solutions. They also allow UIS staff to gain a richer understanding of data quality at the country level and how these issues can be addressed to ensure robust cross-national indicators and benchmarking. The workshops also enable the UIS to explore issues related to national data infrastructure and EMIS while identifying national technical capacity needs.

Challenges, corrective actions and lessons learnt

An important challenge in improving data quality at the national and global levels lies in maintaining and reinforcing networks of data providers. This is a key result of the training workshops. We can build on these efforts by sharpening the focus on the benefits of cross-nationally comparative indicators for national data providers and raising the profile of their contribution to the UIS global education database. In addition, regular training workshops are needed to minimize the risk of inaccurate reporting of data which frequently occurs due to staff turnover in education ministries.

Cost-effectiveness/efficiency measures

Workshops and other links to countries are often organized in close partnership with regional partners.

C/5 Expected Result No. 4: Use and analysis of education statistics promoted

No.	Performance indicators (PI)	Baselines (B) as at 31.12.2014	Quantitative and/or qualitative Target/Benchmark (T) as at 31.12.2015	Progress achieved against Target/Benchmark as at 31.12.2015	Likelihood that target will be attained
1.	UIS education data disseminated regularly	November release delayed due to changes in questionnaires and ISCED. From 2015, the UIS will shift to 2 releases per year	- Education data released 2 times per year via the Data Centre	Education database updated in February, June and November	Achieved
2.	Data presented more visually	As of 31 December 2014, the UIS has released 3 e-atlases with its new platform on out-of-school children, literacy, and teachers	E-atlases in new platform and other new ways to present data visually	All three education e-Atlases (out-of- school children, literacy and teachers) were updated following new reference year data releases	Achieved
3.	Technical, analytical, and informative products developed	In 2014 the UIS produced one thematic report, one technical paper, two policy notes and four factsheets	One flagship thematic report, at least two technical papers, two policy notes and six factsheets	One report, one technical paper, and three fact sheets published	Achieved

Outputs

> The UIS continues to expand efforts to disseminate data and analysis by leveraging new technologies and communication channels. In 2015, the UIS produced two new interactive data visualization products on out-of-school children and girls' education in Africa while expanding its e-Atlas series. All three UIS education e-Atlases (on out-of-school children, literacy and teachers) were updated and improved in 2015. The most recent data visualization by the UIS, released in September 2015, highlights the gaps between the ambition of SDG 4 and reality by presenting data on compulsory education, out-of-school children and flows of international aid to education.

In January 2015, the UIS released a global report, *Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children,* with UNICEF during the Education World Forum in London. The Forum provided the Institute with direct contact with Education Ministers and other key policymakers. In addition, the UIS produced an interactive data visualization presenting a range of indicators, disaggregated by sex, location and household wealth for 23 countries; more countries will be added in the future.

Three fact sheets on education were published in 2015 on out-of-school children, literacy rates and the supply of and demand for teachers.

A technical document on initiatives to improve finance data A Roadmap the Better Data on Education Financing was published in October 2015.

Results

The UIS is reaching wider audiences through the development of interactive data visualization products. These products present policy-relevant data in engaging formats to attract general and technical audiences.

The global report on out-of-school children highlighted the fact that the 2015 education goals were missed in many countries. Through reports, fact sheets and other products the UIS will continue to enhance tailored data and provide support to main partners reporting on education progress to 2015 to inform the debate about monitoring the new global education goal and targets.

Challenges, corrective actions and lessons learnt

The new e-Atlas platform has come with a learning curve, but the new system has already shown clear benefits in terms of the presentation and dissemination of UIS data.

Cost-effectiveness/efficiency measures

The e-Atlas offers various options for graphical presentation of data, thus reducing the need to rely on other tools. Such standardization results in increased efficiency during data production and dissemination.

MLA 2 – DEVELOPMENT OF INTERNATIONAL STATISTICS ON EDUCATION OUTCOMES

ER 5: International education community uses a common framework to produce comparative analysis and international monitoring of progress in learning outcomes.

No.	Performance indicators (PI)	Baselines (B) as at 31.12.2014	Quantitative and/or qualitative Target/Benchmark (T) as at 31.12.2015	Progress achieved against Target/Benchmark as at 31.12.2015	Likelihood that target will be attained
1.	Regional assessment instruments are linked to produce comparable results	No comparable measures available	Comparable results for reading skills at the end of primary from at least three regional consortia[2]	A proposal for a strategic approach has been developed and is being evaluated through a global consultation targeting a wide range of stakeholders	Medium (revised target*)
2.	Catalogue of national and international initiatives on the assessment of learning outcomes of school children established and used by Member States	30 countries submitted data; on track	Student assessment initiatives in at least 50 countries analyzed	Data already published for 34 countries in Catalogue and 54 countries in the database	High
3.	Good working practices are identified and used in oral assessments of reading proficiency	Meeting held, issues, authors and editors identified, drafting to begin in 2015	Consensus built among measurement stakeholders. Common framework promoted.	Authors have submitted their articles which are going through peer-review	High
4.	LAMP results are disseminated and public user files made available	Data has been cleaned and analysed internally. Country summaries with limited results were disseminated	Publish results and disseminate data	Report has been drafted and is undergoing external evaluation of the methodology	Low

Outputs and Results

Monitoring the new agenda with a focus on learning outcomes

With Sustainable Development Goal 4, the world has pledged to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. To keep these efforts on track, the UIS is leading the development of a measurement agenda and a new generation of indicators that can be used to improve policymaking and to monitor progress.

[2] As we went along, the plan completed in 2013 proved to be too ambitious, we re-planned the activity, and the feasible target for the end of 2015 is as follows: comprehensive consultation extends beyond technical experts to engage wider range of stakeholders including donors, assessment experts, Member States on different approaches for a methodology to produce international measures of learning. The one initially announced is more of a long-term target to be reached in 5 years.

For the past 18 months, the UIS has been chairing the technical advisory group (TAG) responsible for proposing indicators to monitor the new global education goal and targets. The TAG is comprised of technical experts from international organizations and was recently extended to include Member States and civil society. The TAG has conducted a series of meetings and a global consultation to inform its recommendations, which were presented in a series of papers.

On 4 November 2015, Member States adopted the Framework for Action for Education 2030, which includes 43 thematic indicators proposed by the TAG. In addition, the Inter-Agency and Expert Group on the Sustainable Development Goal (IAEG-SDGs) Indicators has recently adopted a sub-set of these indicators for global monitoring towards SDG4. Five out of the 11 indicators for global monitoring involve the measurement and comparison of learning outcomes at different levels of education.

This marks a victory and opportunity for the Institute, which is championing the development of universal learning scales that will lay the foundations for high-quality and internationally comparable data that governments can use to improve the learning outcomes of their children and youth while benchmarking their progress globally. This work will require considerable time and investment so the Institute is also developing a series of intermediary projects.

In particular, the UIS will create a forum that brings together technical experts, education ministries and non-governmental organizations to build consensus around related frameworks, benchmarks and indicators while continuing to expand the Catalogue of Learning Assessments. Throughout this process, the dialogues will be carefully structured to help countries reach consensus on meaningful standards of skills and competencies that have international-reporting validity. All of these initiatives will involve close consultation with donors and partners.

Strategic documents in development:

- **Indicators to Monitor Learning Outcomes Globally:** In this paper, the UIS proposes a gradual approach towards sound international monitoring based on a three-pronged strategy to: (1) develop indicators based on currently available data from national and cross-national assessments; (2) provide snapshots of learning among specific groups and in a limited number of learning domains; (3) create international learning scales (one for each domain of learning) which countries can use to report their progress towards international goals.
- **Adult Literacy Assessment in Low-Income Countries:** Current assessments of adult literacy do not accurately reflect the needs of many developing countries in terms of life-long learning. This UIS paper outlines an approach to leverage and complement existing initiatives by creating a tool to monitor basic literacy skills for adults in less developed countries. Key partners, such as the OECD, World Bank and UNESCO Institute for Lifelong Learning, support this proposal and are actively exploring funding options.
- **Global Learning Snapshots:** This concept note evaluates options to link results from different learning assessments as part of the larger strategy to leverage existing initiatives rather than developing new assessments.
- **Global Partnership for Learning:** The UIS is exploring options with donors to establish this new initiative. This concept paper (see UIS/GB/XVII/4) presents the structure and functions of the partnership, which will bring together a wide range of organizations and Member States to implement a series of initiatives designed to advocate for and reach the ambitious targets of SDG 4. The partnership's goal is to help countries achieve SDG4 on time and to address the obstacles that hinder their ability to make full of use of assessments to improve learning outcomes.

- **Catalogue of Learning Assessments and operation model:** The document outlines the changes needed to improve the Catalogue based on experience in 2014-2015.

Research initiatives include:

- **Oral Reading Assessments Project:** The UIS is publishing an E-Book in early 2016 on good practices in reading assessments that should be applied in the design and administration as well as the data processing, analysis, dissemination, and use of oral reading assessments. The E-book will feature 24 articles from 48 authors in 30 organizations.

- **Literacy Assessment and Monitoring Programme (LAMP):** The LAMP main assessment in Lao People's Democratic Republic was completed in 2015, with UIS support. The international report is undergoing an external evaluation, with final reports due at the end of 2015.

- **Cognitive, Social and Emotional Skills:** The UIS commissioned a series of research reports for a larger review of the importance and influence of non-cognitive abilities on school performance. The reports will be published in 2016.

- **Memoranda of Understanding with leading universities:** The UIS is finalizing agreements with Stanford University and the University of Chicago to advance additional research needed to inform decisions about global indicators for learning. The research will focus on non-cognitive skills, the impact of incentives on assessment results and managerial skills of principals.

Regional meetings

The UIS organized regional training workshops on the Catalogue of Learning Assessments with country focal points trained on the completion of the questionnaire and wider sessions designed to share experiences on data collection and use of assessment data. In 2015, the following regional workshops were organized:

1. Central and Western Africa, in collaboration with the UNESCO Regional Bureau in Dakar (BREDA)
   - 17-19 March in Dakar, Senegal;
   - 17 participating countries.
2. Eastern and Southern Africa, in collaboration with the UNESCO Regional Bureau in Harare,
   - 12-14 May in Harare, Zimbabwe;
   - 10 participating countries.

Major presentations

- Information session for UNESCO Member States, Paris (April)
- Seminar at Harvard Graduate School of Education, Boston (April)
- Reunión de Expertos con el equipo del Programa de Fortalecimiento de la Educación Técnico Profesional, Santiago (April)
- World Education Forum, Incheon (May)
- 16th International Research Conference of International Association for the Evaluation of Educational Achievement, Cape Town (June)
- Seminar at the Instituto Nacional de Evaluación Educativa, Ministerio de Educación, Cultura y Deporte INEE MECD, Madrid (July)

- UKFIET 13th International Conference on Education and Development (September 2015)
- 2nd International Conference on Learning Cities, Mexico (September 2015)
- Global meeting on Literacy and Sustainable Societies, Paris (September 2015)
- International conference "Driving the Data Revolution: Statistical Use of Administrative Registers", Washington (September)
- General Assembly of the International Association for the Evaluation of Educational Achievement, Mexico (October)
- Semi-annual meeting of the International Education Funders Group, via teleconference (October)
- VI Seminario Internacional de Investigación sobre Calidad de la Educación, Instituto Colombiano para el Fomento de la Educación Superior , via teleconference (November)
- E-Forum “Towards a global framework for measuring learning?”, IIEP (November)

Blogs

- Silvia Montoya (UIS) Why media reports about learning assessment data make me cringe (May, GPE)
- Silvia Montoya (UIS) A universal learning scale: ‘Fit for purpose’ instead of the ‘perfect fit’ (May, GPE)
- Silvia Montoya (UIS) and Aaron Benavot (GMR) Out-of-school numbers on the rise as aid to education falls short of 2010 levels (July, GMR)
- Silvia Montoya (UIS) and Jordan Naidoo (UNESCO): Do Teacher Incentives Improve Learning Outcomes? (July, Norrag)
- Silvia Montoya (UIS) and Andreas Schleicher International Literacy Day of reckoning (September, GPE)
- Silvia Montoya (UIS) Laying the foundation to monitor learning globally (September, GPE)
- Silvia Montoya (UIS) Connecting educational agendas (September, Centre for Public Impact)
- Silvia Montoya (UIS) and Dave Edwards (EI) World Teachers' Day: 'Governments must take urgent action to address chronic teacher shortages' (October, Times Education Supplement)
- Silvia Montoya (UIS) and Jordan Naidoo (UNESCO) A Data Revolution for Education 2030 (November, GMR)
- Silvia Montoya (UIS) Are poorer pupils doomed to fail? (November, World Economic Forum)

Consultations

From November 2014 to 30 January 2015, the UIS organized a public consultation on the TAG’s proposed indicators to monitor Education 2030. About 200 organizations and individuals from 67 countries provided valuable feedback which was used to prepare the final recommendations.

From 26 October to 30 November, the UIS organized a consultation on the measurement of learning outcomes. The consultation involves a wide range of stakeholders, including Member States and civil society organizations, and will help to lay the foundations for wider efforts to establish a monitoring framework in the area of learning outcomes.

Challenges, corrective actions and lessons learnt

While partners agree on the need to monitor learning outcomes globally, it is still proving to be difficult to separate the technical issues from the high political stakes involved in assessment initiatives undertaken at the national, regional and international levels. The UIS is therefore actively pursuing the development of a global mechanism for monitoring learning outcomes through the pursuit of the three parallel work streams (described in the concept notes). To achieve this, the UIS seeks to create a forum of technical experts, education ministries and non-governmental organizations to develop the learning scale as well as the related frameworks, benchmarks and indicators. The dialogues will be carefully structured to help countries reach consensus on meaningful standards of skills and competencies that have international-reporting validity. To advance this process, UIS is conducting an online consultation on the most feasible approaches to measuring learning outcomes nationally and globally.

Cost-effectiveness/efficiency measures

This work can only advance in close partnership with countries, donors and assessment initiatives.

MLA 3 – DEVELOPMENT OF INTERNATIONAL STATISTICS ON SCIENCE AND TECHNOLOGY; COMMUNICATION AND INFORMATION; AND CULTURE

ER 6: Timely statistical information and analysis on research and development and innovation statistics are available to Member States

No.	Performance indicators (PI)	Baselines (B) as at 31.12.2014	Quantitative and/or qualitative Target/Benchmark (T) as at 31.12.2015	Progress achieved against Target/Benchmark as at 31.12.2015	Likelihood that target will be attained
1.	STI database extended	Net response rate of 25% for countries that received UIS R&D questionnaire for the 2012 survey	Net response rate of 30% for countries that received UIS R&D questionnaire	UIS questionnaire sent to 142 countries, of which 35% responded, but only 25% provided data	Low
		108 surveys in the UIS Catalogue of Innovation Surveys	At least 25 innovation surveys added to the Catalogue	22 innovation surveys added to the Catalogue	High
		Too soon	R&D metadata available for all countries with R&D data in the UIS database	All metadata available but need to be updated	Medium
2.	Methodologies developed to assist Member States in carrying out STI surveys	5 requests	At least 5 developing countries request assistance to conduct a national R&D or innovation survey per year	14 requests received	Achieved
3.	Number of countries/participants where capacities have been enhanced to collect STI statistics	9 countries in one regional workshop	2 regional workshops (1 per year)	1 regional workshop	Achieved
		5 national workshops	4 technical assistance workshops (2 per year)	6 technical workshops	Achieved
4.	Reports and other electronic materials to promote the use of STI indicators and their linkages to development issues	20 requests	20 additional requests received for R&D and innovation data by UIS (10 per year)	25 requests received and responses delivered	Achieved

Outputs

It should be noted that the UIS is now conducting the R&D survey on an annual basis instead of every two years. The 2015 survey was launched in September, according to schedule. The UIS continues to update metadata pertaining to the results although it is unlikely that this work will be completed by the end of 2015 due to higher priority commitments.

The second innovation data collection was launched in June, according to schedule. To help countries develop and improve their own national surveys, the UIS continues to update its catalogue of innovation surveys, with 22 new entries added throughout the year.

The UIS continues work to revise key standards, such as the 1978 Recommendation concerning the International Standardization on Science and Technology. The UIS first developed a proposal with the help of a consultant in 2014. Since then, the proposed revisions have been reviewed and modified based on feedback from regional and national authorities, with an expert meeting organized by the UIS in March 2015. A new document was presented to a subsequent expert meeting in July, which led to the establishment of a steering group. Work is now underway to further refine the proposal, which will

include clear guidelines. The aim is to present a revised recommendation to the General Conference in 2017.

The revisions to the OECD Frascati Manual on measuring R&D were formally adopted during an OECD Ministerial Meeting in October 2015. The Annex on Measuring R&D in Developing Countries, which was prepared by the UIS, has been integrated in the core section of the manual. This is a major achievement for the UIS and attests to the quality and relevance of its work. The UIS has invested considerable efforts to ensure that the revised manual reflects the contexts and needs of developing countries.

The UIS is now in the process of revising the Oslo Manual on measuring innovation. Once again, the role of the UIS is to ensure that the perspectives of developing countries are integrated in the manual.

The UIS is updating and expanding its training materials on R&D and innovation surveys in a collaborative effort with AU/NEPAD, CeSTII (the South African Centre for STI indicators), AOSTI (the African Observatory for STI) and UNU-MERIT (the UNU institute focusing on STI). The objective is to provide comprehensive training material for in-country STI workshops and model questionnaires for countries to adapt when developing their own surveys.

Discussions are underway to include two UIS R&D indicators to monitor SDG 9, specifically Target 9.5, which calls on countries to "enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending."

The Inter Agency and Expert Group on the SDGs (IAEG-SDG) recently decided to include "Employment in R&D sector" as an additional indicator to the already agreed priority indicator "R&D expenditure as percentage of GDP". The UIS has written an information note explaining the methodology and options, and recommending that the additional indicator should be re-labelled as "Researchers (in full-time equivalent) per million inhabitants".

UIS STI data feature in various external reports and databases. In 2015, the UIS provided data to the UNESCO Science Report, the Global Innovation Index (which included a chapter co-written by UIS), the Global Sustainable Development Report, the U.S. News and World Report and the UN Statistical Yearbook. UIS STI data were also used in the Innovation Union Scoreboard. In addition, we receive regularly requests from individual researchers and media for data. The UIS has also produced a new R&D e-Atlas while a summary report of the innovation data collection was published on the website.

With support from the Government of Sweden, the UIS has started an extra-budgetary project, entitled SAGA (STEM and Gender Advancement), to improve the measurement of gender equality in science, technology, engineering and mathematics, in collaboration with the UNESCO Science Sector and the Montevideo regional office. A project officer is based in Montevideo while a research/statistical assistant was hired in Montreal. Ultimately, the UIS will be developing a series of new indicators about the dynamics that shape women's decisions to pursue STEM careers – from their educational pathways to the social factors shaping their professional careers, such as starting a family and workplace environment. The data will be used to better target policies at the country, regional and global levels. The first step involves the creation of inventories on gender-related indicators and policies in STEM, followed by the development of a toolkit of instruments that countries can apply.

The following training workshops on STI data and indicators were conducted:

1. National training workshop on STI indicators for Cape Verde, organized by the African STI Indicators Initiative (ASTII) of AU/NEPAD and hosted by the Ministry of Higher Education, Science and Innovation of Cape Verde
   - 23-26 March in Praia, Cape Verde;
   - 15-20 participants;
   - Main theme: Help the country structure its first national innovation survey.

2. National workshop on STI policy and indicators for Guyana, organized by the Ministry of Education in collaboration with the UNESCO Montevideo Office
   - 30 March - 1 April in Georgetown, Guyana;
   - 65 participants;
   - Main themes: Outline the process to develop STI policy, highlight the need for monitoring and present the relevant indicators.

3. National workshop on STI policy and indicators for Jamaica, organized by the National Council on Science and Technology and the Planning Institute of Jamaica in collaboration with the UNESCO Kingston Office
   - 8-9 April in Kingston, Jamaica;
   - 35 participants;
   - Main themes: Outline the process to develop an STI policy, highlight the need for monitoring and present the relevant indicators.

4. National workshop on STI policy and indicators for the Bahamas, organized by the Ministry of Education, Science and Technology in collaboration with the UNESCO Montevideo Office
   - 27-29 July in Nassau, the Bahamas;
   - 50-70 participants;
   - Main themes: Outline the process to develop an STI policy, highlight the need for monitoring and present the relevant indicators.

5. National training Workshop on STI indicators and policy for Viet Nam
   - 2-3 November in Hanoi and 5-7 November in Ho Chi Minh City, Viet Nam;
   - About 100 participants;
   - Main theme: Help the country conduct its first national innovation survey.

6. Regional workshop on STI indicators and policy for Central America, co-organised with RICYT, the Ibero-American and Inter-American Network on Science and Technology
   - 4-5 November in San Salvador, El Salvador;
   - About 25 participants from 9 countries;
   - Main theme: Present methodologies to collect internationally comparable R&D and innovation statistics.

7. National training workshop on STI data for Panama
   - 16-18 December in Panama City, Panama;
   - About 20 participants;
   - Main theme: Present methodologies to collect internationally comparable R&D and innovation statistics.

Results

- The OECD Frascati Manual better reflects the perspective and needs of development countries largely due to the work of the UIS.

- Countries recognize the need for high-quality STI data as reflected in their ongoing demand for UIS capacity building support in conducting national R&D and innovation surveys.
- 20 national statisticians from 7 Central American countries trained during regional workshop.
- About 275 national statisticians trained during workshops organized in 6 countries.
- A critical mass of officials trained in a number of countries to conduct STI surveys.
- A basic agreement was reached with AU/NEPAD in which the UIS would provide the data processing needed for the African Innovation Outlook. This reflects trust in the quality of the work of the UIS and efforts to avoid duplication of services.

Challenges, corrective actions and lessons learnt

It was impossible to meet the tight deadlines for the UNESCO Science Report while processing the R&D data at the same time. It should be noted that the UIS provided data and analysis and also reviewed the entire report. In addition, the Institute's data processing team started work on the R&D results three months later than originally agreed. Lessons learnt: UIS teams must respect deadlines based on the agreed timetable. For the report, either additional resources need to be secured (ideally financed by UNESCO Science Sector) or the expectations of UIS support must be limited.

Cost-effectiveness/efficiency measures

National workshops are generally funded, or at least co-funded, by the country.

Partnerships with regional organizations, such as AU/NEPAD and RICYT, provide a cost-efficient way to reach more Member States and provide more in-depth support. They also enable us to avoid duplication of efforts through data sharing agreements and, in some cases, joint data collections with the OECD, Eurostat, AU/NEPAD and RICYT.

ER 7: Timely and policy-relevant statistical information and analysis of cultural statistics are available to Member States.

No.	Performance indicators (PI)	Baselines (B) as at 31.12.2014	Quantitative and/or qualitative Target/Benchmark (T) as at 31.12.2015	Progress achieved against Target/Benchmark as at 31.12.2015	Likelihood that target will be attained
1.	Increase in the number of methodological resource documents produced to support the development of cultural statistics globally	1 handbook completed in 2014	At least 2 methodological documents produced (1 per year)	Handbook No. 4 was produced and released in 2015.	Achieved
		None	Completion of initial CSA report and work plan developed	The final commissioned report was received.	High
2.	Cross-nationally comparable data and indicators produced and featured in a wide range of global reports	Feature film data from 60 countries for the reference year 2012 and 2013 received	Increase in the number of feature film data available for dissemination	- Feature film data from 75 countries were released in the UIS Data Centre - Analytical information paper was commissioned	High
		No cultural employment data available	Increase in the number of cultural employment data available for dissemination	- 1st UIS survey on cultural employment was launched	High

No.	Performance indicators (PI)	Baselines (B) as at 31.12.2014	Quantitative and/or qualitative Target/Benchmark (T) as at 31.12.2015	Progress achieved against Target/Benchmark as at 31.12.2015	Likelihood that target will be attained
		No analytical report produced	1 analytical report produced per biennium	- Final draft on trade flows report was sent for peer review - Chapter on trade flows for the 2005 Convention report was submitted	High
3.	An increase in the number of national statisticians and cultural officers trained to collect, analyse, and use cultural statistics	Workshop in Latin America trained 39 statisticians and policy experts	At least 2 regional training workshops conducted (1 per year)	Arab States regional workshop was conducted in October	Achieved
		Technical assistance to Bolivia was provided	Technical assistance to at least 2 countries provided (1 per year)	- Qatar national/GCC workshop undertaken in March - Costa Rica national workshop undertaken in October 2015	Achieved

Outputs:

The UIS launched its first global survey on cultural employment in August, with a slight delay of one month. The first data release is scheduled for the second quarter of 2016. Results from the 2014 survey of feature film statistics were released in July and a short analytical report will be produced by an external consultant by the end of the year.

The UIS has started a multi-year project to develop culture satellite accounts, which can be used to produce information concerning key policy issues related to culture and development. To begin with, the UIS has commissioned a report presenting the wide range of current country level experiences and initial recommendations to help develop an international methodology. To inform this development work, the UIS organized an expert meeting in Montreal (November) with key partners such as UNSD, UNWTO, OECD and several countries with considerable experience.

The UIS finalised a report on the international trade of cultural goods and services, which will be released by the end of 2015. The UIS has also released a methodological handbook, *Measuring the economic contribution of cultural industries: Serbia case study* and completed a short research paper on the measurement of intangible cultural heritage.

The UIS continues to provide capacity-building services to improve the production and use of culture statistics. In 2015, the following training workshops were organized:

1. National training workshop on cultural statistics for Qatar Ministry of Development Planning and Statistics
   - 10-12 March 2015 in Doha, Qatar;
   - About 75 participants including representatives from 4 Gulf Cooperation Council Countries (GCC) and the GCC-Stat;
   - Training on selected topics on cultural statistics with a focus on the implementation of national frameworks for cultural statistics.

2. Regional training workshop for Arab States, in collaboration with UNESCO Rabat Office
   - 6-9 October 2015 in Rabat, Morocco;
   - 25 participants from 10 countries;

- Support the implementation of the 2009 UNESCO Framework for Cultural Statistics and help countries improve the production and use of cultural statistics.

3. National training workshop on cultural statistics for Costa Rica Ministry of Culture and Youth. The workshop was a part of a 1 week mission to Costa Rica (19-23 October) to support the improvement of the MCJ system of administrative data/records for cultural management
   - 19-20 October 2015 in San José, Costa Rica;
   - About 30 participants;
   - Support the implementation of the 2009 UNESCO Framework for Cultural Statistics and help countries and help improve the quality of administrative data/records for cultural management and other selected topics.

Results

The UIS is laying the foundations to expand the production and use of cultural statistics by developing new surveys and methodological resources for countries. This entails partnerships with different types of organizations. For example, the UIS is working with the *Institut de la statistique du Québec* to secure funding from Heritage Canada in order to organize an international conference on measuring digital cultural products in 2016.

Challenges, corrective actions and lessons learnt:

With regards to the cultural trade report, the UIS encountered issues with the data and their extraction from UN partner agencies, which delayed the analysis. However, the final report, which is now under peer review, is serving as the basis for a chapter to be included in the next UNESCO monitoring report for the 2005 convention on cultural expressions (December 2015).

It should also be noted that there was a delay in the release of the 2014 feature film data due to the extended workload of the Institute's culture unit. Therefore, the data analysis was commissioned to an external consultant.

The UIS cultural employment survey was launched with one month delay due to limitations experienced by the data processing section. To avoid any further delay, it was decided to forego Russian and Arabic versions this year.

Cost effectiveness/efficiency measures:

Due to budgetary constraints, UIS training workshops on culture statistics must be financed either by the requesting country or a donor. This arrangement has generally proven to be successful with the UIS delivering these services at or slightly below costs. The UIS has also developed a cost-effective approach to use consultants for specific projects or research. However, this approach has limitations when examining the sustainability of core work over time.

It should be noted that the UIS cancelled a training workshop for UIS field staff on the cultural employment survey. Instead of a physical meeting, the UIS found a more cost-effective approach by relying on conference calls and email. As a result, these funds were used to complement the new methodological work on culture satellite accounts.

ER 8: Timely and policy-relevant statistical information and analysis on communication statistics are available to Member States.

No.	Performance indicators (PI)	Baselines (B) as at 31.12.2014	Quantitative and/or qualitative Target/Benchmark (T) as at 31.12.2015	Progress achieved against Target/Benchmark as at 31.12.2015	Likelihood that target will be attained
1.	Global data on ICT in education are available and regularly updated	53% response rate for the Francophone African data collection	75% response rate for regional survey	44% response rate for Anglophone African countries	Low
			50% response rate for global survey	Survey not launched yet	Too early to report
2.	Media statistics are available and regularly updated	Due to lack of funding, survey has been suspended	Response rate of 75% of the media statistics regional survey	Due to lack of funding, this survey has been suspended	Activity cut due to funding

Outputs

ICT in education

The UIS will be launching its first global survey on ICT in education in December 2015. The survey instruments were finalized based on recommendations from the Technical Advisory Panel.

The UIS released an article and information paper on e-readiness in schools across sub-Saharan Africa, based on results from two data collections.

UIS methodological work and indicators in this area are gaining visibility. To begin with, several UIS indicators will be introduced in the ICT Development Index (IDI) of International Telecommunication Union (ITU). The UIS is finalizing the methodology that will be tested by the ITU using our data. The indicators include the pupil (learner)-to-computer ratio and the gross enrolment ratio in programmes with computer-assisted instruction.

It is likely that two UIS indicators on ICT in education will be used to monitor SDG 4. Target 4A will probably include the proportion of schools with Internet for pedagogical purposes, and the pupil (learner)-to-computer ratio. In addition, the Qingdao Declaration (International Conference on ICT and Post-2015 Education, May 2015) calls for countries to report accurate and timely data on ICT in education to the UIS in order to build a global database.

One training workshop was organized:

1. Regional training workshop on ICT in Education Statistics for Central and Eastern Europe, co-organized with the UNESCO Institute for Information Technologies in Education (UNESCO-IITE)
   - 25-27 November in Moscow, the Russian Federation;
   - 15-20 participants;
   - Main theme: Training on the new UIS questionnaire that will be included in the first global survey.

A second workshop for the Arab States in Manama (Bahrain) in cooperation with TAG.org, was planned in November but cancelled at the last moment on request of the Bahrain National Commission for UNESCO.

Results

There is a significant demand for ICT in education data. For example, the UIS has been an active member of the Partnership on Measuring ICT for Development, where discussions frequently focus on education related issues and the work of the Institute. In response, the UIS was recently elected to the Steering Committee of the Partnership in response to the growing demand for its data and expertise. Discussions are also underway to include some of these indicators within the SDG monitoring framework.

Challenges, corrective actions and lessons learnt

One of the challenges stems from the fact that the UIS ICT survey mainly collects administrative data on infrastructure while there is a growing demand for information on the use and impact of ICT in education. Impacts are hard to measure directly, but usage can be monitored, albeit with different instruments. In response, the UIS is trying to develop usage surveys, in collaboration with a number of partners, but more resources will be needed to carry out this work.

Cost effectiveness/efficiency measures

We are working with a range of partners to develop new methodologies while offering capacity-building services to countries. In many cases, these partnerships enable the UIS to reduce costs in financial terms but we must also recognize the increasing demand on staff time.

MLA 4 – REINFORCEMENT OF CROSS-CUTTING STATISTICAL ACTIVITIES

ER 9: The quality of data produced by UIS is improved and constantly monitored.

No.	Performance indicators (PI)	Baselines (B) as at 31.12.2014	Quantitative and/or qualitative Target/Benchmark (T) as at 31.12.2015	Progress achieved against Target/Benchmark as at 31.12.2015	Likelihood that target will be attained
1.	All UIS surveys and questionnaires included in data quality monitoring framework	UIS data quality framework includes response rates and timeliness indicators for all surveys	- Response rates published for all survey collections - Timeliness indicators published for all survey collections	- Response rates and timeliness indicators for all regular surveys are included in UIS quality reporting - Detailed quality reports have been produced to inform data quality and capacity-building strategies	Achieved
2.	Improved mechanisms to share data and metadata amongst international organizations and with users	Consensus was reached by UIS, OECD and Eurostat concerning the first draft of the SDMX Global Data Structure Definition (DSD) for Education and Research and Development (R&D) and a draft version of the governance and maintenance strategy is being reviewed by partners	The first phase will be to develop a common Data Structure Definition and questionnaire for the education survey	UIS and partners reached consensus on an initial data structure definition but a small number of issues need to be resolved (e.g. foreign students)	High
3.	Cost of collection and processing of statistical data and metadata, taking into account the entire data lifecycle, reduced	First phase of migrating UIS collections to SDMX to support this objective has been achieved. First phase of improving collection processes and communication tools has been achieved	To ultimately reduce costs, it is essential to invest in the standards-based SDMX Excel data collection instruments, which will incur additional costs in 2014-15	9 questionnaires were migrated to the new format and 4 are in the process	High
4.	Number of Member States where statistical capacities have been enhanced as a result of UIS field staff interventions	In 2014 Arab States: 7 (including 10 meetings/workshops, 130 trained participants) Asia/Pacific: 35 (including 32 meetings/workshops and 570 trained participants) LAC: 23 (including 5 meetings/workshops and 50 trained participants) SSA: 27 (including 34 meetings/workshops, 118 trained participants)	 Arab States: 7 Member States Asia/Pacific: 39 Member States LAC: 33 Member States SSA: 50 Member States	In 2015 Arab States: 6 (including 3 meetings/workshops, 90 trained participants) Asia/Pacific: 38 (including 25 meetings/workshops and 765 trained participants) LAC: 17 (including 9 meetings/workshops and 57 trained participants) SSA: 33 (including 39 meetings/workshops, 390 trained participants)	 Arab States: High Asia /Pacific: Achieved LAC: Achieved SSA: Achieved

Outputs relating to Performance Indicators 1-3

As part of its ongoing efforts to improve data quality, the UIS systematically measures response rates and timeliness indicators for its regular ongoing survey activities. In 2015, additional detailed reports were produced to look more closely at data quality issues and respondent burden. The reports focussed

on response rates by country and year, item level response rates for questionnaires and data use. They included cell level response rates of questionnaires; identification of historical country response trends to questionnaires; and identification of possible links between individual questionnaire cells and UIS statistical outputs. The information has been used by UIS staff in Montreal and the field to develop a series of recommendations to improve data quality and identify strategic priorities.

The UIS has made considerable progress in implementing SDMX standards as part of efforts to reduce the costs of sharing data with partners, such as the OECD and Eurostat, as well as the reporting burden on countries while maintaining the quality of the data. In fact, several countries have indicated an interest in using flat files to report data instead of responding to traditional questionnaires. In response, the UIS has a dedicated professional staff member to support this important initiative. To date, the Global Education Data Structure Definition (DSD) has been updated and circulated to the UOE data requestors for approval and finalization. In addition, the UIS and partners have formalized a project to fully automate their joint-education data exchange (UOE).

SDMX is also leading to considerable efficiency gains in UIS data collection and processing activities. In 2015, the UIS used SDMX excel to launch all of its data collections (8 surveys including 22 questionnaires). It should be noted that many of the questionnaires were also redesigned while the communication system with survey respondents was updated. This work involves a wide range of technical tasks which are summarized in the table below.

Results relating to Performance Indicators 1-3

Table 1 outlines the multitude of outputs produced by the team and shows what results they led to in 2015.

Challenges, corrective actions and lessons learnt

Converting our data collection infrastructure from PDF to Excel format was a complex and highly intensive activity requiring the adoption of new standards, the development of new processes and tools and the retraining of staff. Yet despite these challenges, the new questionnaire format will result in major efficiency gains. It should also be noted that the Data Processing and Standard Unit lost a significant number of staff. These staff members were promoted to new positions, moved to support work critical work in other UIS sections or left the Institute to join the OECD. Despite these challenges, the team was rebuilt over the course of the year and is fully functional. The team continues to reinforce its training standards and procedures so that it can easily integrate new staff.

The number of UIS questionnaires continues to rise, while existing instruments are redesigned and modified. In order to meet the considerable demands on the team, the data collection project was reduced in scope while Arabic and Russian translations of questionnaires were put on hold for newly designed surveys. Where possible, we looked for support from regional organizations to support translations. However, it should be noted that the main cost in data processing arises from the fact that our current systems do not support fonts in Arabic and Russian.

Cost effectiveness/efficiency measures

The move towards the SDMX standard will result in efficiency gains and improved data quality in the Institute's data production and dissemination cycle. It has already led to reduced financial costs since phasing out pdf questionnaires. The results attained could not have been achieved at lower costs.

Table 1. Outputs and results of the Statistical Services and Technology Section (SSAT)

Area of Focus	Outputs	Results
Design	UIS survey plan updated to include activities for 2015 thru 2017.	UIS statistical activities planned and implemented on schedule.
	New cultural employment survey designed, built and launched with new codes and validation rules.	
	SDMX data structure definition for cultural employment statistics defined.	
	R&D survey redesigned to be conducted annually instead of biennially	
	ICT in education survey redesigned and transitioned to SDMX-Excel format.	
	UIS formal education survey changed to reduce respondent burden and add new indicators.	
	African regional module updated to collect data about sanitation in schools.	
	Tertiary education questionnaire adapted to reflect revised fields of education.	
	New codes and validation rules introduced to accommodate data from sample surveys.	UIS statistical production methods updated to meet needs.
	Q - missing value: suppressed U - low reliability	
Build	All instruments, systems, databases, and procedures revised for each questionnaire.	Data are processed on receipt to meet data release schedule.
	Systems were production-ready near time of mail-out.	
Collection	Total of 8 data collections (including 22 questionnaires) launched.	New and more recent data are collected.
Processing	Questionnaires processed upon receipt.	Data quality goals in terms of timeliness are achieved.
External datasets	UN population revisions introduced into UIS databases.	Key data needed to calculate UIS indicators are updated.
	Economic data revisions (World Bank, IMF) introduced into UIS databases (twice per year).	
	Labour data revisions (ILO) introduced into UIS databases.	
	Population revisions for small islands and states (NSOs, Eurostat, SPC) introduced into UIS databases.	Gaps preventing calculation of UIS indicators are eliminated.
Quality Monitoring	Detailed quality reports on response rates by country and year, item level response rates for questionnaires and data use produced and used by UIS staff for strategies and field visits to Member States.	Response rates are used by UIS staff to improve data quality and integrated in 2016 work plans and strategies.
SDMX for Education (UOE)	Governance of Global Education Data Structure Definition (DSD) established.	Countries are expressing interest in submitting UOE data via SDMX, which will lead to timeliness and efficiency gains.
	Work required to fully automate the UOE data exchange scoped and project formalized with partners.	
	UOE partners established common validation rules for UOE data.	
	Data reports (feedback to countries) improved (automation).	Data quality and consistency are improved for UOE partners.
Improve Processing	Automated method to populate questionnaire from internal databases implemented.	Efficiency gains are made in terms of translation costs, data collection efforts and processing time.
	Mail-out, reminder and communication management system upgraded to CRM2013, data migrated and system deployed to all UIS staff (including field).	
	Improved non-response follow-up with national respondents.	Communications are improved with national respondents and international partners.
Improve Collect	Systems improved to ensure official contacts systematically included in all reminders.	Consistency and quality of communications with Member States are improved.

Results relating to Performance Indicator 4 (field teams)

Table 2 presents the information on the work conducted by the UIS Cluster Advisor stationed in UNESCO/Doha office. He is responsible for working with 7 Member States in the Gulf region.

Table 2. Outputs and results in the Gulf States

Outputs	Results
Onsite technical sort provided to all countries (except Yemen) on UIS education survey instruments, international standards and methodologies.	About 90 national statisticians and policymakers trained on international standards to produce high quality education data.
Responses to hundreds of ad-hoc requests for technical assistance.	All countries are completing education questionnaires (A, B and C) and submitting good quality data earlier than previous years
Missions to Bahrain and Oman	For the first time, Bahrain and Oman reported education finance data to the UIS and fully responded to questionnaire C on tertiary education.
Regional and sub-regional partnerships and consultations established to prepare for Education 2030 monitoring.	Countries across the region understand the new monitoring indicators and can better prepare to collect the required information.
UIS outreach to countries in terms of capacity-building services.	Countries trust the UIS and rely on the Institute for all matters in the data production cycle. For example, the National Commission of Qatar and the Ministry of Development Planning and Statistics are working with the UIS to design a comprehensive statistical capacity-building program that will include all relevant national organizations in the Institute's domains of work

Table 3 shows the work of the Asia-Pacific team, whose members are stationed in UNESCO/Bangkok and UNESCO/New Delhi offices, covering the whole region.

Table 3. Outputs and results in Asia-Pacific

Outputs	Results
About 765 national statisticians trained in regional training workshops and another 25 technical meetings and site visits.	National statisticians trained on a range of issues - from ISCED to out-of-school children methodologies and EMIS implementation
Diagnosis report to reinforce EMIS master plans in the Maldives and Myanmar	The Maldives adopted UIS recommendations and revised its action plans to improve its data collection system. In Myanmar, recommendations and action plan were prepared and shared with the Minister of Education.
Technical training materials prepared on ways to improve data production (i.e. apply international standards, identify data gaps, prepare national reports, etc.)	Quality and coverage of data reported to UIS maintained or enhanced; Stronger national capacities to collect, publish and use national data for policymaking and report higher quality data for global monitoring
National/regional consultations on proposed indicators for SDG 4	Regional perspective integrated within selected indicators.
Questionnaire to map data availability of SDG 4 developed for regional meeting of Education 2030	Evidence base developed for regional strategies to address data gaps.
Development of national plan for Bhutan with a focus on monitoring and evaluation	Bhutan has a strong national plan for education data production which includes monitoring mechanisms
7 countries trained to assess data sources on out-of-school children (OOSC– Phase II)	Data sources for OOSC were assessed, validated and used for national studies while collaboration is strengthened between the MoE (responsible for administrative data in EMIS) and the NSO in charge of household surveys.
Chapters prepared for ESCAP yearbook on participation in education, staying in school and learning to read, financial and human resources for education and research and development.	Greater visibility of UIS data through ESCAP yearbook.
3 fact regional sheets prepared on women in science, education trends and OOSC	Greater visibility within region of UIS data.

Table 4 informs about the activities of the Latin America and the Caribbean team, working with all countries in the region from UNESCO/Santiago office.

Table 4. Outputs and results in Latin America and the Caribbean

Outputs	Results
About 57 national statisticians trained in regional training workshops and another 9 technical meetings and site visits.	National statisticians trained on a range of issues - from ISCED to out-of-school children methodologies and EMIS implementation.
Argentina: Agreement on some controversial issues related to UIS data update policy and calculation of some indicators	Bilateral relationship reinforced which facilitates data review processes carried out by UIS after country's reporting
Colombia: Certification of the education information systems for basic and higher education carried out with NSO	Data improvement plan being implemented and monitored by NSO.
El Salvador: Assistance on reporting of student and teacher statistics and national workshop on education finance statistics	Re-start reporting of questionnaire C and better reporting for questionnaire A. National team is now being set up to report questionnaire B (finance data).
Ecuador: Assessment of EMIS for basic education. Assessment with NSO	Data improvement plan being implemented and monitored by NSO.
Paraguay: National workshop on education finance statistics and assistance provided on the implementation of EMIS for higher education	Improvement expected in the quality of finance indicators and higher education data report to UIS.
Major collaboration/agreements with regional/international partners include: – Pisa for Development in Ecuador, Guatemala and Paraguay: diagnostic studies produced to help countries respond to specific data requests. – UIS member of working group on international classifications of Statistical Conference of Americas (SCA) – Agreement with the Latin-American Network of Civil Society Organizations for Education (REDUCA) to its Observatory of the Educational Quality – Agreement with Economic Commission for Latin America and the Caribbean on the process to use household surveys – Close consultation with stakeholders to provide regional perspective on SDG monitoring discussions.	– Strategy to overcome challenges will be developed in cooperation with OECD and World Bank. – Greater opportunities and leverage to train NSOs on ISCED 2011. – New web platform features UIS education data. – Relevant information obtained for UIS cultural employment survey – Regional issues integrated in recommendations to the IAEG.

Finally, **Table 5** highlights the outputs and results of the work in sub-Saharan Africa implemented by the colleagues stationed in UNESCO/Dakar, UNESCO/Harare, UNESCO/Nairobi, and UNESCO/Yaoundé.

Table 5. Outputs and results in sub-Saharan Africa

Outputs	Results
Onsite technical support provided to 33 countries on UIS survey instruments, data quality assessments, education indicators and out-of-school children methodology	Almost 390 national statisticians and policymakers trained on international standards to produce high quality education data
UIS continues to provide training and guidance by distance on a wide range of issues related to the international reporting and use of education data (100s of requests per year)	UIS network of focal points is regularly reinforced
Support (on-site and distance) provided to 14 countries on education finance questionnaire countries	Response rates rose from 37% to 50% due to workshops conducted in 2014 and continued support in 2015
Technical assistance related to EMIS provided to 15 countries mainly through extra-budgetary funding	National statistical capacities strengthened to improve reporting of data to UIS UIS reputation and relation of trust with Member States is reinforced
Contributions to regional events/projects include: – PISA 4 Development" (assessment of system level data capacities) in Senegal and Zambia – SADC Monitoring and Evaluation Youth forum in Botswana – RAMAA ("Recherche Action sur la Mesure des Aprentissage de l'Alphabetisation") workshop in Côte d'Ivoire – Southern Africa regional conference on teachers	UIS visibility and partnerships in the region strengthened

Outputs	Results
– Regional African meeting on Education for All and Post-2015 education agenda in Kigali – Improved partnership with GIZ / BACKUP on possible funding for different capacity building projects on education data – Participation in IIEP / Pole de Dakar steering committee meeting	
Strategic activities to improve the production, dissemination and use of UIS data in the region include: – Development of a regional strategy for EMIS capacity building: funding proposals and negotiations initiated with European Union, African Development Bank and the GPE; – Contribution to the development of 2016 SSA regional plan of actions for UIS data quality improvement	Field activities better aligned to UIS global strategy and objectives

ER 10: Access to and use of UIS data are made easier, more efficient and better adapted to users' requirements.

No.	Performance indicators (PI)	Baselines (B) as at 31.12.2014	Quantitative and/or qualitative Target/Benchmark (T) as at 31.12.2015	Progress achieved against Target/Benchmark as at 31.12.2015	Likelihood that target will be attained
1.	New types of web products and electronic publications to promote UIS data developed	Open data web service based on SDMXJSON introduced for a limited number of pilot applications - Launch of UIS e-Atlas and women in science data visualization tool - UIS data viz gallery launched - UIS Embeddable DataGraphics service launched - .Stat was upgraded to latest version (v5) in March - IHSN NADA upgraded	- At least 2 types of new products added per year - 2 enhancements to the Data Centre introduced per year	- The March 2015 update to the UIS Data Centre was implemented as planned - Three interactive data visualization tools created - eAtlas series updated - New edition on R&D data produced	Achieved
2.	Partnerships with data mediators (second-party websites) to improve the dissemination of UIS data established	In 2014, the UIS succeeded in generating interest from a number of potential partners to establish formal data exchanges while securing the resources needed to actively pursue this work in 2015	- At least 2 UIS partners provided with SDMX data feeds -UIS data visually present on UNESCO HQ website and at least one regional UNESCO website	- Project underway to improve data sharing with ESCAP. - Project in development to improve data sharing with WTO - Charts from UIS country profiles embedded on UNESCO Country Pages and UNESCO Transparency Portal - All interactive data visualization products were embedded on UNESCO HQ website as well as the UNESCO Dakar website and partner organizations, such as the GPE, GCE, etc.	High
3.	User experience of the UIS online Data Centre monitored and used to bring improvements	A usability exercise was conducted with students at the University of Montreal to assess the .Stat table viewer. A report has been written shared with the wider .Stat community for follow-up	Online surveys and consultations to be conducted and this feedback will drive change to our Data Centre. This applies to products which we develop in a collaborative sphere. This is an ongoing process	- Evaluation of the quality of search results vs expectations was undertaken for all aspects of the website and Data Centre. Actions for improvement are being implemented - User-testing of new website design completed	High

Outputs:

The UIS Data Centre was updated and enhanced with new features in March as planned. Key results and outputs include:

- Charts and tables from UIS country profile pages are now embedded on the new UNESCO Transparency Portal and UNESCO country pages using the UIS open data web service (beta);
- UIS Catalogue of Learning Assessments and database launched;
- Content from the UIS glossary has been integrated into the referential metadata areas of UIS.Stat, which greatly improves the user experience in understanding and using UIS data;
- Online data products were also modified to reflect to ISCED 2011 (e.g. UIS.Stat, country profiles, SDMX data exchange files and glossary entries);
- To better promote the global report on out-of-school children, the UIS created an interactive data tool presenting a range of disaggregated data using an engaging design with broad appeal for general and expert audiences;
- For International Women's Day, the UIS released an interactive data tool entitled, Left Behind – Girls' Education in Africa, which was promoted and used by UNESCO, NGOs and donors as a resource for their larger campaign messages;
- UIS launched its own Twitter account, @UNESCOstat, in July 2015 to promote its data products and reinforce relations with partners;
- With the adoption of the new global education goal, the UIS developed a new interactive product How far are we from the goal? It presents data on compulsory education before exploring whether aid reaches the countries with the greatest needs by contrasting the flows of international education aid to out-of-school rates. This product was launched by the Institute in partnership with A World At School (Gordon and Sarah Brown), Right to Education, and GPE;
- eAtlases were updated for literacy, teachers and out-of-school children in English, French and Spanish while a new eAtlas on R&D and innovation data was launched;
- New wireframes developed to redesign the UIS website based on extensive user testing.

Results

Within just three months of launching, @UNESCOstat has over 1000 followers. Despite limited resources, the UIS is producing high-quality content that is being shared by individuals and organizations globally. As a statistical agency, it is essential to find a balance in reaching out to new audiences while safeguarding the Institute's reputation as a trusted source of data. Through social media, we are promoting our own products while showing our contribution to the high-profile reports and indices that feature UIS data. Through Twitter, we have found an effective way to strengthen relations with partners while strengthening the visibility of the Institute and its data products.

The UIS also continue to develop interactive data visualization products as part of its strategy of improving the visibility and use of its data by 'telling the stories' behind the statistics and reaching new audiences. These products are available in English, French and Spanish and are automatically updated with the latest available data so that they can serve as permanent resources for the UIS website as well as for partners (e.g. UNESCO and its field offices, donors, NGOs, etc.). These products are embedded on the websites and blogs of key partners, such as the Global Partnership for Education, Global Campaign for Education and the official website for the World Education Forum.

The UIS is also in the process of redesigning its website. Following a re-design project of the data portal, a complete set of wireframes were finalized in November based on two rounds of user testing. In particular, the new data portal will include a range of new features to improve access, use and sharing of UIS data products. Background work to support implementation is underway with the use of internal resources (e.g. research to optimise search capabilities, mobile strategies, open data services and cloud services). However, the UIS must still secure the funding required for the actual construction of the new site.

Challenges, corrective actions and lessons learnt

The newly redesigned website and data centre have a large and complex scope. To reduce delays and risks, the UIS will take a phased approach to introduce the new formats and features as soon as possible while spreading the costs over budget cycles.

Short-term improvements to the new site have been identified and are being implemented (e.g. search functions, homepage redesign, etc.). In addition, the UIS is seeking to extend its web services to UNESCO regional offices with UIS staff. In particular, discussions have begun with UNESCO Bangkok on ways to overcome server-related issues. Options will be explored in the new website redesign and the transition to a complete open data web service.

The UIS would also like to expand its presence on social media. Facebook, for example, could be used to build greater engagement with UIS data. However, this would require additional support for the communications team.

ADMINISTRATION

Budget and Finance Information

2015 estimate as at 31.10.2015 vs 2014 actual accounts

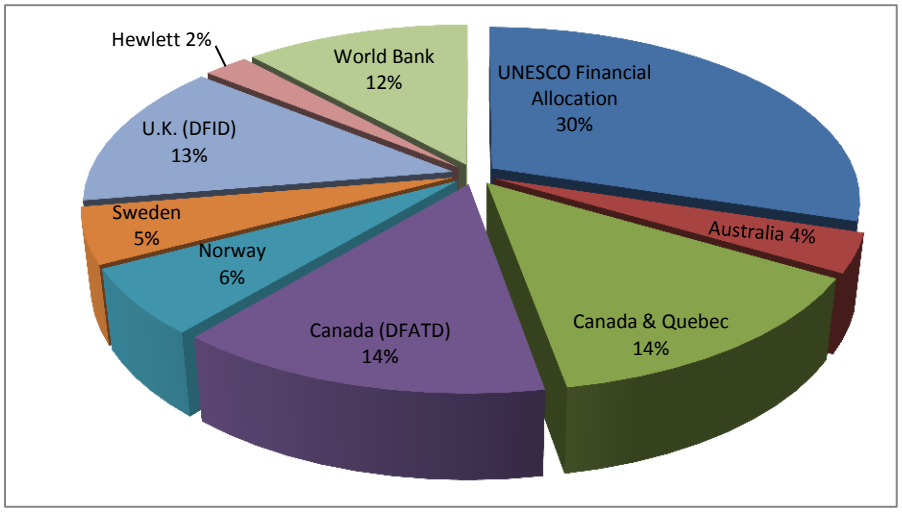
The Institute's general income in 2015, as estimated on 31 October 2015, amounts to about USD 11.5 million which represents a decrease of about USD 1.3 million (or -10%) as compared to the 2014 actual general income of USD 12.8 million.

As per the closing of accounts, the following government/agency contributions were received in 2014 (see **Figure 1**):

- UNESCO allocation for 2014 amounting to USD 3.8 million;
- The Governments of Canada and Quebec continued to support the UIS with contributions amounting to CAD 1.9 million (equivalent to about USD 1.7 million);
- The Department of Foreign Affairs, Trade and Development Canada contributed CAD 2.0 million (equivalent to USD 1.8 million) corresponding to the first two disbursements of a five year agreement to support the UIS core programme;
- The Australian Department of Foreign Affairs and Trade (DFAT) provided funding of AUD 500.0 thousand (equivalent to USD 460.1 thousand) to support core services in the development of education statistics;
- The Hewlett Foundation provided USD 300.0 thousand as part of a grant totalling USD 400.0 thousand for Phase II of the Global Learning Metrics Task Force (LMTF);
- The Government of Norway provided a total of NOK 5.0 million (equivalent to USD 778.3 thousand) towards UIS core activities;
- The Swedish International Development Cooperation Agency (SIDA) contributed SEK 5.0 million (approximately USD 660.2 thousand) towards UIS core funding;
- The Department for International Development (DfID) of the United Kingdom has provided funding of about GBP 1.1 million equivalent to USD 1.7 million towards Better Education Statistics for improved learning (BESt);
- The World Bank made a contribution of USD 1.5 million under the Development Grant Facility (DGF) for UIS education statistics.

The UIS also had several contracts for specific activities including: EUR 91.8 thousand (equivalent to USD 116.7 thousand) from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) for the BACKUP Initiative for Education in Africa; USD 27.3 thousand from the Islamic Development Bank (IDB) to support a training workshop on R&D indicators that took place in Rabat, Morocco; USD 20.9 thousand from the Korea Education and Research Information Service (KERIS) to support a capacity building workshop on ICT in education statistics that took place in Harare, Zimbabwe; USD 25.0 thousand from the United Nations Development Programme (UNDP) to create a database on educational attainment and mean years of schooling; and about USD 7.5 thousand from the World Health Organization (WHO) to finalize the last batch of country reports that provide analysis on the age distribution and school attendance of girls aged 9-13 years.

Figure 1. UIS general income by donor for 2014 (as % of total)



In addition, the UIS recorded a net loss of about USD 209.0 thousand in other income for 2014. This is mainly due to currency exchange adjustment losses of approximately USD 262.0 thousand, offset by roughly USD 53.0 thousand in reimbursement for services, other income and bank interest.

The Institute also executed programmes and projects from funds entrusted directly to UNESCO under its regular and extra-budgetary programmes. These sums amounted to USD 370.5 in 2014 of which the Japanese Funds-in-Trust (JFIT) provided USD 235.2 thousand to implement the revised ISCED in Asia and the Pacific. In addition, the Government of Australia supported activities designed to improve education data quality in Pacific States by funding the UNESCO Junior Professional Officer post in the region.

2015 estimate as at 31.10.2015

Based on estimates from 31 October 2015, the following contributions to the UIS budget were received or are expected to be received in 2015:

- The UNESCO allocation for 2015 amounting to USD 3.8 million;
- DFAT (of Australia) provided funding of AUD 1.25 million (equivalent to nearly USD 1.0 million) for core global activities relating to education statistics and to support the implementation of "Activities to Improve the Quality of Regional and International Monitoring of Education in the Pacific" project;
- The Governments of Canada and Quebec will contribute in 2015 the estimated equivalent of USD 1.3 million (CAD 1.6 million). About 65% of this amount relates to the base agreement of CAD 1.1 million per year with the remaining portion of CAD 562.5 thousand stemming from the supplemental agreement to support a portion of the Institute's operating costs and the rental of its Annex at Queen Mary;
- DFATD (of Canada) will contribute the sum of CAD 1.0 million, equivalent to about USD 746.3 thousand, in 2015 as the third disbursement of a five-year core funding agreement;
- The Government of Norway has continued to support the Institute's core activities with a contribution of NOK 7.0 million equivalent to about USD 935.3 thousand;

- SIDA (of Sweden) contributed SEK 5.0 million, equivalent to USD 591.2 thousand towards UIS core funding;
- DFID (of UK) is providing funding of about GBP 1.1 million equivalent to USD 1.6 million towards Better Education Statistics for Improved Learning (BESt) as part of an agreement signed in 2013;
- The Hewlett Foundation provided the balance of USD 100.0 thousand for Phase II of the Global Learning Metrics Task Force (LMTF);
- The UIS also received USD 1.5 million in 2015 for its work on education statistics from the DGF of the World Bank, a long-standing partner of the Institute. This grant comes to an end at the end of this year.

Regarding contracts income:

- GIZ (of Germany) GmbH signed a further agreement with the UIS in the amount of EUR 207.0 thousand as part of the German BACKUP Initiative Education in Africa to help strengthen the national capacities of African countries to sustainably produce data on education financing. The UIS has received EUR 150 thousand equivalent to USD 165.7 thousand in 2015 with the balance remaining to be received at the end of January 2016;

- The IDB provided the balance of USD 27.0 thousand to support a regional training workshop on research and development indicators, which took place in Rabat, Morocco in 2014.

Total other income for 2015 shows a net loss of about USD 100.0 thousand mainly due to currency exchange adjustments resulting from the devaluation of the Canadian dollar, offset by reimbursement for services, miscellaneous income and interest from banks. At the same time, the UIS was able to benefit from the strengthening of the UIS dollar in relation to the Canadian dollar, which led to savings in terms of staff costs and some activities.

In addition to the funds received in the UIS special account, the Institute may execute programmes and projects from funds entrusted directly to UNESCO under its regular and extra-budgetary programmes, these sums are estimated at approximately USD 263.4 thousand as at 31 October 2015.

2015 estimate as at 31.10.2015 vs. 2015 PPC

The 2015 total UIS income estimated at USD 11.6 million as of 31 October 2015 is at about the same level that had been foreseen in the revised appropriation resolution approved by the Policy and Planning Committee (PPC) of USD 11.6 million.

The minor change is essentially due to a net loss in other income offset by slight increases in voluntary contributions and the signing of the contract with GIZ in 2015 which had not been finalized at the time of the PPC.

Expenditure

2015 estimate as at 31.10.2015 vs. 2014 actual accounts

According to projections made on 31 October 2015, the 2015 expenditure will amount to USD 11.6 million, which represents a decrease of about USD 300.0 thousand compared to the 2014 actual expenditure of USD 11.9 million funded by the UIS special account. See **Figure 2** for a comparison by appropriation line.

This net decrease is mainly due to:

- Staff turnover and an overall reduction in personnel costs throughout the Institute as a result of the weakening of the Canadian dollar vis-à-vis the US dollar;

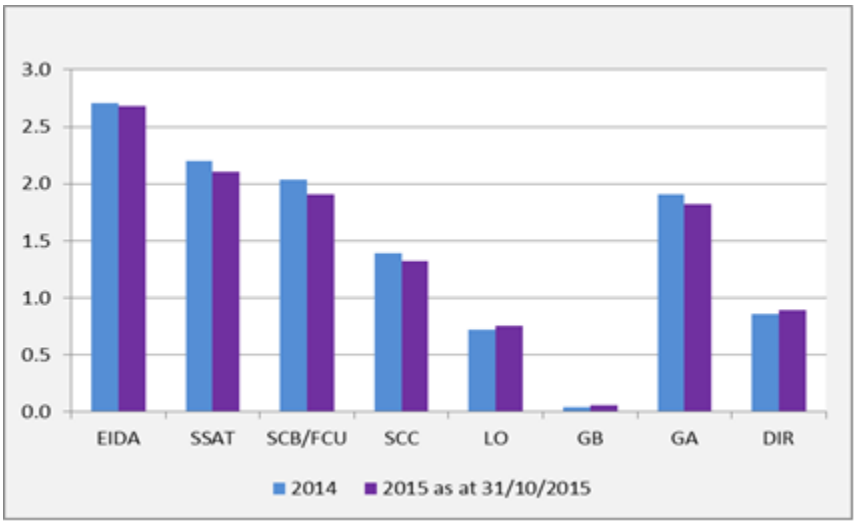
- A decrease in overall travel expenditures;

- A slight increase in the resources assigned to the Learning Outcomes programme (about USD 39.3 thousand), aligned with the priority attached by the donors and the international community to this flagship UIS programme;

- An increase of USD 18.0 thousand in the Governing Board expenses due to the PPC which was held in Montreal in 2015 versus telephone conference as in previous years; and

- An increase of USD 33.2 thousand in the Directorate's budget as UIS/DIR focused on working closely with partners and donors to reposition the Institute as a leader in the SDG measurement agenda and renewed efforts for resources mobilization with existing and potential new partners.

Figure 2: 2014 Actual vs. 2015 projected expenditures as of 31 October 2015 (in USD millions)



2015 Estimate as at 31.10.2015 vs 2015 PPC

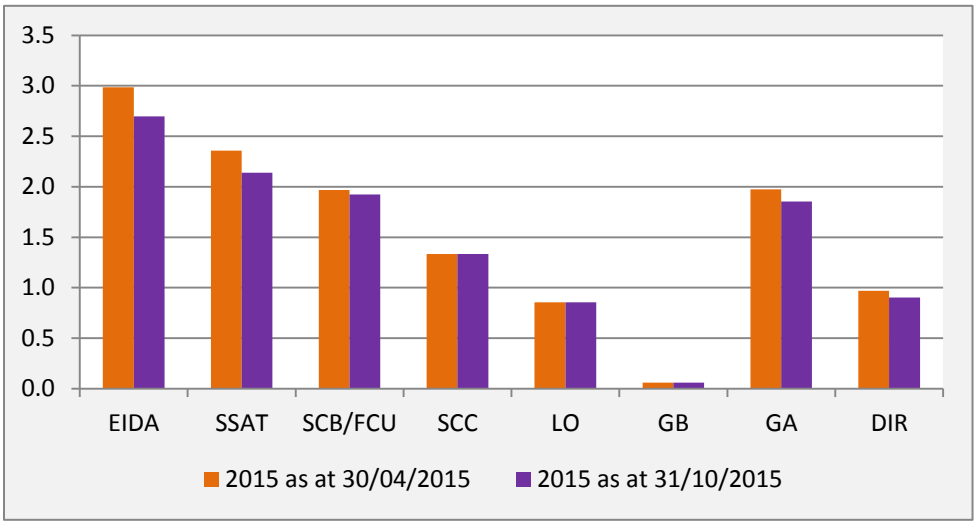
The 2015 projected expenditure as of 31 October 2015 of USD 11.6 million compared to the expenditure estimate of USD 12.6 million presented to the PPC in June represents a decrease of approximately USD 1.0 million (or 8.2%), which is attributable to a reduction in staffing costs as a result of the devaluation of the Canadian dollar vis-à-vis de US dollar, in addition to recruitment lapses and lags, and a reduction in activities costs, mainly related to the reprogramming into 2016. See **Figure 3** for comparison by appropriation line.

As a result of this reduction of USD 1.0 million, the UIS is able to present a balanced budget for 2015 between projected income (USD 11.6 million) and estimated expenditures (USD 11.6 million).

At the end of 2015, it is estimated that the overall fund and reserves balances shall stand at about USD 6.5 million. Of this total, approximately USD 2.5 million relate to the stabilization fund for payment of staff indemnities upon termination and other related liabilities, while USD 4.0 million will be carried

forward to 2016. However, based on the current financial situation a substantial amount of the reserve balance will have to be utilized to fund the 2016 programme of activities.

Figure 3: 2015 PPC XV estimates vs 2015 GB XVII expenditure projections (in USD millions)



Change of UIS Financial Regulations

Following the External Auditor's report on the governance and financial reporting of category 1 institutes, the Director-General submitted a revised standard model text for Financial Regulations applicable to UNESCO category 1 institutes. The proposed amendment was presented to and adopted by the UNESCO executive board (197 EX/27 Part II). Hence, the UIS has amended its basic text to reflect these changes (see document UIS/GB/XVIII/INF.6).

Human Resources

Staff movements were more active in 2015 than in recent years, especially in light of financial limitations. The total personnel headcount decreased by a net of four, from 103 in 2014 to 99 in 2015. This represents a total decrease of nine employees (or about 8%) if compared to the 2013 total of 108. Between October 2014 and October 2015, 16 colleagues departed (eight fixed-term, four project appointment and four contract service employees) and 12 new employees joined (one fixed-term, two project appointment and nine service contract employees). In addition to the 12 new employees, seven positions were taken up by current UIS employees. Furthermore, incumbents for at least three replacement positions have been identified with offers pending by year-end 2015 (with expected start dates either in late 2015 or early 2016). Of the total departures, two staff members left under the UNESCO Voluntary Mutual Separation Programme (VMSP), with one of the positions being eliminated.

In addition to replacement hiring to meet key functions or project needs, some of the teams turned to transfers of contractors, short-term assignments as well as volunteers and interns. EIDA, CLT and LO welcomed five interns and DIR/DOAP and EIDA benefitted from the contributions of four volunteers. With respect to short-term assignments, colleagues broadened scope of knowledge and duties to support the LO, EIDA, SSAT and STI teams. Two SC contractors moved from one section to another to undertake similar functions.

The Government of Australia, through DFAT, has signed a funding agreement with the UIS which includes resources to support the implementation of the 'Activities to Improve the Quality of Regional

and International Monitoring of Education in the Pacific' project. This project includes funding for a Statistical Cluster Advisor (international professional) to be stationed in Apia (incumbent has been identified and is expected to start in early 2016). In addition, a national staff will be recruited in 2016 to support this project.

This high volume of staff movement led to a substantial amount of time devoted to recruitment and other staff actions. Additional activities centred around: a) HR inputs and data analysis for the new Director related to staffing, hiring, etc.; b) internal team processes (improved checklists and monitoring, evolving task sharing); c) archival/record-keeping; d) implementation of an automated workflow contract extension process in coordination with HQ/HRM to streamline and reduce paperwork related to processing of contract renewals; and e) gradual adoption of several modules of the new *MyTalent* system throughout the year as a tool for performance assessment and career management system, which will include all contract modalities used at UIS as of 2016.

UNESCO HQ continues to update administrative tools (finance, travel, HR, etc.) and the UIS Administration team has served as a testing group for many of these tools. Our input helped minimize inconsistencies within rules/practices and system errors and to assure that our specific requirements are met to the extent possible.

Ms Montoya's leadership at the helm of the Institute, especially moving into 2016, is expected to introduce changes to the organizational structure and staffing to re-position the Institute in the evolving global agenda. In particular, the Institute must be prepared to fully assume its leadership role in the SDG measurement agenda while strengthening its visibility in order to meet strategic goals and attend to priority areas such as learning outcomes and education finance, aligned with priorities expressed by donors and the international community.

Recruitment and Staff Movement

Recruitment:

While every team was impacted by employee departures, approximately 20% of total personnel in 2015, replacement hiring or the opening of new positions was determined on a case by case basis driven by agreed commitments, work area (re-)prioritizations and funds availability. Some of the vacated positions remained on hold while others were/will likely be re-profiled to meet changing needs in other units (e.g. vacated LAMP function that is essentially complete, vacated RSCB/Dakar post under review etc.). The LO team has grown slightly in size to help respond to the international community's growing interest in the programme and the SSAT/DPS unit has stabilised after higher than usual turnover last year (a fair number of which were to other units within the UIS itself).

The first quarter of 2015 saw the arrival of four new colleagues and a further eight joined between May and October with a few more positions currently active as mentioned previously.

On a separate but related note, a practice has been put in place whereby vacated fixed-term positions are generally replaced by project appointment ones as this affords greater flexibility to the UIS to meet changing priorities / business needs and lessens the overall recruitment processing time by obviating the need for several steps requiring consultations with UNESCO HQ, generally associated to the fixed-term modality. In 2015, the single exception to this practice was the replacement of the Director whose fixed-term contract modality was maintained. Only functions that are considered as core in future would be potentially considered for fixed-term appointments.

Please see Appendix X (organizational chart) for details on positions filled and vacant positions (active or on hold).

Staff movement:

With 20+ functions filled to date since the last Governing Board and at least five more in process, this year's staff movement seems to arise from usual cyclical attrition on the one hand (e.g. retirements, resignations after multiple years in a role), and more prolonged financial restrictions on the other, leading employees to seek career development opportunities elsewhere. On the other hand, vacated FT and PA departures provided opportunities for colleagues to attain higher level positions and, in the case of employees on SC contracts who successfully competed for PA positions, improved contract conditions. All in all, colleagues are adjusting and adapting to evolving business priorities, giving rise to increased cooperation, collaboration and informal training to meet work needs.

The following UIS employees joined the Institute as a result of recruitment selection:

DIR and LO sections

- Silvia Montoya, UIS Director, D2, FT contract[replacement]
- Marcela Ortiz-Guerrero, Assistant Programme Specialist, LO, P2, PA contract[new]
- Francelyne Jean-Baptiste, equivalent G5, Statistical Assistant, LO, SC contract [new]

ADM section

- Catherine Miao Li, Finance Assistant, equivalent G5, SC contract[replacement]
- Javier Fuentes, Finance Assistant, equivalent G5, SC contract[maternity leave replacement]

RSCB/Bangkok

- Aki Osawa, Project Assistant, equivalent G5, SC contract[replacement]
- Sun Min Lee, Project Assistant, equivalent G5, SC contract [replacement]

SCC/STI section

- Kim Deslandes, Statistical Assistant, equivalent G5, SC contract[new joint project with UNESCO HQ and UNESCO Montevideo]
- Aurélie Côté-Sergent, Statistical Assistant, equivalent G5, SC contract [replacement]

SSAT/DPS section

- Javier Alcantara Ortega, Programme Specialist, P3, PA contract [new]
- Maxime Murphy, Statistical Assistant, equivalent G5, SC contract [replacement]
- Vanesa Sucharczuk, Statistical Assistant, equivalent G5, SC contract [replacement]

The following UIS employees attained a higher level position as a result of recruitment selection:

- Georges Boade, Assistant Programme Specialist, P2, SCC/CI, to Statistical Cluster Advisor, P3, RSCB/Nairobi (PA to PA)
- Adolfo Imhof, Sr Statistical Assistant, G6, SSAT/DPS, to Assistant Programme Specialist, SSAT/DPS, P2 (FT to PA)
- Ioulia Sementchouk, Sr Statistical Assistant, G6, EIDA/MET, to Assistant Programme Specialist, P2, SSAT/DPS (FT to PA)

- Konstantin Soushko-Bortsov, Statistical Assistant, equivalent G5, EIDA/REG1 to Sr Statistical Assistant, G6, EIDA/MET (SC to PA)

The following UIS employees maintained the same level positions however on PA contracts rather than SC contracts as a result of recruitment selection:

- Duraid Abbas, Software Developer, P2, SSAT/SIS (similar function in same team, replacement PA)
- Nestor Santillan Carpio, Statistical Assistant, G5, EIDA/REG1 (formerly SSAT/DPS, similar function, replacement FT)
- Peter Wallet, Assistant Programme Specialist, P2, SCC/CI (same function in same team – new PA)

Since the last Governing Board meeting up until 31 October 2015, the following staff members have left the UIS:

- Redouane Assad, EIDA/MET, Assistant Programme Specialist, PA contract, resignation
- Marc Bueno, SSAT/SIS, Software Developer, PA contract, resignation
- Zoubida El Rharbi, SSAT, Programme Assistant EIDA, FT contract, VMSP
- Léandre Francisco, ADM, Senior Finance and Budget Assistant, FT contract, promotion to higher level FT post within UNESCO (Abidjan)
- Amélie Gagnon, EIDA/REG1, Assistant Programme Specialist, FT contract, promotion to higher level PA post within UNESCO (IIEP)
- Lucia Girardi, LO, Sr. Programme Assistant, FT contract, VMSP
- Rosa Jebrayel-Mariamo, EIDA, Programme Assistant, FT contract, retirement
- Michelle Osborne, RSCB/Asia & Pacific, Assistant Programme Specialist, FT-JPO contract, contract expiry
- Markus Schwabe, SSAT/DPS, Assistant Programme Specialist, PA contract, promotion to higher level post at OECD
- Mélanie Smuga, RSCB/Dakar, Assistant Programme Specialist, PA contract, resignation
- Hanna Taleb, EIDA/REG1, Statistical Assistant, FT contract, resignation
- Hendrik van der Pol, UIS Director, FT contract, retirement

Four contractors from the EIDA, LO, RSCB/Bangkok and STI units/sections resigned or were not renewed following the redefinition of tasks and nine new contractors joined (eight replacements and one contract for new project on gender related indicators work in the field of science).

Building and Security

In 2011, the UIS contracted the Royal Canadian Mounted Police (RCMP) to assess security conditions at the Institute (main office and annex). Each year, the Institute has sought to implement recommendations from these reports based on available resources and priorities. While the Institute was able to maintain much of its physical security infrastructure, additional equipment was added and new software installed. After changing to the Institute's security and access card systems in 2014, the UIS has been able to implement another of the RCMP recommendations by linking our Annex to a security central since there are no security guards on duty at that location. We are also gradually implementing yet another recommendation when providing new security access cards or replacing existing damaged or lost access cards by no longer printing the UIS logo or employee information.

The Institute pays careful attention to the monthly UN reports on field security, given our staff assigned at various duty stations around the world as well as the volume and diversity of our staff missions. The

Institute ensures that all UIS staff have emergency contacts in addition to those of local UNESCO and UNDP offices, if they encounter any difficulties and ensures that their required security training is up-to-date prior to authorizing travel.

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

APPENDICES

Appendix I – List of Acronyms Used in the Report

Appendix II – Financial Resources Terminology

Appendix III – Revised Appropriation Resolution 2015

Appendix IV – Resources and Expenditure in the UIS Special Account for 2014-2015

Appendix V – Resources in UIS Special Account and UNESCO Decentralized Funds: 2014 Certified Accounts, 2015 Estimate as of 30.10.2015 and 2015 PPC Estimate

Appendix VI – 2015 PPC Approved Budget vs Year-End Estimate as at 31 October 2015 by Appropriation Line

Appendix VII – Major UIS Publications in 2015

Appendix VIII – Meetings/Conferences/Workshops Organized by UIS Staff in 2015

Appendix IX – List of UIS Employees as of 31.10.2015

Appendix X – UIS Organizational Chart as of 31.10.2015

Appendix I – List of Acronyms Used in the Report

ALECSO	Arab League Educational, Cultural and Scientific Organization
AU/NEPAD	African Union/New Partnership for Africa's Development
CLT	Culture unit of the UIS
DFAT	Australian Department of Foreign Affairs and Trade
DFATD	Department of Foreign Affairs, Trade and Development of Canada
DfID	Department for International Development of the U.K.
DQAF	Data Quality Assessment Framework
EFA	Education for All
EIDA	Education Indicators and Data Analysis section of the UIS
EMIS	Education Management Information System
ER	Expected Result
GPE	Global Partnership for Education
IAEG-SDGs	Inter-Agency and Expert Group on the Sustainable Development Goal Indicators
ICT	Information and Communication Technology
IIEP	International Institute for Educational Planning
ISCED	International Standard Classification of Education
LAC	Latin America and the Caribbean
LMTF	Learning Metrics Task Force
LO	Learning Outcomes Section of the UIS
MLA	Main Line of Action
MYS	Mean Years of Schooling
NSO	National Statistical Office
OECD	Organization for Economic Co-operation and Development
OOSCI	Global Initiative on Out-of-School Children
R&D	Research and Development
RICYT	Network on Science and Technology Indicators – Ibero-American and Inter-American
SABER	System Approach for Better Education Results
SCC	Science, Culture and Communications Section of the UIS
SADC	Southern African Development Community
SDG(s)	Sustainable Development Goal(s)
SDMX	Statistical Data and Metadata Exchange
SPC	Secretariat of the Pacific Community
SSAT	Statistical Services and Technology Section of the UIS
STI	Science, Technology and Innovation
TAG	Technical Advisory Group
UNDP	United Nations Development Programme
UNICEF	United Nation Children's Fund
UOE	UIS-OECD-Eurostat
VMSP	Voluntary Mutual Separation Programme
WHO	World Health Organization

Appendix II – Financial Resources Terminology

Estimated Financial Resources and Expenditures

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

UNESCO Financial Allocation

The financial allocation provided by UNESCO to UIS.

Voluntary Contributions

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

Contracts

This category includes the contracts that the UIS has with different governments, agencies and international organizations.

Other Income

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

Other Resources

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

Fund and Stabilization Reserve

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

Appendix III – Revised Appropriation Resolution 2015

UIS/GB/XVII/2015 Appropriation Resolution

(a) For the financial period 2015 the sum of **US$ 11,563,546** is appropriated as follows:

Appropriation Line:	**Amount in USD**
Title	
1. Education Indicators & Data Analysis	2,684,178
2. Statistical Services and Technology	2,109,314
3. Statistical Capacity Building & Field Coordination	1,909,595
4. Science & Technology, Culture & Communication Stat.	1,326,385
5. Learning Outcomes	757,538
Total Programme Operations	**8,787,010**
6. Governing Board	60,000
7. General Administration	1,823,487
8. Directorate - Fundraising activities & Public Information	893,049
Total Governing Board, General Administration and Directorate	**2,776,536**
GRAND TOTAL APPROPRIATION 2015	**11,563,546**

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

Sources of Financing

UNESCO Financial Allocation	3,799,500
Voluntary contributions and contracts	7,875,197
Other income	-96,605
Savings on prior periods obligations	13,776
Adjustment to reserve and Fund Balances	-254,976
Carry-over from previous year	4,233,326
GRAND TOTAL RESOURCES FOR 2015	**15,570,219**

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

(d) The Director is authorized to issue allotments and incur obligations during the financial period 1 January - 31 December 2015 up to the amount appropriated under (a) on the understanding that, as stipulated in Article 4.4 of the Financial Regulations, obligations and expenditures should remain within the level of the

actual resources that become available.

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

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

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

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

(i) In accordance with UIS/PPC/VI/Resolution 1, the Director is authorized to transfer the equivalent of 5 per cent of the staff costs (payroll) of the financial period to a 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 to programme costs the necessary funds from the Stabilisation Reserve Account in order to ensure the continuation of programmes and projects, on the understanding that the amount so transferred is returned to the Account in the same financial period and/or, at the latest, during the ensuing two consecutive financial periods.

Appendix IV – Resources and Expenditure in the UIS Special Account for 2014-2015 (*in USD 000)*

Regular and Extrabudgetary Programmes	2014	2015 Estimate		2015-2014 Difference		Difference 2015 as at 31.10.2015 vs PPC	
	Actual	at 31.10.2015	PPC as of 30.04.2015	Amount	%	Amount	%
	(1)	(2)	(3)	(4)= (2)-(1)	(5)= (4)/(1)	(6)= (2)-(3)	(7)= (6)/(3)
A. UIS SPECIAL ACCOUNT							
I. GENERAL INCOME							
UNESCO Financial Allocation	3,810.7	3,799.5	3,799.5	-11.2	-0.3	0.0	0.0
Voluntary Contributions	8,940.7	7,682.5	7,601.7	-1,258.2	-14.1	80.8	1.1
TOTAL GENERAL INCOME	**12,751.3**	**11,482.0**	**11,401.2**	**-1,269.3**	**-10.0**	**80.8**	**0.7**
II. CONTRACTS							
Contracts	197.3	192.7	27.0	-4.5	-2.3	165.7	614.5
TOTAL CONTRACTS	**197.3**	**192.7**	**27.0**	**-4.5**	**-2.3**	**165.7**	**614.5**
TOTAL GENERAL AND CONTRACTS INCOME	**12,948.6**	**11,674.7**	**11,428.1**	**-1,273.9**	**-9.8**	**246.6**	**2.2**
III. OTHER INCOME							
Reimbursement of Services	25.8	177.6	69.4	151.8	587.7	108.2	155.8
Currency Exchange Adjustment	-262.0	-350.0	100.0	-88.0	33.6	-450.0	-450.0
Miscellaneous Income	2.1	60.9	5.0	58.7	2,742.7	55.9	1,117.2
Interest from Banks and UNESCO	25.1	15.0	25.0	-10.2	-40.5	-10.0	-40.2
TOTAL OTHER INCOME	**-209.0**	**-96.6**	**199.4**	**112.4**	**-53.8**	**-296.0**	**-148.4**
SUB-TOTAL UIS SPECIAL ACCOUNT	**12,739.6**	**11,578.1**	**11,627.6**	**-1,161.5**	**-9.1**	**-49.5**	**-0.4**
IV. OTHER RESOURCES							
Liquidation of previous years' obligations	6.5	13.8	15.0	7.3	112.6	-1.2	-8.2
Transfer to Stabilization Reserve Account	-263.2	-243.0	-250.0	20.2	-7.7	7.0	-2.8
Transfer to GIZ (unspent funds)	-	-12.0	-	-12.0	-	-12.0	-
Transfer to EC (unspent funds EMIS Angola project)	-135.4	0.0	0.0	135.4	-100.0	0.0	0.0
Reserves & Fund Balances on 1 January	3,747.1	4,233.3	4,233.3	486.2	13.0	0.0	0.0
TOTAL OTHER RESOURCES *	**3,355.0**	**3,992.1**	**3,998.3**	**637.1**	**19.0**	**-6.2**	**-0.2**
TOTAL UIS SPECIAL ACCOUNT *	**16,094.6**	**15,570.2**	**15,625.9**	**-524.4**	**-3.3**	**-55.7**	**-0.4**
B. EXPENDITURE							
I. PROGRAMME OPERATIONS							
Education Indicators & Data Analysis	2,706.4	2,684.2	2,983.9	-22.2	-0.8	-299.7	-10.0
Statistical Services and Technology	2,197.5	2,109.3	2,358.1	-88.2	-4.0	-248.7	-10.5
Statistical Capacity Building/FCU	2,039.4	1,909.6	1,968.9	-129.8	-6.4	-59.3	-3.0
Science, Culture and Communications	1,389.5	1,326.4	1,424.8	-63.1	-4.5	-98.4	-6.9
Learning Outcomes	718.3	757.5	855.9	39.3	5.5	-98.4	-11.5
TOTAL PROGRAMME OPERATIONS	**9,051.1**	**8,787.0**	**9,591.5**	**-264.1**	**-2.9**	**-804.5**	**-8.4**
II. GOV. BOARD, DIRECTORATE AND GEN. ADMIN.							
Governing Board	42.0	60.0	60.0	18.0	42.8	0.0	0.0
General Administration	1,908.3	1,823.5	1,972.8	-84.8	-4.4	-149.3	-7.6
Directorate - Fundraising activities and Public Information	859.9	893.0	968.8	33.2	3.9	-75.7	-7.8
TOTAL GB, DIRECTORATE AND GEN. ADMIN.	**2,810.2**	**2,776.5**	**3,001.6**	**-33.6**	**-1.2**	**-225.0**	**-7.5**
TOTAL EXPENDITURE I & II	**11,861.3**	**11,563.5**	**12,593.1**	**-297.7**	**-2.5**	**-1,029.6**	**-8.2**
Reserve Balance	4,233.3	4,006.7	3,032.8	-226.7	-5.4	973.9	32.1
Add: the Stabilisation Fund	2,463.2	2,542.9	2,748.2	79.7	3.2	-205.3	-7.5
BALANCE AT YEAR END - RESERVE AND STABILIZATION FUND	**6,696.5**	**6,549.5**	**5,780.9**	**-147.0**	**-2.2**	**768.6**	**13.3**

*** does not include stabilisation fund**

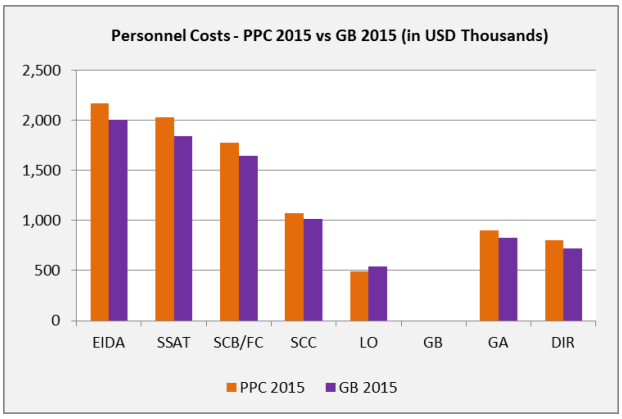
Appendix V – Resources in UIS Special Account and UNESCO Decentralized Funds: 2014 Certified Accounts, 2015 Estimate as of 30.10.2015 and 2015 PPC Estimate *(in USD 000)*

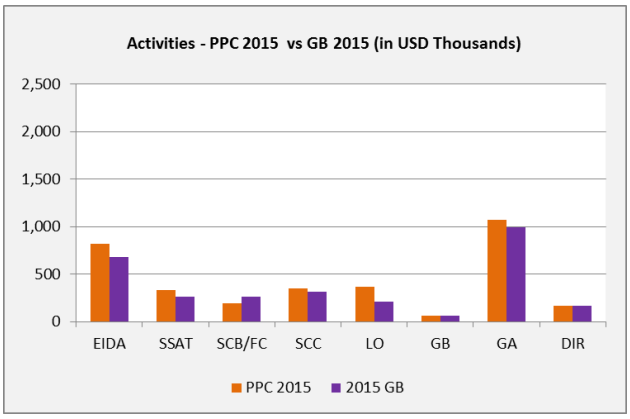
Regular and Extra-budgetary Programmes Source	2014 Actual (1)	2015 Estimate 31.10.2015 (2)	Share %	2015-2014 Increase/ (Decrease) (3)=(2)-(1)	2015 PPC as of 30.04.2015 (4)	Share %	2015 Increase/ (Decrease) (5)=(2)-(4)
A. UIS SPECIAL ACCOUNT							
I. GENERAL INCOME							
UNESCO Financial Allocation	**3,810.7**	**3,799.5**	**21.0**	**-11.2**	**3,799.5**	**20.7**	**-**
Voluntary Contributions							
Australia	460.1	954.8	5.3	494.7	765.7	4.2	189.1
Canada & Quebec	1,749.8	1,270.4	7.0	-479.4	1,436.5	7.8	-166.1
Canada (DFATD)	1,765.7	746.3	4.1	-1,019.5	790.5	4.3	-44.2
Finland	-	-	-	-	-	-	-
Norway	778.3	935.3	5.2	156.9	875.8	4.8	59.5
Swedish International Development Agency (SIDA)	660.2	591.2	3.3	-69.0	580.6	3.2	10.6
United Kingdom (DFID)	1,726.5	1,584.6	8.7	-141.9	1,552.6	8.4	32.0
Other			0.0	-		-	-
Hewlett Foundation	300.0	100.0	0.6	-200.0	100.0	0.5	-
World Bank (GPE)	-	-	0.0	-	-	-	-
World Bank (DGF)	1,500.0	1,500.0	8.3	-	1,500.0	8.2	-
Total Voluntary Contributions	**8,940.7**	**7,682.5**	**42.4**	**-1,258.2**	**7,601.7**	**41.4**	**80.8**
TOTAL GENERAL INCOME	**12,751.3**	**11,482.0**	**63.4**	**-1,269.3**	**11,401.2**	**62.1**	**80.8**
II. CONTRACT INCOME							
GIZ	116.7	165.7	0.9	49.1	-	-	165.7
IDB	27.3	27.0	0.1	-0.3	27.0	0.1	-
KERIS	20.9	-	-	-20.9	-	-	-
UNDP	25.0	-	-	-25.0	-	-	-
WHO	7.5	-	-	-7.5	-	-	-
Total Contracts	**197.3**	**192.7**	**1.1**	**-4.5**	**27.0**	**0.1**	**165.7**
TOTAL GENERAL & CONTRACTS INCOME	**12,948.6**	**11,674.7**	**64.5**	**-1,273.9**	**11,428.1**	**62.2**	**246.6**
III. OTHER INCOME							
Reimbursement of Services	25.8	177.6	1.0	151.8	69.4	0.4	108.2
Currency Exchange Adjustment	-262.0	-350.0	-1.9	-88.0	100.0	0.5	-450.0
Miscellaneous Income	2.1	60.9	0.3	58.7	5.0	0.0	55.9
Interest from Banks and UNESCO	25.1	15.0	0.1	-10.2	25.0	0.1	-10.0
TOTAL OTHER INCOME	**-209.0**	**-96.6**	**-0.5**	**112.4**	**199.4**	**1.1**	**-296.0**
SUB-TOTAL UIS INCOME SPECIAL ACCOUNT	**12,739.6**	**11,578.1**	**63.9**	**-1,161.5**	**11,627.6**	**63.3**	**-49.5**
IV. OTHER RESOURCES							
Liquidation of Previous Years' Obligations	6.5	13.8	0.1	7.3	15.0	0.1	-1.2
Transfer to Stabilisation Reserve Account	-263.2	-243.0	-1.3	20.2	-250.0	-1.4	7.0
Transfer to GIZ (unspent funds)	-	-12.0	-0.1	-12.0	-	-	-12.0
Transfer to EC (unspent funds EMIS Angola)	-135.4	-	-	135.4	-	-	-
Reserves & Fund Balances on 1 January	3,747.1	4,233.3	23.4	486.2	4,233.3	23.0	-
Operating Reserve (Stabilisation Fund)	2,463.2	2,542.9	14.0	79.7	2,748.2	15.0	-205.3
TOTAL OTHER RESOURCES	**5,818.2**	**6,535.0**	**36.1**	**716.8**	**6,746.5**	**36.7**	**-211.5**
TOTAL RESOURCES: UIS SPECIAL ACCOUNT	**18,557.8**	**18,113.1**	**100.0**	**-444.7**	**18,374.0**	**100.0**	**-261.0**
B. UNESCO DECENTRALIZED FUNDS							
UNESCO Emergency Fund	-	-		-	-		-
Japanese Funds-in-Trust Project (JTIF)	235.2			-235.2	-		-
Other Decentralized Funds	135.3	263.4		128.2	447.9		-184.4
TOTAL DECENTRALIZED FUNDS	**370.5**	**263.4**		**-107.0**	**447.9**		**-184.4**
GRAND TOTAL: FUNDS MANAGED BY UIS *	**18,928.3**	**18,376.5**		**-551.7**	**18,821.9**		**-445.4**

*** Certified Accounts exclude decentralized funds**

Appendix VI – 2015 PPC Approved Budget vs Year-End Estimate as at 31 October 2015 by Appropriation Line (*in USD 000)*

Appropriation Lines	Year-end Estimate as at 30.04.2015 (PPC)			Year-end Estimate as at 31. 10.2015 (GB)		
	PPC 2015 Personnel Costs	PPC 2015 Activities	Total PPC	GB 2015 Personnel Costs	2015 GB Activities	Total GB 2015
I. PROGRAMME OPERATIONS						
1. Education Indicators & Data Analysis	2,167.3	816.6	2,983.9	2,006.9	677.3	2,684.2
2. Statistical Services and Technology	2,026.0	332.1	2,358.1	1,842.6	266.7	2,109.3
3. Statistical Capacity Building & Field Coordination	1,772.6	196.3	1,968.9	1,646.3	263.3	1,909.6
4. Science & Technology, Culture & Communication Stat.	1,074.1	350.7	1,424.8	1,011.8	314.6	1,326.4
5. Learning Outcomes	492.6	363.3	855.9	543.8	213.8	757.5
Sub-Total I	**7,532.6**	**2,059.0**	**9,591.5**	**7,051.4**	**1,735.6**	**8,787.0**
II. GOVERNING BOARD, GENERAL ADMINISTRATION & DIRECTORATE						
6. Governing Board	0.0	60.0	60.0	0.0	60.0	60.0
7. General Administration *	897.1	1,075.7	1,972.8	827.8	995.7	1,823.5
8. Directorate - Fundraising activities & Public Information	798.8	170.0	968.8	723.0	170.0	893.0
Sub-Total II	**1,695.9**	**1,305.7**	**3,001.6**	**1,550.8**	**1,225.7**	**2,776.5**
TOTAL EXPENDITURE UIS SPECIAL ACCOUNT	**9,228.4**	**3,364.7**	**12,593.1**	**8,602.2**	**2,961.3**	**11,563.5**





Appendix VII – Major UIS Publications in 2015

Technical papers and manuals

FCS Handbook No. 3: Festival Statistics: Key Concepts and Current Practices (English)

FCS Handbook No. 4: Economic Contribution of Cultural Industries – Serbia Case Study (English)

ISCED Operational Manual (English)

UIS Information Paper: Summary Report of the 2013 UIS Global Innovation Data Collection (English)

UIS Information Paper: ICT in Education in Africa: A Regional Analysis of ICT Integration and eReadiness (English)

Fact sheets

UIS/EFA fact sheet on out-of-school children (English, French)

UIS fact sheet on literacy (English, French)

UIS fact sheet on teachers (English, French)

UIS fact sheet on women in science (English, French)

UIS fact sheet on human resources in R&D (English, French)

UIS fact sheet on R&D investment (English, French)

UNESCO eAtlases

Updates to: UNESCO eAtlas of Out-of-School Children, Teachers, Literacy

Launch of UNESCO eAtlas of R&D

Appendix VIII – Meetings/Conferences/Workshops Organized by UIS Staff in 2015

Event	Location
January	
GPE Finance Project National Workshop	Grand Bassam, Côte d'Ivoire
February	
First Learning Metrics Partnership (LMP) Steering Committee Meeting	Paris, France
GPE Finance Project Stream D-National Education Accounts Data Processing Workshop	Nagarkot, Nepal
March	
OLO Training Workshop for Sub Saharan Africa, French Speaking Countries	Dakar, Senegal
Training Workshop on OOSCI Methodology for UIS Field Staff and UNICEF Staff in Africa	Dakar, Senegal
May	
Technical Workshop on National Education Accounts	Bangkok, Thailand
Workshop on the Catalogue of Learning Assessments	Harare, Zimbabwe
Central & West Africa Regional workshop on Education Statistics	Abidjan , Cote d'Ivoire
June	
GPE Finance Project National Workshop	Grand Bassam, Côte d'Ivoire
PPC Meeting	Montreal, Canada
Learning Outcomes Advisory Board Meeting	Montreal, Canada
July	
Indonesian Delegation Visit	Montreal, Canada
Expert Meeting on the Revision of Scientific and Technological Activities	Montreal, Canada
August	
GIZ Project - Improvement and Sustainability of School Quality Statistical Data Production System Workshop	Abidjan , Cote d'Ivoire
September	
First Advisory Committee Meeting of the SAGA project	Montreal, Canada
GPE Finance Project National Data Processing Workshop	Grand Bassam, Côte d'Ivoire
GPE Finance Project National Data Processing Workshop	Kathmandu, Nepal
National Workshop on Education Financing	Addis Ababa, Ethiopia
GIZ Project - Training Workshop on StatEduc2	Dakar, Senegal
October	
Training Workshop on Cultural Statistics for Arab Countries	Rabat, Maroc
Regional Workshop on Education Statistics for Arab States	Al Hammamet, Tunisia
GIZ Project - Training Workshop on StatEduc2	Grand Bassam, Côte d'Ivoire
National Workshop on Education Expenses	Moroni, Comoros
November	
GPE - Data Consolidation Workshop for the National Education Accounts Project	Kathmandu, Nepal
Meeting on Cultural Satellite Accounts	Montreal, Canada
Regional Workshop on ICT in Education Statistics in Central and Eastern Europe, Caucasus and Central Asia	Moscow, Russia
Regional Workshop on Education Finance Data	Hanoi, Viet Nam
Regional Workshop on Education Statistics for Latin America	Panama City, Panama
December	
GB XVII	Montreal, Canada

Appendix IX – List of UIS Employees as at 31.10.2015

Duty station: Montreal, Canada

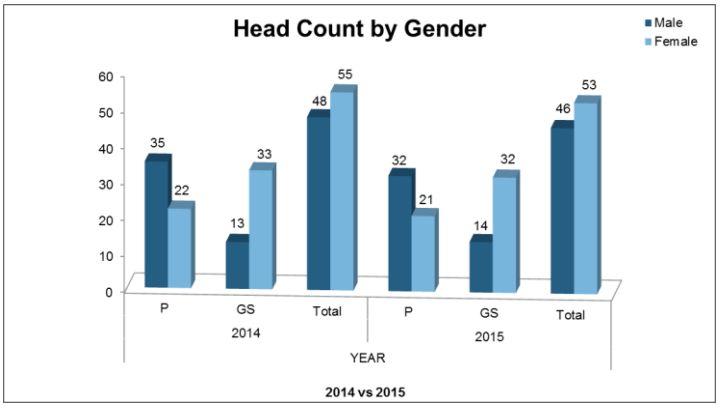
Name	Nationality	Contract	Name	Nationality	Contract
ABBAS, Duraid	Canada/Iraq	PA	LU, Weixin	Canada	FT
ALCANTARA, Javier	Spain	PA	MARINS, Luciana	Brazil	PA
AMOUSSOU-GUÉNOU, Wilfried	Canada/Benin	FT	MIELE, Adriano	Canada	FT
BARBOSA, Lisa	Brazil	SC	MONTJOURIDÈS, Patrick	France	FT
BARTON, Andrew	Canada	SC	MONTOYA, Silvia	Argentina	FT
BEAUDIN, Rachelle	Canada	FT	MORIN, Katherine	Canada	FT
BIRON, Dominic	Canada	SC	MORROW, Jennifer	Canada/USA/Ireland	PA
BOUFFARD, Marc	Canada	PA	MOTIVANS, Albert	Latvia	FT
BUFFETT, Brian	Canada	FT	MOUSSA, Nelly	Canada/Egypt	SC
CAPELLI MIGUEL, Maria Helena	Brazil	FT	MURPHY, Maxime	Canada	SC
CASTELLANO TOLMOS, Hugo	Canada/Peru	FT	NEHMÉ, Sawsan	Canada/Lebanon	SC
CHIEN, Chiao-Ling	P.R.C (Taiwan)	PA	ORTIZ GUERRERO, Marcela	Chile	PA
COLOCYTHAS, Ioannis (John)	Canada	SC	OTCHET, Amy	USA	FT
CONTE, Luciana	Canada/Italy	SC	OULD A. VOFFAL, Saïd	Mauritania	FT
COTE-SERGENT, Aurélie	Canada	SC	OVSYANNIKOVA, Olga	Canada/Russia	FT
DELOUMEAUX, Lydia	France	FT	PACIFICO, John	Italy/Canada	FT
DESLANDES, Kim	Canada	SC	PATHIRAGE, Rohan	Sri Lanka	FT
DJAFRI, Ghania	Canada/Algeria	FT	PEDRO, Sandra	Canada	FT
EJOV, Daniel	Canada/Russia	SC	PESSOA, José	Canada	FT
EL HOURANI, Talal	Lebanon	FT	PESTINA, Simona	Canada/Romania	PA
FAHMY, Omneya	U.S.A./Egypt	SC	PRATTE, Catherine	Canada	SC
FALVO, Mark	Italy	FT	PRINCE, Maya	Canada/Lebanon	SC
FROSTELL, Katja	Canada /Finland	FT	RAKOTONARIVO, Andonirina	Madagascar	SC
FUENTES, Javier	Canada	SC	RATOVONDRAHONA, Pascale	Madagascar	FT
GIRLOVAN, Nadejda	Moldova	SC	SALMI, Zahia	Canada/Morocco	FT
HEARNE, Edward	Canada/UK	FT	SANTILLAN CARPIO, Nestor	Peru	PA
HO, Tin Nam	Canada	FT	SCHAAPER, Martin	Netherlands	FT
HUBLER, Friedrich	Austria	PA	SELMANE, Ibrahim	Algeria	SC
ILLIDGE, Sandra	Canada	FT	SEMENTCHOUK, Ioulia	Canada/Russia	PA
IMHOF, Adolfo	Argentina	PA	SINGH, Anuja	Kenya	FT
JERBI, Imededdine	Tunisia	SC	SOMOGYI, Sophia	Canada	FT
KENNEDY, Alison	UK/Ireland	FT	SOUMAH, Naby	Canada/Guinea	SC
KERIM-DIKENI, Sirina	Canada/Togo	FT	SOUSHKO-BORTSOV, Konstantin	Canada	PA
KING, Simone	Canada	FT	SUCHARCZUK, Vanesa	Argentina	SC
KTAILI, Lina	Lebanon	SC	TALMAN, Andrey	Canada	SC
LABBE, Tina	Canada	SC	TAY-LIM, Brenda	Singapore	FT
LABE, Olivier	Benin	FT	TCHATCHOUA, Bertrand	Cameroon	FT
LEGAULT, Elise	Canada	PA	TRAN, Helene	Canada	FT
LEI, Weichen	Canada	SC	VALDEZ MELGAR, Beatriz	Canada/Guatemala	FT
LI, Catherine Miao	Australia	SC	WALLET, Peter	Canada	PA
LI, Yonghe	Canada	SC	WENG, Wendy	Canada	FT
LIBERMAN, Daniel	Brazil	FT	YAKAP, Karine	Cameroon	SC

Name	Nationality	Contract	Name	Nationality	Contract
Duty station: Bangkok, Thailand			Duty station: Dakar, Senegal		
ACOCA, Aurélie	Canada	PA	BERNAL, Marc	France	PA
BAJRACHARYA, Roshan	Nepal	SC	DJIBO ABDOU, Yacouba	Burkina Faso	PA
OSAWA, Aki	Japanese	SC	FALL DIENG, Ndeye Yacine	Senegal	NOC
SAHAWIBOONSUK, Pirawaz	Thailand	SC	SAMB, Khadidiatou	Senegal	SC
Duty station: Doha, Qatar			Duty station: Harare, Zimbabwe		
ISMAIL, Yousef	Palestine	PA	GITHAIGA, Monica	Kenya	PA
Duty station: New Delhi, India			Duty station: Nairobi, Kenya		
SIGDEL, Shailendra	Nepal	PA	BOADE, George	Cameroon	PA
Duty station: Santiago, Chile			Duty station: Yaoundé, Cameroon		
PERUSIA, Juan Cruz	Argentina	PA	KI, Jean-Bosco	Burkina Faso	PA
VERA MOHORADE, Alejandro	Argentina	PA			

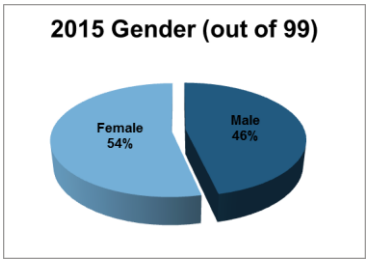
Number of nationalities: 42

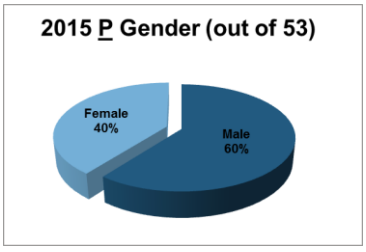
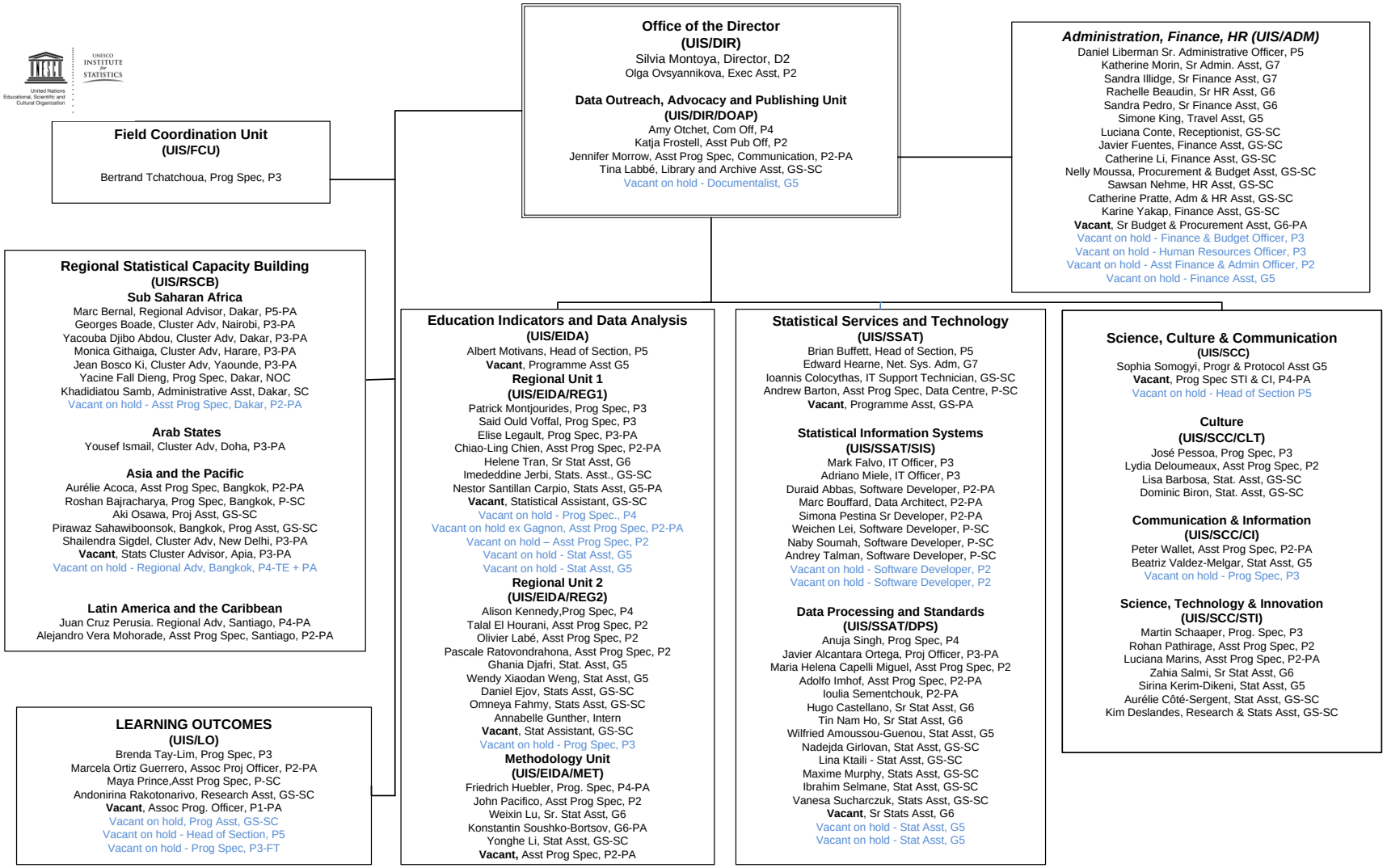
Headcount by gender

Gender	YEAR						Difference		
	2014			2015			2015-2014		
	P	GS	Total	P	GS	Total	P	GS	Total
Male	35	13	48	32	14	46	-3	1	-2
Female	22	33	55	21	32	53	-1	-1	-2
Total	57	46	103	53	46	99	-4	0	-4



Gender as % of total	2014			2015		
	P	GS	Total	P	GS	Total
Male	61%	28%	47%	60%	30%	46%
Female	39%	72%	53%	40%	70%	54%
Total	100%	100%	100%	100%	100%	100%





Appendix X – UIS Organizational Chart as of 31.10.2015