UIS/GB/XVI/3
Montreal, November 2014
Issued in English only

REPORT OF THE DIRECTOR
ON THE ACTIVITIES OF THE INSTITUTE IN 2014

Item 7

(45 pages)

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INTRODUCTION

This is my last report to the UIS Governing Board before retiring as Director of the Institute in December. By nature, I prefer to focus on the future rather than the past. Yet at the risk of appearing pedantic, I will repeat a message many of you have heard before: The true value of any statistical organization lies in the trust of the people using its data.

There are many indications of trust in the UIS – from the use of our data in leading publications and indices to the support of donors and governments. Over the past eight years, I have had countless discussions with governments and donors around the world. Most of the encounters were very positive but there were some delicate questions over financing, for example, or discrepancies between UIS indicators and national data. Yet even during the most difficult discussions, the reputation and standards of the Institute were always clearly recognized. This hard-earned and well-deserved respect is due to the dedication and support of the Institute's donors, Governing Board and, most of all, the staff.

When the Institute first opened its doors in Montreal in 2001, a small group of donors recognized the need for high-quality data and have consistently provided support to the Institute. This group includes the Governments of Canada and Quebec, Finland, Norway, Sweden and the United Kingdom in addition to the World Bank. More recently, the Government of Australia and the Global Partnership for Education have also started to provide regular support. While the budgetary situation of the Institute remains precarious, we are slowly recovering from the financial and political crises that have drained the Institute's resources of over the past few years. It is my hope and belief that new possibilities will emerge, especially with the growing demand for new indicators to monitor the new post-2015 development agenda.

I would now like to turn to the UIS Governing Board, which ensures the independence of the Institute. In many organizations, a sense of dread starts to gather just before their annual board meetings. Yet at the UIS, we welcome the exchange with our Board members, who provide the technical expertise and practical experience needed to make effective strategic decisions. This is a world-class group of experts with the good sense to recognize opportunities and constraints. In short, they provide the support and constructive criticism needed to respond to new challenges while safeguarding the independence and reputation of the Institute.

In particular, I would like to highlight the extraordinary contribution of Mr Yvon Fortin, who passed away in May. For eight years, Mr Fortin devoted his time and energy to our Governing Board. As the Board's Chair in 2008-2011, Mr Fortin provided the wisdom and insight to help us navigate through a series of unforeseen political and financial storms. With a quiet strength, he led to Board to find effective and creative solutions without losing sight of our goals. Above all, Mr Fortin was a true friend of the Institute.

Finally, I would like to focus on the UIS staff. I have thoroughly enjoyed working with this highly-skilled team of exceptional individuals with the drive, enthusiasm and curiosity to address new challenges while maintaining the professionalism and rigour required on a daily basis to ensure the quality of UIS data. Perhaps most importantly, this is a unique group of people, who are not just devoted to their jobs but to the central goal of the Institute: producing the data to help improve the lives of people everywhere.

It has been an honour and privilege to serve as the Director of this Institute. Together, we have weathered through several waves of highs and lows, especially in terms of financial resources. And together, we have achieved the stability needed to consolidate our gains and prepare for upcoming challenges. I can leave the UIS with the pride and conviction that the Institute will continue to break new ground in a range of fields – from the recent release of international data on innovation to the ongoing work to better measure and monitor education quality, learning and the post-2015 agenda. I wish to thank the entire Institute for enabling me to leave with such a strong sense of pride and confidence in the achievements and future of the UIS.

Hendrik van der Pol

The present report is based on the framework of the expected results (ERs) of the UNESCO Institute for Statistics (see document UIS/GB/XVI/4 for details of performance indicators, baselines and targets).

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

ER 1: More relevant and timely education statistics and indicators produced.

Progress is reported based on three performance indicators.

1. Availability of more comprehensive and relevant global education data to meet the needs of post-2015 goals

The UIS has convened a technical advisory group (TAG) on post-2015 indicators to provide technical feedback on proposed targets to the Education for All (EFA) Steering Committee, Open Working Group and Sustainable Development Solutions Network. The TAG has produced two papers on indicators which were officially submitted to the Global Education for All Meeting (Muscat, Oman) and the Open Working Group. The TAG is now preparing to launch a public consultation on its indicator proposals in order to get feedback from different stakeholders in the international education community.

The technical advisory group is also working on several other outputs about the technical aspects of indicators related to education quality, learning outcomes and equity while preparing to launch a wider consultation with stakeholders. When targets are finalised and implemented in 2015, the UIS will have a clear view on the measurement challenges associated with the use of existing data and an agenda for the development of new indicators, where possible.

The UIS is also involved in regional consultations concerning the post-2015 education agenda. For example during a recent meeting of the Economic Commission for Latin America and the Caribbean (ECLAC), the UIS regional advisor organized a seminar for national statistical offices specifically focusing on the potential implications of monitoring the emerging agenda. In Asia and the Pacific, UIS field staff have been closely involved in regional consultations and similar plans are underway in other regions.

The UIS has made significant progress in developing a global education survey module on teacher characteristics and working conditions. The Institute has designed a new data collection instrument which has been reviewed by external experts and piloted in the field. The global teacher module will be launched in January 2015.

2. Availability of more comprehensive and relevant regional and national education data to meet regional and national policy and monitoring needs

The UIS has made significant progress in developing a regional survey on teacher recruitment, training and deployment at the sub-national level for Asia. Draft data collection instruments have been developed and piloted in four countries: Cambodia, Lao, Nepal and Viet Nam. The UIS is working with the four countries to produce national analytical reports based on these data which will be used to monitor national and international education agenda goals, with a focus on education equity and quality. The survey will be completed and launched across Asia in 2015.

The UIS is also working with UNESCO Bangkok and the Korean Educational Development Institute to develop a framework on teacher effectiveness as part of wider efforts to support quality learning in Asia and the Pacific.

The most recent literacy data (released in May) include rates based on reading tests conducted through household surveys in a total of 24 countries. It is important to note that the release includes household survey data from additional seven countries (Central African Republic, Congo, Côte d'Ivoire, Gabon, Mauritania, Niger, and Swaziland). The UIS literacy projections model was also improved by adding projections of the literacy rate for population 65 years and older. In addition, the UIS is currently developing a new methodology to calculate regional averages for youth, adult and elderly literacy rates and estimates of the illiterate population.

The UIS continues to improve the quality of data on out-of-school children(OOSC) through a global initiative with UNICEF. Originally launched in 2011, the initiative is now entering a second phase with efforts underway to:

- Finalize national statistical reports produced with country-level teams;
- Implement policy recommendations based on the data in the national reports;
- Improve the framework used to produce OOSC data;
- Develop new indicators, such as the risk of drop-out for children in school; and
- Encourage the exchange of information between countries as new participants join the initiative.

Since November 2013, national statisticians and policy-planners in participating countries received training and helped to improve the OOSC methodologies during the following regional workshops:

- West and Central Africa, Dakar, Senegal (March - April 2014);
- Eastern Caribbean States, Saint Lucia (July 2014);
- East Asia and the Pacific and South Asia, Bangkok ,Thailand (August 2014);
- Central and Eastern Europe and CIS, Bucharest, Romania (December, 2014).

The UIS has also led the production of a global report, entitled *Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children*, which will be launched in January 2015 at a major event at UNICEF in New York. In addition, ten new national and regional reports were produced and posted on the UIS website for the following: India, Nigeria, Tajikistan, Turkey, Viet Nam, CEE/CIS, Eastern and Southern Africa, Middle East and North Africa, South Asia, West and Central Africa.

The UIS continues to produce indicators on school conditions and teaching resources in sub-Saharan Africa through its regional survey. The teams in Montreal and the field work together to help Member States in Latin America and the Caribbean to produce and report better data on tertiary education in the region (see Box 1).

3. Availability of education data disaggregated by specific population groups

For indicators generated from household survey data, the UIS plans to add the following indicators to the UIS Data Centre, disaggregated by sex, location and household wealth quintile:

- Out-of-school rate for children of primary school age;
- Out-of-school rate for adolescents of lower secondary school age;
- Net attendance rate: primary education;
- Net attendance rate: lower secondary education;
- Adjusted net attendance rate: primary education;
- Total net attendance rate: lower secondary education.

Counting all levels of disaggregation, this will add 176 new indicators to the UIS Data Centre. Alphanumeric codes for new indicators have been created and added to the hierarchy of indicators in the data dissemination environment. The new indicators will be included in the next major education data release.

The UIS is also working with partners to improve the quality of education data collected through censuses and education surveys. For example, the UIS provided technical expertise to the UN Expert Group on Principles and Recommendations for Population and Housing Censuses and reviewed and drafted changes to education related text in *the Recommendations for the 2020 Censuses of Population and Housing* of the Conference of European Statisticians.

Box 1. Tertiary Education Data in Latin America: Dealing with Institutional Diversity

The production of data on tertiary education remains a challenge for several Latin American countries. In general, the problems arise from the diversity in the types of institutions offering tertiary education. Across the region, the national tertiary education system usually includes national universities (commonly referred to as autonomous), private universities and a variety of technical and vocational institutes. In addition, these institutions offer a wide range of education programmes. Consequently, national statisticians must capture data from a variety of sources within a system that generally lacks a clear, central authority.

The difficulties in producing these data are clearly seen in the response rates to UIS education surveys. In general, response rates for Questionnaire A, which focuses on pre-primary to secondary education, exceed 90% in countries across the region. But the rates plummet to about 50% for Questionnaire C on tertiary education. In response, the UIS regional team in Santiago has started a new initiative to improve the quality of tertiary education data in Latin America.

As a first step, the UIS included a national statistician responsible for tertiary data from each country during the Institute's most recent sub-regional training workshops (organized in Lima, Peru, May 2013, and in Antigua, Guatemala, November 2013). These statisticians either worked directly for the national authority responsible for tertiary education data or the most relevant public authority. The workshops provided an ideal setting to better explain the technical requirements to report international data while serving as a forum for countries to learn from the experiences of others.

The regional team has also focused on the country-level by providing technical assistance to Guatemala, Costa Rica and Ecuador. In all three countries, the UIS worked closely with national authorities to define a central authority responsible for tertiary education data and help to establish the systems and procedures to collect data from a variety of sources. In addition, these national authorities have been trained on the methodologies needed to report data to UIS and produce cross-nationally comparable indicators.

While developing their own specific approaches, the countries have all made significant progress in either building or improving their respective statistical systems for tertiary education. In Guatemala, authorities within the National Institute for Statistics created an office specifically responsible for tertiary data that works closely with the Ministry of Education. In Costa Rica, the National Deans' Council (CONARE in Spanish) has taken the lead in coordinating actions between different stakeholders. Finally in Ecuador, the Secretary of Higher Education is redesigning its own information system to reach effectively the institutions that were not covered in the past.

These efforts are already showing concrete results. The UIS has started receiving tertiary education data (including estimates for the private sector) from Costa Rica for the first time in nine years. Ecuador has begun revising its estimates which originally dated back to 2008. And for the first time, Guatemala provided the UIS with some estimates on the number of tertiary students based on data provided directly by tertiary education institutions. It is important to note that the previous estimate was based on household survey data for 2007.

The UIS is now working with these countries to consolidate these gains and create a stable system to regularly report tertiary education data. For example, Ecuador is now preparing to conduct a certification assessment of a new tertiary education survey, which will be undertaken by the country's national statistical office with the support of the UIS. The Institute may also expand the initiative and include another three countries – Bolivia, Honduras and Nicaragua – that are lacking key indicators on tertiary education. But before the work can begin, the UIS must ensure that the national authorities will provide the strong commitment that is essential for success in this type of initiative.

ER 2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined.

Progress is reported based on six performance indicators.

1. Number of Member States with updated mappings of their national education system to ISCED 2011

In this area of work, the priority over the past year has been to collaboration with Member States to produce draft mappings of national education systems according to the new international standard. A significant effort was also made in assisting Eurostat and OECD to review mappings for their countries, especially during meetings of the INES Network on Labor Market, Economic and Social Outcomes of Learning (February in Bratislava, Slovakia and September in Bern, Switzerland), the INES Working Party meeting (March and October in Paris, France) and Eurostat's Education and Training Statistics Working Group (June in Luxembourg). The first approved 20 mappings were published by Eurostat in September 2014 and the UIS will publish up to 20 additional finalized mappings by the end of 2014.

2. Revised classification of fields of education (ISCED-F) implemented in UIS data collections

The UIS, OECD and Eurostat have nearly completed the joint operational manual for mapping national programmes and qualifications to ISCED. The manual contains a large number of examples from around the world to ensure relevance to different types of education systems. The development of this product has taken much longer than originally envisaged but has benefited from inputs from all three organizations.

The editing of the accompanying classification of fields of education and training (ISCED-F) was completed and the classification has now been published in all six UN languages – three in print format (English, French and Spanish) and three web-based (Arabic, Chinese and Russian). A detailed set of definitions for each field and the subjects included or excluded is in preparation and will be published on-line, initially in English. The classification was presented at a meeting organized by the Leibniz-Institute for the Social Sciences (GESIS) on 'Computer-assisted measurement and coding of education in surveys (CAMCES)' in October (Mannheim). The UIS will introduce ISCED-F in its main education surveys in 2016 in order to give countries sufficient time to adapt their reporting systems to align to the new classification.

3. Number of Member States reporting ISCED 2011 data to the UIS

For the first time, all of the Institute's main education surveys were launched based on the implementation of ISCED 2011. This integration included the surveys of formal education, educational attainment and the use of ICTs in education. The responses are still being received and processed by the UIS. As of 1 November, the response rates for various surveys vary from 32% to 59%. More precise information will be available when the results of 2014 Education Data Collection are released in January 2015.

4. Documents published by UIS to describe new conceptual frameworks and to increase understanding of UIS methodologies and indicators

UIS documentation of imputation and calculation of regional averages was reviewed and refined for publication in early 2015. For the Millennium Development Goal report and the EFA Global Monitoring report, a methodology was defined for regional projections of education indicators to 2015 and a dataset was produced with projected values of official MDG indicators for 20 MDG regions. The glossary of education indicators on UIS website was further expanded and updated.

5. Number of countries with data on mean years of schooling (MYS) in UIS Data Centre

To improve these measures, the UIS developed a new methodology to adjust durations of education programmes assigned to different age cohorts. In addition, the new methodology can be used to disaggregate attainment data with inclusion codes for MYS calculation and to project MYS for years without observed data. New educational attainment data, with expanded time series and new estimates of mean years of schooling will be released in January 2015 and will include more than 500 MYS estimates for approximately 120 countries. This is in addition to 329 MYS estimates for 103 countries that were published by the UIS in December 2013.

6. Number of indicators for monitoring of post-2015 education targets with data in the UIS database

Post-2015 targets and indicators have not been finalized. See Expected Result 1 for more information on UIS efforts in this area.

ER 3: Capacities of national statisticians strengthened in the production and use of national and comparative education data.

Progress is reported based on three performance indicators.

1. Training workshops conducted for education planners and policymakers on the use and analysis of data for results-based decision making covering all regions

The following regional training workshops on educational data and indicators, including training on ISCED mapping and reporting, were conducted in collaboration with the UIS field staff:

- For 21 Arab States, jointly organized by the UIS and the Arab League Educational, Cultural and Scientific Organization (ALECSO) in Tunis, Tunisia (February);
- For 15 countries of the Pacific Region, jointly organized by the UIS and the Secretariat of the Pacific Community (SPC) in Noumea, New Caledonia (February);
- For 6 Gulf States and Yemen, organised by the UIS in partnership with the Ministry of Development Planning and Statistics of Qatar in Doha, Qatar (March);
- For 23 Caribbean countries, in Montego Bay, Jamaica (May);
- For 25 countries of Eastern and Southern Africa in Harare, Zimbabwe (May);
- For 9 countries of South and West Asia in Bangkok, Thailand (May);
- For 14 countries of East Asia, in Bangkok, Thailand (June).

While training the national statisticians responsible for submitting data to the UIS, the Institute is also seeking to promote a culture of data use

Box 2. Assessing Education for All in Asia and the Pacific: the Problem with EMIS

In the run-up to 2015, the UIS field team in Bangkok is providing the technical support to help countries accurately assess their progress in achieving the six goals of Education for All (EFA).

This technical support takes many forms – from regional training workshops and national site visits to a technical guidebook and a helpdesk specifically designed to assist countries in the review process. By working closely with education experts in UNESCO Bangkok and Headquarters, the UIS is able to provide the statistical expertise required to produce high-quality country-level reports that can be used for policymaking at the national and international levels.

In particular, the UIS has received and reviewed 32 national reports prepared by countries across the region. Based on this information, the UIS field team produced a regional report that was presented during the Asia-Pacific Regional Education Conference, in Bangkok, August 2014.

The EFA review process has highlighted a key statistical challenge across the region: weaknesses in education management information system (EMIS). In many countries, the current systems cannot be used to monitor non-formal education and yield limited information on TVET, for example. While data on education quality remain sparse, most countries are unable to accurately assess inequalities in education largely because the disaggregated data are limited or unavailable. So as part of larger efforts to establish and implement a new international education agenda, it is essential to ensure that the financial and human resources are in place to help countries re-design their national data collection and production tools while making greater use of complementary data, such as household surveys.

among policymakers. For example, the UIS worked closely with IIEP Buenos Aires to train about 25 governmental officers from Latin American countries on the use of internationally comparable indicators for policy planning.

2. National data plans and/or data quality assessments conducted and the recommendations implemented by Member States

Working with ALECSO, the UIS has helped to conduct national assessments of education data systems in three countries: Comoros, Egypt and Tunisia. The missions were funded from a World Bank grant to ALECSO intended to strengthen national capacities to report and analyse education data.

The UIS also organized national training workshops and provided ongoing technical support to help Malaysia and Singapore implement ISCED 2011 and improve the quality and coverage of data reported to the UIS. In addition, a national training workshop on the MDGs and post-2015 related indicators was organized in Azerbaijan in partnership with United Nations Economic Commission for Europe.

The UIS team stationed in Bangkok worked with national counterparts in the Asia and Pacific region reviewing their EFA reports and analysing the factors impacting the success of the programme (see Box 2).

3. Training materials on collection and use of education indicators to improve transparency of UIS education indicators made available to Member States

In partnership with the IIEP and UNESCO/Pôle Dakar, the UIS is implementing a project funded by the Global Partnership for Education (GPE) to develop the methodologies needed by Member States to improve the completeness and quality of education finance data available for national policy-making and international reporting. The three UNESCO agencies are working with eight countries (Côte d'Ivoire, Guinea, Lao, Nepal, Senegal, Uganda, Viet Nam, and Zimbabwe) to develop sustainable methodologies to produce, use and report education data on public expenditure, household expenditure, external funding, allocation of resources; and structure and organize the information using National Education Account methodologies. Over the past year, national training workshops were organized in Côte d'Ivoire, Nepal and Viet Nam while the other participating countries received regular ongoing technical support. In addition, the UIS team in sub-Saharan Africa makes a special effort targeting several Member States in the region (see box 3), which has become possible due to the funding from Germany.

Box 3. Education Finance Statistics in sub-Saharan Africa

Most sub-Saharan African countries are unable to produce internationally comparable indicators on education finance. These indicators combine data from different sources that are usually collected by different national agencies. Clearly, these difficulties cannot be resolved by a single training workshop or mission. These countries need regular support to build the mechanisms needed to collect the data and develop the methodologies to calculate indicators that can be used for effective policy-planning and monitoring. The UIS is therefore expanding its international initiative to improve the quality of finance data (sponsored by the GPE) to provide additional opportunities for African countries with the support of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).

As a first step, the UIS is working with countries to create national inter-ministerial teams that bring together statisticians from all of the relevant authorities. These national teams then work with the UIS to document the different data sources in order to build an effective collection system. The next step involves methodological training, which is provided through a series of small workshops, involving statisticians from five to six countries.

Over the past year, UIS field staff in sub-Saharan Africa have organized a series of international workshops in:

- Dakar, Senegal (November) for Benin, Burkina Faso, Guinée-Bissau, Mali, Senegal and Togo;
- Yaoundé, Cameroon (November) for Cameroon, Comoros, Chad, Djibouti and Sao Tomé-et-Principe;
- Harare, Zimbabwe (December) for Ethiopia, Botswana, Kenya, Mauritius, South Soudan, Swaziland and Zimbabwe.

The participating countries have the lowest response rates to the UIS questionnaire used to collect education finance data. Moreover, they have repeatedly requested technical assistance. The challenge now lies in providing the support needed to generate momentum within these countries to regularly produce and use these data.

ER 4: Use and analysis of education statistics promoted.

Progress is reported based on three performance indicators.

1. UIS education data disseminated regularly

The education database in the UIS Data Centre was updated in January and May as scheduled. The UIS is currently preparing the third and final release for 2014, which is scheduled for December. For the first time, the UIS will be publishing education data and indicators based on the ISCED 2011 revision.

2. Data presented more visually

See MLA 4.

3. Technical, analytical, and informative products developed

The UIS released a new research report entitled *Higher Education in Asia: Expanding Out, Expanding Up*. It is one of the first studies to explore the dynamics associated with the expansion of postgraduate education across the middle-income countries in Asia. It features education and science and technology (S&T) data from the UIS, while also exploring a wide range of data sources and analysis from experts working with the IIEP, United Nations University, and Elsevier. The report was presented at a number of international conferences, with a major launch event organized in Bangkok. In addition to strong media exposure, the UIS also actively engaged higher education leaders, planners, and scholars in East Asia, particularly in Thailand, to discuss the findings of the report.

The UIS has also produced a global report, entitled *Fixing the Broken Promise of Education for All: Findings from the Global Initiative on Out-of-School Children*, in partnership with UNICEF. The report will be released during a major event in January 2015. Based on a series of national and regional studies and policy analysis by leading experts, the report explains why better data and cross-sector collaboration are fundamental to the design of effective interventions to overcome the barriers facing out-of-school children and adolescents. It is designed to serve as a roadmap to improve the data, research and policies needed to catalyse action for out-of-school children as the world embarks on a new development agenda for education.

In partnership with the Inter-American Development Bank, the UIS is finalizing a new report analysing key trends in education expenditure in Latin America over the last decade. It also highlights innovative approaches used to allocate financial resources devoted to education. At the beginning of 2015 the report will be released in Spanish and English and will be widely promoted in the region.

Together with the EFA Global Monitoring Report (GMR), the UIS produced a fact sheet presenting new data on out-of-school children and related analysis in selected countries. The paper and a new eAtlas (see MLA 4) were produced in English, French and Spanish and were released during a press conference with UNESCO's Director-General at the annual pledging meeting of the GPE, which generated considerable press coverage.

UIS data were also featured by UNESCO and UN partners on International Literacy Day in September. The UIS released a new fact sheet and eAtlas in English and French, presenting a series of interactive maps and graphs. To celebrate World Teacher's Day (October), the UIS produced another fact sheet (in English, French and Spanish), infographics and blog posts with the GMR as well as a related eAtlas. Press coverage for teachers has been very positive.

Problems encountered/lessons learned

The transition between print publications (e.g. Global Education Digest) and electronic products (e.g., UIS.Stat and eAtlases) has been more difficult than anticipated. We need to better ensure that the coverage of indicators in the Data Centre covers at least the core information provided by the previous Global Education Digest or find ways to

better meet the needs of users. Additionally, the UIS must further promote the use of electronic products by linking to the websites of partners. While the new eAtlas platform is a considerable improvement over the previous system, the challenge lies in attracting more users to these well-designed products.

In general, partnerships can be difficult to establish and/or manage due to changing conditions and expectations. Thus, the relation with UNICEF in the Out-of-School Children Initiative has at times been difficult due to its decentralized nature of working which tends to lead to less engagement by regional offices in initiatives based in New York. So, while the UIS has a clear agreement and solid relationship with UNICEF New York, there have been situations in which some regional UNICEF offices have risked the successful implementation of Initiative activities. For example, UNESCO regional offices are not always included in the dissemination of regional reports. In addition, indicator methodologies have at times been implemented incorrectly and without consultation which leads to the unfortunate situation whereby the data analysis must be corrected or re-done. In response, the UIS is actively reaching out to staff in UNICEF field offices in order to build more direct relationships and provide tailored support, which has been a successful approach.

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.

Progress is reported based on three performance indicators.

1. Regional assessment instruments are linked to produce comparable results

The UIS remains the technical lead for the secretariat of the Learning Metrics Task Force (LMTF) as it enters a new phase to mobilize support for a group of “learning champion” countries that were chosen through a selection process. These countries can help the UIS test new population-based learning for all indicators. Discussions are underway with the University of Sussex to develop a methodology for these indicators or population-based measures for skills distribution among the school-age population.

In April, the UIS and the World Bank hosted a meeting in Montreal to define an approach to set targets and identify indicators that meet desired criteria for monitoring reading in primary school. This meeting helped to evaluate the feasibility of creating a baseline for reading skills for the post-2015 development framework, by potentially linking regional and national assessments. The discussions were informed by global experience with a range of assessment tools to measure reading administered in different national contexts.

The UIS has worked with the Australian Council for Education Research (ACER) to develop initial proposal to equate learning outcome measures from assessments of reading skills on a well-defined learning metric to support a baseline for post-2015 monitoring. If plans are taken forward to build a common metric, it would start with the countries currently participating in LLECE, PASEC, PIRLS, and SACMEQ and data would cover some 90 countries, representing every region of the world. The concept note was shared with regional assessment constituents for consultation. An advisory group will meet in early 2015 in order to develop an implementation strategy.

2. Catalogue of national and international initiatives on the assessment of learning outcomes of school children established and used by Member States

The catalogue template design and implementation strategy were validated by the Learning Outcomes Advisory Board in February. The questionnaire and instruction manual have been finalized and are available for download on the UIS website in English, French and Spanish. Training workshops were organized:

- For 14 countries in sub-Saharan Africa In Dakar, Senegal (May);
- For 16 countries in Asia and the Pacific in Siem Reap, Cambodia (August).

The workshops were designed to train country focal points and UIS field staff. In addition, a memorandum of understanding is being finalized with UNESCO Santiago to support implementation in 15 counties in Latin America.

According to the initial implementation strategy for the catalogue, the questionnaires designed to gather information about international assessments would not be the responsibility of country-level teams, but the UIS would receive the support from implementing organizations. However, given the ongoing assessment cycles, the UIS is receiving less support from these organizations than expected. Thus, the Institute will fill in the questionnaires based on information in national reports, and has established a tailored strategy to work with each of the assessment initiatives (PASEC, IEA and RTI) to help verify and complete the information. Discussions with SACMEQ are underway to establish a more formal agreement. This work is very labor intensive, and the UIS has assigned one full-time research assistant and a university intern to the task. Nevertheless, it is expected that data will be released for the first group of countries (about 25) in December 2014. The data release will include detailed information on the assessments and country profiles that summarize the assessment system and highlight its key features.

3. Good working practices are identified and used in oral assessments of reading proficiency

By working closely with partners, the UIS is seeking to build consensus on basic principles that should be applied in the design, administration, processing, analysis, dissemination, and use of oral assessments of reading. In July, the UIS organized a two-day meeting with assessment implementers, funders, and reading experts with discussions focusing on a range of issues, such as: core skills to be measured; links between early childhood and early grade reading; the role of population-based studies alongside school-based assessments; reading assessment in multilingual contexts; and case studies that highlight quality, equity and ownership in assessments.

The papers presented at the meeting will be used to produce a guide on best practices when implementing reading assessments.

Problems encountered/lessons learned

The UIS must strategically position itself to address the post-2015 focus on education quality and its measurement. It is important that the UIS plays the role of neutral arbiter, but this can be challenging as international initiatives, like those led by OECD and IEA, use different types of assessment approaches. This neutrality is also essential in light of the many commercial interests in learning assessment. So we must be sensitive to potential conflicts of interest. In the case of the work on learning metrics, we are aiming to engage a wide range of partners, including the major international assessment initiatives, to guide the work with ACER and minimize this risk. Another lesson is that we should not underestimate the resources needed for this work, especially in light of the significant expectations within the international education community. In 2014, the UIS was barely able to meet these expectations. So it is essential to create a stable and experienced team in order to deliver the dramatic increase in work needed in 2015.

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

Progress is reported based on four performance indicators.

1. Science, Technology and Innovation (STI) database extended

The UIS has successfully released the results of its new innovation data collection. Data have been received from 31 countries. In addition, the UIS has imported data for 31 European Union countries directly from the Eurostat database, as well as data from 3 African countries, which were submitted to the African Union/NEPAD for the African Innovation Outlook. Representing a major milestone for the UIS, the survey results will be analysed in a short report currently in preparation.

The UIS is also continuing to expand its inventory of innovation surveys as part of efforts to help countries seeking to initiate new national surveys or improve existing data collections. The UIS has currently collected information on 235 innovation surveys for 87 countries. The online catalogue (available on the UIS website) contains information for 108 of these surveys and those remaining will be regularly added over time (target: 50 per year). No new surveys were added to the catalogue in 2014, since the work focused on updating the software and transferring the existing information to a new platform. In addition, extra efforts were required to launch the Institute's first global innovation data collection.

The 6th research and development (R&D) survey was launched in July 2014, with a slight delay of one month due to the transition to a new SDMX-Excel format for the questionnaire. Survey respondents and data users have full access to R&D and innovation metadata for all countries. This information is currently available in PDF and will soon be integrated within the UIS Data Centre.

2. Methodologies developed to assist Member States in carrying out STI surveys

The OECD is in the process of revising the Frascati Manual on measuring R&D. The Annex on Measuring R&D in Developing Countries, which was prepared by the UIS, will be integrated within the core sections of the manual. The UIS will continue to invest considerable efforts to ensure that the revised manual accurately reflects the contexts and needs of developing countries.

The UIS has released a new guide designed specifically for countries starting or seeking to measure R&D. It defines regular R&D terminology and presents key indicators. While addressing common issues encountered in data collection, the guide also provides a project management template, in addition to model questionnaires that countries can use to begin their collection activities. Countries can download the model questionnaires, adapt them to their own needs and use them in their survey operations.

The guide will also help the UIS provide technical assistance at the national level. Since January, new requests for assistance (concerning R&D and/or innovation surveys) have been received from Algeria, Chad, Indonesia, Mauritania, Mongolia, and Oman.

Work is also underway to update the 1978 *Concept of Scientific and Technological Activities*. A consultant has developed a first proposal document that was discussed at a meeting with Latin American countries in Buenos Aires Argentina (October). Based on this feedback and that from other stakeholders, the consultant will further refine the document. The plan is to present a complete proposal which will be subject to a global consultation in 2015.

3. Number of countries/participants where capacities to collect STI statistics have been enhanced

Since the last Governing Board session, the UIS helped to organize a regional training workshop on STI indicators with the Economic Cooperation Organization (ECO) in Tehran, Islamic Republic of Iran. In addition, the UIS has organized a training workshop on R&D indicators for North African countries in collaboration with the Islamic Development Bank in Rabat, Morocco (June). At the country level, technical assistance was provided to Algeria, Angola, China, Indonesia, Nepal and Mongolia.

4. Reports and other electronic materials prepared that promote the use of STI indicators and their linkages to development issues

The UIS has released a new report combining tertiary education data with R&D data in order to analyse trends in graduate education across Asia (see MLA 1 for more information on the report entitled *Higher Education in Asia: Expanding Out, Expanding Up).*

The UIS played an important role in the production of the second African Innovation Outlook (AU/NEPAD) by supporting the data validation phase and providing detailed comments on draft versions of the report.

The UIS has also produced an interactive data tool on Women in Science, which was released in March. The product is hosted on several different website (including that of the UIS) and has been very successful in drawing attention to the data and the work of the Institute (see MLA 4 for more information). The UIS is also creating a new edition of its eAtlas on Research and Development, which will be released on the UIS website.

In addition to providing data, the UIS also prepared a chapter on "The Human Factor in Innovation" for the Global Innovation Index 2014, co-published by Cornell University, INSEAD, and the World Intellectual Property Organization (WIPO).

Problems encountered/lessons learned

The new data collection of innovation statistics has been a major success for the Institute. Nevertheless, methodological issues continue to hamper the comparability of data between countries. For example, not all countries were able to produce grossed-up population data or employment cut-off points. There were also variations in industry coverage or the ways in which countries treated abandoned versus ongoing innovation. Fortunately, the UIS was aware of many of these limitations beforehand thanks to a pilot survey. So we were able to anticipate and reduce the impact on the data quality. For instance, the UIS has only published data for manufacturing industries and decided to exclude other sectors (such as services) from this round of dissemination.

Compared with R&D surveys, innovation surveys are still relatively new, especially in developing countries that often lack the technical staff and skills required. So it will be critical to reinforce capacity building services in order to improve the quality and quantity of data submitted to the UIS in future data collections.

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

Progress is reported based on three performance indicators.

1. Increase the number of methodological resources to support the development of cultural statistics globally

In order to promote the implementation of the UNESCO Framework for Cultural Statistics, the UIS is preparing two methodological handbooks on the measurement of festivals and the economic contribution of culture. The handbooks are currently being edited. The festivals handbook is being edited following a peer review. A decision regarding its publication will be made at the end of 2014 depending on available resources. The handbook on the economic contribution of culture will be published in early 2015.

The UIS co-organised a session on culture satellite accounts during the 18th International Conference on Cultural Economics in Montreal, Canada (June). One of the objectives of this session was to review different initiatives currently undertaken around the world and the relevance or feasibility of the UIS to develop a global standard in this area.

2. Cross-nationally comparable data and indicators produced and featured in a wide range of global reports

The first priority of the Institute is the implementation of a new global survey of cultural employment statistics, which will be launched in July 2015. As part of this process, the UIS prepared an analytical paper, presenting the results of the Global Metadata Survey 2013.

A pilot survey was completed in March and the results reviewed during a meeting of participating countries (May), who provided valuable input on modifications to the survey instruments. This was followed by the 2nd meeting of the UIS expert group on cultural statistics (June), which provided further recommendations. The survey has been finalized and work is now underway to develop the tools required for data collection, processing and dissemination.

In July, the UIS launched another round of its biennial survey of feature film statistics and results are due by the end of November. In March, the UIS released the Spanish version of an analytical paper presenting 2012 results.

The UIS is also working with partners, namely the World Trade Organization (WTO) and United Nations Statistics Division (UNSD), to prepare an analytical report on the international trade of cultural goods and services. The UIS will be releasing the data and analysis in 2015.

3. Increased number of national statisticians and cultural officers trained to collect, analyse, and use cultural statistics

The UIS organized a regional training workshop for statisticians and cultural officers in Latin American that took place in San Jose, Costa Rica (September). Sessions focussed on the UNESCO Framework for Culture Statistics, cultural employment and trade statistics, culture satellite accounts, etc.

At the country level, the UIS continues to provide technical support when extra-budgetary funding is available. In February, the UIS led a national training workshop on cultural statistics in La Paz, Bolivia with financing provided by the Organisation of American States.

Problems encountered/lessons learned

Despite financial constraints, the UIS met all of its requirements while securing some additional resources to provide technical assistance to countries. In the field of culture, the UIS is looking to strengthen relations with partners especially in the run-up to the launch of the global survey on cultural employment.

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

Progress is reported based on two performance indicators.

1. Global data on ICT in education are available and regularly updated

The final quantitative assessment report on the targets of the World Summit on the Information Society (WSIS) was released in June and included two chapters prepared by the UIS. In addition, the UIS completed a regional paper analysing ICT in education indicators for about 30 Asian countries.

The UIS is also preparing to release data for sub-Saharan African countries. The UIS has processed data for 17 out of 35 Francophone and Lusophone countries participating in a sub-regional survey following a workshop in September 2013. The response rate of 48% is lower than the target of 75%. There are at least two possible reasons for this low rate. First, many countries may lack the policies and resources to introduced ICTs in the classroom and,

therefore, do not see the need to complete the questionnaire. In other cases, countries may not have the administrative systems in place to respond to the questionnaire. The UIS has also organized a similar training workshop and data collection for 18 Anglophone countries. We are still awaiting results. The data and experience gained from both of these surveys will help the UIS to prepare for a global data collection in 2015.

To prepare for this global survey, the Institute is now in the process of revising the questionnaire. The Institute has established a technical advisory panel, consisting of experts in the field, to provide input in the revision process of the questionnaire as well as the core list of indicators on ICT in education used by the Partnership on Measuring ICT for Development.

2. Media statistics are available and regularly updated

Due to financial constraints, the UIS has suspended its survey of media statistics. It is hoped that these activities will restart in 2015 if sufficient resources are available. Nevertheless, it was agreed that the UIS will continue to support UNESCO Headquarters by helping to train countries on the production of media development indicators. To date, technical assistance in this field has been provided to Myanmar by a joint team of Montreal and Bangkok-based UIS specialists.

Problems encountered/lessons learned

The main challenge relates to insufficient financial and human resources, as clearly illustrated in the case of the media statistics survey.

The ICT in education survey is progressing well. Nevertheless, training remains essential to introduce countries to the concepts raised in the questionnaire. When the global data collection is launched in 2015, some countries will receive a questionnaire but not training. It is also important to consider the experience gained from the Francophone African survey. It is hoped that UIS training in this area will go beyond technical issues to help raise the profile of ICT in education in countries and the need to invest in relevant policies and administrative systems to report the data.

MLA 4 – REINFORCEMENT OF CROSS-CUTTING STATISTICAL ACTIVITIES

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

Progress is reported based on four performance indicators.

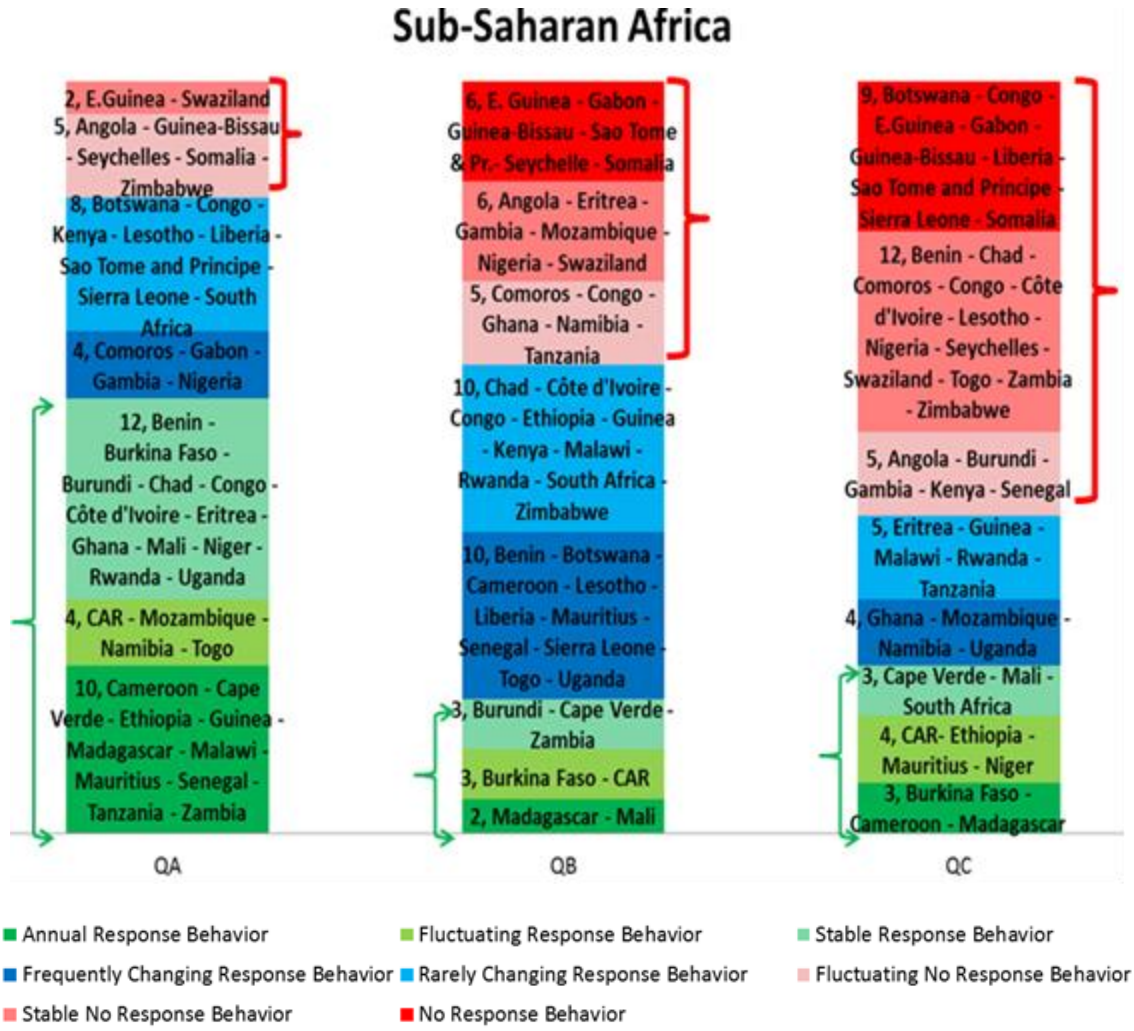
1. All UIS surveys and questionnaires included in data quality monitoring framework

The UIS data quality framework now includes response rates and timeliness indicators for all surveys.

As explained in MLA 1, the UIS introduced significant changes in the 2014 education survey including: extensive redesign of questionnaires, incorporation of ISCED 2011 standard; and the introduction of SDMX-compliant Excel questionnaires. While there has been a delay in releasing the results, there has been no negative impact on survey response rates. Response rates are comparable with previous years which, given the scope of the changes, is extremely positive.

The UIS undertook a detailed analysis of response rates to the UIS education survey in order to cluster countries according to their historical response trends (see Figure 1 for an example of one region, information for other regions is available upon request). A similar analysis was also undertaken to assess data quality indicators related to completeness. Following discussion with UIS field staff, this work will be taken forward in the field in 2015.

Figure 1. Response Behaviour to the UIS Education Survey. Example of sub-Saharan Africa



2. Mechanisms to share data and metadata among international organizations and with users improved

Efforts to improve the harmonisation and efficiency in which data are shared amongst international organizations are proving effective. Results include:

- Consensus reached by the UIS, OECD and Eurostat concerning the first draft of the SDMX Global Data Structure Definition (DSD) for Education statistics, which incorporates the data collection requirements of the three organizations. Further analysis is required to simplify the DSD. A draft version of the governance and maintenance strategy is being reviewed by partners;
- Consensus reached by the UIS, OECD and Eurostat concerning the first draft of the SDMX Global Data Structure Definition (DSD) for Research and Development (R&D) statistics;
- UOE data collection instruments were replaced with SDMX-injected Excel questionnaires based on the harmonised data definitions;
- The UIS actively participated in discussions and contributed to an SDMX technical strategy to implement data quality validations within the SDMX standard. Once realised, this will facilitate the use of shared data validation methods among international organizations.

Problems encountered/lessons learned

An extremely successful meeting was held with UOE stakeholders in October 2013 which resulted in a strong commitment to redesign the questionnaire and implement SDMX by June 2014. This agreement, while positive, put significant pressure on all of the UOE partners. As a result, the Institute decided to advance its own SDMX implementation schedule in order to ensure coherence between UIS and UOE instruments. It should be noted that the tight deadlines and unexpected delays left very little time to consult with UIS field staff concerning the redesign of the survey instruments.

The decision to accelerate the implementation of SDMX has created additional risks within the Institute related to: lack of expertise in creating data structure definitions; allocation of staff resources; and time for effective change management.

3. Cost of collection and processing of statistical data and metadata, taking into account the entire data lifecycle, reduced

The UIS has significantly improved internal efficiencies in this area through several initiatives:

- The use of SDMX-injected Excel questionnaires for the education survey and the R&D survey (using globally harmonised data definitions) was successful and will be extended to all UIS data collections by the end of 2015;
- The UIS World Education Indicators (WEI) questionnaire was eliminated and countries were provided with the option of responding to either the UOE questionnaire or the UIS education questionnaires;
- National respondents were provided with a new website to facilitate the use of the new questionnaires and regional modules;
- The Institute's internal data production systems were adapted to support the capture of data using the SDMX standard;
- Survey mail-outs and reminders in English were launched on time with the exception of the UIS education survey. Its English version of was launched on schedule but the Arabic, French, Russian and Spanish versions were sent in a subsequent mail-out due to delays in translation and adaption;
- To improve internal efficiency in data collection, the UIS has undertaken an extensive analysis and process modelling activity. Initial recommendations have been implemented. Progress is underway to implement the second set of recommendations to eliminate bottlenecks by the end of 2014.

Problems encountered/lessons learned

To meet the heavy demands for data processing and production, the UIS must continue to reinforce long-term planning of survey operations and respect for deadlines. To this end, the production of a multi-year survey calendar has proven to be very helpful, especially in terms of staff-planning in Montreal. This process will be extended to include a review of UIS survey plans from the perspective of the availability of national resources/capacity, undertaken by UIS regional advisors in the field.

4. Number of Member States where statistical capacities have been enhanced as a result of UIS field staff interventions

This performance indicator is intended to monitor and evaluate some of the major activities of the UIS field network, which plays an important role in improving the quality of UIS data by working with national data producers and users. The priorities, scope and methods of work vary from region to region. It is important to note that some of other services and capacity building activities of the UIS field staff are reported under UIS Expected Result 3 (Capacities of national statisticians strengthened in the production and use of national and comparative education data).

Arab States

Outcomes:

- Number of technical meetings/country visits/working sessions with national statisticians organized: 10;
- Number of statisticians and policy-planners in Member States trained to use UIS questionnaires and standards: about 130;
- Number of Member States receiving support from UIS regional staff in 2014: 7.

Activities:

- National training workshops on ISCED 2011 and new 2014 education survey questionnaires: Bahrain (as well as technical assistance for data quality assessment); Oman (and specific training on tertiary education statistics); Qatar; and Yemen (and technical advice on Open EMIS strategy);
- National training workshop on ISCED 2011: Saudi Arabia and United Arab Emirates;
- Ongoing technical support also provided by telephone, skype, etc., to most countries in the cluster.

Asia and the Pacific

Outcomes:

- Number of technical meetings/country visits/working sessions with national statisticians organized: 32;
- Number of statisticians and policy-planners in Member States trained to use UIS questionnaires and standards: about 570;
- Number of Member States receiving support from UIS regional staff in 2014: 35.

Activities:

- National training workshops on UIS questionnaires, indicators and ISCED provided to: Brunei, Malaysia, and Timor-Leste;
- Technical assistance to prepare national EFA review reports provided to: Afghanistan, Bhutan, India, Lao PDR, Pakistan, and Thailand. In addition, about 32 national reports were extensively reviewed (see Box 2 under MLA 1);
- Technical support to calculate education indicators provided to: Bhutan, Cook Islands, DPR of Korea, India, Niue, Pakistan, Solomon Islands, Timor-Leste, and Tuvalu;

Statisticians in Arab States: Hiding in the Shadows?

With a statistical advisor based in Doha, the UIS is providing training and technical assistance to national statisticians across the region. Yet despite these efforts, requests for assistance persist and even appear to grow in some countries. For example, it is very common for national statisticians to repeatedly ask the UIS for help about survey instruments or methodological issues even after attending training workshops that focussed specifically on these issues. Many national statisticians trained by the UIS seem to be reluctant to share their knowledge and expertise with colleagues in their units or those working closely with them. And relatively few dare to apply international classifications, such as ISCED, without repeated assistance.

Clearly there are many reasons for the questions and requests for assistance. To begin with, statisticians across the region are very concerned by the discrepancies between national population data and estimates produced by the United Nations Population Division, which form the basis of many UIS indicators. In addition, they need help in dealing with the lack of data available at the national level. For example, education finance data tend to be very sparse across the region. This is mainly due to difficulties in obtaining comprehensive data from administrative and household sources (e.g. most countries do not gather data on household expenditure or consumption). And even when different data sources are available, national statisticians tend to avoid making estimates out of concern that they will be held personally responsible for any political implications.

So in many ways, it is not surprising to find that high-level officials do not regularly use data in their regular work. But there are risks to hiding in the shadows. Imagine the scenario in which a minister receives an international report on education and goes directly to the global ranking to check on the country's status. Suddenly, the national statistician is in the spotlight, under pressure to explain the ranking. To avoid this situation, the UIS is working with national statisticians across the region to ensure that international reports present the most accurate and timely data from countries. Yet the ultimate challenge lies in promoting a culture of evidence-based policymaking, in which all of the stakeholders understand the potential uses and limitations of data.

- Support for the preparation/use of EMIS provided to: the Maldives, Myanmar, and Tonga;
- Technical support on UIS questionnaires provided to: Bangladesh, Indonesia and the Philippines;
- In the framework on the GPE-funded project on education finance data, technical support provided to: Nepal and Viet Nam;
- Technical support provided to Nepal to create literacy mapping to support policy-planning;
- Technical support provided to Cambodia to establish NF-EMIS and prepare national literacy report;
- Capacity-development (training workshops and consultations) to help implement LAMP survey in Lao PDR;
- National workshop on media questionnaires in Myanmar;
- Technical support to establish a monitoring system on R&D statistics provided to Nepal.

Latin America and the Caribbean

Outcomes:

- Number of technical meetings/country visits/working sessions with national statisticians organized: 5;
- Number of statisticians and policy-planners in Member States trained to use UIS questionnaires and standards: 50;
- Number of Member States who received support from the UIS regional staff in 2014: 23.

Activities:

- Technical assistance provided to Ecuador, Peru, Puerto Rico, and Suriname to help national teams report data to UIS;
- Extensive follow-up and advice to finalize the ISCED2011 mappings of national education systems provided to: Antigua y Barbuda, Barbados, Belize, Bolivia, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Grenada, Guatemala, Guyana, Haiti, Honduras, Nicaragua, Panama, Puerto Rico, Dominican Republic, St Kitts and Nevis, St Vincent and the Grenadines, and Venezuela.

Sub-Saharan Africa

Outcomes:

- Number of technical meetings/country visits/working sessions with national statisticians organized: 34;
- Number of statisticians and policy-planners in Member States trained to use UIS questionnaires and standards: 118;
- Number of Member States who received support from the UIS regional staff in 2014: 27.

Box 5. Seizing Opportunities for EMIS in Africa

Countries across sub-Saharan Africa need support to develop sustainable education management information systems (EMIS) in order to generate sector-wide performance monitoring data for a range of purposes. The UIS regional team is involved in several initiatives to strengthen capacities in this area notably by: conducting data quality assessments; designing and implementing relevant action plans; reviewing data collection instruments, processing systems, publication procedures, data quality control measures and by developing operational manuals to document the entire EMIS cycle.

In the run-up to 2015, development partners are increasingly interested in supporting EMIS capacity-building programmes initiated by governments. Yet some countries in the region don't fully benefit from these opportunities because of difficulties in clearly defining their needs and submitting a detailed proposal for support. This is the case in Côte d'Ivoire, for example, which has been struggling to submit an acceptable action plan to revitalize its EMIS.

So following a request from the Ministry of Education, the UIS field team organized an assessment study and a strategic planning workshop which led to the development of a four-year action plan that has been positively received by development partners. The GPE, for example, has recently committed to provide a substantial funding for this new project. This example shows how the expertise and independence of the Institute can enable us to play a strategic role in fast-tracking data quality improvement among different partners across the region.

Activities:

- Technical assistance on UIS questionnaires and standards provided to: Bénin, Botswana, Burkina Faso, Burundi, Cameroon, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of Congo, Gabon, Gambia, Guinea-Bissau, Mali, Mauritania, Mozambique, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Swaziland, Tanzania, Uganda, Zanzibar, and Zimbabwe;
- National training on education indicators and data base query for Burundi;
- Participative development of education statistical abstract for Chad;
- Strategic framework developed to improve education data quality in Côte d'Ivoire prepared in collaboration with technical staff from central and sub-national levels of government;
- Participative development of data collection tools and supporting database for Guinea-Bissau;
- National training on data imputation methodology for Liberia;
- National training on EFA monitoring for Tanzania;
- National training on data collection instruments and data processing tools for Togo;
- 3 regional workshops on education finance data to take place in Dakar, Harare and Yaoundé for participants from 17 countries (see Box 1 under MLA 1);
- Training module on data quality control (part of the Pole de Dakar Master's degree in education analysis– promotion 2014/2015);
- Contribution to the organization of a regional workshop for West and Central Africa on "Indicators of the Education sector response to HIV-AIDS" in collaboration with UNESCO Paris;
- Contribution to the development of pilot school report cards in Burkina Faso, Niger and Gambia in collaboration with UNESCO Dakar.

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

Progress is reported based on three performance indicators.

1. New types of web-products and electronic publications to promote UIS data developed

The transition to the new Data Centre was completed in March with the phasing out of the old environment and re-direct/communications strategy to ensure that users and partners are aware of new resources. The Data Centre was upgraded in March and September as planned with special focus given to: improve branding; integrate metadata from the UIS Glossary for all UIS indicators; include innovation statistics for the first time; update the content and presentation of the UIS Global Catalogue of Innovation Surveys.

Despite very limited resources, the UIS continues to expand efforts produce more visual content to present the data and convey key messages arising from it. A new 'gallery' was created on the UIS to highlight these products which are created internally and, when resources permit, with the support of professional design companies. Key results include:

- Launch of a new platform to create eAtlases. While customization work will continue, the new platform enables us to build interactive maps and charts that can be easily customized and shared. To date, the following editions have been created: Out-of-School Children eAtlas (English and French) to highlight new data released during the GPE pledging conference (June); Literacy eAtlas (English, French and Spanish) for

International Literacy Day (September); and Teachers eAtlas (English and French) for World Teachers' Day (October);

- Launch of Women in Science data visualization tool in English, French and Spanish, which was highlighted during celebrations surrounding World Women's Day and the L'Oreal Prizes for Women in Science. The tool has received about 7,000 page views since it was launched in March following an outreach campaign to science journalists and women's organizations. Efforts will continue to promote this tool as a featured resource among partners within UNESCO and beyond.

- Interactive map illustrating flows of mobile students, which is one of the most UIS popular data visualization products (generating about 1,000 page views per month), is now automatically updated and available in French. Plans are underway to re-brand the product (using the new eAtlas platform) and further promote its use.

- Work is also underway to create a new product using animation to engage users around the out-of-school children data and the global report which will be released in January 2015.

2. Partnerships with data mediators (second-party websites) to improve the dissemination of UIS data established

The UIS has produced customized visualizations for two UNESCO projects: a new initiative and website on aid data transparency; and the redesigned UNESCO country portal. Both websites feature a series of charts and tables that are automatically updated using the UIS open data web service. This marks an important step forward in attracting wider audiences by integrating UIS data on the UNESCO website, which is the principal source of traffic to the UIS website.

The UIS continues to provide SDMX data feeds to the World Bank and UN Statistical Division (UNdata). Discussions are underway to provide SDMX data feeds to other international partners.

3. User experience of the UIS online Data Centre monitored and used to bring improvements

In 2014, for the first time, the UIS developed and conducted its own usability tests which were administered to three different types of data users (beginner, intermediate and advanced). The tests were designed to gain feedback on the new tools offered in the data dissemination environment (namely options to retrieve and customize data sets). The results of these tests will be used to improve the Data Centre and to develop new features on the UIS website.

In addition, the UIS conducted an online survey of its print and electronic publications in English, French and Spanish. Participants included: national statisticians, policy planners and experts, NGOs, journalists, donors and other data users. The results of the survey were not conclusive – while welcoming the introduction of new electronic products many users still prefer print materials. In response to this survey, the UIS introduced a new feature in its electronic

and print statistical reports – Statlink, which enables users to download the underlying data presented in statistical figures of the reports. These types of services help the UIS to bridge the gap between print and electronic publishing.

Problems encountered/lessons learned

Over the past year, traffic to the UIS website has increased by about 4% in terms of unique page views. The goal is to achieve a 10% increase by the end of 2015. There are several possible reasons for the slow growth: decline in referral traffic from UNESCO, especially following the decision to discontinue the Global Education Digest; over the past year, the focus has been to update and improve existing data visualization products (such as the eAtlas series) and transition to the new Data Centre rather than create new products and content. Perhaps most importantly, the current UIS website is very outdated in terms of its look and feel and functionality. It is not optimized for the use of smart phones and tablets despite the increase in traffic from the use of these devises. Moreover, it is extremely difficult to integrate and share data visualization products on the site. In response, the UIS is preparing to completely redesign its website in 2015. At the same time, greater resources must be devoted to outreach and promotion of UIS data and products, especially via social media. Currently, the UIS is completely dependent on the social media channels of UNESCO and partners.

ADMINISTRATION

BUDGET AND FINANCE INFORMATION

Income

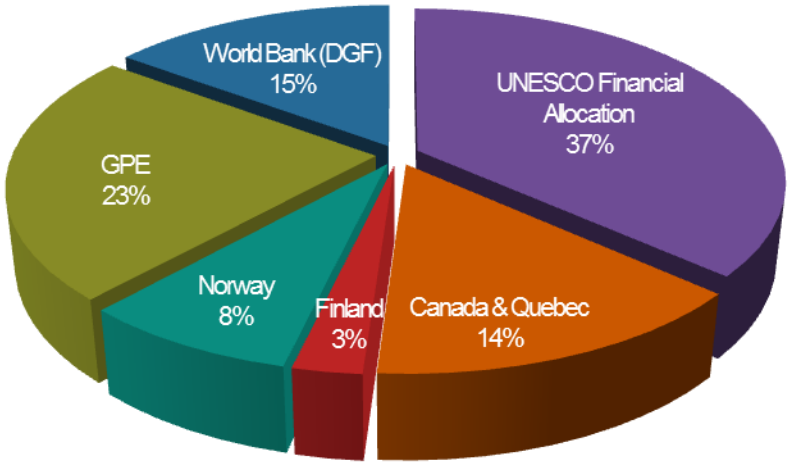
2014 estimate as at 30/09/2014 vs 2013 actual accounts

The Institute's general income in 2014, as estimated on 30 September 2014, amounts to about USD 12.3 million which represents an increase of USD 2.2 million (or 22%) as compared to the 2013 actual general income of USD 10.1 million.

As per the closing of accounts, the following government/agency contributions were received in 2013 (see Figure 2):

- UNESCO allocation for 2013 amounting to USD 3.7 million;
- The Governments of Canada and Quebec continued to support the UIS with contributions amounting to CAD 1.5 million (equivalent to about USD 1.5 million);
- The Government of Finland contributed EUR 200 thousand (equivalent to USD 258.7 thousand) to support UIS core activities;
- The Government of Norway provided a total of NOK 5 million (equivalent to USD 811.2 thousand);
- The GPE provided a Regional Activities Program Grant (for which the World Bank serves as the fund custodian) amounting to USD 2.3 million to support UIS statistical projects on reading assessment, education finance and out-of-school children.
- The World Bank made a contribution of USD 1.5 million under the Development Grant Facility (DGF) for UIS education statistics;

Figure 2. UIS General Income by Donor for 2013 (as % of total)



Regarding contracts, the UIS received a contribution of USD 30 thousand from the United Nations Development Programme (UNDP) to create a database on educational attainment and mean years of schooling and about USD 46.4 thousand from the World Health Organization (WHO) for the preparation of several country reports that provide analysis on the age distribution and school attendance of girls aged 9-13 years.

In addition, the UIS recorded a net loss of about USD 146.4 thousand in other income for 2013. This is due to currency exchange adjustment losses of approximately USD 205.6 thousand, offset by roughly USD 59.2 thousand in reimbursement for services, other income and bank interest.

2014 estimate as at 30/09/2014

Based on estimates from 30 September 2014, the following contributions to the UIS budget were received or are expected to be received in 2014:

- The UNESCO allocation for 2014 amounting to USD 3.8 million;

- The Australian Department of Foreign Affairs and Trade (DFAT) provided funding of AUD 500 thousand (equivalent to about USD 460.1 thousand) to support core services in the development of education statistics;

- The Governments of Canada and Quebec will contribute in 2014 the estimated equivalent of USD 1.9 million. About one-half of this amount relates to the base agreement (which does not have an expiry date) of CAD 1 million per year. The remaining portion stems from the resumption of the Canadian Government's supplemental agreement, which had been suspended since October 2011. The UIS is pleased to report the re-establishment of this supplemental multi-year agreement, which will provide financial resources on an annual basis up to fiscal year 2020 to support a portion of the Institute's operating costs and the rental of its Annex at Queen Mary;

- The Department of Foreign Affairs, Trade and Development of Canada (DFATD) will contribute the sum of CAD 2 million, equivalent to about USD 1.8 million, in 2014 as part 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 5 million equivalent to about USD 778.4 thousand;

- 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) as part of an agreement signed in 2013;

- The UIS also received USD 1.5 million in 2014 for its work on education statistics from the World Bank Development Grant Facility (DGF), a long-standing partner of the Institute;

- The Hewlett Foundation provided USD 300 thousand in 2014 as part of a grant totalling USD 400 thousand for Phase II of the Global Learning Metrics Task Force (LMTF). The remaining USD 100 thousand is expected in 2015;

- The UIS signed an agreement with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH as part of the German BACKUP Initiative Education in Africa" to provide EUR 91,817 thousand, the equivalent of about USD 121 thousand, in 2014 to help strengthen the national capacities of African countries to sustainably produce data on education financing;

- The Islamic Development Bank (IDB) provided USD 54.5 thousand to support a regional training workshop on research and development Indicators, which took place in Rabat, Morocco;

- The UIS signed a memorandum of understanding with the Korea Education and Research Information Service (KERIS), which contributed USD 20.9 thousand to co-finance a capacity-building workshop on information and communication technology (ICT) in education statistics which took place in Harare, Zimbabwe;

- The UNDP renewed its commitment toward supporting the creation of a UIS database on educational attainment and mean years of schooling with an additional contribution of USD 25.0 thousand.

- The WHO disbursed the remaining USD 7.5 thousand related to the contracts for the preparation of country reports analysing the age distribution and school attendance of girls aged 9-13 years.

- Total other income for 2014 is estimated at USD 241.4 thousand and is mainly comprised of reimbursement for services, currency exchange adjustments and interest from Banks.

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. The Japanese Funds-in-Trust (JFIT) provided USD 213.4 thousand to implement the newly revised ISCED in Asia and the Pacific. In addition, the Government of Australia also supported activities designed to improve education data quality in Pacific States by providing USD 118.6 thousand to fund the UNESCO Junior Professional Officer post in the region.

2014 estimate as at 30/9/2014 vs. 2014 PPC

The 2014 total UIS estimated income (USD 12.7 million as of September 2014) is USD 276.8 thousand higher than the income foreseen in the revised appropriation resolution approved by the Policy and Planning Committee (PPC) of USD 12.5 million.

This minor change is mainly due to: exchange rate variations throughout the year (about USD 57.6 thousand); new partnerships resulting in a rise of income of USD 196.4 thousand; and an increase of USD 138.1 thousand in total other income.

Expenditure

2014 estimate as at 30/09/2014 vs. 2013 actual accounts

According to projections made on 30 September 2014, the 2014 expenditure will amount to USD 12.5 million, which represents an increase of USD 1.3 million compared to the 2013 actual expenditure of USD 11.2 million funded by the UIS special account. See Figure 3 for a comparison by appropriation line.

This net increase is mainly due to:

- An increase in EIDA (USD 392.8 thousand) activities and Learning Outcomes staffing (USD 67.9 thousand) for a combined USD 460.7 thousand (or 34.3% of total expenditures) to mainly meet the requirements of the GPE projects and the DFID Better Education Statistics for improved learning (BESt) milestones programme;

- More training workshops in the SCC programme;

- Increases in statistical capacity building programme of about USD 511.9 thousand (or 38% of the total expenditures) mainly due to the following factors: a) in 2013, UNESCO supported some of the costs associated with UIS field staff mainly through its decentralized emergency fund to offset the loss of the supplemental contribution from Canada; b) greater resources devoted to mission travel in 2014 following

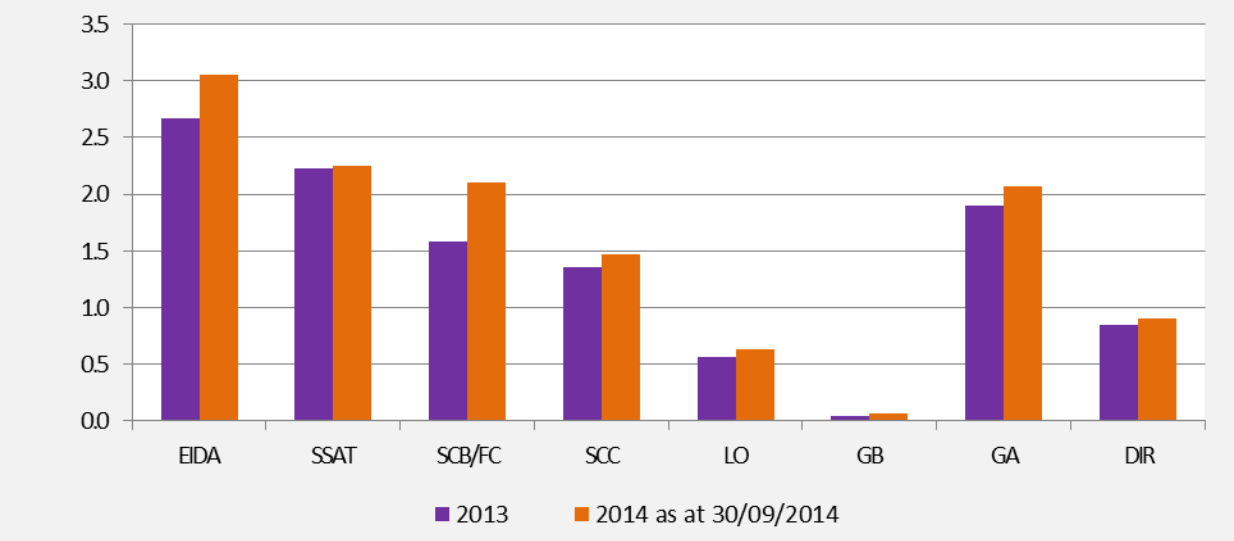
the severe limitations imposed in 2013 due to the UIS financial situation; and GIZ funding for field activities in Sub-Saharan Africa;

- Increases in administrative costs related to: rental increase (including nearly two years of retroactive payments for estimated running costs at the Queen Mary Annex following change in building management/owner); the purchase and installation of a new alarm system; and computer replacement costs;

- Retroactive payments to 24 GS fixed-term staff dating back in some cases as far as October 2012, as a result of the classification exercise affecting all sections/units in Montreal.

While the financial situation remains difficult, especially in light of the rising demand for new data, the UIS has managed to achieve some stability in terms of its budget thanks to the ongoing support of longstanding donors and new partners. As a result, the UIS was able to bring back its 2014 expenditure to levels similar to those of 2012 (USD 12.4 million) and thus better meet its core programme goals and commitments to Member States. Nevertheless, the UIS is closely monitoring its expenditures, and continues to apply austerity measures, such as freezing vacant posts and restricting recruitment to critical positions.

Figure 3. 2013 Actual vs. 2014 Projected Expenditures as at 30 September 2014 (in USD millions)



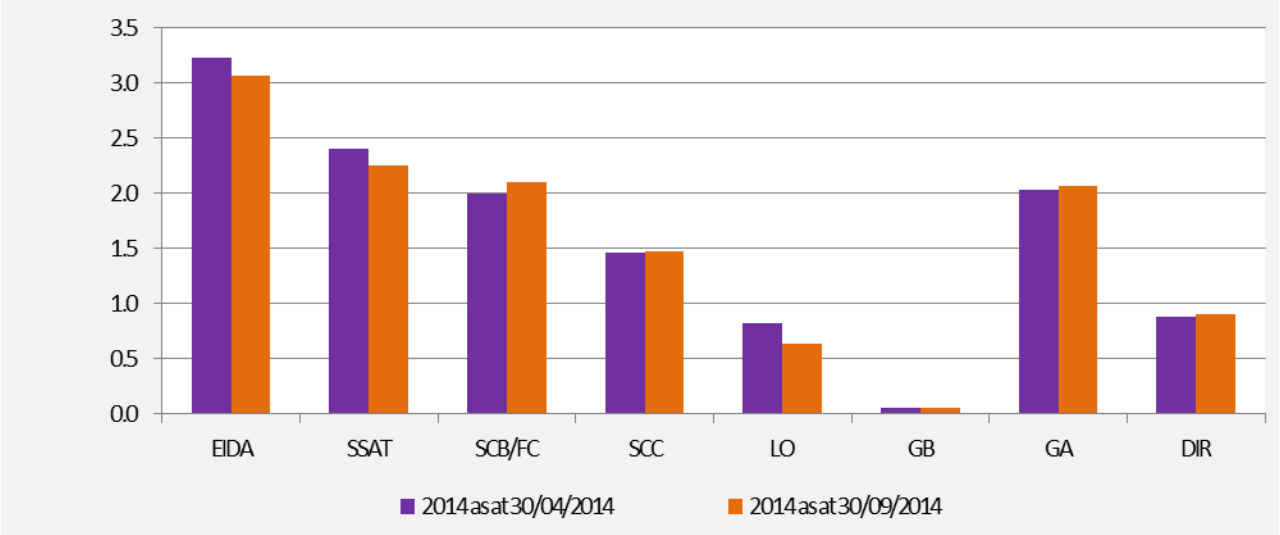
2014 estimate as at 30/9/2014 vs 2014 PPC

The 2014 projected expenditure as of 30 September 2014 of USD 12.5 million compared to the expenditure estimate of USD 12.9 million presented to the PPC in May represents a slight decrease of approximately USD 330.6 thousand (or 2.6%) and is aligned with the UIS Director's commitment to provide a balanced budget between 2014 projected income and expenditures for 2014. See Figure 4 for comparison by appropriation line.

This relatively minor net change is primarily due to a slight reduction in programme activities, with some re-programmed for 2015 across different programme units offset by increased capacity building activities in the field resulting from the GIZ funded workshops, increases in administrative expenses not originally forecast to pay for premises rental retroactive running costs and IT equipment replacement, and increases in the Directorate expenses mostly related to the recruitment of the new director.

At the end of 2014, it is estimated that the overall fund and reserves balances shall stand at USD 6.1 million, very similar to the end of 2013 balance. Of this total, USD 2.5 million relate to the stabilization fund for payment of staff indemnities upon termination and other related liabilities, while USD 3.6 million will be carried forward to 2015. Based on the current financial situation most of the latter amount will have to be utilized to fund 2015 activities.

Figure 4. 2014 GB XVI Expenditure Projections vs 2014 PPC XIV Estimates (in USD millions)



HUMAN RESOURCES

There has been greater staff movement in 2014 than in previous years, with the total the number of employees falling from 108 in October 2013 to 103 in October 2014. Since December 2013, 11 colleagues left the Institute including: two fixed-term positions (FT), two project appointments (PA), six service contracts (SC) and one special service agreement (SSA). Over the same period, six new employees joined on service contracts.

The short-term assignments launched last year were extended into 2014 with a few additions all benefitting the education and learning assessments areas. The Government of Turkey loaned the UIS an expert for seven months, who analyzed survey response behaviour over time with a view to improving quality indicators as part of the SSAT section. With respect to field staff, a statistical cluster advisor was transferred from Dar es Salaam to Harare in line with UNESCO's re-structuring of its regional and cluster offices. The associate expert working in Bangkok was transferred to Apia in early 2014 to bolster activities in the Pacific region through funding provided by the Government of Australia.

The classification exercise launched in 2012 for the Institute's 24 fixed-term general service (GS) posts is expected to conclude this year. A classification expert determined the grade of each post in a desk audit exercise. In the end, all 24 posts were classified at a higher grade (18 posts were graded one level higher and the other six were upgraded by two levels). UNESCO Headquarters has reclassified the posts retroactively to periods ranging back as far as October 2012. The respective incumbents should be promoted by the end of November 2014 and the retroactive payments have been incorporated in the 2014 expenditure estimates for a total projected amount of USD 200 thousand. In addition, the decision has been made to also upgrade 20 Montreal based SC employees in order to align their salaries with those of their peers with GS fixed-term posts. This decision was based on the guiding principle of 'equal pay for equal work'. The impact on the UIS budget is very reasonable at an estimated total of USD 70 thousand.

In 2014, the UIS continued to organize and update its HR tools and files (physical and electronic) in order to increase efficiency and improve services. The team streamlined the physical records retained in archives. This proved useful in providing documentation to a recent verification exercise of the European Commission (EC) concerning an EC funded project for the period of 2003 to 2008.

UNESCO Headquarters modifies its administrative tools regularly and the UIS has served as a testing site for finance, travel and HR systems. UIS input helps to minimize inconsistencies in rules/practises and system errors and integrate the specific needs/contexts of the Institute.

The current Director's contract was extended until the end of 2014 to allow sufficient time for the recruitment of a new director. A decision is anticipated soon and a new incumbent is expected during the first quarter of 2015.

Recruitment and Staff Movement

Recruitment for all vacant FT positions remained frozen in 2014. Hiring during the first half of the year was limited to: replacing employees on SC contracts (mostly statistical assistants in SSAT); and three new SC professional positions needed in the EIDA, SSAT and LO sections in lieu of other vacant positions. These essential functions were necessary for programme delivery and the selected incumbents are internal employees – two of whom attained a higher grade (moving from general services to professional functions) following a formal recruitment process, and the third promoted from P1 to P2 while remaining on service contract.

Four colleagues on FT and PA contracts have left the UIS and recruitment is now underway to fill two PA posts that are considered essential. Appointments are expected for the first trimester of 2015.

In light of continued financial limitations, vacant FT posts are expected to remain on hold or will be abolished. However, the UIS does anticipate filling two PA critical field staff positions: regional advisor in Bangkok and cluster advisor in Nairobi. It should be noted that the Institute favours transfers over recruitment, if approved.

Please see Annex X (organizational chart) for details on positions that are vacant on hold.

In 2014, six new employees joined on SCs and one expert was on loan from the Government of Turkey. No new fixed-term or project appointment staff members joined. Two fixed-term and two project appointment staff members left as did seven service contract employees (more details below).

A staff member was transferred from Dar es Salaam, Tanzania to Harare, Zimbabwe in September 2014. The staff member from the Junior Professional Officer (JPO) Programme was transferred from Bangkok, Thailand to Apia, Samoa and will be leaving the UIS in December 2014.

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

- Andrew Barton, SSAT, Statistical Assistant, equivalent G5, to Assistant Programme Specialist, equivalent P1 on local service contract (SC);
- Sheena Bell, EIDA, Assistant Programme Specialist, equivalent P1, to Assistant Programme Specialist, equivalent P2 on local service contract (SC);
- Maya Prince, EIDA-LO, Research Assistant, equivalent G5, to Assistant Programme Specialist, equivalent P1 on local service contract (SC).

Since the last Governing Board meeting, the following staff members have left the UIS:

- Manuel Cardoso, LO, Programme Specialist, FT contract, Montreal, transferred to a higher-level post at UNICEF in New York;
- Rosario Garcia Calderon, EIDA, Programme Specialist, FT contract, Montreal; voluntary separation;
- Marietta Nkweta, SSAT, Assistant Programme Specialist, PA contract, Montreal; management decision of non-renewal due to need for post re-profiling;
- Inge Vervloesem, RSCB, Statistical Cluster Advisor, PA contract, Nairobi, resignation.

Seven contractors from the ADM, EIDA, RSCB/BKK and SSAT units/sections either resigned or were not renewed while six new contractors joined the Institute primarily as replacements for colleagues who left the Institute.

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. In 2013 an original tender was undertaken to change our current security and access card system, however, due to financial constraints the purchase was delayed to 2014. The Institute had an outdated system dating back to 2001 which no longer met the Institute's security needs, for which upgrades were no longer possible, as technical support from alarm system providers became limited and costly. While the Institute was able to maintain much of its physical security infrastructure, additional equipment was added, and new software installed for the system monitoring. With the change to the Institute's security and access card systems, 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.

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. Additional information on specific issues such as recent health advisories related to the Ebola virus is sought and distributed to all staff to ensure adequate up-to-date knowledge of the situation and the protective measure to be taken.

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

ACER	Australian Council for Education Research
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.
EFA/MDG	Education for All / Millennium Development Goals
EIDA	Education Indicators and Data Analysis section of the UIS
EMIS	Education Management Information System
ER	Expected Result
ECLAC	Economic Commission for Latin America and the Caribbean
GPE	Global Partnership for Education
ICT	Information and Communication Technology
IDB	Islamic Development Bank
IEA	International Association for the Evaluation of Educational Achievement
IIEP	International Institute for Educational Planning
INES	Indicators of Education Systems
ISCED	International Standard Classification of Education
LAC	Latin America and the Caribbean
LLECE	Latin American Laboratory for Assessment of the Quality of Education
LMTF	Learning Metrics Task Force
LO	Learning Outcomes Section of the UIS
MLA	Main Line of Action
MYS	Mean Years of Schooling
OECD	Organization for Economic Co-operation and Development
OOSCI	Global Initiative on Out-of-School Children
PASEC	Analysis Programme of Education Systems the CONFEMEN (Conference of the Education Ministers of francophone countries)
R&D	Research and Development
RICYT	Network on Science and Technology Indicators – Ibero-American and Inter-American
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
RSCB/FC	Regional Statistical Capacity Building/Field Coordination unit of the UIS
SCC	Science, Culture and Communications Section of the UIS
S&T	Science & Technology
SADC	Southern African Development Community
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
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNICEF	United Nation Children's Fund
UOE	UIS-OECD-Eurostat
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 2014 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 2014

UIS/GB/XVI/2014 Appropriation Resolution

(a) For the financial period 2014 the sum of **US$ 12,538,809** is appropriated as follows:

Appropriation Line:	**Amount in US$**
Title	
1. Education Indicators and Data Analysis	3,059,835
2. Statistical Services and Technology	2,250,380
3. Statistical Capacity Building and Field Coordination	2,098,250
4. Science, Culture, and Communication	1,473,260
5. Learning Outcomes	632,220
Total Programme Operations	**9,513,945**
6. Governing Board	60,000
7. General Administration	2,065,754
8. Directorate - Fundraising Activities and Public Information	899,110
Total Governing Board, General Administration and Directorate	**3,024,864**
GRAND TOTAL APPROPRIATION 2014	**12,538,809**

(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	8,685,544
Other Income	241,377
Savings on Prior Periods Obligations	6,479
Adjustment to Reserve and Fund Balances	-385,417
Carry-over from Previous Year	3,747,113
GRAND TOTAL RESOURCES FOR 2014	**16,094,596**

(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 2014 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 five per cent of the staff costs (payroll) of the financial period to a Stabilization Reserve Account to be used exclusively for the payment of termination or separation benefits to departing staff members of the UIS, on the understanding that before the payment is made the corresponding amount shall be transferred from the Stabilization Reserve Account to the staff costs budget code of the year in which the payment shall be made.

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

Appendix IV – Resources and Expenditure in the UIS Special Account for 2013-2014

Amounts in US$000

Regular and Extrabudgetary Programmes	2013	2014 Estimate		2014-2013 Difference		Difference 2014 as at 30/09/2014 vs PPC	
	Actual	as of 30.09.2014	PPC as of 30.04.2014	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	3,674.4	3,799.5	3,799.5	125.2	3.4	-	-
Voluntary Contributions	6,373.0	8,456.7	8,514.3	2,083.7	32.7	-57.6	-0.7
TOTAL GENERAL INCOME	**10,047.4**	**12,256.2**	**12,313.8**	**2,208.8**	**22.0**	**-57.6**	**-0.5**
II. CONTRACTS							
Contracts	76.4	228.8	32.5	152.4	199.5	196.4	605.0
TOTAL CONTRACTS	**76.4**	**228.8**	**32.5**	**152.4**	**199.5**	**196.4**	**605.0**
TOTAL GENERAL AND CONTRACTS INCOME	**10,123.8**	**12,485.0**	**12,346.3**	**2,361.3**	**23.3**	**138.8**	**1.1**
III. OTHER INCOME							
Reimbursement of Services	24.8	97.9	36.3	73.1	295.3	61.6	169.6
Currency Exchange Adjustment	-205.6	100.0	40.0	305.6	-148.6	60.0	150.0
Miscellaneous Income	2.0	13.5	5.0	11.5	560.3	8.5	170.0
Interest from Banks and UNESCO	32.4	30.0	22.0	-2.4	-7.4	8.0	36.4
TOTAL OTHER INCOME	**-146.4**	**241.4**	**103.3**	**387.8**	**-264.9**	**138.1**	**133.7**
SUB-TOTAL UIS SPECIAL ACCOUNT	**9,977.4**	**12,726.4**	**12,449.6**	**2,749.0**	**27.6**	**276.8**	**2.2**
IV. OTHER RESOURCES							
Liquidation of previous years' obligations	13.9	6.5	1.8	-7.4	-53.5	4.7	259.9
Transfer to Stabilization Fund	-259.1	-250.0	-250.0	9.1	-3.5	-	-
Transfer to EC (unspent funds EMIS Angola project)	-	-135.4	-134.2	-135.4	-	-1.2	0.9
Reserves & Fund Balances on 1 January	5,211.8	3,747.1	3,747.1	-1,464.7	-28.1	-	-
TOTAL OTHER RESOURCES *	**4,966.6**	**3,368.2**	**3,364.7**	**-1,598.5**	**-32.2**	**3.4**	**0.1**
TOTAL UIS SPECIAL ACCOUNT *	**14,944.0**	**16,094.6**	**15,814.3**	**1,150.6**	**7.7**	**280.3**	**1.8**
B. EXPENDITURE							
I. PROGRAMME OPERATIONS							
Education Indicators and Data Analysis	2,667.1	3,059.8	3,225.2	392.8	14.7	-165.4	-5.1
Statistical Services and Technology	2,231.7	2,250.4	2,398.4	18.6	0.8	-148.0	-6.2
Statistical Capacity Building/FCU	1,586.3	2,098.3	1,990.8	511.9	32.3	107.5	5.4
Science, Culture, and Communications	1,351.0	1,473.3	1,465.3	122.3	9.0	8.0	0.5
Learning Outcomes	564.3	632.2	818.2	67.9	12.0	-185.9	-22.7
TOTAL PROGRAMME OPERATIONS	**8,400.4**	**9,513.9**	**9,897.8**	**1,113.6**	**13.3**	**-383.8**	**-3.9**
II. GOV. BOARD, DIRECTORATE AND GEN. ADMIN.							
Governing Board	45.2	60.0	60.0	14.8	32.6	-	-
General Administration	1,900.8	2,065.8	2,028.6	165.0	8.7	37.2	1.8
Directorate - Fundraising Activities and Public Information	850.5	899.1	883.0	48.6	5.7	16.1	1.8
TOTAL GB, DIRECTORATE AND GEN. ADMIN.	**2,796.5**	**3,024.9**	**2,971.6**	**228.3**	**8.2**	**53.3**	**1.8**
TOTAL EXPENDITURE I & II	**11,196.9**	**12,538.8**	**12,869.4**	**1,341.9**	**12.0**	**-330.6**	**-2.6**
Reserve Balance	3,747.1	3,555.8	2,945.0	-191.3	-5.1	610.8	20.7
Add: the Stabilization Fund	2,262.4	2,498.2	2,262.7	235.8	10.4	235.5	10.4
BALANCE AT YEAR END - RESERVE AND FUND BALANCES	**6,009.5**	**6,054.0**	**5,207.6**	**44.4**	**0.7**	**846.3**	**16.3**

* does not include stabilization fund

Appendix V – Resources in UIS Special Account and UNESCO Decentralized Funds: 2013 Certified Accounts, 2014 Estimate as of 30.09.2014 and 2014 PPC Estimate

Amounts in US$000

Regular and Extra-budgetary Programmes Source	2013 Actual (1)	2014 Estimate as of 30.09.2014 (2)	Share %	2014-2013 Increase/ (Decrease) (3)=(2)-(1)	2014 PPC as of 30.04.2014 (4)	Share %	Increase/ (Decrease) (5)=(2)-(4)
A. UIS SPECIAL ACCOUNT							
I. GENERAL INCOME							
UNESCO Financial Allocation	**3,674.4**	**3,799.5**	**0.2**	**125.2**	**3,799.5**	**0.2**	**-**
Voluntary Contributions							
Australia	-	460.1	0.0	460.1	463.8	0.0	-3.7
Canada & Quebec	1,460.4	1,873.4	0.1	413.0	1,823.8	0.1	49.5
Canada (DFATD)	-	1,818.5	0.1	1,818.5	1,824.8	0.1	-6.3
Finland	258.7	-	-	-258.7	-	-	-
Norway	811.2	778.3	0.0	-32.9	834.2	0.0	-55.8
United Kingdom (DFID)	-	1,726.5	0.1	1,726.5	1,767.7	0.1	-41.2
Other							
Hewlett Foundation	-	300.0	0.0	300.0	300.0	0.0	-
World Bank (GPE)	2,342.7	-	-	-2,342.7	-	-	-
World Bank (Contribution under Window 1)	1,500.0	1,500.0	0.1	-	1,500.0	0.1	-
Total Voluntary Contributions	**6,373.0**	**8,456.7**	**0.5**	**2,083.7**	**8,514.3**	**0.5**	**-57.6**
TOTAL GENERAL INCOME	**10,047.4**	**12,256.2**	**0.7**	**2,208.8**	**12,313.8**	**0.7**	**-57.6**
II. CONTRACT INCOME							
Contracts							
GIZ	-	121.0	0.0	121.0		-	121.0
IDB	-	54.5	0.0	54.5		-	54.5
KERIS	-	20.9	0.0	20.9		-	20.9
UNDP	30.0	25.0	0.0	-5.0	25.0	0.0	-
WHO	46.4	7.5	0.0	-38.9	7.5	0.0	-
Total Contracts	**76.4**	**228.8**	**0.0**	**152.4**	**32.5**	**0.0**	**196.4**
TOTAL GENERAL AND CONTRACTS INCOME	**10,123.8**	**12,485.0**	**0.7**	**2,361.3**	**12,346.3**	**0.7**	**138.8**
III. OTHER INCOME							
Reimbursement of Services	24.8	97.9	0.0	73.1	36.3	0.0	61.6
Currency Exchange Adjustment	-205.6	100.0	0.0	305.6	40.0	0.0	60.0
Miscellaneous Income	2.0	13.5	0.0	11.5	5.0	0.0	8.5
Interest from Banks and UNESCO	32.4	30.0	0.0	-2.4	22.0	0.0	8.0
TOTAL OTHER INCOME	**-146.4**	**241.4**	**0.0**	**387.8**	**103.3**	**0.0**	**138.1**
SUB-TOTAL UIS INCOME SPECIAL ACCOUNT	**9,977.4**	**12,726.4**	**0.7**	**2,749.0**	**12,449.6**	**0.7**	**276.8**
IV. OTHER RESOURCES							
Liquidation of Previous Years' Obligations	13.9	6.5	0.0	-7.4	1.8	0.0	4.7
Transfer to Stabilization Fund	-259.1	-250.0	-0.0	9.1	-250.0	-0.0	-
Transfer to EC (unspent funds EMIS Angola)	-	-135.4	-0.0	-135.4	-134.2	-0.0	-1.2
Reserves & Fund Balances on 1 January	5,211.8	3,747.1	0.2	-1,464.7	3,747.1	0.2	-
Operating Reserve (Stabilization Fund)	2,262.4	2,498.2	0.1	235.8	2,262.7	0.1	235.5
TOTAL OTHER RESOURCES	**7,229.0**	**5,866.3**	**0.3**	**-1,362.7**	**5,627.4**	**0.3**	**238.9**
TOTAL RESOURCES: UIS SPECIAL ACCOUNT	**17,206.4**	**18,592.8**	**1.0**	**1,386.3**	**18,077.0**	**1.0**	**515.8**
B. UNESCO DECENTRALIZED FUNDS							
UNESCO Emergency Fund	235.5	-		-235.5	-		-
Japanese Funds-in-Trust Project (JTIF)	122.8	213.4		90.6	213.4		-
Other Decentralized Funds	144.7	118.7		-26.1	118.7		-
TOTAL DECENTRALIZED FUNDS	**503.1**	**332.1**		**-171.0**	**332.1**		**-**
GRAND TOTAL: FUNDS MANAGED BY UIS *	**17,709.5**	**18,924.9**		**1,215.3**	**18,409.1**		**515.8**

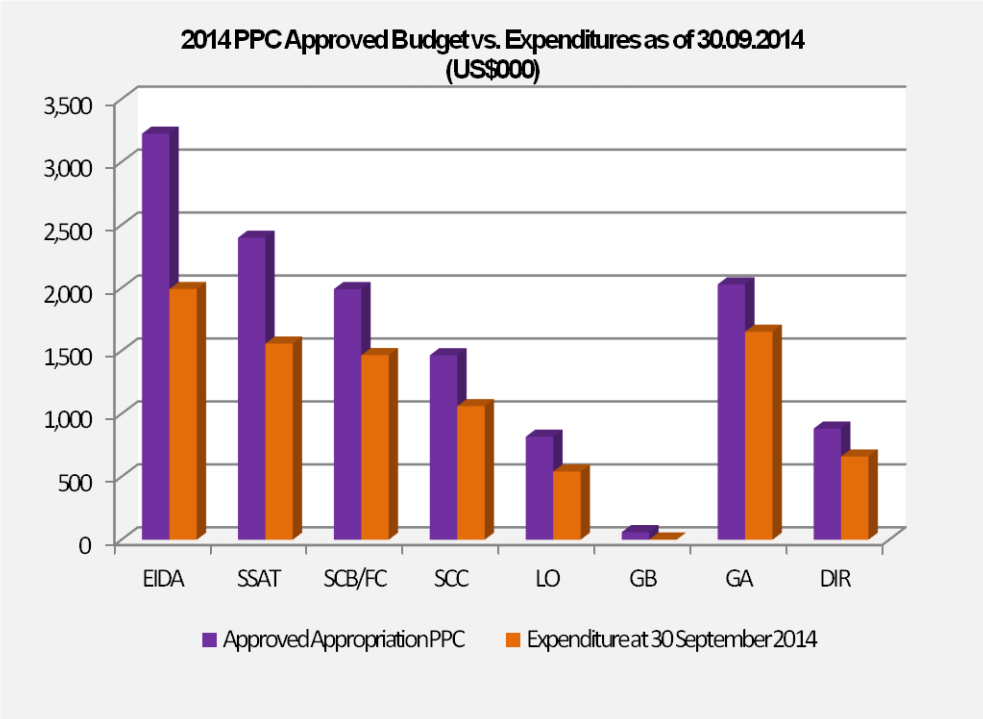
* Certified Accounts exclude decentralized funds

Appendix VI - 2014 PPC Approved Budget vs Expenditures as of 30.09.2014 by Appropriation Line

Amounts in US$000

Appropriation Lines	Approved Appropriation PPC	Expenditure			Available Balance	Expenditure Rate
		PA and Activity	Staff Costs	Total		
I. PROGRAMME OPERATIONS						
1. Education Indicators and Data Analysis	3,225.2	826.6	1,164.6	1,991.2	1,234.0	61.7%
2. Statistical Services and Technology	2,398.4	398.5	1,159.5	1,558.0	840.3	65.0%
3. Statistical Capacity Building and Field Coordination	1,990.8	1,279.0	187.4	1,466.4	524.4	73.7%
4. Science, Culture and Communication	1,465.3	384.5	676.7	1,061.1	404.2	72.4%
5. Learning Outcomes	818.2	202.5	339.2	541.7	276.5	66.2%
Sub-Total I	**9,897.8**	**3,091.1**	**3,527.3**	**6,618.4**	**3,279.4**	**66.9%**
II. GOVERNING BOARD, GENERAL ADMINISTRATION & DIRECTORATE						
6. Governing Board	60.0	1.8		1.8	58.2	3.1%
7. General Administration *	2,028.6	1,019.7	632.6	1,652.3	376.3	81.4%
8. Directorate - Fundraising Activities and Public Information	883.0	141.9	519.0	660.9	222.1	74.9%
Sub-Total II	**2,971.6**	**1,163.5**	**1,151.6**	**2,315.1**	**656.5**	**77.9%**
TOTAL EXPENDITURE UIS SPECIAL ACCOUNT	**12,869.4**	**4,254.5**	**4,678.9**	**8,933.5**	**3,935.9**	**69.4%**

* includes IT support and fixed operating costs



Appendix VII – Major UIS Publications in 2014

Statistical publications

Higher Education in South and East Asia: Expanding Out, Expanding Up – English

*Global Report on Out-of-School Children, joint report with UNICEF – English with Executive Summaries in English, French, Spanish and Arabic. *To be released in January 2015*

Technical papers and manuals

International Standard Classification of Education – Fields of Education and training 2013 (ISCED-F 2013) – English, French, Spanish, Arabic, Russian, Chinese

2009 UNESCO Framework for Cultural Statistics Handbook No. 2: Measuring Cultural Participation – Spanish version

Learning Metrics Task Force, Report 3 of 3 – Toward Universal Learning: Implementing Assessment to Improve Learning

UIS Technical Paper No. 11: Guide to the Conduct of an R&D Survey – English, French, Spanish, Arabic, Russian

UIS Information Paper No. 21 – Assessing Education Data Quality in the Southern African Development Community (SADC)

UIS Information Paper No. 22 – Information and Communication Technology (ICT) in Education in Asia: A Comparative Analysis of ICT Integration and e-Readiness in Schools across Asia

UIS Information Paper No. 23 – Summary Report of the 2013 UIS Cultural Employment Metadata Survey

UNESCO eAtlases

UNESCO eAtlas of Out-of-School Children (http://on.unesco.org/oosc-map) in English, French and Spanish

UNESCO eAtlas of Literacy (http://www.uis.unesco.org/data/atlas-literacy/en) in English and French

UNESCO eAtlas of Teachers (http://on.unesco.org/teachers-map) in English and French; Spanish forthcoming

Appendix VIII – Meetings/Conferences/Workshops Organized by UIS Staff in 2014

February	
Learning Outcomes Advisory Board Meeting	Montreal, Canada
UIS/SPC Joint Workshop on Education Data and Indicators in the Pacific	Noumea, New Caledonia
March	
UIS/INRAE Workshop on International Monitoring of Arts Education	Montreal, Canada
April	
Reading Indicators for Monitoring the Post-2015 Education Agenda	Montreal, Canada
Statistical Information System (SIS) Collaboration Community Workshop	Paris, France
May	
Education Statistics Regional Workshop for East and South West Asia	Bangkok, Thailand
Education Statistics Regional Workshop for the Caribbean	Montego Bay, Jamaica
Cultural Employment Pilot Survey Meeting	Montreal, Canada
Workshop on Measurement of Learning Outcomes in Primary and Secondary Education	Dakar, Senegal
Education Statistics Regional Workshop for Anglophone Africa	Harare, Zimbabwe
June	
Second Meeting of the UIS Expert Group on Cultural Employment Statistics	Paris, France
Regional Workshop on Research & Development Indicators for North Africa	Rabat, Morocco
July	
Meeting for Understanding What Works in Oral Assessments of Early Reading	Montreal, Canada
August	
Catalogue of Learning Assessments Regional Training Workshop	Siem Reap, Cambodia
September	
Training Workshop on ICT Statistics in Education	Harare, Zimbabwe
Regional Training Workshop on Culture Statistics for Latin America	San José, Costa Rica
October	
UIS/OECD Meeting on PISA	Montreal, Canada
Second Meeting of the Technical Advisory Group on Post-2015 Education Indicators	Montreal, Canada
Expert Workshop on National Education Accounts	Washington D.C., USA
November	
UIS/RICYT Training Workshop on R&D Indicators	Buenos Aires, Argentina
Training Workshop on Education Finance Indicators	Dakar, Senegal
Training Workshop on Education Finance Indicators	Yaoundé, Cameroon
Training Workshop on Education Finance Indicators	Harare, Zimbabwe
December	
Technical Advisory Panel on ICT Education Statistics	Paris, France

Appendix IX – List of UIS Employees as of 31.10.2014

Duty station: Montreal, Canada

ABBAS, Duraid	Canada/Iraq	SC
AMOUSSOU-GUÉNOU, Wilfried	Canada/Benin	FT
ASSAD, Redouane	Morocco	PA
BARBOSA, Lisa	Brazil	SC
BARTON, Andrew	Canada	SC
BEAUDIN, Rachelle	Canada	FT
BELL, Sheena	Canada	SC
BIRON, Dominic	Canada	SC
BOADÉ, Georges	Cameroon	PA
BOUFARD, Marc	Canada	PA
BUENO, Marc	Canada	PA
BUFFETT, Brian	Canada	FT
CAPELLI MIGUEL, Maria Helena	Brazil	FT
CASTELLANO TOLMOS, Hugo	Canada/Peru	FT
CHIEN, Chiao-Ling	P.R.C (Taiwan)	PA
COLOCYTHAS, Ioannis	Canada	SC
CONTE, Luciana	Canada/Italy	SC
DELOUMEAUX, Lydia	France	FT
DJAFRI, Ghania	Canada/Algeria	FT
EJOV, Daniel	Canada/Russia	SC
EL HOURANI, Talal	Lebanon	FT
EL RHARBI, Zoubida	Canada/Morocco	FT
FAHMY, Omneya	U.S.A./Egypt	SC
FALVO, Mark	Italy	FT
FRANCISCO, Léandre	Canada/Benin	FT
FROSTELL, Katja	Finland	FT
GAGNON, Amélie	Canada	FT
GIRARDI, Lucia	Canada	FT
GIRLOVAN, Nadejda	Moldova	SC
HAJJAR, Oula	Canada/Lebanon	SC
HEARNE, Edward	Canada/U.K.	FT
HO, Tin Nam	Canada	FT
HUEBLER, Friedrich	Austria	PA
ILLIDGE, Sandra	Canada	FT
IMHOF, Adolfo	Argentina	FT
JEBRAYEL-MARIAMO, Rosa	Canada	FT
JERBI, Imededdine	Tunisia	SC
KENNEDY, Alison	U.K.	FT
KERIM-DIKENI, Sirina	Canada/Togo	FT
KING, Simone	Canada	FT
KTAILI, Lina	Lebanon	SC
LABBE, Tina	Canada	SC
LABE, Olivier	Benin	FT
LEGAULT, Elise	Canada	PA
LEI, Weichen	Canada	SC
LI, Yonghe	Canada	SC
LIBERMAN, Daniel	Brazil	FT
LU, Weixin	Canada	FT
MARINS, Luciana	Brazil	PA
MIELE, Adriano	Canada	FT
MONTJOURIDÈS, Patrick	France	FT
MORIN, Katherine	Canada	FT
MORROW, Jennifer	Canada/USA/Ireland	PA
MOTIVANS, Albert	Latvia	FT
MOUSSA, Nelly	Canada/Egypt	SC
NEHMÉ, Sawsan	Canada/Lebanon	SC
OTCHET, Amy	U.S.A.	FT
OULD A. VOFFAL, Saïd	Mauritania	FT
OVSYANNIKOVA, Olga	Russia	FT
PACIFICO, John	Canada	FT
PATHIRAGE, Rohan	Sri Lanka	FT
PEDRO, Sandra	Canada	FT
PESSOA, José	Canada	FT
PESTINA, Simona	Canada	PA
PRATTE, Catherine	Canada	SC
PRINCE, Maya	Canada/Lebanon	SC
RAKOTONARIVO, Andonirina	Madagascar	SC
RATOVONDRAHONA, Pascale	Madagascar	FT
SALMI, Zahia	Canada/Morocco	FT
SANTILLAN CARPIO, Nestor	Peru	SC
SCHAAPER, Martin	Netherlands	FT
SCHWABE, Markus	Germany	PA
SELMANE, Ibrahim	Algeria	SC
SEMENTCHOUK, Ioulia	Canada/Russia	FT
SINGH, Anuja	Kenya	FT
SOMOGYI, Sophia	Canada	FT

SOUMAH, Naby	Canada/Guinea	SC	TRAN, Helene	Canada	FT
SOUSHKO-BORTSOV, Konstantin	Canada	SC	VALDEZ MELGAR, Beatriz	Canada/Guatemala	FT
TALEB, Hanna	Canada/Algeria	FT	VAN DER POL, Hendrik	Netherlands	FT
TALMAN, Andrey	Canada	SC	WALLET, Peter	Canada	SC
TAY-LIM, Brenda	Singapore	FT	WENG, Wendy	Canada	FT
TCHATCHOUA, Bertrand	Cameroon	FT	YAKAP, Karine	Cameroon	SC

Duty station: Apia, Samoa

OSBORNE, Michelle	Australia	FT/JPO

Duty station: Bangkok, Thailand

ACOCA, Aurélie	Canada	PA
BAJRACHARYA, Roshan	Nepal	SC
SAHAWIBOONSUK, Pirawaz	Thailand	SC

Duty station: Dakar, Senegal

BERNAL, Marc	France	PA
DJIBO ABDOU, Yacouba	Burkina Faso	PA
FALL DIENG, Ndeye Yacine	Senegal	NOC
SAMB, Khadidiatou	Senegal	SC
SMUGA, Mélanie	Canada	PA

Duty station: Doha, Qatar

ISMAIL, Yousef	Palestine	PA

Duty station: Harare, Zimbabwe

GITHAIGA, Monica	Kenya	PA

Duty station: New Delhi, India

SIGDEL, Shailendra	Nepal	PA

Duty station: Santiago, Chile

PERUSIA, Juan Cruz	Argentina	PA
VERA MOHORADE, Alejandro	Argentina	PA

Duty station: Yaoundé, Cameroon

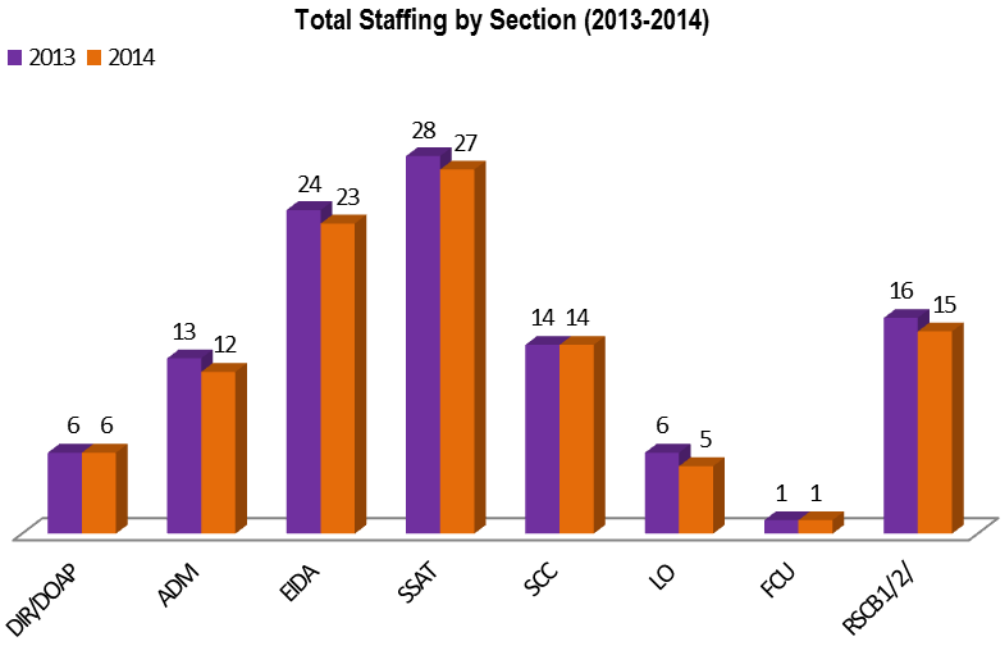
KI, Jean-Bosco	Burkina Faso	PA

Number of nationalities: 41

UIS Staffing by Contract Type as of 31.10.2014

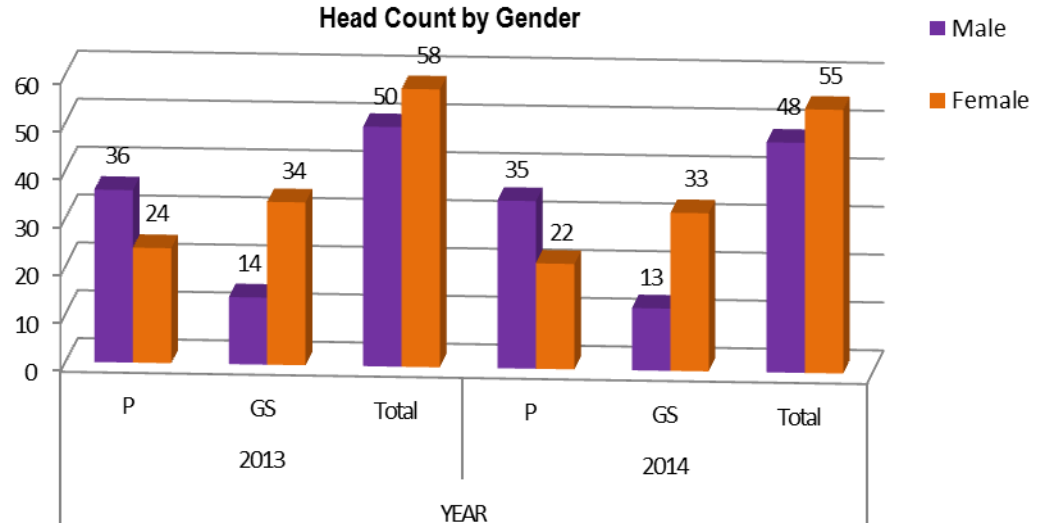
Section	2013					2014					2014-2013 Difference		
	FT [2]	PA	SC	SSA	Total 2013	FT [2]	PA	SC	STC [3]	Total 2014	Number	%	% of total
DIR/DOAP	4	1	1		**6**	4	1	1		**6**	0	0%	0%
ADM	7		6		**13**	7		5		**12**	-1	-8%	20%
EIDA	16	4	3	1	**24**	15	4	4		**23**	-1	-4%	20%
SSAT	12	5	11		**28**	12	4	11		**27**	-1	-4%	20%
SCC	8	2	4		**14**	8	2	4		**14**	0	0%	0%
LO	3		3		**6**	2		3		**5**	-1	-17%	20%
FCU	1				**1**	1				**1**	0	0%	0%
RSCB [1] [2]	1	12	3		**16**	1	11	3		**15**	-1	-6%	20%
Sub-total UIS	52	24	31	1	**108**	50	22	31	0	**103**	-5	-5%	**100.0%**

[1] Staff assigned to field locations
[2] Including JPO
[3] Short Term Contract replaces former SSA



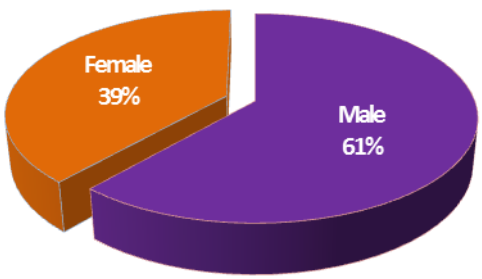
Head count by Gender

Gender	2013			2014			Difference 2014-2013		
	P	GS	Total	P	GS	Total	P	GS	Total
Male	36	14	50	35	13	48	-1	-1	-2
Female	24	34	58	22	33	55	-2	-1	-3
Total	60	48	**108**	57	46	**103**	-3	-2	**-5**

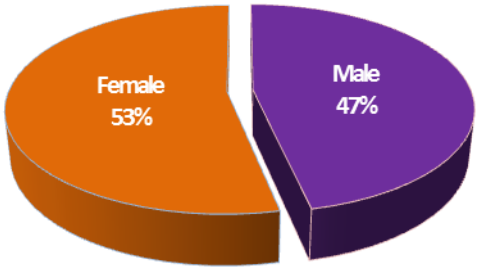


Gender as % of total	2013			2014		
	P	GS	Total	P	GS	Total
Male	60%	29%	46%	61%	28%	47%
Female	40%	71%	54%	39%	72%	53%
Total	100%	100%	100%	100%	100%	100%

2014 P Gender (out of 57)



2014 Gender (out of 103)



Appendix X – UIS Organizational Chart as of 31.10.2014