

UIS/PPC/XV/3  
Montreal, November 2013  
Issued in English only

## **REPORT OF THE DIRECTOR ON THE ACTIVITIES OF THE INSTITUTE IN 2013**

Item 7

(48 pages)

## TABLE OF CONTENTS

INTRODUCTION .....	3
MLA 1 – DEVELOPMENT OF EDUCATION INDICATORS AND PROMOTION OF DATA USE AND ANALYSIS .....	5
MLA 2 – DEVELOPMENT OF INTERNATIONAL STATISTICS ON EDUCATION OUTCOMES.....	15
MLA 3 – DEVELOPMENT OF INTERNATIONAL STATISTICS ON SCIENCE AND TECHNOLOGY; COMMUNICATION AND INFORMATION; AND CULTURE .....	18
MLA 4 – REINFORCEMENT OF CROSS-CUTTING STATISTICAL ACTIVITIES .....	24
ADMINISTRATION .....	27
APPENDICES .....	34

## INTRODUCTION

The UIS continues to face a very precarious budgetary situation. Despite intensive outreach efforts to gain new sources of funding, it is proving to be very difficult to secure formal multi-year agreements. Nevertheless, we have made some important strides forward. To begin with, the Global Partnership for Education is now officially supporting three major UIS initiatives designed to improve the quality and use of data on education finance, out-of-school children and learning outcomes. In addition, discussions are underway with the Partnership to better integrate UIS data and capacity-building services within its larger goals and activities.

It is also my pleasure to announce the return of a major UIS supporter, the United Kingdom's Department for International Development (DFID). We are now signing a major multi-year agreement to improve the quality and use of education data globally.

This agreement reflects direct alignment between the goals of our respective organizations.



We have also received several positive signs from the Governments of Quebec and Canada. In particular, the Government of Quebec has formally indicated that it will continue to help offset the Institute's operating costs and the rental of the Queen Mary Annex. This commitment is part of a joint agreement with the Federal Government that was originally scheduled for renewal in 2012 but suspended due to political reasons. After intensive discussions with all parties, we have recently been informed of the Federal Government's intention to renew the agreement. I have been assured that this decision was made by the highest levels of Government, notably the Cabinet of the Prime Minister. Now the challenge lies in overcoming administrative gridlock amongst the different entities responsible for implementing this decision. In addition to this agreement, the Institute is also in the final stages of renewing another multi-year agreement to support education statistics with the Foreign Affairs, Trade and Development Canada (DFATD), formally known as CIDA.

On behalf of the Institute, I would also like to express my sincere gratitude for the ongoing support of our longstanding partners, notably the Governments of Denmark, Finland and Norway as well as the World Bank. In particular, the Norwegians have recognized both the challenges and achievements of the Institute by increasing their contribution for 2013 and hopefully for 2014. The Government of Japan also continues to support the Institute through its Funds-in-Trust. Over the past year, we have also pursued a multi-year agreement with AusAID. Unfortunately, these discussions were suspended after the recent elections. Nevertheless, I am confident that Australia will remain a critical partner for the Institute, especially in terms of our work across the region of Asia and the Pacific. Finally, I would like to point out that UNESCO has decided to increase its contribution to the Institute for the 2014-2015 biennium, despite ongoing financial constraints. This decision clearly reflects the priority given to the Institute and recognition of the quality of our work.

While there is reason to be optimistic, we nevertheless face a serious budget gap. Beginning in 2012, the UIS implemented a series of austerity measures in order to maintain provision of core statistical services, which require a minimum of about USD 12.5 million. At this point, we have only secured about USD 10.8 million in confirmed resources (e.g. formal agreements) for 2014. So while I am confident that we will be able to secure at least another USD 2 million over the course of the next year, I have had to make the difficult decision to renew the project appointment and service contracts of our staff for just six months instead of the usual period of 12 months. Once again, I firmly believe that we will be able to renew all of these contracts during the course of 2014. However, I sincerely regret imposing this insecurity on our employees, who represent the greatest asset of the Institute. The achievements and reputation of the Institute are the direct results of the professionalism and devotion of our staff.

Turning to achievements, I would like to highlight recent developments of the Learning Metrics Task Force, which is convened jointly by the UIS and the Center for Universal Education at the Brookings Institution with the support of the Hewlett Foundation. The Task Force has just released its final recommendations on how to improve the learning outcomes of the world's children and youth in order to help improve education quality for all. The report presents a framework to put learning on the post-2015 agenda. It has already generated considerable interest in the work of the Task Force and the UIS, specifically concerning its potential role in bridging the global data gap on learning outcomes. Discussions are now underway concerning the next steps for this initiative. In particular, the international community is specifically looking to the UIS for leadership in developing new indicators to monitor progress globally. It is my belief that the UIS is uniquely situated for this technical work, which may ultimately lead to greater recognition and financial support for the Institute as a whole.

Despite limited resources, the UIS continues to develop and produce new indicators in different fields. In education, the UIS has published new data on the extent to which adults in Latin America and the Caribbean return to school to complete primary and secondary education or to strengthen their literacy skills. For the first time, policymakers across the region have cross-nationally comparable data on this major trend in education. In the field of science, the UIS has launched the first global data collection on innovation, which is uniquely designed to reflect the contexts of countries at all stages of development. While producing new types of indicators, the UIS is also reinforcing efforts to improve dissemination of the data among different audiences. In particular, a new version of our online Data Centre is now available offering a wider range of functions and products. The UIS also continues to develop new interactive products to convey the 'stories behind the data'. All of these efforts contribute to our central goal of not just producing quality data but ensuring that they are used by Member States and the international community.

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

### Education data dissemination

Education data were released as scheduled in January, May and October and provided to key clients (e.g., EFA Global Monitoring Report, UNICEF, UNDP, World Bank and others) for use in their flagship publications. For the May data release, a new automatic data checking process led to significant increases in staff productivity and efficiency.

For the first time, the UIS released estimations of mean years of schooling for 103 countries (a total of 336 estimates for 1996-2013). This initial effort will be gradually extended to cover more countries and years as the UIS continues to develop the methodology required for imputation and projections. This initiative fills an important gap among data users such as the UNDP which rely on this indicator to calculate the Human Development Index.

Educational attainment data were also released in 2013. Out of the total of 209 countries and territories, the number of countries with publishable data increased from 129 countries (62%) in 2011 to 137 countries (66%) in 2013.

The UIS has also developed new methodology to fill gaps in its literacy data by using estimates based on reading tests administered in household surveys. This has enabled the Institute to publish data for 16 countries which would have otherwise lacked recent statistical information. In total, 150 countries (72% of the total) now have publishable literacy data.

### Regional education modules

A short analytical [report](#) on the provision of adult education in Latin America and the Caribbean has been produced based on results of the UIS regional module. The report presents a conceptual framework for adult learning and data on participation in a wide range of adult education programmes focusing on literacy, primary and secondary education.

Another round of data was collected through the sub-Saharan Africa regional module on schooling conditions. The data will be analysed in a UIS information bulletin. In addition, two articles focusing on data about teachers in the region were published by the *Observatoire Démographique et Statistique de l'Espace Francophone* and presented during the UIS regional training workshop in Dakar, Senegal (May).

The UIS continues to develop a new regional module for Asia on the recruitment and deployment of teachers at the sub-national level. A draft questionnaire has been reviewed and tested in Cambodia, Lao PDR, Nepal and Viet Nam. Pilot-testing will continue in 2014 in order to launch the module in 2015.

### Implementation of ISCED 2011

The text of ISCED 2011 was translated and published in Arabic, Chinese, English, French, Russian and Spanish on the UIS website. Print editions of these publications have also been distributed.

In collaboration with national statisticians and partner agencies, the UIS will report data according to the newly revised framework in 2014. For a smooth transition, the UIS is providing training and technical assistance to ensure that countries are able to: understand and assess the changes to the

classification; remap their national education programmes and qualifications to the new ISCED; adapt surveys and questionnaires; and adjust their data reporting systems. By the end of 2013, all countries will have had the opportunity to participate in a regional training workshop. In addition, UIS field staff continue to provide in-country support and guidance as required.

The UIS is also developing an operational manual, together with Eurostat and OECD, to provide guidance and examples of how to map national education programmes and qualifications to ISCED 2011. The manual will be published in 2014. In addition, the three organizations are producing technical guidelines for their international education surveys. This collaborative approach enables the UIS to make considerable savings in human and financial resources dedicated to ISCED 2011 implementation.

### **Revision of the ISCED 1997 fields of education**

The UIS has completed a review of the ISCED 1997 fields of education. A three-level hierarchical classification (ISCED-F) based on the ISCED 1997 fields of education and Eurostat's 1999 Fields of Education and Training classification has been developed. This new classification is the result of global consultations conducted among Member States in February/March. Permanent Delegations to UNESCO were asked to circulate the proposals (available in English, French and Spanish) to ministries of education, science, culture and labor as well as national statistical offices. In addition, the UIS consulted the UN Expert Group on Classifications and other organizations.

The final framework was formally approved during the 37<sup>th</sup> UNESCO General Conference in November.

### **Education survey instrument redesign**

In 2013, the UIS reviewed and revised its annual education survey. In 2014, a reduced 'core' questionnaire will be launched to collect key data needed to monitor progress towards international education goals. This is part of the Institute's strategy to reduce the burden on survey respondents while producing new policy-relevant indicators through regional modules. The UIS is also closely collaborating with OECD and Eurostat to redesign the joint UNESCO-OECD-Eurostat (UOE) education data collection (see MLA 4). The Institute's 2014 educational attainment survey has also been redesigned to reflect changes in ISCED 2011 and to facilitate the collection of more detailed data for the calculation of mean years of schooling.

### **Global Initiative on Out-of-School Children (OOSCI)**

The first phase of the global initiative, jointly administered by the UIS and UNICEF, is nearing completion. In total, 26 countries from seven regions are participating in the initiative and all of the national and regional studies are due to be completed by late 2013 or early 2014. Through its international network of statistical advisors, the UIS has continued to provide: methodological assistance on the measurement of exclusion from education; assistance in the analysis of data from administrative records and household surveys; and feedback on national and regional studies on out-of-school children.

As part of the preparations for the next phase, the UIS hired a consultant who reviewed the initiative and prepared a report (finalized in March) that assessed the degree to which the goals of the initiative have been met at the global, regional, and national levels, identified and analysed strengths and limitations of the progress and process of the initiative, and recommended areas for improvement and

identify good practices to inform future action and possible addition of more countries. The findings of the report were integrated into the design and proposed content of the forthcoming Operational Manual which is a step-by-step guide to undertake a study on out-of-school children. The recommendations also led to the development of new indicators and improved approaches to explain data quality assessment used in UIS-UNICEF regional capacity-building workshops. Finally, the exercise served to strengthen the successful working relationship between the UIS and UNICEF at the global, regional and country levels.

The UIS and UNICEF have also begun to organize regional workshops to bring together current participants and countries that may join the initiative in the next phase. These workshops are designed to: share lessons learned and collect feedback on the conceptual and methodological framework; train countries to calculate and interpret education indicators from administrative and household survey data; establish linkages between the profiles of out-of-school children and possible policy interventions; and discuss plans for future work on out-of-school children. The first two workshops were held in May in Kathmandu, Nepal (for South Asia) and in June in Istanbul, Turkey (for the Middle East and North Africa).

The UIS and UNICEF also organized a series of meetings in Montreal, New York and Washington to discuss the next steps for the initiative. One important output is a revised operational manual with detailed instructions on all aspects of conducting studies on out-of-school children – from assembling national teams and conducting statistical and policy analysis to the final presentation and interpretation of results. This document, which will be published in 2014, is intended to serve as a key resource for statisticians and policy specialists engaged in out-of-school studies at the country level. The UIS and UNICEF are also preparing a global report (for 2014) that will focus on key statistical and policy issues including discussions concerning the cost of providing education for all children.

### **Improving education finance data**

The UIS works at the national and international levels to improve the quality and use of education finance data. At the country-level, a dedicated capacity-building project has been completed in 24 countries primarily based in Africa, Asia and Latin America and the Caribbean. As a result of this initiative, more than half of the countries continue to regularly submit education finance data based on international standards. In Latin America, for example, the UIS has focussed not only on the production of these data but their use for policymaking by training officers in a wide range of public agencies responsible for financial resources devoted to education. As a result of this initiative, the availability of data in the region has significantly improved, enabling the UIS and the Education Division of the Inter-American Development Bank to prepare a regional report on the financing of education which will be released in 2014.

At the international level, the UIS is developing new standards to use National Education Accounts (NEAs) as a framework to collect and analyse spending on education from all sources (government, private and international). Together with the Brookings Institution, the UIS organized a workshop (Washington DC, January) to share experiences and build consensus among key organizations and countries with experience in this field, such as: Creative Associates, GPE, IIEP, Pôle de Dakar, Quality Learning Foundation (Thailand), RTI International, USAID and the World Bank.

To reinforce this work, the GPE has provided funding (received in August) to launch a new capacity-building project to develop an international framework and methodological guide to implement NEAs. In collaboration with the IIEP and Pôle de Dakar, eight countries in Africa, Asia and Central America will

receive in-depth technical support to improve the collection, consolidation and reporting of education finance data. The UIS will focus its efforts on private expenditure on education by developing standards of classification and estimation methods. The kick-off meeting for this project took place at the UIS in Montreal (September), during which partners from the IIEP and Pôle de Dakar agreed on a common methodology for the project. Four governments have already agreed to participate in the project (Côte d'Ivoire, Lao PDR, Nepal, and Uganda), with positive responses expected from four other countries shortly (Nicaragua, Senegal, Zambia and another African country to be confirmed).

## Analytic outputs

The UIS contributed data and analysis to the following publications: Millennium Development Goals 2013 report; final evaluation report of the UN Literacy Decade; Global Report on Adult Learning and Education (UIL), and the 2013-14 edition of the EFA Global Monitoring Report. The UIS also published a report on national, regional and global [literacy trends](#) between 1985 and 2015. An article on the post-2015 measurement agenda was published in the journal *Compare* and UIS fact sheets have been published on the global demand for teachers, out-of-school children, and literacy rates.

The UIS has decided to suspend publication of the Global Education Digest as part of the strategic decision to concentrate greater resources towards electronic data dissemination through the UIS Data Centre (including new country profiles and data visualizations, see **Box 1**) as well as analytical reports on specific themes. User surveys found that the analysis presented in the Digest was not reaching a sufficiently wide audience. In addition, readers tended to compare the Digest with global publications, such as the EFA Global Monitoring Report, which also present UIS data and have large dedicated teams exclusively devoted to producing the report. In response, the UIS will focus on producing reports on specific themes which can be treated either globally or regionally, such as the report entitled, [Financing Education in sub-Saharan Africa](#). The next regional report, which is now in the final stages of drafting, will focus on tertiary education and research and development in East Asia. It is being produced in collaboration with Elsevier, IIEP, International Institute for Software Technology and the United Nations University, and will be launched in early 2014.

## Training and capacity development

Through its network of field staff that work in close collaboration with Montreal-based teams, the UIS offers countries a range of services to improve the quality and use of their education data. Services include: training workshops, technical assistance to implement international standards or to improve education information management systems, diagnostic tools to evaluate and improve data quality, direct assistance to respond to international data collections, etc. The following sections provide a snapshot of key activities in the field.

### *Highlights in Arab States*

Over the year UIS staff has provided technical assistance to fifteen Member States in the region (see **Figure 1**).

The UIS has signed a memorandum of understanding (MoU) with the Arab League Educational, Cultural and Scientific Organization (ALECSO) to help produce education indicators for monitoring purposes by the Arab Observatory for Education (AOE) and the Arab World Education Performance Index (AWEI). As a first step, the UIS has trained AOE staff on the interpretation and use of education indicators (September, Tunisia, Tunis). This will be followed by a second workshop, organized with



ALECSO, to train national statisticians about the indicators used to monitor the regional education action plan.

**Figure 1. UIS capacity-building activities to improve education data quality in Arab States, 2013**



### Highlights in Asia and the Pacific

Across the region, 27 Member States have benefitted from UIS capacity-building services provided in 2013 (see **Figure 2**).

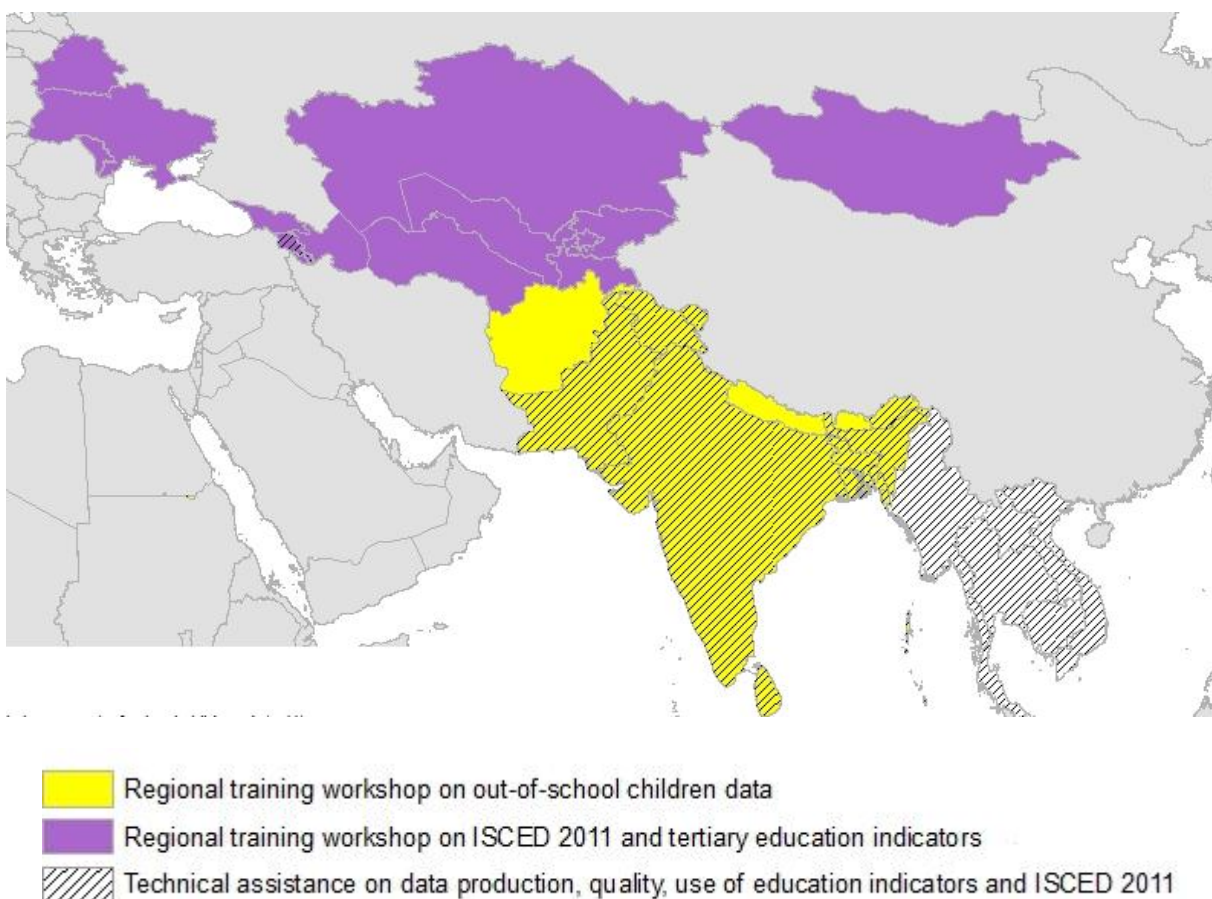
The UIS statistical advisor in New Delhi has been nominated by the Government of India to serve on the joint review mission of the flagship programme, *Rastriya Madhyamik Shiksha Abhiyan*, which is designed to provide universal secondary education of good quality to all young persons by 2017. For the UIS, the main focus has been to improve national systems to monitor school-level inputs and outputs. This is the first time when a non-governmental employee was nominated by the Government of India to participate in this initiative.

#### Methodological assistance:

- Comprehensive review and suggestions concerning the Indian Standard Classification of Education;
- Development of practical guide for countries on how to develop teacher quality indicators, which was piloted in Lao PDR. The guide is accompanied by a projection model to forecast future teacher demand at the national level and to help countries develop appropriate policies and programmes to improve teacher quality;
- In partnership with UNESCO Headquarters and UNESCO/Bangkok, preparation of the national EFA 2015 review guide;

- Provision of EFA indicators mapping to all Asian and Pacific countries as a tool to improve monitoring.

**Figure 2. UIS capacity-building activities to improve education data quality in Asia and the Pacific, 2013**



**Note:** ISCED 2011 activities in the region have been implemented with the financial support received from the Government of Japan through the Japanese Fund-in-Trust (JFIT).

#### Regional partnerships:

- Partnership established with Southeast Asian Ministers of Education Organization and contribution to regional workshop on its database;
- Partnership with Secretariat of the Pacific Community to support national statistical systems and on-going negotiations with other institutions in the region to increase UIS outreach;
- Participation in the Regional Taskforce for the Pacific EMIS and M&E Facility;
- Collaboration with Technical Advisory Group on Population and Social Statistics (TAG-PSS)<sup>1</sup> to define a core set of social and population statistics for the region;

<sup>1</sup> The group was established in 2010 by the [ESCAP Committee on Statistics](#) to provide recommendations and methodological guidelines regarding the development of population and social statistics.

- Contribution to 2013 Statistical Yearbook of the Economic and Social commission for Asia Pacific (ESCAP);
- Support for the EFA coordinator's meeting in Bangkok and presentations on EFA regional review for 2015;
- Collaboration with UNDP, UNFPA and other UN agencies working in Thailand to deliver on the UN Partnership Framework for Thailand;
- Support to UNICEF Central Eastern Europe Commonwealth of Independent States regional initiative to monitor out-of-school children and children at risk of dropping out in Georgia and Tajikistan;
- Four-week training and mentoring programme for four researchers from the Beijing Academy of Educational Sciences at the UIS (August-September).

### *Highlights in Latin America and the Caribbean*

The UIS specialists in the field and the Montreal office have provided support to 31 Member States in the region over the past year (see **Figure 3**).

Data dissemination and promotion of evidence-based policymaking:

- A new agreement with the Inter-American Development Bank will lead to the production of a joint report on education financing in Latin America, which will be released in 2014;
- Promotion of the UIS-UNICEF regional report on OOSCI and participation in the launch of a sub-regional report for Central America (April, El Salvador). Support the UNICEF regional team with the update of the regional report to be released by the end of 2013;
- Promotion of UIS activities and publications at the 26th annual conference of the International Congress for School Effectiveness and Improvement (January, Chile);
- Support the training activities of the UNESCO International Institute for Educational Planning (IIEP) based in Buenos Aires by contributing to its annual course on educational planning offered to national government officers of Latin American countries.

### *Highlights in sub-Saharan Africa:*

National statisticians of 39 Member States of the region have received training, guidance and other support from the UIS advisors in the field and Montreal-based teams (see **Figure 4**).

Data Quality Assessment Framework (DQAF):

- Final report summarizing the findings of 12 DQAF studies conducted in Member States of the Southern African Development Community (SADC) to be published by December 2013.

Support to strategy developments:

- Finalisation of the strategy to improve education data quality within the Economic Community for Central Africa. A related funding proposal, which includes UIS staff costs, has been submitted to the African Development Bank.
- Technical support to develop Cameroon's education sector plan.

**Figure 3. UIS capacity-building activities to improve education data quality in Latin America and the Caribbean, 2013**



**Note:** Ten Caribbean island states that received UIS training during workshops organized by partner agencies are not visible in the map

#### Support to major education initiatives:

- Support to Guinea and Djibouti diagnostic report on teachers;
- National and regional reports for OOSCI reviewed;
- EFA End of Decade Assessments: Tanzania Mainland and Zanzibar have finalised the first draft reports. The UIS is providing further analysis and recommendations in collaboration with UNESCO Dar es Salaam office;
- Data and analysis provided for 2013 UNICEF report on disabled students in Tanzania.

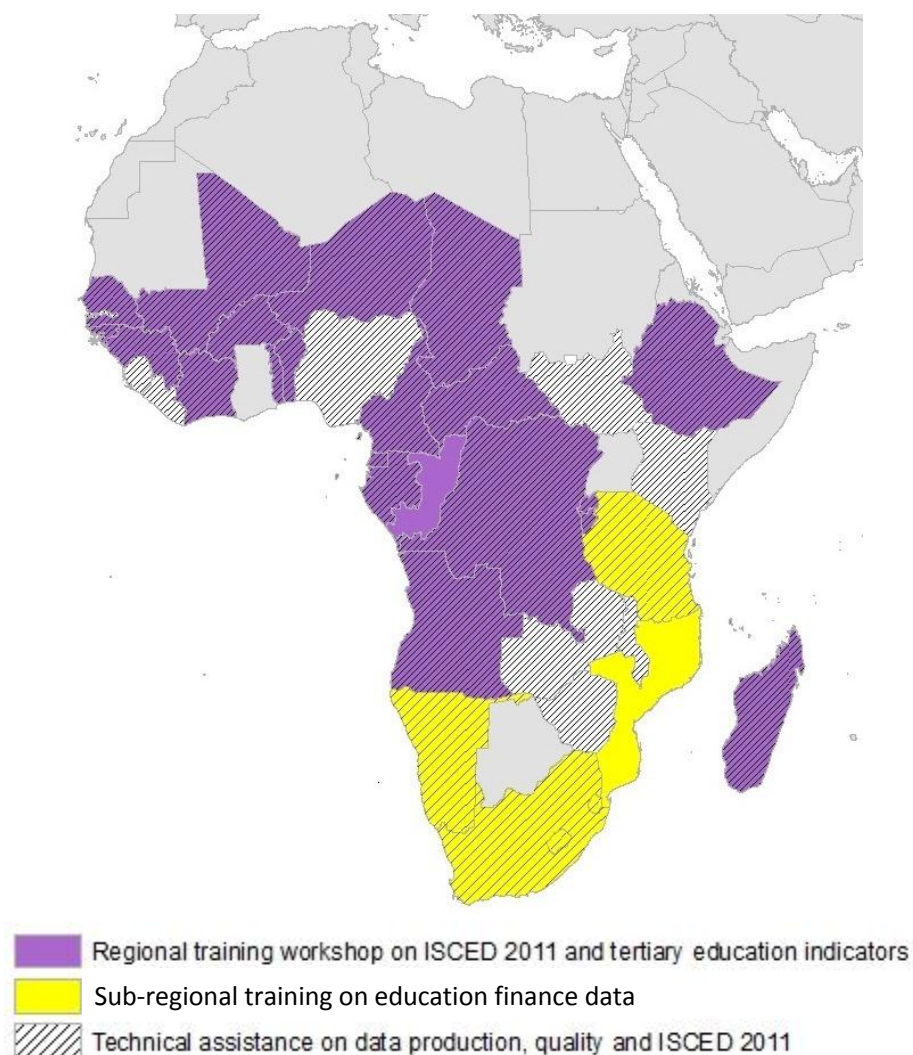
#### Development of training materials:

- Training module on education finance data under development with East Africa Statistical Training Centre (Tanzania);



- Training module on education data quality under development for inclusion in training courses concerning sector analysis and management of the education system delivered by the University of The Gambia and University Cheikh Anta Diop (Senegal) in collaboration with Pôle de Dakar;
- Training module on EMIS under development in collaboration with Stellenbosch University (South Africa).

**Figure 4. UIS capacity-building activities to improve education data quality in sub-Saharan Africa, 2013**



### **Outreach to education data users**

In 2013, the UIS participated in the following meetings of the international statistical community:

- Workshop on National Education Accounts with Brookings Institution (January, USA);
- UN Inter-agency expert group on MDGs (January, USA and October, Switzerland);
- Eurostat ISCED Workshop (February, Luxembourg);
- UN Statistical Commission (February, USA);
- OECD INES Working Party meetings (March, France and October, UK);

- Eurostat Education and Training Statistics (April, Luxembourg);
- UN Expert Group on Classifications (May, USA);
- Human Development Report Office of UNDP, and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) (June, Germany);
- Joint UIS-OECD-Eurostat meeting on UOE questionnaires redesign (September, France);
- OECD INES LSO Network meeting (September, Poland);
- UN Inter-agency expert group on gender statistics (September, USA);
- UN Economic Commission for Europe, Conference of European Statisticians, Group of Experts on Population and Housing Censuses (October, Switzerland);
- UN Expert Group on Revising the Principles and Recommendations for Population and Housing Censuses (October, USA).

The UIS presented its work to researchers and policymakers at the following conferences and education events:

- WHO meeting on school-based HPV vaccinations): presentation about how to target young adolescent girls in schools (February, Burkina Faso);
- Comparative International Education Society Conference (March, USA);
- Educate a Child Initiative (April, Qatar);
- Global First Initiative/Learning Ministerial/World Bank Spring meetings (April, USA);
- Comparative Education World Congress (June, Argentina);
- International Education Funders Group (September, USA);
- UKFIET<sup>2</sup> International Conference on Education Development (September, UK);
- European Access Network World Congress on Access to Postsecondary Education (October, Canada);
- Panel Discussion “Innovating for Girls’ Education” of the Canadian Department of Foreign Affairs, Trade and Development (October, Canada);
- Ministerial Conference on “Including All Children in Quality Learning”, organized by UNICEF Regional Office and the Ministry of National Education of Turkey (December, Turkey).

Statistical expertise was provided to the following meetings on the post-2015 education and development agenda:

- The Big Push to 2015 (Asia and Africa);
- Thematic Consultation on Education in the post-2015 development agenda (March, Senegal) and African Group on Development of Indicators (May, South Africa).

---

<sup>2</sup> The United Kingdom Forum for International Education and Training

## MLA 2 – DEVELOPMENT OF INTERNATIONAL STATISTICS ON EDUCATION OUTCOMES

### Literacy Assessment and Monitoring Programme (LAMP)

The UIS is preparing to disseminate results for the four countries (Jordan, Mongolia, Palestine and Paraguay) that have implemented the main assessment. The results will be presented in: an international report (currently in production); a technical report; and data sets posted on the UIS website.

The Institute will continue to work with these countries to promote data use for policymaking, namely by organizing national workshops on dissemination strategies. To date, two workshops have been organized (July, Paraguay and October, Palestine) with a third scheduled for November in Jordan.

As explained in the 2012 report to the Governing Board, the UIS will only expand participation in LAMP to those countries (or jurisdictions) that can provide complete funding for survey activities in the field (including missions by UIS staff). The Institute will also continue to work with countries that have already begun field tests. Here is a summary of implementation activities and decisions made over the past year:

- Afghanistan has completed the field test and data capture;
- Jamaica has decided not to participate in LAMP while Namibia remains undecided;
- Lao PDR has finalised the translation and adaptation of instruments and manuals and is preparing to conduct the field test following a training workshop organized by the UIS in November;
- The city of Buenos Aires is signing an (MoU) with the UIS, which will include funding for all field activities and UIS missions;
- El Salvador, Morocco, Niger and Viet Nam completed field tests in 2012 but have not expressed interest in proceeding with the main assessment.

To ensure the sustainability of LAMP instruments, the UIS is working to develop an agreement with Education Testing Service concerning the right to use their assessment items beyond 2013.

### Learning Metrics Task Force (LMTF)

While primary school enrolment rates have risen dramatically over the past 15 years, the actual learning levels of children and youth remain low in many countries. Yet we do not know the full scale of this crisis because measurement of learning outcomes is limited in many countries and, hence, difficult to assess at the global level.

To bridge this global data gap, the UIS and the Center for Universal Education (CUE) at the Brookings Institution have established the Learning Metrics Task Force to shift the focus of education discussions from universal access to primary education to access *plus* learning. The Task Force is comprised of 30 organizations representing governments, EFA-convening agencies, regional political bodies, civil society, and donor agencies. It has met three times in 2013.

Based on recommendations of [technical working groups](#) and input from broad global [consultations](#), the task force has produced a series of recommendations to help countries and international organizations measure and improve learning outcomes for children and youth worldwide. These recommendations

are presented in the following reports produced by the secretariat (UIS and CUE):

- [\*Toward Universal Learning: What Every Child Should Learn\*](#) presents a global framework of seven domains of learning competencies;
- [\*Toward Universal Learning: A Global Framework for Measuring Learning\*](#) presents different approaches to national and global assessment of learning outcomes relative to the seven domains of learning;
- [\*Toward Universal Learning: Recommendations from the Learning Metrics Task Force\*](#) presents a summary of final recommendations (see discussion below);
- A fourth report focusing on technical issues related to assessment implementation will be released in early 2014.

The summary report presenting the final recommendations was launched during a high-level event hosted by the UN Secretary-General's Global Education First Initiative (GEFI), which took place during the UN General Assembly in September (see **Figure 5**). This reflected the broad multi-stakeholder mandate of the task Force and ensures alignment in recommendations for the post-2015 development agenda.

The UIS received positive feedback about the task force reports, which were highlighted in speeches by: H.M. Queen Rania of Jordan; H.E. President Ellen Johnson Sirleaf of Liberia; H.E. President Moncef Marzouki of Tunisia; UNESCO Director-General Irina Bokova; incoming President of the US

**Figure 5. Launch of the LMTF recommendations, 25 September 23, New York, USA**



Left to right: Hendrik van der Pol (UIS); Rebecca Winthrop (CUE – Brookings); H.M. Queen Rania Al Abdullah of Jordan; Darren Walker (the Ford Foundation); Geeta Rao Gupta (UNICEF); H.E. President Ellen Johnson Sirleaf of Liberia; Sir Michael Barber (Pearson)



National Education Association Lily Eskelson García; and Deputy Executive Director of UNICEF/GPE Interim Board Chair Geeta Rao Gupta. In addition to the global launch in New York, about 15 regional and national events have been organized by partners around the world.

During the final meeting of the Task Force (Washington DC, November), members explored options to implement the recommendations at the global level, notably through the creation of a multi-stakeholder platform. The specific roles, responsibilities and logistics of this platform (including where it might be hosted) will require further discussion. However, the UIS will continue to perform the secretariat function together with the CUE at Brookings and will take forward the development of indicators to track learning globally.

### **Observatory of Learning Outcomes (OLO)**

The Global Partnership for Education (GPE) is funding two UIS projects within the Observatory. The first project involves the creation of a catalogue of school-based large-scale assessments in basic education in 54 GPE countries (mainly in Africa and Asia) over the next two years. The data collection instrument has undergone a thorough review and revision, instructions have been updated and data systems have been designed and tested. The Advisory Board for the Observatory will meet in December to review the instruments and implementation strategy.

The second project receiving GPE support will identify best practices regarding reading (and oral) assessments conducted during the early grades of primary school. The aim is to build consensus between the implementing agencies and donors on basic principles that should be applied in the design and administration of these assessments as well as the processing, analysis and dissemination of results.

This work will lay the basis to further develop the generation and use of data from reading assessments. By bringing together the different types of organizations involved in this field, the project will encourage them to learn from each other in ways that will enhance capacity, ownership, and cultural sensitivity, while fostering international collaboration, especially South-South cooperation.

The UIS is inviting the following organizations to participate by preparing “conversation-starter” papers that will be presented during a workshop on good practices scheduled for the first half of 2014:

- ASER (Annual Status of Education Report), implements assessments with Pratham, in India, and with ITA (Idara-e-Taleem-o-Aagahi), in Pakistan;
- Beekungu, Mali;
- CARE, USA;
- CIASES (Centro de Investigación y Acción Educativa Social), Nicaragua;
- CREFAT (Centre de Recherche en Economie et Finance Appliquées de Thiès), Sénégal ;
- DFID, UK;
- Ministry of Education, Cambodia;
- Ministry of Education, Gambia;
- PIPS (Performance Indicators in Primary Schools), Durham University, UK;
- Plan International, UK;
- RTI International, US-based, implements EGRA (Early Grade Reading Assessment);
- Save the Children, US-based, implements (and often funds) Literacy Boost;
- USAID, USA;
- Uwezo, implements assessments in Kenya, Tanzania and Uganda;
- World Bank.

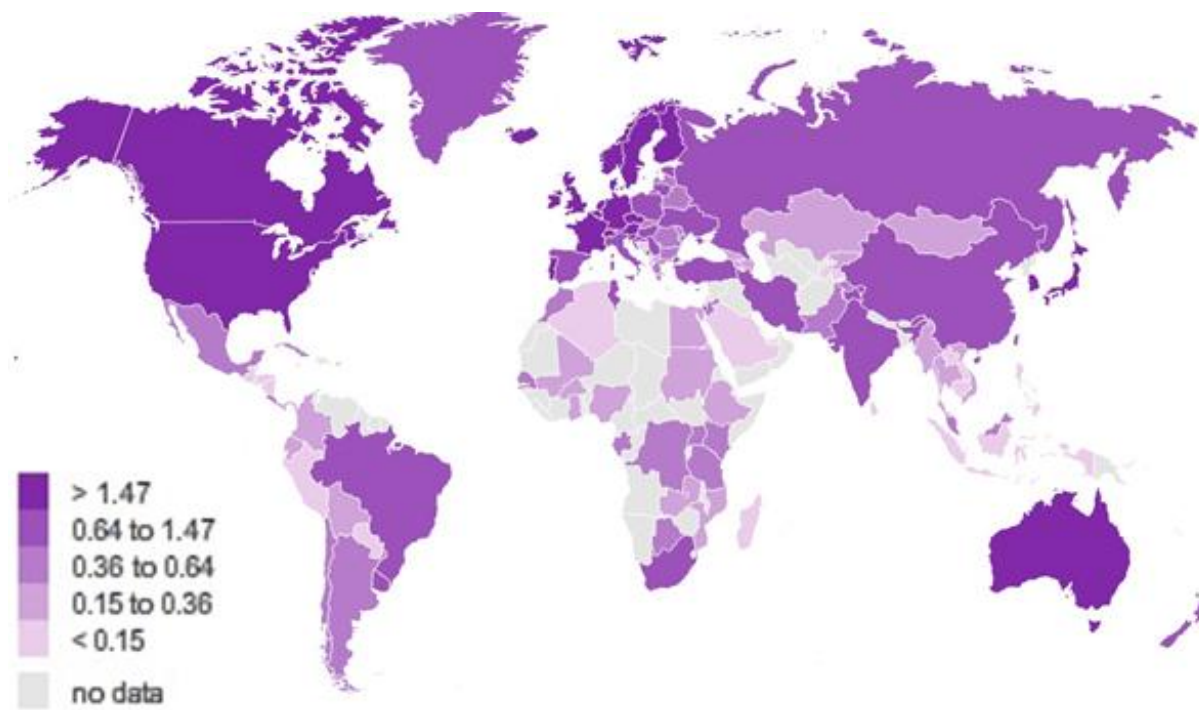
### MLA 3 – DEVELOPMENT OF INTERNATIONAL STATISTICS ON SCIENCE AND TECHNOLOGY; COMMUNICATION AND INFORMATION; AND CULTURE

#### Science, technology and innovation (STI) Statistics

The first global innovation data collection was launched according to schedule in August. The metadata collection, which was undertaken in 2012, was finalized as part of preparations to launch the global survey. In addition, the inventory of innovation surveys has been partially released on the UIS website.

Results from the fifth R&D survey were released on the UIS website in June (see **Figure 6** for an example of results). The data are featured in the UNESCO *World Social Science Report 2013* and in the forthcoming UIS analytical report on tertiary education and STI in selected Asian countries (to be released in 2014). This publication will also include a chapter on the contribution of R&D to economic development.

**Figure 6. Gross domestic expenditure on R&D as a percentage (%) of GDP**



Source: UIS database

The first version of a new guide on how to conduct an R&D survey has been peer reviewed and preparations are now underway for its publication in English. Other language versions (Arabic, French, Russian and Spanish) will follow shortly. The Institute has also started to update UNESCO's 1978 *Concept of Scientific and Technological Activities* by preparing and disseminating a discussion paper to different partners.

At a recent OECD meeting of national experts on STI indicators (April, France), the most important topic of discussion was the revision of the *Frascati Manual*. The current version includes an annex on how to apply the manual in developing countries, which was largely developed by the UIS with the input of partners. Participants clearly recognized the quality and value of this work and have therefore

decided to integrate the material within the main text. The UIS is part of the working group responsible for this revision.

The UIS is working with UNESCO/Venice on a project to improve the quality of STI data in Western Balkan countries. This will involve the development of a regional strategy to reinforce STI statistical systems over the next six years.

In terms of capacity-building, the UIS organized a training workshop for STI staff of the New Partnership for Africa's Development – AU/NEPAD (April, South Africa). The presentations focussed on: methodology and survey instruments; use of indicators for policymaking purposes; and a series of practical exercises.

In October, a training workshop on the collection of R&D statistics in Latin American and Caribbean countries was organized by the UIS in partnership with RICYT (the Latin-American Network on S&T Indicators) and the Colombian Observatory on S&T (OCYT).

The UIS, in collaboration with the Economic Cooperation Organization (ECO) and the Statistical Centre of Iran, will carry out a joint capacity-building workshop on STI indicators in Tehran (Iran) in December 2013 for ECO Member States.

### **Outreach to STI statistical community**

The UIS also made presentations at the following events organized by partners:

- Consultative Expert Working Group on Research and Development: Financing and Coordination of a Global Observatory for Health Research and Development, organized by the World Health Organization (February, UK);
- Surveys on STI Policy Instruments, Governing Bodies, Policies and Indicators in Africa – two workshops organized by the Science Policy Division of UNESCO (March Senegal and June, Mozambique), as well as an international training programme for seven Asian and African countries participating in STIGAP (STI Policy Research and Method) (September, China);
- Two validation workshops organized by the AU/NEPAD African STI Indicators Initiative (March, Egypt and November, South Africa);
- Improving S&T Indicators in Central Asia – organized in the framework of the European Union's (EU) IncoNet CA-SC project (April, Uzbekistan);
- Expert Group Meeting on the preparation of the Global Ocean Science Report, organized by the Intergovernmental Oceanographic Commission of UNESCO (April, France);
- Two training workshop on the production of STI indicators in Africa, organized by the AU/NEPAD in Rwanda (August) and Congo (September);
- The IX Ibero-American Congress of STI indicators (October, Colombia).

### ***Support in the field***

- Training on R&D statistics for the Central Statistics Offices of Bahrain and Saudi Arabia;
- Technical assistance on R&D statistics to Nepal.

## Media statistics

Due to budgetary constraints, the UIS has decided to suspend survey activities in this area and has therefore not replaced the statistical assistant originally assigned to this work. Despite limited resources, the UIS has produced a new [Guidebook of Broadcast and Newspaper Indicators](#), which received financial support from UNESCO Communication and Information (CI) sector. The publication has been released on the UIS website but it will not be printed. In addition, pilot survey data (gathered in 2011 and 2012) are presented in statistical tables and 54 country profiles are available on the UIS website.

Following an invitation from the organizers, the UIS participated in the 1<sup>st</sup> meeting of the expert working group on data collection on television and on-demand audio-visual services in Euromed countries, as part of a joint initiative between the European Union, Council of Europe and the Arab States Broadcasting Union (September, Tunis).

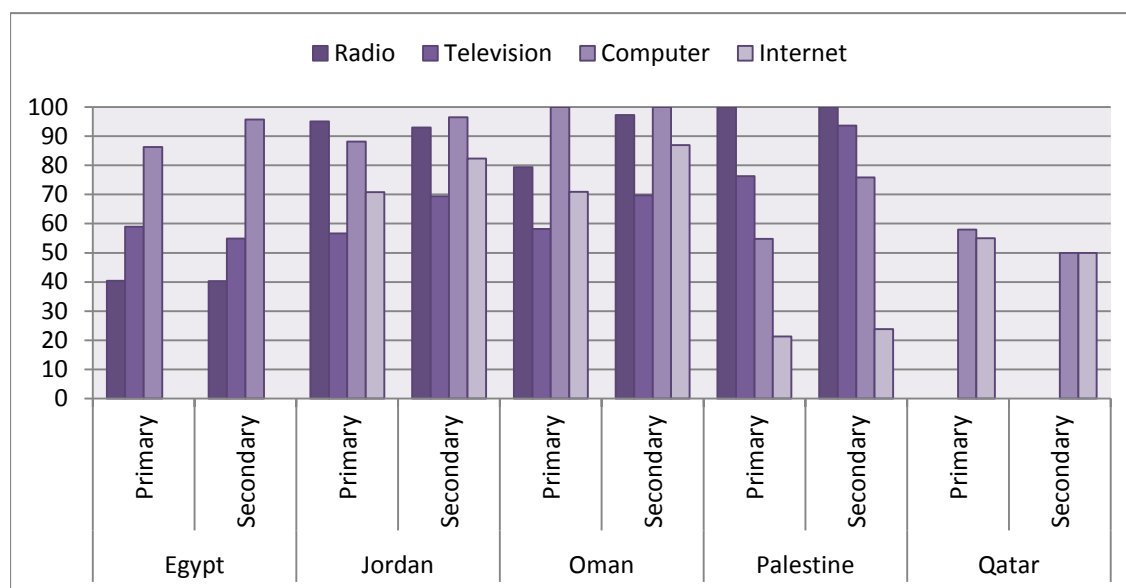
## Media and information literacy

The UIS is providing technical advice to UNESCO CI sector to develop a conceptual framework concerning media and information literacy (MIL) assessment. The framework will include two sets of indicators focusing on the skills of individuals as well as the environmental factors contributing to MIL. The first set of indicators will be pilot-tested using secondary teachers as the target population. With funding from the CI sector, the UIS has hired a consultant to develop a proposal for the second set of indicators that will focus on 'country readiness' for MIL. In addition to contributing to the conceptual framework, the UIS has also developed three background questionnaires to support the main assessment tool. The ultimate objective is to develop a toolkit that countries can use to undertake national assessments.

## Information and communication technology (ICT) in education

The ICT in education data collection for Asian countries is in its final stages. The data and an analytical paper will be released by the end of 2013. In addition, the UIS has released data for five Arab States, which were collected through a joint project involving UNESCO's CI sector and TAG.ORG (Talal Abu-Ghazaleh Organization). The results are presented in a [paper](#) available on the UIS website in English and Arabic (see **Figure 7**). In addition, UIS survey results from [Latin America and the Caribbean](#) (released in 2012) will be featured in a regional publication produced by the Center of Studies on Information and Communication Technologies in Brazil (CETIC.br).

The UIS has also launched a regional data collection in about 38 African countries following a regional training workshop (Dakar, September) organized in collaboration with the following partners: Korea Education and Research Information Service (KERIS), Brazilian Network Information Center (NIC.BR) and UNESCO Dakar. The results from the survey will be published in 2014.

**Figure 7. ICT-assisted instruction in five Arab States by type and level of education, 2011**

**Note:** m = missing data.

Data for Egypt reflect the academic year ending in 2009. Data for Palestine reflect the academic year ending in 2012. In Qatar, the categories radio-assisted instruction (RAI) and television-assisted instruction (TAI) are not offered and therefore are not applicable.

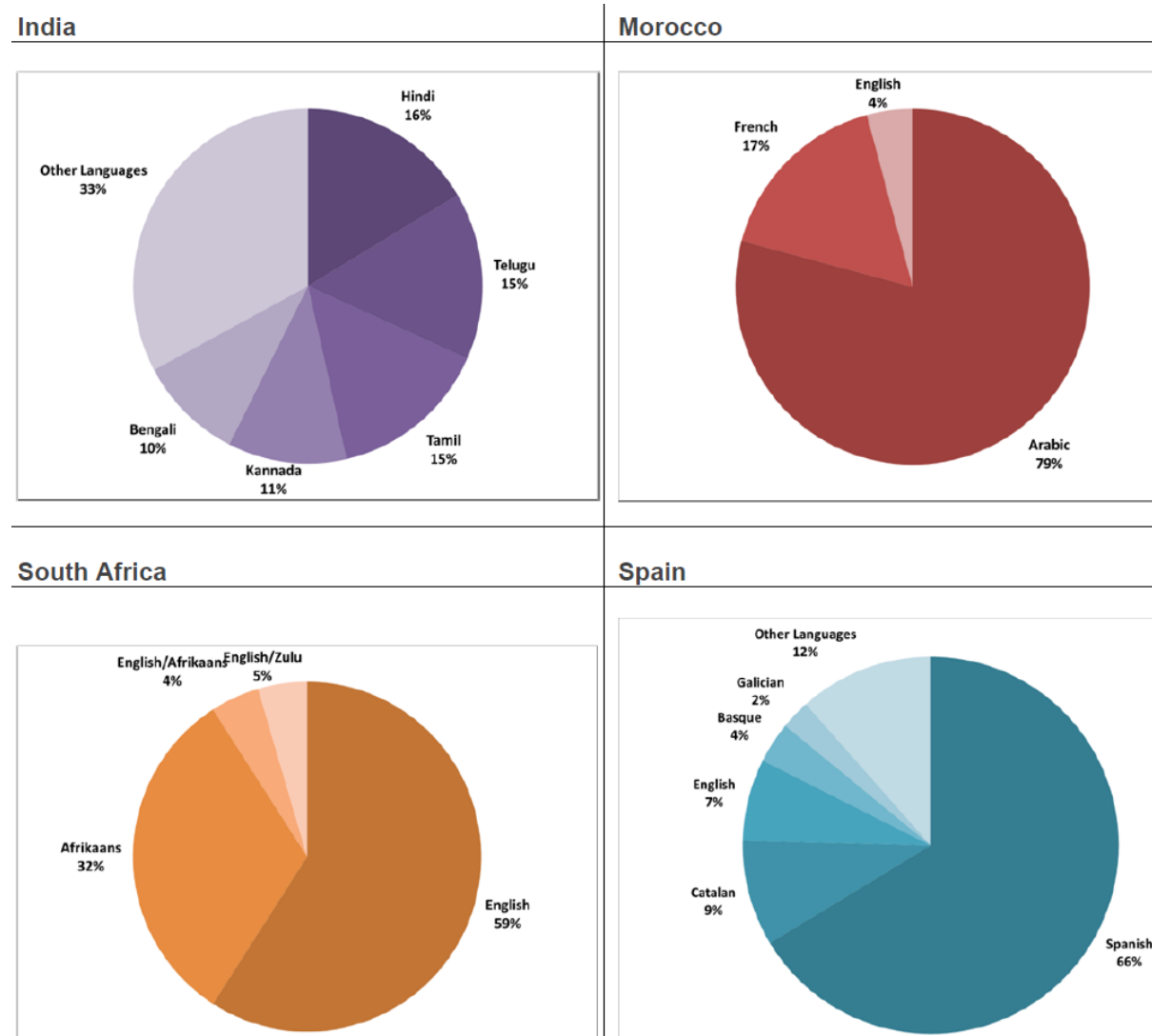
The UIS has also begun to review its methodology and core indicators in order to update the framework for ICT in education statistics. An intern engaged on a part-time basis has produced a discussion paper that will be used in the revision process, which will begin in 2014 with key partners in different regions. To further this work, the UIS participated in the international conference on Women, Information and Communication Technologies and Development (January, Washington DC, USA). The UIS is seeking to improve the collection and production of gender-disaggregated indicators in this field.

The UIS also participated in the following conferences as part of its outreach activities:

- The UIS organized a session on the monitoring of WSIS targets within UNESCO's fields of competence during the World Summit on the Information Society (WSIS) +10 Review Meeting (February, France);
- The UIS presented its work during the South Asia Ministerial Forum on ICT in Education (February, India); and the Regional Conference on Women in Latin America and the Caribbean, organized by UN ECLAC (October, Dominican Republic).

### Culture statistics

The UIS has released a [fact sheet](#) and [analytical paper](#) presenting results of the 2012 feature film survey, both of which are available on the UIS website. **Figure 8** presents an example of the results.

**Figure 8. Language diversity in film production, 2011**

Source: UIS database

The UIS continues to develop a new global survey on cultural employment with a range of partners such as Eurostat and the International Labour Organisation (ILO). A pilot survey has been developed internally based on recommendations from an expert group convened by the UIS, which met in June 2013. It is being tested by about 20 countries and results are expected by the second quarter of 2014.

Over the past year, the UIS has released two methodological handbooks. The first [report](#) presents a literature review concerning the measurement of the economic contribution of culture. The findings are being used by a consultant to develop new methodology in this area. The second [handbook](#) examines measurement issues regarding cultural participation. Both reports are available in English and French on the UIS website and have been distributed to selected national statistical offices, ministries, international agencies and other partners.

The UIS is also working with other agencies, such as the OECD and World Trade Organization, to improve international classifications of cultural activities and services. In addition, preliminary work is underway to produce a new report on the international flows of goods and services by the end of 2014.

At the request of Member States, the UIS has completed a review and assessment of the Sources and Statistics Annex to the Quadrennial Periodic Report of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. The results will be presented at the next Intergovernmental Committee meeting (December). Finally, the UIS contributed data and analysis to two international publications; the *Global Innovation Index 2013* (World Intellectual Property Organization) and the *2013 Creative Economy Report* (UNESCO-UNDP).

In terms of capacity-building and outreach, the UIS provided the following services:

- 5-day training course on culture statistics to Gulf Cooperation Countries (GCC) hosted by the GCC General Secretariat (April, Saudi Arabia);
- Presentation on cultural employment survey and member of UNESCO delegation at the UNESCO Hangzhou International Congress - Culture: Key to Sustainable Development (May, China);
- Technical support to South African Delegation from the Department of Arts and Culture (May, Canada);
- Technical support to Mongolia to help develop a national framework and observatory for cultural statistics (June, Mongolia);
- Presentation on measurement issues during an expert meeting on film statistics in the African-Mediterranean region (June, Morocco);
- Training session during workshop on cultural statistics for Thailand's National Statistical Office, Ministry of Culture, National Economic and Social Development Board (September, Thailand);
- Regional training workshop for statisticians and policy officers from South and West Asian countries (October, India) to improve the production of cross-nationally comparable cultural data and the implementation of the UNESCO Framework for Cultural Statistics;
- Technical support to national statistical authorities in Colombia to improve the quality of their cultural statistics (December, Colombia).

## MLA 4 – REINFORCEMENT OF CROSS-CUTTING STATISTICAL ACTIVITIES

### Data collection and processing

As scheduled, the UIS launched six surveys over the past year (see UIS Survey Schedule for 2013). There were some minor delays with mail-outs and reminders. However, the internal processes for managing data collection activities have undergone a complete review and initiatives are underway to improve the procedures and systems.

The UIS is currently in the process of redesigning its 2014 education and attainment surveys based on ISCED 2011. The Institute is also working closely with OECD and Eurostat to implement the necessary changes in the UOE questionnaires which will be used in the joint data collection for 2014.

To improve internal efficiency, the Institute continues to work with partners to implement SDMX for all UIS data collections and international data exchanges. Over the past year, a project involving the UIS, Eurostat and the OECD to implement an SDMX data exchange for the R&D survey was completed. Work is also underway to develop an SDMX data exchange for the joint UOE data collection, although this project is more complicated and poses higher risks primarily due to the shared nature of the data collection and processing activities. Once work on the UOE data collection is complete, the UIS will develop a similar data exchange process for its education attainment questionnaire. The UIS has also developed data capture software tools to support LAMP activities in Afghanistan and Lao PDR.

The number of questionnaires processed by the UIS increased by 25% between 2012 and 2013 (633 to 790) and yet all internal targets for timeliness have been met (see document UIS/GB/XV/INF.3). This growth in production capacity was made possible through gains in internal efficiency and, therefore, did not imply increase in staff devoted to these activities. Examples of these efficiency gains include: a new model to distribute data processing tasks; updated software systems and data processing guidelines; and a new system to track questionnaires. The UIS is preparing to implement several other initiatives that will further improve its internal efficiency.

### Data dissemination

The UIS has launched the beta version of its new online [Data Centre](#). This marks the most significant change in the UIS dissemination environment in more than five years. The original platform will be maintained until March 2014 in order to provide a smooth transition for UIS website users to the beta site. Key highlights of the new Data Centre include:

- new user experience using a task-based approach to improve access to data and related visualizations;
- new ‘look and feel’ of the entire Data Centre as well as related products such as country and regional profiles;
- new search functionalities and metadata resources such as the catalogue of national innovation surveys;
- new gallery of data visualizations designed to ‘tell the stories’ behind UIS data;
- new platform to view data and redesigned structure to select tables and indicators;
- data release calendar for recent and upcoming UIS data releases.



Most of the technical work has been accomplished using internal resources despite tight deadlines. The high quality of the outputs and the efficiency by which they were produced are a direct reflection of the skills and dedication of UIS staff. The approach to organizing this project – with a cross-cutting steering committee and a dedicated project manager – has been instrumental to achieving the goals and respecting the schedules.

The UIS has established a roadmap to regularly add new capabilities and products to the Data Centre at a target rate of two updates per year while monitoring the response and feedback from its users. This marks a major departure from previous strategies, whereby major investments were generally made every five years. The next major update to the Data Centre is scheduled for March 2014.

Overall, traffic to the entire UIS website continues to grow, with the number of unique visitors increasing by about 13% between September 2012 and 2013. This was primarily due to the development of new visual content designed to attract and engage a wider range of audiences (see **Box 1**).

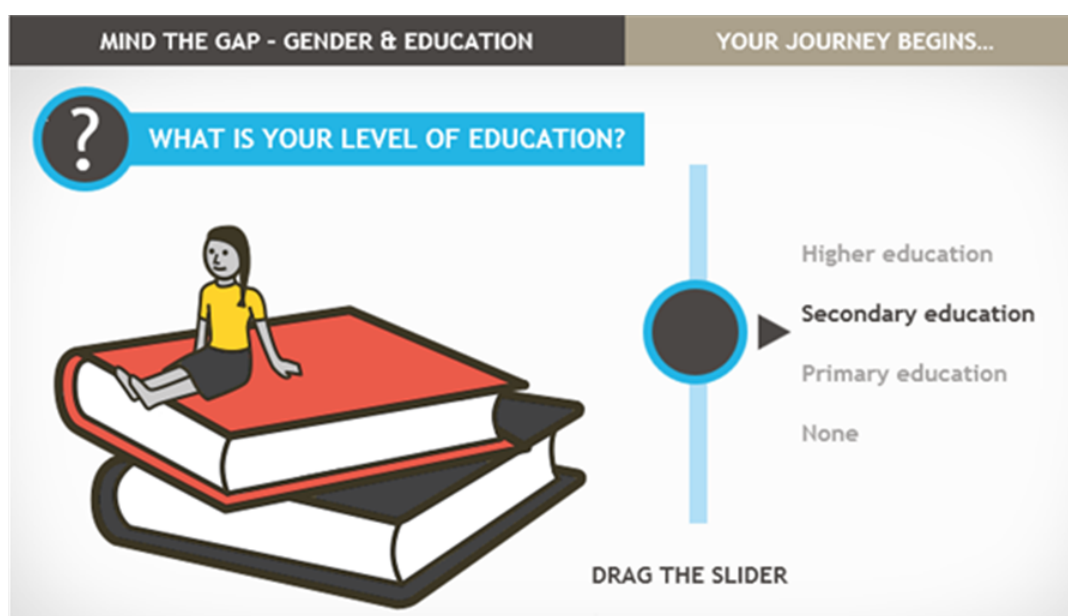
In addition, the UIS continues to expand the language versions of its [eAtlas series](#), which includes editions on: R&D data; out-of-school children; teachers; and gender disparities in education. The Institute is preparing to change the technical platform in order to improve the functionality of this electronic series of publications and embed a wider range of interactive content on the UIS website and those of partners.

To promote these electronic products as well as more traditional products (reports and fact sheets), the UIS continues to work closely with UNESCO Headquarters, field offices and partner organizations (UN agencies and NGOs). This strategy provides the UIS with expanded access to press contacts and social media channels without investing the considerable resources required to establish and maintain its own platforms. In exchange, partners gain access to high-quality statistical products.

### Box 1. Engaging new audiences through data visualization

The UIS website receives about 70,000 visits per month, of which 35-40% are from regular users (weekly or monthly visits). According to a recent survey, this small but faithful audience (primarily consisting of government statisticians and policy officers) is very familiar with the site and able to find the information they are looking for in the Data Centre or UIS publications. However, the challenge lies in converting the larger segment of occasional visitors into regular users by:

- **Adding interaction** through products such as the literacy [map](#) (3,000 visitors) updated for International Literacy Day (8 September) and the related [info-graphic](#);
- **Telling Stories** with data through the short [video](#) on out-of-school children (released in June), which is also featured on UNESCO's YouTube channel (about 6,500 views). The storyline was developed internally and a local production company agreed to produce the film free of charge;
- **Providing explanatory tools** such as: a product featuring [dropout and repetition rates](#) designed to promote main messages of the 2012 edition of the Global Education Digest; an [interactive tool](#) highlighting the gap between the global supply and [demand for teachers](#) and the related [info-graphic](#) celebrating World Teachers Day (5 October); and the [flow map](#) on student mobility, which is extremely popular with users spending an average of 4.5 minutes exploring the data.
- **Making data fun** through [Mind the Gap - Gender and Education](#), which allows users to create their own personas and explore the progress and pitfalls of girls' and women's education around the world. Released for International Women's Day (8 March), the product is designed to reach beyond our core users of statisticians and policy experts and target students, teachers and NGO communities. The UIS worked closely with UNESCO headquarters, field offices and UN partners to promote the product on their respective websites and social media channels. As a result, more than 6,000 people used the game on the launch day alone, marking a new record in daily visits to the UIS website. Plans are now underway to promote the product in UNESCO associated schools in Canada.



## ADMINISTRATION

### BUDGET AND FINANCE INFORMATION

#### Income

##### 2013 estimate as at 30/09/2013 vs. 2012 actual accounts

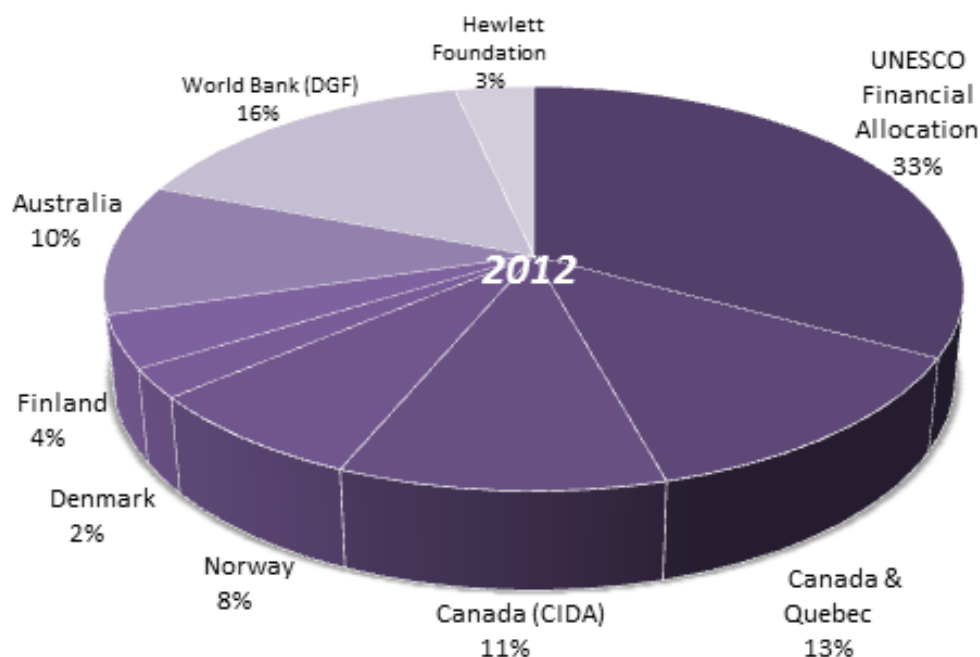
The Institute's income in 2013, as estimated on 30 September 2013, amounts to USD 9.9 million which represents an increase of USD 240.0 thousand (or 2.5%) as compared to the 2012 actual income of USD 9.7 million.

As per the closing of accounts, the following government/agency contributions were received in 2012 (see **Figure 9**):

- The UNESCO allocation for the first year of the biennium was received in the amount of USD 3.2 million;
- The Governments of Canada and Quebec continued to support the UIS with contributions amounting to CAD 1.2 million (equivalent to about the same amount in USD);
- The Canadian International Development Agency (CIDA) also provided the fifth and final installment of its 2008 multi-year funding agreement with the Institute, amounting to CAD 1.0 million (equivalent to roughly the same amount in USD);
- The Government of Norway provided a total of NOK 4.0 million (equivalent to USD 715.8 thousand);
- The Government of Denmark provided funding for UIS core activities amounting to USD 225.0 thousand;
- The Government of Finland contributed EUR 307.0 thousand (equivalent to USD 398.7 thousand) to support UIS core activities;
- The Government of Australia provided a total of AUD 1.0 million (equivalent to USD 999.8 thousand);
- The World Bank made a contribution of USD 1.5 million under the Development Grant Facility (DGF) for UIS education statistics;
- The Hewlett Foundation granted USD 330.9 thousand to fund the Learning Metrics Task Force (LMTF).

In addition, the UIS recorded a net amount of about USD 134.0 thousand in other income for 2012. This amount is the net result of USD 40.4 thousand in interest, USD 2.4 thousand in reimbursement for services rendered, USD 9.5 thousand in income related to other activities, and USD 81.7 thousand in foreign currency exchange fluctuations.

Figure 9. UIS general income by donor for 2012 (as % of total)



#### 2013 estimate as at 30/09/2013

As estimated on 30 September 2013, the following contributions to the UIS budget were received or are expected to be received in 2013:

- The UNESCO allocation for the second year of the biennium (2012 - 2013), which amounts to USD 3.2 million;
- The Governments of Canada and Quebec will contribute in 2013 about USD 1.2 million. This total amount includes roughly USD 1.0 million related to the base agreement, which does not have an expiry date. However, as a result of the Canadian Government's decision to stop entering into new funding agreements with UNESCO following the 2011 General Conference, the supplementary agreement between Canada and the UIS signed in 2007, which is currently valued at around USD 670.0 thousand was not renewed. This supplementary agreement provided financial resources to support a portion of the Institute's operating costs and the rental of its Annex at Queen Mary, until such time as a consolidated office space could be secured preferably with the University of Montréal. Subsequently, the Quebec Government decided to renew its commitment to the Institute by providing its share of this anticipated contribution for 2012 and 2013, which for 2013 amounts to approximately USD 225.5 thousand. While efforts are underway to resume the Canadian supplemental contribution, there are at present no firm commitments;
- The Government of Norway has pledged to continue supporting UIS activities. The Institute received information that by year-end the equivalent of approximately USD 834.3 thousand will be transferred to the UIS account, representing an increase of about USD 146.4 thousand compared to the originally anticipated amount of USD 687.9 thousand;

- The Finnish Government also renewed its support to the Institute by pledging an amount of about USD 258.7 thousand in 2013;
- The Department for International Development (DFID), United Kingdom of Great Britain and Northern Ireland will provide the equivalent of USD 564.5 thousand towards Better Education Statistics for improved learning (BESt). This contribution was not anticipated at the time of the PPC meeting (May 2013) but represents a very positive development with the welcome return of an important UIS partner;
- The UIS also received USD 1.5 million in 2013 towards its work on education statistics from the World Bank Development Grant Facility (DGF) and an additional USD 2.3 million towards efforts to achieve the strategic goals and objectives of the Global Partnership for Education (GPE). While the additional contribution was under discussion at the time of the PPC meeting, there was no signed agreement at that point.

Other income for 2013 is estimated to decrease by USD 218.1 thousand. This reduction is mainly related to currency exchange adjustments. Furthermore, the Institute is not expecting high levels of interest due to prevailing market conditions as well as the reduction of investments which was required to cover activities budgeted for 2013.

In addition to the funds received in the special account, the UIS may execute programmes and projects from funds entrusted to UNESCO under its regular and extra-budgetary programmes. In recognition of the importance of the UIS mission and its presence in the field, UNESCO committed USD 750.0 thousand from its decentralized emergency funds in 2013, which are being utilized to partially fund the costs associated with the Institute's field presence. Moreover, approximately US\$122.8 thousand have been provided by the Japanese Funds-in-Trust (JFIT) to implement the newly revised ISCED in Asia and the Pacific in order to improve the cross-national comparability of data in the region.

#### 2013 estimate as at 30/9/2013 vs. 2013 PPC

The 2013 income estimated as of September 2013 (USD 9.9 million) is USD 2.9 million higher than the income foreseen in the revised appropriation resolution approved by the PPC of USD 7.1 million.

The variation is largely attributed to the unanticipated aforementioned contributions from the United Kingdom (DFID in the equivalent of USD 564.5 thousand), GPE (through the World Bank) of USD 2.3 million and the Government of Norway (increase of USD 146.4 thousand).

These unanticipated contributions enabled the UIS to replenish its reserves. However, based on confirmed new income commitments for 2014, these reserves will have to be fully utilized to finance the 2014 budget.

## Expenditure

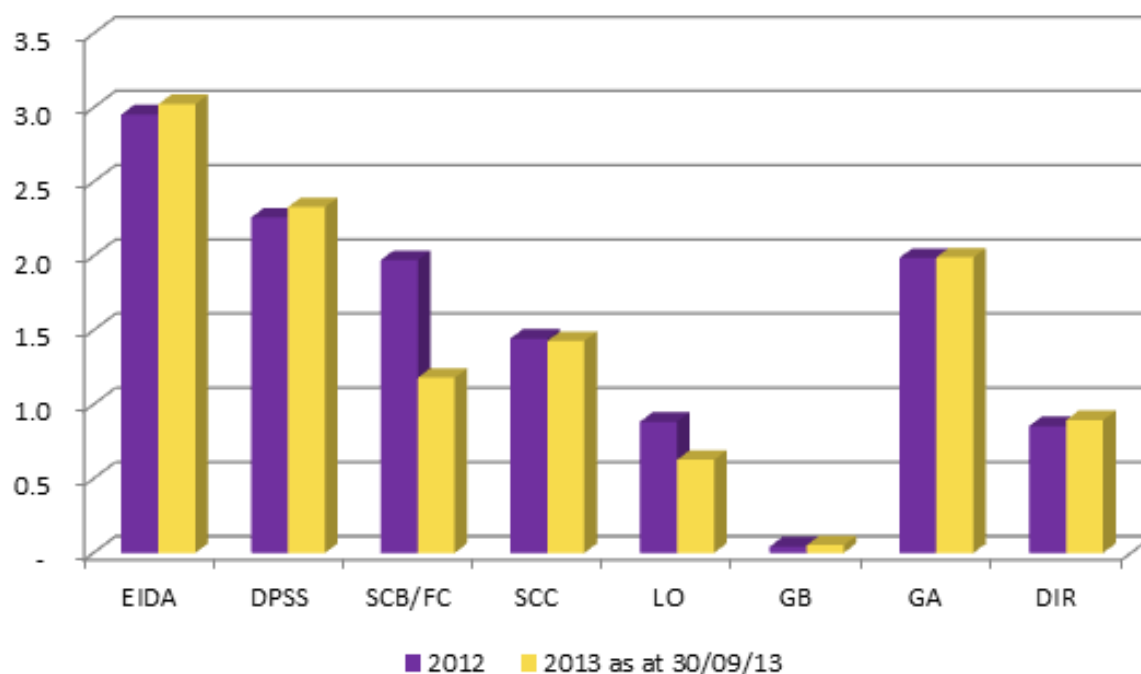
### 2013 estimate as at 30/09/2013 vs. 2012 actual accounts

The 2013 expenditure projected as of 30 September 2013 of USD 11.5 million represents a decrease of USD 871.1 thousand compared to the 2012 actual expenditure of USD 12.4 million. See **Figure 10** for comparison by appropriation line.

This net decrease is essentially attributable to: the partial financing of the UIS field presence through the UNESCO decentralized emergency fund (EF) that was provided to offset the loss of the supplemental contribution from Canada for 2012 and 2013; and the reduction in staffing costs for the Learning Outcomes Section, including the freezing of the Head of Section position due to the financial situation. In addition, savings measures continued to be applied in areas such as mission travel (including the temporary measures implemented by UNESCO to reduce business class travel to a minimum) and training workshops.

Given the continued financial crisis faced by UNESCO and the completion of several of the Institute's multi-year donor agreements, the UIS must continue to scale down some of its activities and implement austerity measures, such as freezing vacant posts and restricting recruitment to critical positions that severely affect delivery of the UIS programme.

**Figure 10. 2012 actual vs. 2013 projected expenditures as at 30 September 2013 (in USD millions)**



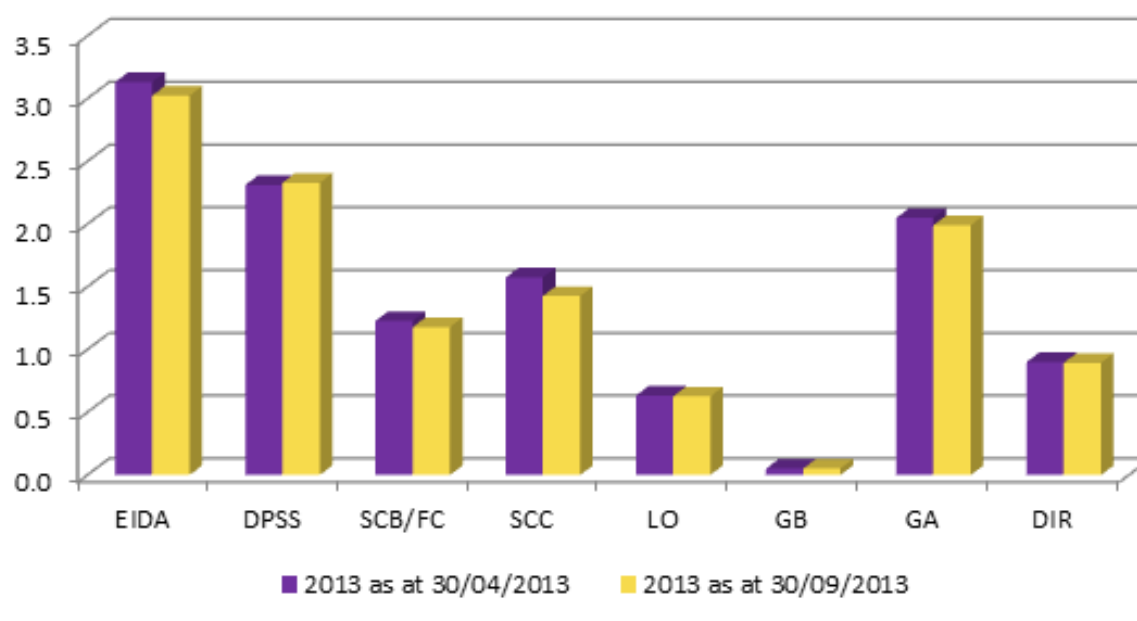
### 2013 estimate as at 30/9/2013 vs. 2013 PPC

The 2013 projected expenditure as of 30 September 2013 of USD 11.5 million compared to the expenditure estimate of USD 11.9 million presented to the PPC in May represents a decrease of approximately USD 358.4 thousand (or 3%). See **Figure 11** for comparison by appropriation line.

This change is primarily due to a slight reduction in programme activities (i.e. mission costs) and administrative costs, as well as the weakening of the Canadian dollar, which reduces the equivalent value of expenditures in US dollars.

At the end of 2013, it is estimated that the overall fund and reserves balances shall stand at USD 5.6 million. Of this total, USD 2.4 million relates to the stabilization fund for payment of staff indemnities upon termination, while USD 3.2 million will be carried forward to 2014. Based on the current financial situation the latter amount will have to be fully utilized to fund 2014 activities.

**Figure 11. 2013 PPC XIII estimates vs. 2013 GB XV projections (in USD millions)**



## **HUMAN RESOURCES**

Over the past year, there has been relatively little staff movement in Montreal and the field. As a result, the total number of staff fell slightly from 111 to 108 between 2012 and 2013 (see discussion on recruitment below). There was also some internal movement including short-term assignments and transfers between sections in order to accommodate the priorities of the Institute while broadening the professional experience of staff. For the first time, the UIS welcomed an associate expert who is now working with UIS field staff in Bangkok with funding for 2013 and 2014 provided by the Government of Australia.

In 2013, the UIS reorganized some of its personnel files and management tools in order to improve services and internal efficiency. This entailed close collaboration with UNESCO Headquarters

especially in preparation for the re-structuring of temporary contracts that is scheduled to take effect in 2014.

The classification exercise launched in 2012 for the Institute's 24 fixed-term general staff should be completed within the first quarter of 2014. UNESCO Headquarters has recommended that a desk audit be carried out for each position to ensure equitable results for all based on a clear understanding of tasks, roles, context, environment, factors, etc.

The UIS is working with the *Université de Montréal* and Concordia University to establish an internship programme for students enrolled in programmes related to statistics, mathematics and economics. The range of fields of study may increase in the future. It is expected that these partnerships will begin in 2014. Selection criteria will be quite strict to ensure that students can directly contribute to the Institute's projects and activities.

Three UIS staff members representing administrative and programme units were involved in the 2013 GS Salary Survey exercise for the Montreal duty station. The results led to increases of about 1% in terms of salaries and about 50% in dependency allowances. It should be noted that Montreal is the first duty station where the scale was not reduced indicating that it accurately reflects local market salary conditions.

In April, the UIS began taking steps to open the recruitment process to replace the director, Mr van der Pol, who will be retiring in August 2014. The entire process usually takes at least one year to complete.

## **Training**

As in the case of the previous year, the UIS is encouraging staff to take advantage of UNESCO's online training courses in technical and soft skills areas rather than hiring external trainers as part of measures to reduce costs. In addition, a number of UIS colleagues have taken the initiative of organizing internal training presentations to share their expertise and knowledge in areas related to the Institute's work programme. Finally, staff from UNESCO Headquarters also travelled to Montreal to provide training sessions designed to prevent harassment. The UIS also continues to support language courses for its staff. It is anticipated that a more formal training scheme may be resumed in 2015 or 2016 provided that sufficient financial resources can be secured.

## **Recruitment and Staff Movement**

### **Recruitment**

The UIS has maintained the management decision to essentially freeze all vacant fixed-term positions. For the most part, recruitment was limited to replace service contractors who left the Institute over the past year. In addition, the Institute created one fixed-term position (in EIDA) and one temporary position (in Bangkok), though they remained unfunded in order to provide some flexibility in terms of assigning higher responsibilities against existing posts.

The decision to suspend recruitment for fixed-term and project appointments will likely continue in 2014 given current financial constraints. Only positions that are considered to be critical will be recruited if funding is available. Please see Annex IX (organizational chart) for details on vacant positions.



Staff movement:

As mentioned previously, one new staff member joined the Bangkok office (via the JPO programme) and will be with the Institute until 2015. In order to bolster senior staff working at the Bangkok office, a fixed-term Montreal-based colleague was sent there on a short-term assignment for most of 2013.

The following UIS staff attained a higher level position as a result of a standard promotion:

- Amélie Gagnon, EIDA, Assistant Programme Specialist, P1, to Assistant Programme Specialist, P2

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

- Hiromichi Katayama, EIDA, Assistant Programme Specialist, PA contract, Montreal, resigned (accepted a permanent post with OECD in Paris);

As mentioned previously, 8 contractors resigned from different units/sections (CLT, DPSS, EIDA, LO, RSCB) and 1 contractor from ADM was replaced.

**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. Given the current budgetary situation, the Institute has decided to refrain from implementing any additional measures in 2013. Prioritized action will be taken in 2014 provided that sufficient funding is available.

The Institute pays careful attention to the monthly UN reports on field security, given our staff located in 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. We are fortunate to report that none of our staff were victims of the terrorist attack in Nairobi (Kenya).

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

## APPENDICES

Appendix I – List of acronyms used in the report

Appendix II – Financial resources terminology

Appendix III – Revised appropriation resolution 2013

Appendix IV – Resources and expenditure in the UIS special account for 2012-2013

Appendix V – Resources in UIS special account and UNESCO decentralized funds: 2012 certified accounts, 2013 estimate as of 30.09.2013 and 2013 PPC estimate

Appendix VI - 2013 PPC approved budget vs expenditures as at 30/09/ 2013 by appropriation line

Appendix VII – Major UIS publications in 2013

Appendix VIII – Major meetings/conferences/workshops organized by UIS staff in 2013

Appendix VIII – List of UIS employees as of 31 October 2013

Appendix IX – UIS organizational chart (as of 31 October 2013)

**Appendix I – List of acronyms used in the report**

ALECSO	Arab League Educational, Cultural and Scientific Organization
AU	African Union
CIDA	Canadian International Development Agency
CLT	Culture unit of the UIS
DPSS	Data Processing, Standards and IT Services section of the UIS
EFA/MDG	Education for All / Millennium Development Goals
EIDA	Education Indicators and Data Analysis section of the UIS
EMIS	Education Management Information System
ESCAP	Economic and Social Commission for Asia and the Pacific
ECLAC	Economic Commission for Latin America and the Caribbean
GEFI	Global Education First Initiative of the UN Secretary-General
GPE	Global Partnership for Education
ICT	Information and Communication Technology
IIEP	International Institute for Educational Planning
ILO	International Labour Organization
INES	Indicators of Education Systems
ISCED	International Standard Classification of Education
KERIS	Korea Education and Research Information Service
LAC	Latin America and the Caribbean
LAMP	Literacy Assessment and Monitoring Programme
LMTF	Learning Metrics Task Force
LO	Learning Outcomes section of the UIS
MLA	Main Line of Action
NEPAD	New Partnership for Africa's Development
OECD	Organization for Economic Co-operation and Development
OOSCI	Global Initiative on Out-of-School Children
R&D	Research and Development
RICYT	Network on Science and Technology Indicators – Ibero-American and Inter-American
SCB/FC	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
SEAMEO	Southeast Asian Ministers of Education Organization
STI	Science, Technology and Innovation
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UOE	UIS-OECD-Eurostat

## **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 2013 for all regular and extra-budgetary activities. The amounts are shown in USD.

### **UNESCO Financial Allocation**

The financial allocation provided by UNESCO to UIS. For the biennium 2012 – 2013 it amounted to USD 6,298,700 and for the biennium 2014 – 2015 it is projected at USD 7,598,700.

### **Voluntary Contributions**

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

### **Contracts**

This category includes all the contracts and Memorandum of Understanding (MoU) that the UIS has with different governments and international organizations.

### **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, including currency fluctuations and inflation costs.

**Appendix III – Revised appropriation resolution 2013**

## UIS/GB/XV/2013 Appropriation Resolution

(a) For the financial period 2013 the sum of US\$ **11,526,168** is appropriated as follows:

<b>Appropriation Line:</b>	<b>Amount in US\$</b>
<u>Title</u>	
1. Education Indicators & Data Analysis	3,024,320
2. Data Processing & Standards	2,330,300
3. Statistical Capacity Building & Field Coordination	1,179,850
4. Statistical & Technology, Culture & Communication Stat.	1,427,210
5. Learning Outcomes	627,200
<b>TOTAL , PROGRAMME OPERATIONS</b>	<b>8,588,880</b>
 Governing Board	 52,000
General Administration	1,991,588
<b>TOTAL, GOV. BOARD AND GEN. ADM.</b>	<b>2,043,588</b>
Directorate - Fundraising activities and public information	893,700
<b>GRAND TOTAL, APPROPRIATION 2013</b>	<b>11,526,168</b>

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

**Sources of Financing**

UNESCO Financial Allocation	3,149,350
Voluntary & other contributions and contracts	6,809,600
Miscellaneous income	-36,200
Savings on prior periods obligations	14,000
Adjustment to reserve and Fund Balances	-384,169
Carry-over from previous year	5,211,774
<b>GRAND TOTAL, RESOURCES FOR 2013</b>	<b>14,764,355</b>

(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 2013 up to the amount appropriated under (a) on the understanding that, as stipulated in Article 4.4 of the Financial Regulations, obligations and expenditures should remain within the level of the actual resources that become available.

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

- (f) The Director is authorized to make transfers between appropriation lines in excess of the percentage indicated in (e) above with the prior approval of the Governing Board.
- (g) In urgent and special circumstances, when an immediate action becomes imperative, the Director may make transfers exceeding the percentage indicated in (e) above, but not exceeding the sum of US\$ 50 000, between appropriation lines, informing the Members of the Governing Board in writing, at the session following such action, of the details of the transfers and the reasons for them.
- (h) The Director is authorized to receive funds or assistance in kind from governments, international, regional or national organizations, governmental or non-governmental institutions and other bodies as well as from individuals, for the implementation of programmes, projects or other activities consistent with the aims, policies and activities of the UIS and of UNESCO and to incur obligations for such activities in accordance with the Regulations of the Special Account of the UIS and/or the Regulations and Rules of UNESCO and the agreements made with the donors.
- (i) In accordance with UIS/PPC/VI/Resolution 1, the Director is authorized to transfer the equivalent of 5 per cent of the staff costs (payroll) of the financial period to a Stabilisation Reserve Account to be used exclusively for the payment of termination or separation benefits to departing staff members of the UIS, on the understanding that before the payment is made the corresponding amount shall be transferred from the Stabilisation Reserve Account to the staff costs budget code of the year in which the payment shall be made.
- (j) The Director is authorized, when the payment of expected funds is delayed for unforeseen reasons or circumstances, to transfer to programme costs the necessary funds from the Stabilisation Reserve Account in order to ensure the continuation of programmes and projects, on the understanding that the amount so transferred is returned to the Account in the same financial period and/or, at the latest, during the ensuing two consecutive financial periods.

## Appendix IV – Resources and expenditure in the UIS special account for 2012-2013

Amounts in US\$000

Regular and Extra-budgetary Programmes	2012		2013 Estimate		2013-2012 Difference	
	Actual	at 30/09/2013	PPC Appr.Res.	Amount	%	
Source	(1)	(2)	(3)	(4)=(2)-(1)	(5)=(4)/(1)	
<b>A. UIS SPECIAL ACCOUNT</b>						
<b><u>I. GENERAL INCOME</u></b>						
UNESCO Financial Allocation	3,149.4	3,149.4	3,149.4	-	0.0%	
Voluntary Contributions	6,399.4	6,725.7	3,652.0	326.4	5.1%	
<b>TOTAL GENERAL INCOME</b>	<b>9,548.7</b>	<b>9,875.1</b>	<b>6,801.4</b>	<b>326.4</b>	<b>3.4%</b>	
<b><u>II. CONTRACTS and MOU</u></b>						
W.H.O.	-	53.9	53.9	53.9	-	
UNDP	-	30.0	30.0	30.0	-	
<b>TOTAL CONTRACTS &amp; MOUs</b>	<b>-</b>	<b>83.9</b>	<b>83.9</b>	<b>83.9</b>	<b>-</b>	
<b>TOTAL GENERAL, CONTRACTS AND MOU INCOME</b>	<b>9,548.7</b>	<b>9,958.9</b>	<b>6,885.2</b>	<b>410.2</b>	<b>4.3%</b>	
<b><u>III. OTHER INCOME</u></b>						
Reimbursement of Services	2.4	2.5	1.9	0.1	5.4%	
Currency Exchange Adjustment	81.7	-75.0	100.0	-156.7	-191.8%	
Other Income	9.5	4.1	40.0	-5.4	-56.8%	
Interest from Banks and UNESCO	40.4	32.2	40.0	-8.2	-20.4%	
<b>TOTAL OTHER INCOME</b>	<b>134.0</b>	<b>-36.2</b>	<b>181.9</b>	<b>-170.2</b>	<b>-127.0%</b>	
<b>SUB-TOTAL UIS SPECIAL ACCOUNT</b>	<b>9,682.8</b>	<b>9,922.7</b>	<b>7,067.1</b>	<b>240.0</b>	<b>2.5%</b>	
<b><u>IV. OTHER RESOURCES</u></b>						
Liquidation of previous years' obligations	24.7	14.0	20.0	-10.7	-43.3%	
Transfer to Stabilization Reserve Account	-258.6	-250.0	-280.0	8.6	-3.3%	
Transfer to EC (unspent funds EMIS Angola project)	-	-134.2	-134.2	-134.2	-	
Reserves & Fund Balances on 1 January	8,160.2	5,211.8	5,211.8	-2,948.4	-36.1%	
<b>TOTAL OTHER RESOURCES *</b>	<b>7,926.3</b>	<b>4,841.6</b>	<b>4,817.6</b>	<b>-3,084.7</b>	<b>-38.9%</b>	
<b>TOTAL UIS SPECIAL ACCOUNT *</b>	<b>17,609.1</b>	<b>14,764.4</b>	<b>11,884.8</b>	<b>-2,844.7</b>	<b>-16.2%</b>	
<b>B. EXPENDITURE</b>						
<b><u>I. PROGRAMME OPERATIONS</u></b>						
Education Indicators & Data Analysis	2,953.4	3,024.3	3,133.1	70.9	2.4%	
Data Processing & Standards	2,259.1	2,330.3	2,312.2	71.2	3.2%	
Statistical Capacity Building/FCU	1,972.8	1,179.9	1,228.6	-792.9	-40.2%	
Statistical & Technology, Culture & Comm. Stat.	1,443.7	1,427.2	1,575.1	-16.5	-1.1%	
Learning Outcomes	884.3	627.2	634.1	-257.1	-29.1%	
<b>TOTAL PROGRAMME OPERATIONS</b>	<b>9,513.3</b>	<b>8,588.9</b>	<b>8,883.0</b>	<b>-924.4</b>	<b>-9.7%</b>	
<b><u>II. GOV. BOARD, DIRECTORATE AND GEN. ADMIN.</u></b>						
Governing Board	42.4	52.0	52.0	9.6	22.7%	
General Administration	1,987.2	1,991.6	2,049.4	4.4	0.2%	
Directorate - Fundraising Activities and Public Information	854.4	893.7	900.2	39.3	4.6%	
<b>TOTAL GOV. BOARD AND GEN. ADMIN.</b>	<b>2,884.0</b>	<b>2,937.3</b>	<b>3,001.6</b>	<b>53.3</b>	<b>1.8%</b>	
<b>TOTAL, EXPENDITURE I &amp; II</b>	<b>12,397.3</b>	<b>11,526.2</b>	<b>11,884.6</b>	<b>-871.1</b>	<b>-7.0%</b>	
Reserve Balance	5,211.8	3,238.2	0.1	-1,973.6	-37.9%	
Add: the Stabilization Fund	2,196.8	2,361.4	2,395.0	164.7	7.5%	
<b>BALANCE AT YEAR END - RESERVE AND STABILIZATION FUND</b>	<b>7,408.6</b>	<b>5,599.6</b>	<b>2,395.1</b>	<b>-1,808.9</b>	<b>-24.4%</b>	

\* does not include stabilization fund

## Appendix V – Resources in UIS special account and UNESCO decentralized funds: 2012 certified accounts, 2013 estimate as of 30.09.2013 and 2013 PPC estimate

Amounts in US\$000

Regular and Extra-budgetary Programmes							
Source	2012 Actual (1)	2013 Estimate as of 30/09/2013 (2)	Share %	2013-2012 Increase/ (Decrease) (3)=(2)-(1)	2013 PPC as of 30/04/2013 (4)	Share %	Increase/ (Decrease) (5)=(4)-(3)
<b>A. UIS SPECIAL ACCOUNT</b>							
<b>I. GENERAL INCOME</b>							
<b>UNESCO Financial Allocation</b>	<b>3,149.4</b>	<b>3,149.4</b>	<b>18.4%</b>	<b>-</b>	<b>3,149.4</b>	<b>22.1%</b>	<b>-</b>
Voluntary Contributions							
Canada & Quebec	1,220.1	1,225.5	7.2%	5.4	1,205.4	8.4%	20.0
Canada (CIDA)	1,009.1	-	0.0%	-1,009.1	-	0.0%	-
Norway	715.8	834.3	4.9%	118.5	687.9	4.8%	146.4
Denmark	225.0	-	0.0%	-225.0	-	0.0%	-
Finland	398.7	258.7	1.5%	-140.0	258.7	1.8%	-
Netherlands	-	-	0.0%	-	-	0.0%	-
Australia	999.8	-	0.0%	-999.8	-	0.0%	-
United Kingdom (DFID)	-	564.5	3.3%	564.5	-	0.0%	564.5
Other							
World Bank (GPE)	-	2,342.7	13.7%	2,342.7	-	0.0%	2,342.7
World Bank (Contribution under Window 1)	1,500.0	1,500.0	8.8%	-	1,500.0	10.5%	-
Hewlett Foundation	330.9	-	0.0%	-330.9	-	0.0%	-
<b>Total Voluntary Contributions</b>	<b>6,399.4</b>	<b>6,725.7</b>	<b>39.3%</b>	<b>326.4</b>	<b>3,652.0</b>	<b>25.6%</b>	<b>3,073.7</b>
<b>TOTAL GENERAL INCOME</b>	<b>9,548.7</b>	<b>9,875.1</b>	<b>57.7%</b>	<b>326.4</b>	<b>6,801.4</b>	<b>47.6%</b>	<b>3,073.7</b>
<b>II. CONTRACT AND MOU INCOME</b>							
Contracts							
WHO	-	53.9	0.3%	53.9	53.9	0.4%	-
UNDP	-	30.0	0.2%	30.0	30.0	0.2%	-
<b>Total Contracts</b>	<b>-</b>	<b>83.9</b>	<b>0.2%</b>	<b>83.9</b>	<b>83.9</b>	<b>0.6%</b>	<b>-</b>
<b>TOTAL GEN. &amp; CONTRACT/MOU INCOME</b>	<b>9,548.7</b>	<b>9,958.9</b>	<b>58.2%</b>	<b>410.2</b>	<b>6,885.2</b>	<b>48.2%</b>	<b>3,073.7</b>
<b>III. OTHER INCOME</b>							
Reimbursement of Services	2.4	2.5	0.0%	0.1	1.9	0.0%	0.6
Sale of Publications	-	-	0.0%	-	-	0.0%	-
Currency Exchange Adjustment	81.7	-75.0	-0.4%	-156.7	100.0	0.7%	-175.0
Other Income	9.5	4.1	0.0%	-5.4	40.0	0.3%	-35.9
Interest from Banks and UNESCO	40.4	32.2	0.2%	-8.2	40.0	0.3%	-7.8
<b>TOTAL OTHER INCOME</b>	<b>134.0</b>	<b>-36.2</b>	<b>-0.2%</b>	<b>-170.2</b>	<b>181.9</b>	<b>1.3%</b>	<b>-218.1</b>
<b>SUB-TOTAL UIS INCOME SPECIAL AC-NT</b>	<b>9,682.8</b>	<b>9,922.7</b>	<b>57.9%</b>	<b>240.0</b>	<b>7,067.1</b>	<b>49.5%</b>	<b>2,855.6</b>
<b>IV. OTHER RESOURCES</b>							
Liquidation of Previous Years' Obligations	24.7	14.0	0.1%	-10.7	20.0	0.1%	-6.0
Transfer to Stabilization Reserve Account	-258.6	-250.0	-1.5%	8.6	-280.0	-2.0%	30.0
Transfer to EC (unspent funds EMIS Angola Project)	-	-134.2	-0.8%	-134.2	-134.2	-0.9%	-
Reserves & Fund Balances on 1 January	8,160.2	5,211.8	30.4%	-2,948.4	5,211.8	36.5%	-
Operating Reserve (Stabilization Fund)	2,196.8	2,361.4	13.8%	164.7	2,395.0	16.8%	-33.5
<b>TOTAL OTHER RESOURCES</b>	<b>10,123.1</b>	<b>7,203.1</b>	<b>42.1%</b>	<b>-2,920.1</b>	<b>7,212.6</b>	<b>50.5%</b>	<b>-9.5</b>
<b>TOTAL RESOURCES: UIS SPECIAL AC-NT</b>	<b>19,805.9</b>	<b>17,125.8</b>	<b>100.0%</b>	<b>-2,680.1</b>	<b>14,279.7</b>	<b>100.0%</b>	<b>2,846.1</b>
<b>B. UNESCO DECENTRALIZED FUNDS</b>							
UNESCO Emergency Fund	-	750.0		750.0	750.0		-
Japanese Funds-in-Trust Project (JTIF)	-	122.8		122.8	188.8		-66.0
Other Decentralized Funds	-	144.7		144.7	137.9		6.8
<b>TOTAL DECENTRALIZED FUNDS</b>	<b>-</b>	<b>1,017.6</b>		<b>1,017.6</b>	<b>1,076.7</b>		<b>-59.1</b>
<b>GRAND TOTAL: UIS MANAGED FUNDS*</b>	<b>19,805.9</b>	<b>18,143.4</b>		<b>-1,662.5</b>	<b>15,356.5</b>		<b>2,786.9</b>

\* Certified Accounts exclude decentralized funds



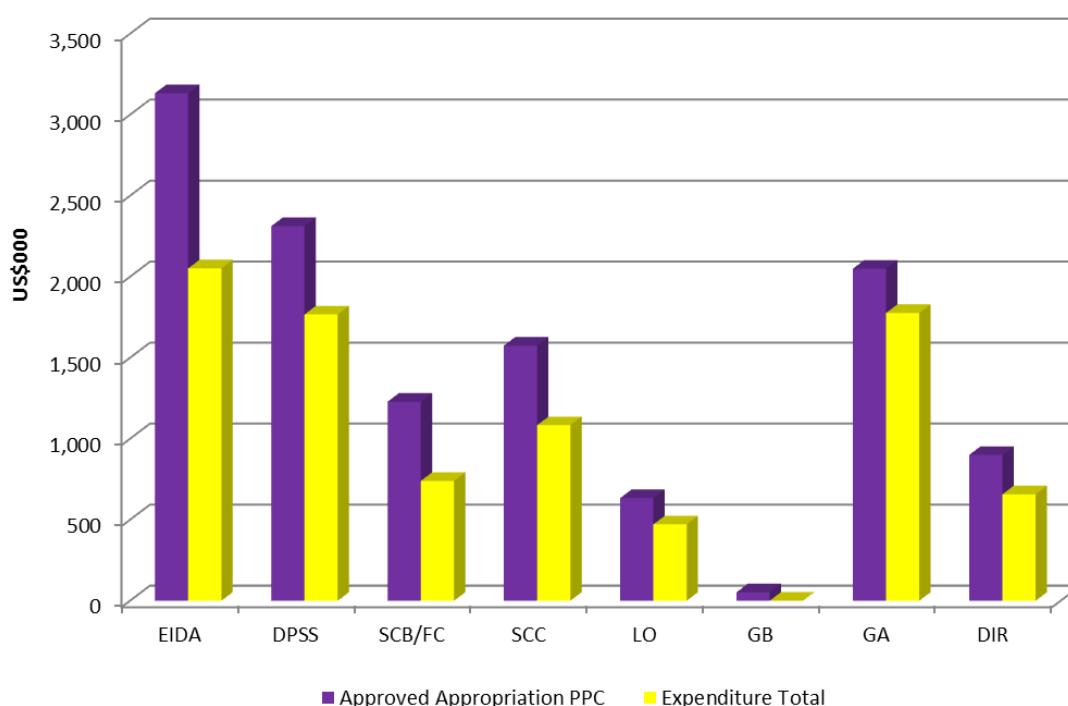
## Appendix VI - 2013 PPC approved budget vs expenditures as at 30/09/ 2013 by approp. line

Amounts in US\$000

Appropriation Lines	Approved Appropriation PPC	Expenditure			Available Balance	Expenditure Rate
		Activity	Staff Costs	Total		
<b>I. PROGRAMME OPERATIONS</b>						
1. Education Indicators & Data Analysis	3,133.1	730.7	1,320.6	2,051.4	1,081.7	65.5%
2. Data Processing & Standards	2,312.2	483.4	1,283.8	1,767.2	544.9	76.4%
3. Statistical Capacity Building & Field Coordination	1,228.6	499.3	240.0	739.3	489.3	60.2%
4. Statistical & Technology, Culture & Communication Stat.	1,575.1	352.9	730.4	1,083.3	491.8	68.8%
5. Learning Outcomes	634.1	122.8	348.7	471.5	162.6	74.4%
<b>Sub-Total I</b>	<b>8,883.0</b>	<b>2,189.2</b>	<b>3,923.5</b>	<b>6,112.7</b>	<b>2,770.3</b>	<b>68.8%</b>
<b>II. GOVERNING BOARD AND GENERAL ADMINISTRATION</b>						
6. Governing Board	52.0	0.4	-	0.4	51.6	0.8%
7. General Administration *	2,049.4	1,037.1	739.2	1,776.3	273.1	86.7%
<b>Sub-Total II</b>	<b>2,101.4</b>	<b>1,037.5</b>	<b>739.2</b>	<b>1,776.7</b>	<b>324.7</b>	<b>84.5%</b>
<b>III. DIRECTORATE</b>						
8. Fundraising Activities and Public Information	900.2	120.0	536.5	656.6	243.6	72.9%
<b>Sub-Total III</b>	<b>900.2</b>	<b>120.0</b>	<b>536.5</b>	<b>656.6</b>	<b>243.6</b>	<b>72.9%</b>
<b>TOTAL EXPENDITURE UIS SPECIAL ACCOUNT</b>	<b>11,884.6</b>	<b>3,346.7</b>	<b>5,199.3</b>	<b>8,546.0</b>	<b>3,338.6</b>	<b>71.9%</b>

\* does not include stabilization fund

PPC Approved Budget vs. Expenditures as at 30 September 2013



## Appendix VII – Major UIS publications in 2013

*Uso de TIC en Educación en América Latina y el Caribe: Análisis regional de la integración de las TIC en la educación y de la aptitud digital (e-readiness)* – Spanish version

*The Media Landscape in 54 Countries: Country Profiles from the 2011 and 2012 UIS Pilot Surveys* – English

*Mesurer la Participation Culturelle*, Manuel No 2 du Cadre de l'UNESCO pour les statistiques culturelles de 2009 – French version

*Toward Universal Learning: Recommendations from the Learning Metrics Task Force* – English, French, Spanish and Russian (Arabic forthcoming)

*Toward Universal Learning: A Global Framework for Measuring Learning*, Report No. 2 of 3 of the Learning Metrics Task Force, July 2013 – English

*Toward Universal Learning: What Every Child Should Learn*, Report No. 1 of 3 of the Learning Metrics Task Force, February 2013 – English

*Nunca es Tarde para Volver a la Escuela: Resultados de la Encuesta del UIS sobre Programas de Educación de Adultos y Alfabetización en América Latina y el Caribe*, UIS Information Paper No. 15 – Spanish

*Emerging Markets and the Digitalization of the Film Industry: An Analysis of the 2012 UIS International Survey of Feature Film Statistics*, UIS Information Paper No. 14 – English

*Information and Communication Technology (ICT) in Education in Five Arab States: A Comparative Analysis of ICT Integration and e-Readiness in Schools in Egypt, Jordan, Oman, Palestine and Qatar*, UIS Information Paper – English and Arabic

*Summary Report of the 2012 UIS Innovation Metadata Collection*, UIS Information Paper – English

*Adult and Youth Literacy: National, Regional and Global Trends, 1985-2015*, UIS Information Paper – English

*A Guidebook of Broadcast and Newspaper Indicators*, UIS Technical Paper No. 10 – English

*A Teacher for Every Child: Projecting Global Teacher Needs from 2015 to 2030*, UIS Fact Sheet No. 27 – English and French

*Adult and Youth Literacy*, UIS Fact Sheet No. 26 – English and French

*Schooling for Millions of Children Jeopardised by Reductions in Aid*, UIS Fact Sheet No. 25 – English, French and Spanish

*Feature Film Diversity*, UIS Fact Sheet No. 24 – English and French

**Appendix VIII – Major meetings/conferences/workshops organized by UIS staff in 2013****January**

Meeting of the Learning Metrics Task Force Measures and Methods Working Group	Montreal, Canada
---	------------------

**March**

UIS Exhibit at the 57 <sup>th</sup> Conference of the Comparative and International Education Society	New Orleans, U.S.A.
---	------------------------

**April**

Site visit by Chinese Delegation for Science, Technology and Innovation Statistics	Montreal, Canada
--	------------------

Screening of “Girl Rising” documentary for Montreal NGOs and academia	Montreal, Canada
---	------------------

**May**

Education Statistics Regional Workshop for Latin American WEI and UOE countries	Lima, Peru
---	------------

UIS/UNICEF Joint Out-of-School-Children Initiative Workshop	Kathmandu, Nepal
---	------------------

Regional Workshop On Education Statistics for Francophone Africa	Dakar, Senegal
--	----------------

Reception for the Global Partnership for Education	Brussels, Belgium
--	-------------------

**June**

Meeting of the Learning Metrics Task Force	Dakar, Senegal
--	----------------

Meeting of the Cultural Employment Statistics Survey Expert Group	Paris, France
---	---------------

Site visit by KERIS and NIC.Br for cooperation on ICT in Education Statistics	Montreal, Canada
---	------------------

**July**

Site visit from Beijing Academy of Education Sciences	Montreal, Canada
---	------------------

**September**

UIS/IIEP Exhibit at the 12 <sup>th</sup> UKFIET Conference on Education Development	Oxford, U.K.
---	--------------

UIS/KERIS/NIC.Br Joint Regional Workshop on ICT Statistics for Francophone Africa	Dakar, Senegal
---	----------------

Education Finance (GPE) Project Kick-Off Meeting	Montreal, Canada
--	------------------

**October**

UIS/RICYT Training Workshop on R & D Indicators	Bogota, Colombia
---	------------------

UIS Training Workshop on Culture Statistics for South and West Asia	New Delhi, India
---	------------------

**November**

UIS Regional Workshop on Education Statistics for Central and South America	Antigua, Guatemala
---	--------------------

Regional Workshop on Education Statistics for Eastern Europe and Central Asia	Istanbul, Turkey
---	------------------

## Appendix VIII – List of UIS employees as of 31 October 2013

### Duty station: Montreal, Canada

VAN DER POL, Hendrik	Netherlands	FT	KENNEDY, Alison	U.K.	FT
ABBAS, Duraïd	Canada/Iraq	SC	KERIM-DIKENI, Sirina	Canada/Togo	FT
AMOUSSOU-GUÉNOU, Wilfried	Canada/Benin	FT	KING, Simone	Canada	FT
ASSAD, Redouane	Morocco	PA	LABBE, Tina	Canada	SC
BARBOSA, Lisa	Brazil	SC	LABE, Olivier	Benin	FT
BARTON, Andrew	Canada	SC	LEGAULT, Elise	Canada	PA
BEAUDIN, Rachelle	Canada	FT	LEI, Weichen (Wilson)	Canada	SC
BELL, Sheena	Canada	SC	LI, Yonghe	Canada	SC
BIRON, Dominic	Canada	SC	LIBERMAN, Daniel	Brazil	FT
BOADÉ, Georges	Cameroon	PA	LIN, Xiaobao	P.R. of China	SC
BOUFARD, Marc	Canada	PA	LU, Weixin	Canada	FT
BUENO, Marc	Canada	PA	MARINS, Luciana	Brazil	PA
BUFFETT, Brian	Canada	FT	MIELE, Adriano	Canada	FT
CAPELLI MIGUEL, Maria Helena	Brazil	FT	MONTJOURIDÈS, Patrick	France	FT
CARDOSO FERNANDEZ, Manuel	Uruguay	FT	MORIN, Katherine	Canada	FT
CASTELLANO TOLMOS, Hugo	Canada/Peru	FT	MORROW, Jennifer	Canada	PA
CHESNEL, Mathieu	France	SC	MOTIVANS, Albert	Latvia	FT
CHIEN, Chiao-Ling	P.R. of China (Taiwan)	PA	MOUSSA, Nelly	Canada/Egypt	SC
CONTE, Luciana	Canada/Italy	SC	NEHMÉ, Sawsan	Canada/Lebanon	SC
DELOUMEAUX, Lydia	France	FT	NKWETA, Marietta	U.K.	PA
DJAFRI, Ghania	Canada/Algeria	FT	OTCHET, Amy	U.S.A.	FT
EJOV, Daniel	Canada/Russia	SC	OULD A. VOFFAL, Saïd	Mauritania	FT
EL HOURANI, Talal	Lebanon	FT	OVSYANNIKOVA, Olga	Russia	FT
EL RHARBI, Zoubida	Canada/Morocco	FT	PACIFICO, John	Canada	FT
ELMASRI, Mohamad	Canada/Lebanon/Bahrain	SSA	PATHIRAGE, Rohan	Sri Lanka	FT
FALVO, Mark	Italy	FT	PEDRO, Sandra	Canada	FT
FRANCISCO, Léandre	Canada/Benin	FT	PEETALA, Ravi	India	SC
FROSTELL, Katja	Finland	FT	PESSOA, José	Canada	FT
GAGNON, Amélie	Canada	FT	PESTINA, Simona	Canada	PA
GARCIA CALDERON, Rosario	Mexico	FT	PRATTE, Catherine	Canada	SC
GIRARDI, Lucia	Canada	FT	PRINCE, Maya	Canada/Lebanon	SC
HAJJAR, Oula	Canada/Lebanon	SC	RAKOTONARIVO, Andorinina	Madagascar	SC
HEARNE, Edward	Canada/U.K.	FT	RATOVONDRAHONA, Pascale	Madagascar	FT
HO, Tin Nam	Canada	FT	SALMI, Zahia	Canada/Morocco	FT
HUEBLER, Friedrich	Austria	PA	SARR, Mariama	Canada/Senegal	SC
ILLIDGE, Sandra	Canada	FT	SCHAAPER, Martin	Netherlands	FT
IMHOF, Adolfo	Argentina	FT	SCHWABE, Markus	Germany	PA
JEBRAYEL-MARIAMO, Rosa	Canada	FT	SELMANE, Ibrahim	Algeria	SC
JERBI, Imededdine	Tunisia	FT	SEMENTCHOUK, Ioulia	Canada/Russia	FT
SIDORENKO, Evgenia	Canada/Russia	SC	TAY-LIM, Brenda	Singapore	FT
SINGH, Anuja	Kenya	FT	TCHATCHOUA, Bertrand	Cameroon	FT

SOMOGYI, Sophia	Canada	FT	TRAN, Helene	Canada	FT
SOUMAH, Naby	Canada/Guinea	SC	VALDEZ MELGAR, Beatriz	Canada/Guatemala	FT
SOUSHKO-BORTSOV, Konstantin	Canada	SC	WALLET, Peter	Canada	SC
TALEB, Hanna	Canada/Algeria	FT	WENG, Wendy	Canada	FT
TALMAN, Andrey	Canada	SC	YAKAP, Karine	Cameroon	SC

**Duty station: Bangkok, Thailand**

ACOCA, Aurélie	Canada	PA
AEKTASAENG, Ngamnet	Thailand	SC
BAJRACHARYA, Roshan	Nepal	SC
OSBORNE, Michelle	Australia	FT/JPO
SAHAWIBOONSUK, Pirawaz	Thailand	SC

**Duty station: Dakar, Senegal**

BERNAL, Marc	France	PA
DJIBO ABDOU, Yacouba	Burkina Faso	PA
FALL DIENG, Ndeye Yacine	Senegal	NOC-3
SMUGA, Mélanie	Canada	PA

**Duty station: Dar es Salaam, Tanzania**

GITHAIGA, Monica	Kenya	PA
------------------	-------	----

**Duty station: Doha, Qatar**

ISMAIL, Yousef	Palestine	PA
----------------	-----------	----

**Duty station: Nairobi, Kenya**

VERVLOSEM, Inge	Belgium	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: 43**

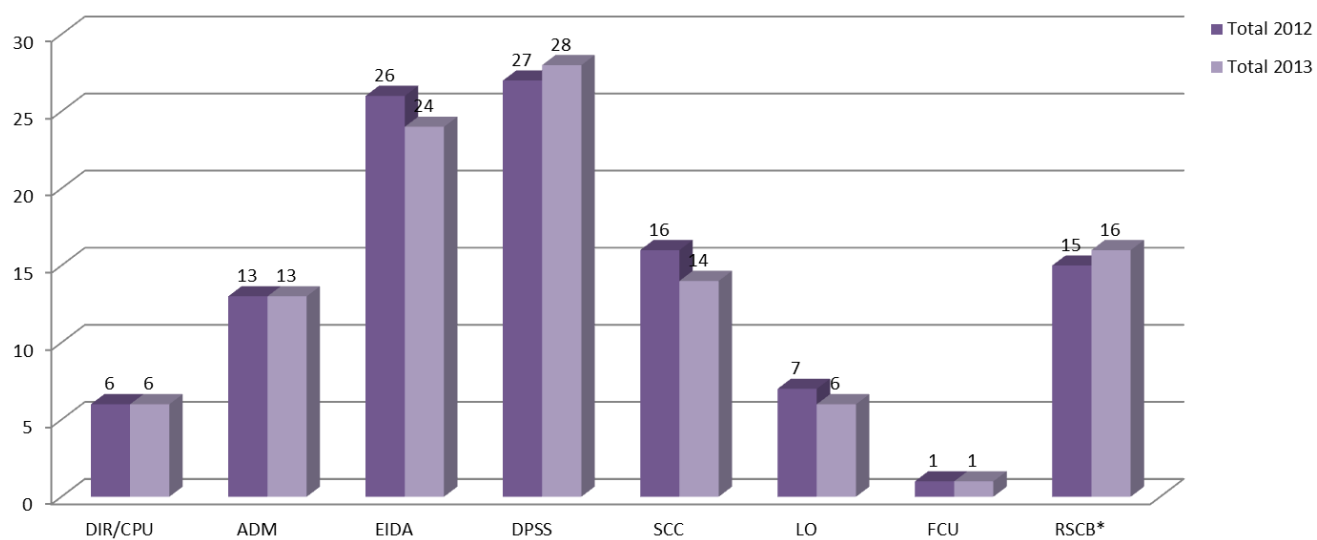
### UIS Staffing by Contract Type as at 31 October 2013

Section	2012					2013					2013-2012 Difference		
	FT	PA/ ALD	SC	SSA	Total 2012	FT**	PA	SC	SS A	Total 2013			
											Number	%	% of total
DIR/CPU	4	1	1		6	4	1	1		6	0	0%	0
ADM	7		5	1	13	7		6		13	0	0%	0
EIDA	16	5	5		26	16	4	3	1	24	-2	-8%	66.7%
DPSS	12	5	10		27	12	5	11		28	1	4%	-33.3%
SCC	8	2	3	3	16	8	2	4		14	-2	-13%	66.7%
LO	3	1	2	1	7	3		3		6	-1	-14%	33.3%
FCU	1				1	1				1	0	0%	
RSCB*		12	3		15	1	12	3		16	1	6%	-33.3%
Sub-total UIS	51	26	29	5	111	52	24	31	1	108	-3	-3%	100.0%

\* staff assigned to field locations

\*\* Including JPO

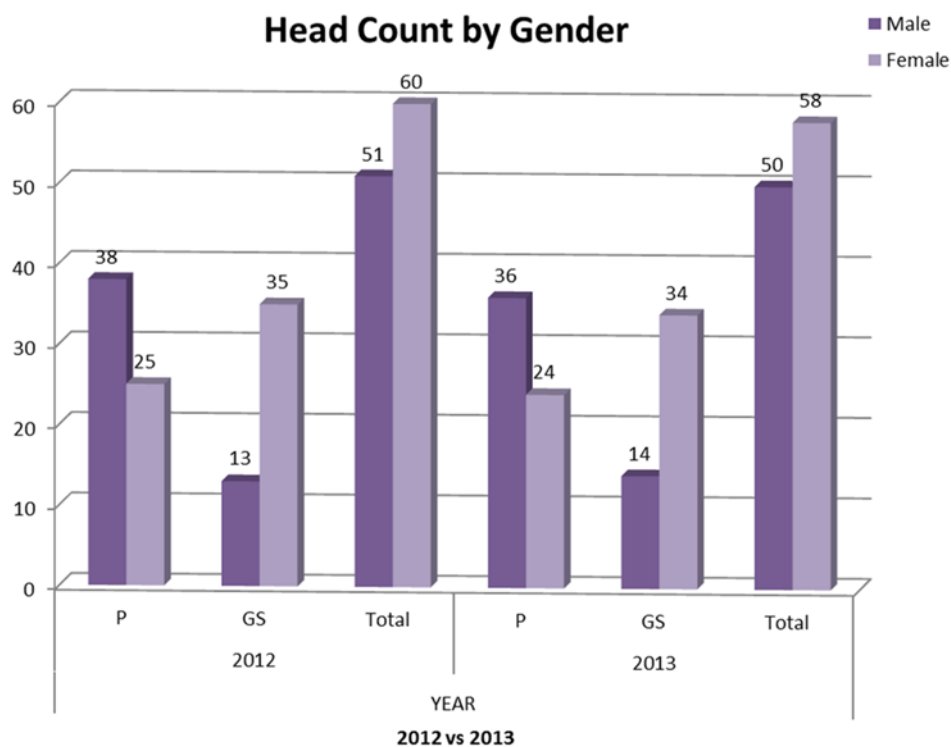
### Total Staffing by Section (2012-2013)



## Head count by Gender

Gender	YEAR						Difference		
	2012			2013			2013-2012		
	P	GS	Total	P	GS	Total	P	GS	Total
Male	38	13	51	36	14	50	-2	1	-1
Female	25	35	60	24	34	58	-1	-1	-2
Total	63	48	111	60	48	108	-3	0	-3

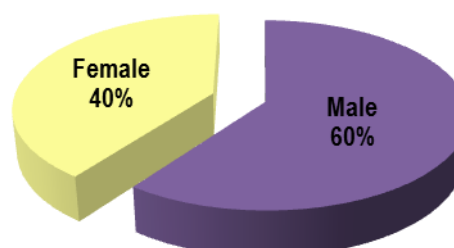
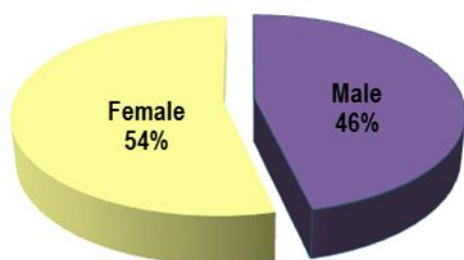
## Head Count by Gender



2012 vs 2013

Gender as % of total	2012			2013		
	P	GS	Total	P	GS	Total
Male	60%	27%	46%	60%	29%	46%
Female	40%	73%	54%	40%	71%	54%
Total	100%	100%	100%	100%	100%	100%

2013 Gender (out of 108)

2013 P Gender (out of 60)

## Appendix IX – UIS organizational chart (as of 31 October 2013)

