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REPORT ON THE ACTIVITIES OF THE INSTITUTE IN 2010

(44 pages)

CONTENTS

I. MESSAGE FROM THE DIRECTOR.....	- 3 -
II. EDUCATION DATA.....	- 5 -
III. LAMP AND ALO.....	- 9 -
IV. SCIENCE AND TECHNOLOGY STATISTICS.....	- 10 -
V. COMMUNICATION STATISTICS.....	- 12 -
VI. CULTURE STATISTICS.....	- 13 -
VII. DATA PROCESSING, STANDARDS AND STATISTICAL SYSTEMS.....	- 14 -
VIII. CAPACITY BUILDING AND FIELD COORDINATION.....	- 16 -
A. ARAB STATES.....	- 17 -
B. ASIA AND THE PACIFIC.....	- 17 -
C. LATIN AMERICA AND THE CARIBBEAN.....	- 19 -
D. AFRICA.....	- 20 -
IX. REPORTING ITEMS.....	- 21 -
A. FINANCE.....	- 21 -
B. HUMAN RESOURCES.....	- 24 -
C. BUILDING AND SECURITY.....	- 26 -
X. APPENDICES.....	- 27 -

I. MESSAGE FROM THE DIRECTOR

On 20 October 2010, the UIS celebrated the first World Statistics Day by organizing an 'open house' for students and professors at universities in Montréal, Québec and Ottawa. It was an excellent opportunity to recognize the integrity and professionalism of statisticians working across the globe who provide the data that governments, international organizations, researchers, journalists, and the public at large have come to trust and rely on.

Some thirty years ago, the main problem facing statisticians and analysts was a lack of data. Today, we are faced with an overload of information. Statistics on the same issue – from child mortality to secondary school completion rates – are collected through censuses, household surveys, labour surveys and learning assessments. Very often, these data sources provide conflicting information. How should statisticians evaluate these sources in order to identify the statistics that best reflect a particular situation or policy issue?

The answer lies in the professionalism of statisticians. Do they sufficiently understand the underlying data to select the most policy-relevant indicators? Are they influenced by ideological considerations or do they remain focused on the results of data collections? In short, do they employ the highest ethical and professional standards?

The reputation of the UIS depends on the quality of its data. And the quality of our data ultimately depends on the professionalism of our staff and the regular investments made by the Institute as a whole to improve its survey instruments, methodologies and procedures.

In 2010, the Institute started several new initiatives to enhance the quality of its statistical products and services. To begin with, the new UIS website will be launched in December. The new site was designed to improve the visibility of the Institute and to facilitate access to its diverse statistical outputs.

Our assistance to national statisticians increased considerably in 2010 due to the presence in the field of more than 20 professional statisticians. This network has helped to improve survey-response rates and data coverage which are important elements in efforts to improve data quality.

The UIS has also made significant investments to develop statistics on key policy issues in the field of education. In particular, the UIS now employs programme specialists in: higher education; education finance; technical and vocational training; censuses and household surveys; teachers; education attainment; and the quality of education.

The UIS faces considerable pressure from global and regional data users to increase the collection of new data. However, new data collections can imply an unsustainable burden on the part of the national statisticians who respond to UIS questionnaires. The UIS must therefore develop mechanisms to balance the respective needs and capacities of data users and providers.

For example, over the past year, the Institute has been developing a modular approach to collecting education data. For each annual survey, all countries will be asked to respond to a core

questionnaire that will change very little over time. The UIS will also send all survey respondents a thematic questionnaire on a specific topic that will change each year. In addition, certain regions will receive a third region-specific questionnaire that is designed to gather information on key policy issues affecting those countries, such as the impact of HIV/AIDS on education in sub-Saharan Africa. This modular approach is intended to broaden the range of UIS indicators while respecting the constraints facing national statisticians. In 2011, the Institute will be piloting regional questionnaires for sub-Saharan Africa and for Latin America and the Caribbean. In 2012, the UIS will begin piloting the thematic questionnaire.

The activities described above require increasing expenditures by the UIS. In 2010, the Institute experienced its first reduction in financial reserves. A further reduction is expected in 2011. In response, the Institute will begin a campaign to mobilize new resources with the aim of establishing agreements with new donors in 2012. It should be noted that the UIS deliberately refrained from seeking new sources of funding over the past two years in order to effectively manage existing resources.

Given the large increases in the UIS budget, management is a central element in the priority to improve data quality. In this light, I am proud to be able to present the initial results of the Institute's first audit which took place in August/September 2010. The conclusions of this draft report are very favourable for the Institute. The report also shows that the large increase in our budget is almost exclusively devoted to programme activities. In fact, UIS overhead costs have remained stable in absolute terms. This means that the actual share of budgetary resources devoted to overhead have been reduced from 24% to 15% between 2005 and 2010.

Over the past year, there have also been many changes at UNESCO Headquarters. In particular, the Director-General, Irina Bokova, has appointed new ADGs for each of the sectors since July 2010. The UIS is maintaining close contact with Paris to reinforce collaboration on new initiatives and policies.

Finally, it is my great pleasure to welcome the new Members of the UIS Governing Board. It is an honour to have such distinguished experts join our discussions on how to improve the quality of statistics on education, communication, culture, and science and technology.

I invite you to review the current report of the UIS 2010 activities and refer to document UIS/GB/XII/5 for the information regarding the work plans for the coming years as well as 2011 budget proposal. For your convenience, the list of acronyms used in this report can be found in Appendix I.

II. EDUCATION DATA

Education data dissemination

The education database in the UIS Data Centre was updated three times in 2010 (January, May and October) according to the planned schedule. Relevant reference data for 2008 and regional averages were released in May and provided in advance to key international statistical reports, such as the World Development Indicators report (World Bank); the Human Development Report and the education component of the Human Development Index (UNDP); State of the World's Children report (UNICEF) and others. Particular attention was given to EIDA's contribution to the UN's official MDG progress report due to the high profile MDG summit held in September.

The UIS, as in previous years, provided the data for the statistical annex and key indicators that are used to monitor progress in the 2011 EFA Global Monitoring Report, which will be released in February 2011. At the regional level, the UIS provided education statistics for annual reporting by PREAL in Latin America, the Asian Development Bank, UNDP regional reports and EFA-Info in Asia.

As part of the October data release, the UIS prepared more timely indicators for 83 countries – in many cases – for the 2009 reference school year. In addition, educational attainment data were published in the Data Centre for first time in 2010.

Regional and modular education data collection

Development work has begun on the design of regional and modular questionnaires. EIDA has consulted with regional stakeholders and defined the contents for a pilot survey which will begin in 2011 in two regions: sub-Saharan Africa and Latin America and the Caribbean. This introduces more flexible approaches to respond to the data needs of national and regional stakeholders. The project represents an initially modest but significant shift in the work of EIDA which also has implications for the Data Processing and IT Teams.

Education data analysis

The 2010 *Global Education Digest* was released in September just before the Millennium Summit in New York. The analytic chapter focuses on gender and education across all education levels. This edition relied on the participation of an external analytic team, which included recognized gender specialists who helped to reinforce contextualization and analysis of the data and policy issues. The Digest has been disseminated widely, both in print and electronic formats. The 2011 Digest is tentatively planned to focus on education efficiency and quality.

In addition, the UIS provided analytical contributions to the EFA Global Monitoring report concerning: long-term education trends in conflict countries, out-of-school children and the demand for teachers.

An education finance report focusing on sub-Saharan Africa has been drafted in collaboration with IIEP and Pole de Dakar and is being prepared for dissemination in early 2011. The report takes

stock of the overall current situation of education financing in the region and examines key policy issues, including: trade-offs among levels of education between quality and quantity; and private sector involvement. It aims to provide countries with a solid platform of data on education financing as well as an analytical discussion that can be used for their policy-making.

In collaboration with the UNESCO Education Sector, the UIS is producing an education atlas on gender disparities, which will be released in the spring of 2011. The UIS is providing statistical tables, maps, graphics and analysis based on findings from the 2010 *Global Education Digest*.

International Standard Classification of Education (ISCED)

The UIS has completed proposals for a revision of ISCED which it plans to present to Member States for approval during the UNESCO General Conference in 2011. The proposals were developed in close collaboration with the OECD, Eurostat and members of the ISCED Technical Advisory Panel based on feedback from a series of regional expert meetings held in 2009 and 2010. The draft text is now the subject of a global consultation launched in Paris at the end of May. The deadline for comments was 31 October 2010.

The UIS invited education ministers in all Member States via their Permanent Delegations and National Commissions to participate in the consultation. In addition, the proposals were circulated to: all national statistical offices (via the UN Statistical Division); interested international agencies; members of the UN Expert Group on Social and Economic Classifications; members of the ISCED Technical Advisory Panel; national and regional experts who were invited to the ISCED regional meetings; UNESCO staff throughout the world; and national contacts responsible for submitting data on education, literacy or educational attainment to the UIS, OECD and Eurostat.

Initial responses are generally very supportive of the proposals. The editorial group of the ISCED Technical Advisory Panel will review the comments and adjust the draft text when it meets in mid-December in Luxembourg for final approval by the Panel in early 2011.

While the priority in 2010 has been to finalize the revision proposals, work has continued on the publication of national ISCED mappings. Over the past year, 40 new ISCED mappings and 18 updated ISCED mappings were published on the UIS website. Efforts are being made to ensure that all country ISCED mappings are available in a centralized webpage (www.uis.unesco.org/publications/iscedmaps), including WEI and UOE ISCED mappings. There are currently over 100 mappings on the UIS website with a further 15-20 expected by the end of 2010.

Harmonization of education data from surveys and population censuses

The UIS is now part of the Management Group of the International Household Survey Network (IHSN), which is associated with PARIS21. In particular, the Institute is responsible for the education component of IHSN Question Bank.

Improving education finance statistics

Two new capacity-building initiatives have been launched and a data review exercise was completed for the sub-Saharan Africa region, where finance data are rarely reported to the UIS. An electronic tool was developed within the framework of the UIS data plan in order to facilitate the regular reporting of the UIS finance questionnaire. This tool, which had been piloted in Botswana and Sierra Leone, supports regular submissions of finance data by ensuring all key elements of data are captured and reported in an accountable and reproducible manner.

An education finance capacity-building project was extended, in collaboration with the World Bank and Pole de Dakar, to five new countries in Southern and Eastern Africa: Gambia, Ghana, Kenya, Malawi and Rwanda. The project aims to enable national teams to regularly report and analyze finance-related data and indicators by setting up country-specific guidelines. Initial missions will be conducted at the end of 2010 in the Gambia and Rwanda. A review of experiences in Central and West African countries is scheduled for 2011.

The UIS has completed an exercise to translate finance data collected through national education sector reviews into indicators that follow definitions and coverage for inclusion in the UIS database. This has contributed to improvements in the coverage and quality of 25% of indicators for sub-Saharan Africa between 1999 and 2007.

Regional and national workshops

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

In 2010, EIDA conducted or took part in three regional workshops on education statistics which were held in Southern and Eastern Africa (Windhoek, Namibia) for 22 countries and 50 national statisticians; Asia World Education Indicators countries (Kuala Lumpur, Malaysia) for 7 countries and 14 national statisticians; and in the Arab States (Dubai-UAE) for 7 countries and 17 statisticians.

EIDA conducted four national workshops or site visits, which provide more detailed and intensive training to groups of national statisticians and Ministry of Education staff. In 2010, national workshops were held in China, Libya, Turkmenistan and Qatar. The UIS completed data plans in 2010 for: Bangladesh, Cameroon, Democratic Republic of the Congo, Gambia, Mongolia, Montenegro, Nepal and Puerto Rico. More detailed information on training workshops and data plans can be found in the Field Staff Coordination section of this report.

Data plans are considered to be a central element of the UIS strategy to improve data quality and sustainable reporting. The UIS is now reviewing the data plan methodology in light of the accumulated experience in countries.

Educational attainment and literacy data

In 2010, the UIS was able to increase the coverage of literacy data to 146 countries compared to 121 in 2009; and from 91 to 119 countries in 2009 for educational attainment data. An imputation method to generate estimates of the adult literacy rate from survey data with partial population coverage was developed and data were produced for a new indicator on the literacy rate of the elderly population (65+ years), which will be published in the UIS Data Centre. Updated estimates of national, regional and global illiterate populations were presented in a fact sheet distributed widely for International Literacy Day (8 September 2010).

Outreach to the international community

The UIS aims to reach different groups of stakeholders: data providers (e.g., official statistics community) and data users (e.g., the international development community, academic researchers, national policy-makers).

To this end, the UIS is helping to further develop indicators used to monitor the education targets of the MDGs, while contributing data to related global and regional reports. In 2010, the UIS participated in three regional workshops intended to improve the transparency of international methodologies among national statisticians. The UIS has also been an active contributor to UN meetings on gender statistics and reaching out-of-school children. Finally, the UIS regularly contributes to events organized by bilateral donors (e.g, World Bank FTI, USAID) and civil society organizations (e.g., Global Campaign for Education).

Among statistical partners, the UIS is involved in panel sessions during meetings organized by the UN Statistics Division, OECD, Eurostat, and the African Union in 2010. These meetings typically address key measurement issues related to international statistical frameworks and the development of new approaches/indicators at the global or regional level.

The UIS contributed to the workshop on MDG for the Arab States region, which was conducted by UNSD in December 2009. In addition, the UIS organized a national training workshop on education statistics in Jeddah (Saudi Arabia) at the end of October 2009 (21 participants). Another training workshop on education statistics was also organized in Bahrain (November 2009) and targeted 25 national statisticians.

Development of UIS diagnostic and planning tools

The UIS has taken steps to enhance the effectiveness of its tools to improve data quality – namely data plans and data quality assessments. For the data quality assessments a review of existing outputs has been undertaken and a special expert meeting is scheduled for December 2010 which will improve both the content and the utilization of the tool.

Measuring out-of-school children

The UIS embarked on this joint project with UNICEF in 2010. The project aims to improve the statistical information and analysis regarding out-of-school children and the factors that contribute to exclusion from schooling, and strengthen institutional capacities for implementing appropriate

statistical and monitoring methodologies.

The data collection and analysis component will include: a systematic review of data sources, including administrative records and sample surveys; a diagnostic of data collection processes; the development of baseline indicators; and identifying excluded and marginalized populations. The 21 project countries met with UNICEF and UIS staff in Istanbul to elaborate the methodology and regional approaches.

Benchmarking indicators

The UIS is collaborating with the World Bank on a multi-year programme to document the policies, structures and procedures of education systems across the world and to systematically assess the characteristics of high-performing education systems. The programme will culminate in the establishment of a permanent service dedicated to monitoring policies and education system performance which will facilitate policy research to better understand how to achieve stronger results in developing countries.

The application of the benchmarking instrument will allow countries to map their policies and achievements in comparison with others in eight key policy areas according to system performance (output and outcome measures) and system health (policies and other factors that help to determine performance). The first phase of the project in 2010 is the piloting of data collection in East Asia.

III. LAMP and ALO

Literacy Assessment and Monitoring Programme (LAMP)

In 2010, the UIS established the LAMP Global Advisory Board, comprising experts from different regions of the world. The Board met for the first time in May 2010 and provided significant input regarding the short- and long-term work programmes. The Board stressed the need to develop a regular research agenda to continuously improve the conceptual approach and tools of LAMP. In particular, it was suggested that the UIS explore the interference from writing in the test results, and the possible expansion of numeracy items to cover diverse contexts (most of the current items are market-oriented).

The UIS is now preparing to conduct the LAMP main assessment which will take place in eight countries between October 2010 and April 2011. Jordan, Mongolia, Occupied Palestinian Territory and Paraguay have already established detailed schedules for the assessment. El Salvador, Morocco, Niger, and Viet Nam are in the process of finalizing these arrangements. This will be the first international adult literacy survey to be launched in ten languages from six different linguistic families which use three different scripts.

The complete set of LAMP operational manuals and documentation has been overhauled based on analysis of the field test results and recommendations of experts. In addition, the UIS has started to review the assessment frameworks, develop new items and explore major issues related

to the reporting of LAMP data. This work will be completed during the first half of 2011 in order to provide a solid foundation for the reporting and analysis of results from the main assessment.

Over the past year, the UIS (LAMP team and field staff) has provided technical support to five countries that are preparing to launch LAMP field tests: Anguilla, India, Jamaica, Laos, and Namibia.

Assessment of Learning Outcomes

The UIS completed two major studies on learning outcomes as part of its contribution to UNESCO's International Working Group on Quality Learning. The first study identified curriculum commonalities in language and mathematics and the second study focused on "enabling conditions for school learning".

The UIS has developed and tested a prototype to compile information on national assessments and examinations. This mechanism will serve as the basis for a pilot data compilation in 2011 which would be undertaken with several partner organizations, namely the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ); the *Programme d'Analyse des Systèmes Educatifs* at the *Conférence des Ministres de l'Éducation ayant le français en partage (CONFEMEN/PASEC)*; the International Association for the Evaluation of Educational Achievement (IEA), and the *Programa de Promoción de la Reforma Educativa en América Latina y el Caribe (PREAL)*

UNESCO/IIEP and the World Bank Institute have agreed to include in their training sessions a section on the assessment of learning outcomes to be delivered by the UIS. The UNESCO/IIEP programme is mostly attended by planners from ministries of education while the World Bank Institute offers training opportunities for government officials in developing countries on diverse topics including poverty reduction, health, education and policy reform.

IV. SCIENCE AND TECHNOLOGY STATISTICS

Innovation Statistics

The production of internationally comparable statistics on innovation is a major new priority for the UIS. An assistant programme specialist was recruited in August 2010 to focus on two objectives. First, the UIS is developing a pilot survey, which will be the subject of an expert meeting in February 2011. The pilot survey will be launched in June 2011 and will involve about 20 countries that are already conducting national data collections on innovation.

In addition, the UIS is creating an inventory of innovation surveys undertaken by developing countries over the past 15 years. Cooperation agreements have been set up with key partners, such as the Organisation for Economic Co-operation and Development (OECD), Eurostat (the Statistical Office of the European Union) and the Ibero-American Network of Science and Technology Indicators (RICYT).

Data Collection and Release

The S&T dataset was updated in August 2010, based on new statistics collected from the OECD, Eurostat and RICYT. The 2010 S&T survey was sent out to respondents in early June. Over the past year, the UIS has basically doubled the amount of S&T data available to the public in the Data Centre. In the past, the Data Centre only included key indicators. It now includes raw data for 140 countries and territories. The next step in this project is to improve the availability of metadata from UIS S&T surveys.

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

Measuring R&D

The UIS has produced a new technical guide, entitled *Measuring R&D: Challenges Faced by Developing Countries*, which will be available in English, French and Spanish. The guide will serve as the basis of a draft annex being submitted to the OECD for inclusion in the Frascati Manual (officially known as The Proposed Standard Practice for Surveys of Research and Experimental Development). The OECD will be discussing the proposed annex in November 2010.

The UIS is also responsible for a follow-up project that involves revising the underlying concepts of S&T activities, S&T education and training, and S&T services.

Training Workshops

A regional training workshop on science, technology and innovation policy reviews and statistics was organized in Bamako (Mali) by the UIS in collaboration with the UNESCO Division for Science Policy and Sustainable Development, the UNESCO Bamako Cluster Office and the Malian Ministry of Higher Education and Scientific Research. The training sessions were designed for S&T policy-makers and government analysts as well as national statisticians from the region.

Regional training workshops specifically on S&T statistics were carried out in Damascus (Syria), Tashkent (Uzbekistan) and Kathmandu (Nepal). These workshops were organized in collaboration with various partners, such as the UNESCO Division for Science Policy and Sustainable Development, regional and national UNESCO offices, ISESCO and national ministries for science and technology.

National training workshops on STI indicators were held in Jordan and Ethiopia, organized in collaboration with the local UNESCO offices. The UIS also met with government officials in Hanoi, Viet Nam to discuss the provision of technical assistance in developing an R&D survey. A memorandum of understanding is currently being reviewed.

The UIS is playing a lead role in training initiatives organized by regional organizations. This multilateral approach allows for considerable savings in terms of financial and human resources. For example, the UIS contributed to the opening workshop of the second phase of the AU/NEPAD African Science, Technology and Innovation Indicators Initiative. The UIS co-organized a technical

workshop for R&D statisticians of RICYT, which was held in Madrid, Spain. This workshop followed a two-day conference, organized by RICYT and sponsored by the UIS.

The UIS has sought to strengthen relations with the United Nations Conference on Trade and Development (UNCTAD). Staff attended two UNCTAD expert meetings on science, technology and innovation indicators and policies. The aim is to reinforce the UIS role as lead agency for S&T indicators while highlighting its training workshops and capacity-building efforts in this area.

Careers of Doctorate Holders (CDH)

Over the past year, the UIS revised the model CDH survey and accompanying instruction manual. In addition, a new data collection was launched by the OECD, the UIS and Eurostat. A short study is under preparation, based on current CDH data concerning internationally mobile doctorate holders from developing countries. The UIS is also starting to explore and exploit additional data sources concerning the broader framework of brain drain/circulation.

V. COMMUNICATION STATISTICS

Information and communication technologies (ICT) in education

There is a growing demand for statistics on the use of ICT in education. However, it is important to recognize that new data collections can represent a considerable burden for national statisticians. Therefore, the UIS is seeking to strike a balance between the expectations of stakeholders and the practical constraints facing national statisticians. To resolve these issues, the Institute organized a consultation in March with key stakeholders including: the World Bank, the Inter-American Development Bank (IADB), the Observatory for the Information Society in Latin America and the Caribbean at the UN-ECLAC, the OREALC/UNESCO Santiago Office and the Korea Education and Research Information Service. The consultation also included national statisticians from Belarus, Brazil, Ghana, Jordan and Malaysia. The aim was to establish a consensus on a core set of cross-national data on ICT in education.

The concerns raised during the meeting also led the UIS to begin by launching the survey in Latin America by the end of 2010. The region was chosen because of its strong demand and policy framework supporting the use of ICT in education.

In order to identify the specific policy priorities of the LAC region, the UIS and IADB organized a joint meeting with key regional partners in Washington in May 2010. The partners agreed to support the UIS roll-out strategy and provided relevant regional policy frameworks which helped to finalize the survey instruments. In addition, the UIS also organized a training workshop (Santiago, October 2010) for Spanish-speaking countries in the region. For English-speaking Caribbean countries, the UIS is using enumerators as well as field missions to collect data and assess national capacities to complete the survey questionnaire.

The UIS has finalized and disseminated the ICT for education indicators manual in English,

Spanish and French to Member States, UNESCO Offices, partners, research institutions, etc. The Arabic and Russian versions are being finalized.

Media statistics

In February, the UIS launched a pre-test of its revised survey on media statistics in five countries from different regions (Cameroon, Canada, Costa Rica, Jordan and Ukraine). With this experience, the UIS organized an expert group meeting in March to review its media survey instruments and formulate recommendations for improvement. The instruments were further refined and translated into French, Arabic and Spanish.

Twenty-six countries have expressed interest in taking part in the next stage of this project, which entails a pilot data collection. A training workshop for focal points from pilot countries will take place in November 2010. The pilot test will be launched in December 2010. The UIS is currently in the process of finalizing a guidebook on media indicators, which was originally prepared by an external consultant.

Information literacy

To develop data in this area, the UIS initially explored the possibility of developing methodologies to derive the indicators from secondary analysis of existing surveys. However, this approach proved unsatisfactory. Therefore, the UIS has decided to reframe the focus of its project to measure information literacy skills in consultation with the UNESCO Communication and Information (CI) Sector.

Skills associated with the information society can be divided into three core areas pertaining to: media literacy, ICT literacy, and information literacy. Four leading experts have been contracted to prepare a conceptual framework which will be reviewed and validated by a technical advisory panel that will be meeting in November in Bangkok. The role of the UIS will then be to provide the CI sector with technical support to develop relevant measurement modules. The UIS will also be involved in testing a cost-effective methodology to collect data on the core skills identified.

VI. CULTURE STATISTICS

Data collection and release

The 2010 cinema survey questionnaire was launched in August 2010 and data collection is underway. Data processing is expected to be completed by the end of 2010. The UIS is actively researching potential subjects for a new international cultural survey to be launched in 2013. The Institute has commissioned four feasibility studies that focus on data collection and measurement issues concerning crafts, cultural employment, festivals and books. These studies are expected to be completed by the end of 2010. In addition, the UIS has commissioned the production of a 'Handbook on Measuring Cultural Participation' which is intended to serve as a guide for countries.

Framework for Cultural Statistics

Another key priority is to promote the 2009 UNESCO Framework for Cultural Statistics. In May, cultural policy officers and statisticians from 17 francophone African countries attended a training workshop organized in Dakar, Senegal. The UIS regional team and culture programme officers from selected UNESCO bureaus also attended. In October, a similar workshop was held in Almaty, Kazakhstan with participants from 12 countries. In addition, technical assistance missions were undertaken in Argentina, Qatar, Uruguay and Viet Nam.

The UIS finalized a study to facilitate the work of the Expert Group on the Measurement of the Diversity of Cultural Expressions, which is led by UNESCO. The study (entitled “An international comparison of the ability of television channels to provide diverse programming”) tests the applicability of the Stirling Model in measuring cultural diversity. The UIS is also exploring other areas of collaboration with the UNESCO Culture Sector and international organizations such as Eurostat, UNCTAD and the World Intellectual Property Organization.

VII. DATA PROCESSING, STANDARDS AND STATISTICAL SYSTEMS

Survey operations

Eight questionnaires for education, science and technology, culture, literacy, and educational attainment were designed in 2009-2010, including a pilot questionnaire for the assessment of learning outcomes. In addition, questionnaire A of the education survey was redesigned to include regional modules for Africa and Latin America and the Caribbean.

Three out of four surveys were distributed according to schedule. However, the mail-out of the feature film survey was delayed by three weeks because of changes made to improve UIS software systems. The improvements in software systems also caused some minor delays in data processing, however, the changes will lead to considerable gains in efficiency.

It should be noted that the schedule for the education survey has been permanently modified. The survey will be mailed out in January instead of November each year.

As part of the larger programme to improve data quality, the UIS has focused on reducing the time required to process responses to survey questionnaires. The education survey has the most aggressive timeline target of two months. At this point, all targets are being met or bettered for survey processing activities.

To further increase response rates, the UIS launched eight formal mail-out campaigns to Permanent Delegations, National Commissions and target respondents. At this point, response rates for all 2009-10 surveys are on target when compared to the rates for the previous year's surveys. The UIS cluster advisors were engaged as part of the escalation process whenever there were issues of non-response with their respective countries.

Internal communications

The Keystone project is moving ahead according to plan. It is now used as the centralized source for contact information required for all survey-related activities (including mail-outs, reminders and follow-up communications) with countries. In addition, Keystone is also being used for consultation purposes, such as those associated with the ISCED review project.

UIS regional staff were fully trained on the system during their recent meeting in Montreal. They have access to all survey contacts and will be able to provide the UIS with key information to improve the quality of its contacts database. Over the next few months, the UIS will focus on identifying and resolving any technical issues related to the remote use of the system. It should also be noted that UIS programme teams are receiving ongoing support to ensure the regular maintenance and improvement of contact information.

UIS Data Quality Framework

The first version of the UIS Data Quality Framework has been finalized. The next step will involve the definition of additional key performance indicators for surveys outside of the education field. Process indicators for the statistical business process have been defined and calculated for all UIS surveys. A database and reporting environment dedicated to quality monitoring has been created and will be deployed to all UIS staff in 2010.

As a result of this work, the quality framework and related indicators are being used to monitor and report on the status of surveys both within the UIS and externally to partners. Please see Information UIS/GB/XII/INF.4 for a summary of results. It is foreseeable that the regular production and use of a common set of quality indicators will lead to further improvements and refinements of data, indicators and UIS methods to capture and manage the data.

The UIS has presented the data quality framework to partner organizations. Presentations were made during meetings organized with the Committee for the Coordination of Statistical Activities (CCSA), Eurostat and at the UN Data Managers meeting.

Improvements to UIS software systems and databases

Efforts to undertake a technical review and establish a roadmap for UIS software systems and databases have been severely hampered by difficulties in recruiting qualified staff. The lack of human resources has led the Institute to focus primarily on activities related to ongoing survey operations and preparations for the modular questionnaire initiative.

The UIS has adopted and pilot-tested the AGILE methodology which will form the basis of all future software development efforts. AGILE adoption is part of a holistic approach to improve software quality that includes other elements (such as standardizing the approach to define and communicate its user requirements for software development). This also entails clarified roles and responsibilities for the software development team and the user community (i.e. programme teams) when developing and testing new systems.

Initial results from the pilot project have shown considerable gains in efficiency for both the software development team and the programme teams. In addition, this project should also facilitate work with external vendors for future projects that are outsourced.

UIS website and data dissemination

There have been considerable delays in the launching of the UIS website due to staff constraints and unforeseen technical problems. However, the site is now close to completion. New content is being loaded into the system and technical issues are being resolved. Please see Document UIS/GB/XII/3 for more information on the new UIS website strategy.

The UIS originally planned to undertake an intermediary project to improve the usability of the Data Centre in 2009. A technical assessment was undertaken to determine the work effort required and the benefit which would be gained from implementing the short-term improvement project. As a result of this analysis, the decision was made to replace this intermediary project with a complete review and possible re-design of the Data Centre in 2010-2011.

Nevertheless, some major changes were introduced in 2010. In particular, the visual presentation ('look and feel') of the Data Centre was updated in order to correspond with the look and feel of the new UIS website. Within the Data Centre, there is a section entitled 'country profiles', which now includes three new profiles on regional literacy rates, global literacy rates and S&T data. A new software system was also developed to make the UIS glossary available online in all UN languages on the new website.

The UIS continues to work with other statistical agencies to increase efficiency through the use of SDMX for data dissemination. The institute added UNDP and GOOGLE to the list of organizations receiving UIS data in SDMX format. In addition, the Institute developed a software library to facilitate the use and updating of SDMX files. This software library could be provided to other agencies upon request.

VIII. CAPACITY BUILDING and FIELD COORDINATION

The UIS has four regional advisors based in the following UNESCO regional offices: Bangkok, Dakar, Nairobi and Santiago. In addition, five statistical advisors are based in the following cluster offices: Bamako, Dar-es-Salaam, New Delhi, Windhoek and Yaoundé. The Institute is currently seeking to recruit statistical advisors who will be based in Apia, Doha and Nairobi.

Considerable time and effort has been spent to clearly establish the administrative arrangements and responsibilities between the Institute and the various field offices. Overall, most of the offices provide an ideal setting for the statistical advisors, whose primary aim is to improve national and international data by reinforcing relations with national statistical organizations and policy-makers.

The network of field staff is intended to reinforce and develop new regional partnerships in order to provide more sustainable and cost-efficient capacity-building projects. In 2010, the Institute has considerably advanced in this area. AFRISTAT, ENSEA, IFORD, NEPAD, Stellenbosch

University, are just a few of UIS valued partners in Africa. The UIS enjoys collaboration with ASEAN and SIAP in Asia. The partners in Latin America are ECLAC, RICyT, OAS and OEI.

Among most notable accomplishments in collaboration with international organizations in 2010 are the technical projects undertaken in Côte d'Ivoire and Ghana in partnership with ADEA and the support to ADEA / NESIS in their technical coordination of the Second Decade for Education in Africa. In this context, a proposed strategy for the UIS modular education surveys is being developed. More information on this can be found in EIDA section of this report.

Another example of the positive advancement of international cooperation is the invitation from PARIS21 to the UIS to participate its Steering Committee as a Board member. In terms of project work in 2010, the UIS collaborated with PARIS21 and IHSN on implementation of the Accelerated Data Programme (ADP) in Cameroon. The plans for 2011 include support of PARIS21' National Strategy for Development of Statistics (NSDS) in a few pilot countries – most likely Guinea Bissau and Kenya – in regards to education statistics.

A. Arab States

It should be noted that the Institute does not have a regional advisor for the Arab States. A cluster advisor is based at the Doha cluster office, although he resigned in June 2010 in order to return to his previous post with the Palestinian Government.

Over the past year, the main focus has been on training national statisticians on UIS instruments and methodologies in order to improve the availability and comparability of international education statistics. The statistical advisor organized three national training workshops in 2009-2010: in Bahrain (24 participants), Oman (28 participants) and Qatar (10 participants).

In collaboration with UNESCO national commissions, the advisor also helped to organize two national training workshops on UIS frameworks and instruments concerning culture, ICT in education and S&T. The workshops took place in Bahrain (24 participants) and the United Arab Emirates (15 participants).

In addition, technical assistance on the production of education statistics was provided to Kuwait, the United Arab Emirates and Yemen. Saudi Arabia received technical assistance on cultural statistics and S&T.

B. Asia and the Pacific

Statistical capacity development

Over the past year, three regional training workshops were held in Thailand (twice) and India. Four national capacity development workshops were organized in Afghanistan, Bhutan, Maldives and Timor-Leste. In total, more than one hundred education statisticians and planners were trained on EFA monitoring from the following countries: Afghanistan, Bangladesh, Bhutan, Brunei

Darussalam, China, Cook Islands, Fiji, Kiribati, Lao PDR, Maldives, Myanmar, Nepal, Papua New Guinea, Samoa, Solomon Islands, Sri Lanka, Tonga, Vanuatu and Viet Nam.

Technical assistance

The UIS regional team continues to carry out technical missions to help improve the quality and streamlining of data collections in UNESCO's areas of competencies. In particular, technical support was designed to: develop and implement statistical concepts, methodologies and standards; and strengthen statistical analysis and dissemination of policy-relevant information. Missions were undertaken to Afghanistan, Bhutan, Brunei Darussalam, Cambodia, Cook Islands, Fiji, India (where the UIS Cluster Advisor is posted), Indonesia, Kiribati, Lao PDR, Maldives, Mongolia, Myanmar, Nepal, Pakistan, Papua New Guinea, Timor-Leste, Thailand, Uzbekistan, and Viet Nam.

Education statistics

Systematic reporting of more and better data has been established in post-conflict countries: Afghanistan, Nepal and Timor-Leste.

Data plans were produced for Bangladesh, Lao PDR, Mongolia, Nepal and Timor-Leste. These data plans are designed to improve the international comparability and coverage of UIS education statistics.

The 2009 ESCAP Statistical Yearbook included chapters on education and S&T statistics which were produced by the UIS regional office.

The regional office produced the publication entitled, "Reaching the Unreached in Education in Asia-Pacific to Meet the EFA Goals by 2015: A Commitment to Action". It presents regional policy recommendations and strategies that were developed by country representatives and endorsed by the South East Asian Ministers of Education (SEAMEO) and by the South Asian Education Ministers, which met in Dhaka (December 2009).

In relation to the UIS Global Initiative on Out-of-School Children (OOS), the regional team helped to prepare a diagnostic instrument for the collection of statistical information and prepared a guideline for countries on its use.

Monitoring of Education for All (EFA) and the Millennium Development Goals (MDGs)

The UIS regional team serves as the secretariat for the regional Thematic Working Group on EFA, publishes a monthly EFA electronic newsletter (with more than 3,000 subscribers) and manages the regional EFA website.

The Evaluation of the EFA Mid-Decade Assessment (MDA) and Mid-Term Review process began and should be completed by December 2010. Case studies have been prepared for Cambodia, China, India, Indonesia, Samoa, Thailand and Uzbekistan. Missions to gather information were also conducted in Malaysia, Nepal and Cook Islands.

The regional team also conducted a training session on EFA-monitoring as part of the Fifth Group Training Course in Modules on Fundamental Official Statistics, which was organized by the Statistics Institute of Asia Pacific (SIAP) in Japan.

Literacy

A regional technical advisory group was established to promote and support LAMP implementation in the region. The UIS LAMP team and a consultant from Mongolia conducted a workshop on item writing and instrument adaption in Viet Nam. A technical workshop was also organized in Lao PDR for policy-makers and planners.

Technical support has been provided to integrate the literacy household module into the Bangladesh Labor Force Survey. Similar support was also provided to statisticians in Nepal and Papua New Guinea.

Culture

Missions were organized to identify issues related to the collection and availability of data on culture industries. The main focus has been on Viet Nam, which is piloting the implementation of the 2009 Framework for Cultural Statistics. Initial efforts have identified the existence of 'data silos' in different institutions. A workshop will be organized to consolidate these data through the use of standardized statistical coding.

Science

The regional team organized the first meeting of ASEANESTI in Vientiane, Lao PDR, which took place alongside the ASEAN COST (Committee on Science and Technology). The group is intended to meet regularly in order to exchange best practices. This initiative has received very positive feedback from ASEAN, EU, Indonesia, Lao PDR, the OECD, Philippines, Thailand and Viet Nam.

C. Latin America and the Caribbean

Field activities in 2009-2010 were very limited in the region because of delays in recruiting the regional advisor. As of June 2010, Juan Cruz Perusia officially assumed this role. Prior to this appointment, Juan Cruz was responsible for LAC data analysis in EIDA.

Technical assistance

One of the first priorities of the new regional advisor has been Puerto Rico, which is the third most populous territory in the Caribbean. For the first time, Puerto Rico is submitting data to the UIS, which helps to substantially improve data quality for the entire region. To reinforce this collaboration, the regional advisor is currently developing a data plan for Puerto Rico in close consultation with national statisticians.

The UIS has also signed an agreement with Bolivia to help develop its education management information system. The regional team will be providing technical assistance on the production of education indicators and will assist in the development of mechanisms to monitor education quality.

Another major priority has been the development of a regional module on adult education, which will be launched in 2011.

Data dissemination

The regional team works closely with regional organizations and the UNESCO regional office to produce a wide range of statistical reports. In particular, the UIS contributed statistical tables, figures and analysis to the *Educational Panorama Report* (which is the primary mechanism for monitoring progress towards the educational goals of the Summits of the Americas). It will be published by the end of 2010. In addition, the regional advisor provided technical advice on data issues as part of the validation process involving national authorities.

Similar support was also provided to the team responsible for the regional EFA monitoring report (entitled "Regarding the Educational Situation"). The first draft of this report will be presented to education ministers attending the PRELAC meeting in November.

D. Africa

UIS activities in the region are based on two priorities: (i) support UIS activities to improve the quality of internationally comparable data; (ii) reinforce the efforts of UNESCO cluster and regional offices to achieve the objectives of the Second Decade for Education (2006-2015) as defined by the African Union.

The recent expansion of the team for sub-Saharan Africa has enabled the UIS to establish effective working relationships with most of the regional and national structures responsible for producing education statistics. These relationships extend beyond ministries of education to reach national statistical institutes in diverse countries, including Cameroon, Côte d'Ivoire, Kenya, Niger and South Africa.

Data plans

In general, members of the regional team meet with national statisticians through two country visits per year. These relationships are further strengthened through UIS training workshops (on culture, education and science and technology). In addition, the regional team organizes national training sessions on the development and use of data plans. In 2009-10, data plans were finalized for Cameroon, Namibia, Senegal and Tanzania.

These relationships are clearly contributing to the Institute's wider efforts to improve the quality of its data. In particular, this includes a range of training and outreach activities surrounding the UIS annual education data collection. Overall, response rates for the region are steadily improving, although gaps in data persist in Anglophone African countries. In addition, nearly all of the

international data concerning enrolment and teachers were reported to the Institute on time in 2009. However, problems remain with regard to the collection of data on higher education and education finance.

Data quality assessments

The regional team has also been accelerating efforts to complete data quality assessments. These assessments are considered to be key resources in the development of relevant policies and projects associated with the Second Decade for Education. Since October 2009, the UIS completed assessments for the Congo, Kenya and Zimbabwe, bringing the total to ten. These assessments are currently being validated by the respective countries although some are already integrating the recommendations in their action plans associated with the Decade.

It is also important to note that the UIS is an active partner in diverse activities organized by UNESCO's regional and cluster offices. In particular, the regional team provides statistical analysis required to define action plans at the national level in countries such as Cape Verde, Comoros, Kenya, Madagascar and Sierra Leone.

IX. REPORTING ITEMS

A. Finance

INCOME

2010 as of 30/09/2010 vs. certified accounts 2009

The Institute's 2010 income, as estimated on 30/09/2010, amounts to USD 12,581,690 which represents a decrease of USD 1,294,988 or 9.3% as compared to the 2009 certified income of USD 13,876,678.

As per the certified accounts, the following government/agency contributions were received in 2009:

- The UNESCO allocation for the second year of the biennium was received in the amount of USD 4,510,000.
- The Governments of Canada and Quebec continue to support the UIS with their regular contributions amounting to USD 1,388,928.
- The Canadian International Development Agency (CIDA) also provided the second and final installment of the agreement to support LAMP implementation in Jordan, which amounted to USD 423,438.
- The Government of Denmark provided funding for UIS core activities which amounted to USD 320,956.
- The United Kingdom Department for International Development (DFID) continued to support UIS Core activities and provided the equivalent of USD 318,472 (GBP 200,000).

- The Government of the Netherlands provided USD 1,500,000 as the third installment to support the UIS Medium Term Strategy based on the agreement signed in April 2008.
- The Government of Finland contributed EUR 200,000, which is the equivalent of USD 290,698, in support of UIS core activities.
- The Government of Norway provided USD 620,251 at the end of 2009 for activities undertaken during that year.
- The Government of Spain contributed USD 295,858 to core activities with payment received at the end of 2009.
- The Swedish International Development Agency (SIDA) contributed the third installment of USD 580,520 (SWK 4,000,000) in 2009 as part of the agreement signed in September 2008.
- The World Bank made a contribution of USD 1,800,000 under the Development Grant Facility (DGF) for UIS education statistics.
- The European Commission provided the second installment amounting to USD 1,098,031 as part of the agreement signed in 2007 for the education management information system (EMIS) project in Angola.
- The Government of Burkina Faso provided USD 23,618 for national EMIS projects.

Interest and currency fluctuation: In 2009, the UIS received about USD 200,000 in interest, USD 415,000 due to foreign currency fluctuation and approximately USD 90,000 in income related to other activities. Hence, the total other income received in 2009 amounted to USD 705,908.

2010 estimate as of September 2010

- The UNESCO allocation for the first part of the biennium (2010 - 2011), which amounted to USD 4,564,300, was received at the beginning of the year.
- The Governments of Canada and Quebec will contribute close to USD 1,500,000 this year.
- The CIDA contribution of CAD 1,000,000, which was expected in 2009, was received at the beginning of this year. The UIS is expecting the installment corresponding to CIDA's fiscal year (2010 – 2011) amounting to CAD 1,000,000 before the end of this year.
- The DFID contribution of GBP 200,000, equivalent to USD 297,620, has been received.
- The Government of Finland continues to support the UIS activities and agreed to provide funding this year to the amount of USD 272,110 (EUR 200,000).
- The Government of the Netherlands is expected to provide its forth installment of USD 1,500,000 early in the forth quarter of 2010.
- The Government of Norway has pledged to continue supporting UIS activities. The Institute is expecting to receive USD 630,000 before the end of 2010.
- The UIS also received USD 1,800,000 in 2010 towards its work on education statistics from the World Bank DGF Fund.

There is a slight decrease when comparing the voluntary contributions for 2010 and 2009. At the time of the preparation of this document (September 2010), it is not clear whether or not the Governments of Spain, and Denmark will be making voluntary contributions in 2010 as was the case in 2009.

In addition, the UIS does not expect to receive an installment from the European Commission in 2010 for EMIS activities in Angola.

Interest and currency fluctuation: In 2010, we are not expecting a high level of interest due to low interest rates offered by the banks. It is also expected that the net result of currency fluctuation will be much less in 2010 due to the high value of the Canadian dollar against the US dollar.

In addition to the funds received in the special account, the UIS executes programmes and projects from funds entrusted to UNESCO under the regular and extra-budgetary programmes. In 2010, the UIS received a new contribution from the Government of the United States within its contribution to United Nations Literacy Decade programme to implement LAMP in Paraguay. This contribution amounted to USD 350,000 under the Funds-in-Trust programme.

2010 estimate as of 30/09/2010 vs. the revised appropriation resolution approved by the Policy Planning Committee on 3 June 2010.

The 2010 income as estimated in September 2010 (USD 12,581,690) is slightly lower than the income foreseen in the revised appropriation resolution (USD 12,604,300). The variation is essentially attributed to interest-related income and foreign currency fluctuations.

EXPENDITURE

2009 certified accounts vs. 2010 as estimated on 30/09/2010

The 2010 expenditure as estimated on 30/09/2010 (USD 14,190,283) shows an increase of 13.5% (amounting to USD 1,683,559) compared to the expenditure of 2009 of USD 12,506,724 as per the certified accounts. As indicated during the XI session of the Governing Board in November 2009, UIS activities increased substantially mainly due to field activities and the implementation of the Medium Term Strategy. The expansion of the UIS network of statistical advisors provided new opportunities for other UIS sections to increase their field activities. The Institute's overall activities grew significantly in response to the demands of Member States.

2010 PPC vs. 2010 as estimated on 30/09/2010

The 2010 expenditure, as of 30/9/2010, as compared to the expenditure presented to the PPC in June, has slightly decreased as a result of reduced staff costs and activities which had to be re-programmed for 2011. The UIS encountered some challenges in recruiting for posts requiring very specific expertise. As a result, the recruitment process required more time than originally anticipated. Therefore, the related proposed budget for these posts could not be fully utilized in 2010 as originally projected, with the respective recruitments expected to be finalized in 2011.

Furthermore, some of the activities of the EMIS project in Angola must be carried forward to 2011 as a result of delays in project implementation due to difficult working conditions.

At the end of 2010, it is estimated that the overall fund and reserves balances shall stand at USD 11,101,153. Of this total, USD 1,825,358 relates to the stabilization fund while USD 9,275,794 will be carried forward for 2011 activities and reserves.

OTHER REPORTING ITEMS

External Audit

The UIS had its first External Audit from 30 August to 10 September 2010. The audit was conducted by the French *Cour des comptes*, who are presently the UNESCO external Auditors. The UIS staff actively participated in providing the required information and support to the audit team during this exercise. The draft report of the audit can be found in information document UIS/GB/XII/INF.5

IPSAS

As mentioned during the last governing board meeting, UNESCO has adopted the International Public Sector Accounting Standards (IPSAS) throughout the organization effective in 2010, which is intended to provide greater insight into the actual assets, liabilities, revenues and expenses of the organization. The UIS has produced its first IPSAS compliant report as of 30 May 2010 and the second one as of 30 September 2010. By the first quarter of 2011, the Institute is expected to produce its first set of IPSAS compliant financial statements for the full fiscal year ending 31 December 2010.

B. Human Resources

This past year, staff movement has become more stable due to an increase in retention and a more standardized overall growth. Since November 2009, the UIS had seven staff members discontinue service for various reasons while 13 new staff members joined.

The main focus for HR in 2010 was in the area of training. The Institute had on-going recruitment needs however not to the extent of the past two years. In total, recruitment for 10 fixed-term and ALD positions were successfully completed as detailed under Appendix X.

Training

During the UIS staff retreat of September 2009, we conducted a self management competency assessment of all staff members. This assessment served as a training needs analysis allowing us to determine exactly which areas of training were required for the UIS as a whole. In 2010, through extensive screening we chose suppliers who could provide training in the pre-determined areas and programs that aligned with the core competencies of UNESCO. The trainings mainly focussed on the following subject matter: communication, leadership and emotional intelligence.

We also continued as per previous years in supporting the online Harvard Management Training courses as well as language training. Our senior staff benefited from individual coaching throughout the year.

Other trainings provided to staff over the past year were:

- Institutional Training provided by UNESCO Headquarters whereby 40 Montreal staff participated. The UIS is the first Category 1 Institute to have this training.
- Performance Management Training, almost all UIS staff (including field staff) have participated in this results based objective setting course.
- Results-Based Management and SISTER Training, provided by UNESCO HQ, with approximately 40 Montreal and field staff participating. The UIS staff are the first UNESCO staff members to be trained in SISTER.
- IPSAS Training in Paris was attended by 4 of our staff members including our Senior Administrative Officer.

Recruitment and Staff movement

We were pleased to welcome 12 new staff members and 11 new contractors to the UIS over the past year. Appendix IX provides a complete list of UIS employees.

Appendix X provides detailed information concerning recruitment completed in 2010 and recruitment expectations for 2011. The recruitment strategy for 2010 again attempted to maintain the previous years' focus in achieving balance in terms of gender and geographical representation.

This past year has been less dynamic than previous years in regards to unexpected vacancies, however, the time to fill some of these posts has been longer than expected. The vacant posts this past year have been more technically specific, therefore, the pool of qualified candidates available is small.

The focus for 2011 will be to fill several fixed-term and ALD posts at UIS Headquarters.

The following UIS staff attained a higher level position as a result of moving from fixed-term appointment to an ALD post:

- Juan Cruz Perusia from P2 fixed-term Assistant Programme Specialist to P4 ALD Regional Advisor, Santiago (RSCB)

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

- Said Belkachla, EIDA, Programme Specialist, fixed-term, Montreal who accepted a post with UNESCO Beirut;
- Moritz Bilagher, RSCB, Cluster Advisor, ALD, Nairobi, who accepted a post with UNESCO Santiago;
- Leopold Hamminger RSCB, Statistical Advisor, ALD, Dakar, whose contract expired;

- Nafiou Inoussa FCU, Field Coordinator, ALD, Montreal whose contract expired;
- Yousef Ismail RSCB, Cluster Advisor, ALD, Doha, who returned to his former post with the Palestinian government; and
- Anne Marie Lacasse RSCB, Statistical Assistant, ALD, Santiago, whose contract expired.

The UIS family was also very saddened by the tragic and untimely passing of our colleague Chiara Capoferro (DPSS, ALD) in May 2010.

C. Building and security

The Institute is currently under negotiations concerning the renewal of its leases with the University of Montreal for an additional five-year period as of August 2011.

Pursuant to deliberations of the Security Management Team (SMT) comprised of Heads of UN System Organizations in Canada, a Security Advisory Group (SAG) that meets at least twice a year has been established to address strengthening of security-related matters. The UIS Director has designated the Senior Administrative Officer as UIS' Representative to the SAG.

The Institute is working closely with the Security Coordinator (SC) at ICAO in order to update the UIS security systems at our Queen Mary Road facilities. In addition, UIS completed the first Premises Vulnerability Questionnaire (PVQ) introduced by UNDSS, in coordination with its SC at ICAO, as part of an exercise that will serve to establish a complete database on UN system premises worldwide and identify the most vulnerable premises among those occupied currently by UN organizations by using common criteria.

Five of our staff members have received training at our sister organization ICAO on terrorism and armed intruders. We are planning to provide a somewhat modified training by the end of 2010 on armed intruders to all UIS Montreal based employees.

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

The UIS pays careful attention to the monthly UN reports on field security, given the volume and diversity of our staff missions. We have ensured that all UIS staff has emergency contacts in addition to those of local UNESCO and UNDP offices, if they encounter any difficulties. All missions are entered in the Integrated Security Clearance & Tracking (ISECT) system, which allows UN staff to process security clearances and travel notifications online.

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

X. APPENDICES

Appendix I	List of acronyms used in the report
Appendix II	Financial resources terminology
Appendix III	Revised Appropriation resolution 2010
Appendix IV	Resources and expenditures in the UIS special account for 2009 and 2010 (in USD)
Appendix V	Resources in UIS special account and UNESCO decentralized funds: 2009 certified accounts, 2010 estimate as of 30.09.2010 and 2010 PPC estimate (in USD)
Appendix VI	Expenditure report 2010 as of 30 September 2010
Appendix VII	Major UIS publications in 2010
Appendix VIII	Major meetings/conferences/workshops organized by UIS staff in 2010
Appendix IX	List of UIS staff members in 2010 (as of 1 November 2010)
Appendix X	Recruitment in 2010
Appendix XI	UIS organizational chart

Appendix I – List of acronyms used in the report

ADEA	<i>L'association pour le développement de l'éducation en Afrique</i>
ALD	Appointment of limited duration
ALO	Assessment of Learning Outcomes
AGILE	Association of Geographic Information Laboratories for Europe
ASEAN	Association of Southeast Asian Nations
AU	African Union
BREDA	<i>UNESCO à Dakar et Bureau régional pour l'éducation en Afrique</i>
CAD	Canadian dollar
CCSA	Committee for the Coordination of Statistical Activities
CDH	Careers of Doctorate Holders
CI	Communication & Information
CIDA	Canadian International Development Agency
CONFEMEN	<i>Conférence des ministres de l'éducation nationale</i>
DFID	Department for International Development
DGF	Development Grant Facility
DQAF	Data Quality Assessment Framework
EFA/MDG	Education for All / Millennium Development Goals
EMIS	Education Management Information System
ENSEA	<i>Ecole Nationale Supérieure de Statistique et d'Economie Appliquée</i>
ESCAP	Economic and Social Commission for Asia and the Pacific
FTI	Fast-Track Initiative
IADB	Inter-American Development Bank
ICAO	International Civil Aviation Organization
ICT	Information and Communication Technology
IEA	Association for the Evaluation of Educational Achievement
IFORD	<i>l'Institut de Formation et de Recherche Démographiques</i>
IHSN	International Household Survey Network
IPSAS	International Public Sector Accounting Standards
ISCED	International Standard Classification of Education
ISECT	Integrated Security Clearance & Tracking
ISESCO	Islamic Educational, Scientific and Cultural Organization
IT	Information Technology

LAC	Latin America and the Caribbean
LAMP	Literacy Assessment and Monitoring Programme
MDA	Mid-Decade Assessment
NEPAD	New Partnership for Africa's Development
NESIS	National Education Statistical Information systems
NESTI	Working Party on S&T Indicators
OECD	Organisation for Economic Co-operation and Development
OREALC	<i>Oficina Regional de Educación para América Latina y el Caribe</i>
PARIS21	Partnership in Statistics for Development in the 21st Century
PASEC	<i>Programme d'analyse des systèmes éducatifs des pays de la CONFEMEN</i>
PREAL	<i>Programa de Promoción de la Reforma Educativa en América Latina y el Caribe</i>
PRELAC	<i>Proyecto Regional para América Latina y el Caribe</i>
R&D	Research & Development
RICYT	Network on Science and Technology Indicators – Ibero-American and Inter-American
S&T	Science & Technology
SACMEQ	Southern African Consortium for Monitoring in Education Quality
SADC	South African Development Community
SCB	Statistical Capacity Building
SDMX	Statistical Data and Metadata exchange
SEAMEO	Southeast Asian Ministers of Education Organization
SIAP	Statistical Institute for Asia and the Pacific
SIDA	Swedish International Development Agency
SISTER	System of Information on Strategies, Tasks and the Evaluation of Results
STI	Science, Technology and Innovation
TVET	Technical and Vocational Education and Training
UN	United Nations
UNCTAD	United Nations Conference on Trade and Development
UNDP	United Nations Development Programme
UN ECLAC	United Nation Economic Commission for Latin America and the Caribbean
UNICEF	United Nation Children's Fund
UOE	UNESCO-UIS/OECD/EUROSTAT
USAID	United States Agency for International Development
WEI	World Education Indicators

Appendix II – Financial resource terminology

Estimated Financial Resources and Expenditures

The estimated financial resources and expenditures are combined in the statement of Resource and Expenditure for 2011 for all regular and extra-budgetary activities. The amounts are shown in USD.

UNESCO Financial Allocation

The UNESCO financial allocation provided to UIS for the biennium 2010 – 2011. As per the Director General's proposal during the 35th session, the UNESCO General Conference approved a total of USD 9,128,600.

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 for the implementation of EMIS projects in Africa.

Other Income

This category includes income resulting from currency fluctuation and bank interest.

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 program.

Fund and Reserve

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

Appendix III – Revised appropriation resolution 2010

UIS/GB/XII/2010 Revised Appropriation Resolution	
(a) For the financial period 2010 the sum of USD14,190,283 is appropriated as follows:	
Appropriation Line:	
Title	Amount in USD
Education Indicators & Data Analysis	3,104,500
Data Processing & Standard Info Services	1,872,000
Statistical Capacity Building and Field Co-ordination	3,091,859
Science & Technology, Culture & Communication Statistics	2,022,000
ALO and LAMP ¹	1,026,554
Total Programme	11,116,913
Governing Board	65,000
General Administration	2,330,950
TOTAL, GOV. BOARD AND GEN. ADM.	2,395,950
Fund raising activities and cooperation	677,420
GRAND TOTAL, APPROPRIATION 2010	14,190,283
(b) The appropriations voted under paragraph (a) above shall be financed from the following resources:	
Source of Financing	
UNESCO financial allocation	4,564,300
Voluntary & other contributions and contracts	7,842,390
Miscellaneous income	175,000
Savings on prior periods obligations	150,000
Adjustment to reserve and Fund Balances	-240,400
Carry-over from previous year	10,974,787
GRAND TOTAL, RESOURCES FOR 2010	23,466,077

¹ Assessment of Learning Outcomes and Literacy Assessment and Monitoring Programme

- (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 2010 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 expenditures in the UIS special account for 2009 – 2010

Regular and Extra budgetary Programmes	Resources/Expenditure		
	2009 Certified (1)	2010 (Est. 30/09/2010) (2)	2010 PPC Appr Res (3)
A. UIS SPECIAL ACCOUNT			
INCOME			
I. GENERAL INCOME			
UNESCO Financial Allocation	4,510,000	4,564,300	4,564,300
Voluntary Contributions	7,539,121	7,842,390	7,490,000
TOTAL, GENERAL INCOME	12,049,121	12,406,690	12,054,300
II. CONTRACT AND MOU INCOME			
Contracts			
EC - Angola (EMIS)	1,121,649		
TOTAL, Contracts and MoUs	1,121,649		-
TOTAL, GEN. & SUPPLEMENTARY INCOME	13,170,770	12,406,690	12,054,300
III. OTHER INCOME			
Currency exchange adjustment	415,001	50,000	50,000
Other income	92,274	50,000	250,000
Interest from Banks and UNESCO	198,633	75,000	250,000
TOTAL, OTHER INCOME	705,908	175,000	550,000
SUB-TOTAL,UIS SPECIAL ACCOUNT	13,876,678	12,581,690	12,604,299
IV. OTHER RESOURCES			
Liquidation of previous years' obligations	152,180	150,000	150,000
Transfer to the Stabilization Reserve Account	(212,208)	(240,400)	(240,400)
Reserves & Fund Balances on 1 January	9,664,862	10,974,787	10,974,787
TOTAL, OTHER RESOURCES	9,604,833	10,884,387	10,884,387
TOTAL, UIS SPECIAL ACCOUNT	23,481,511	23,466,077	23,488,687
EXPENDITURE			
I. PROGRAMME OPERATIONS			
Education Indicators and Data Analysis (EIDA)	2,880,367	3,104,500	3,444,500
Data Processing and Standards Info Systems	1,548,156	1,872,000	2,194,500
Statistical Capacity Building and Field Coordination Unit	2,394,795	3,091,859	3,491,859
Science and Technology, Culture and Communication Stats	1,711,812	2,022,000	2,232,000
Literacy, Non-Formal Education and LAMP	1,317,839	1,026,554	1,086,554
TOTAL, PROGRAMME OPERATIONS	9,852,971	11,116,913	12,449,413
II. GOV. BOARD, DIRECTORATE AND GEN. ADMIN.			
Governing Board	59,609	65,000	65,000
General Administration	1,997,265	2,330,950	2,210,950
Directorate: Fund raising and co-operation	596,880	677,420	632,420
TOTAL, GOV. BOARD AND GEN. ADM.	2,653,754	3,073,370	2,908,370
TOTAL, EXPENDITURE I & II	12,506,724	14,190,283	15,357,783
	10,974,787	9,275,794	8,130,904
Add to the Stablisation Fund	1,584,958	1,825,358	1,825,358
BALANCE AT YEAR END - RESERVE AND FUND BALANCES	12,559,745	11,101,153	9,956,262

Appendix V – Resources in UIS special account and UNESCO decentralized funds: 2009 certified accounts, 2010 estimate as of 30.09.2010 and 2010 PPC estimate

Regular and Extra budgetary Programmes							
Source	2009 Certified	2010 Estimate as of 30/09/2010	Share %	Increase / (Decrease) (2) - (1)	2010 PPC as of 30/04/2010	Share %	Increase / (Decrease) (4) - (2)
	(1)	(2)		(3)	(4)		(5)
A. UIS SPECIAL ACCOUNT							
<u>I. GENERAL INCOME</u>							
UNESCO Financial Allocation	4,510,000	4,564,300	17.83	54,300	4,564,300	18.03	-
Voluntary Contributions							
Canada & Quebec	1,388,928	1,430,000	5.65	41,072	1,430,000	5.65	-
Canada (CIDA)		1,912,660	7.56	1,912,660	1,800,000	7.11	112,660
Norway	620,251	630,000	2.49	9,749	630,000	2.49	-
Denmark	320,956		-	(320,956)	-	-	-
United Kingdom (DFID)	318,472	297,620	1.18	(20,852)	330,000	1.30	(32,380)
Swedish International Development Agency	580,520		-	(580,520)		-	-
Finland (Ministry of Education and Culture)	290,698	272,110	1.08	(18,588)		-	272,110
Netherlands	1,500,000	1,500,000	5.93	-	1,500,000	5.93	-
Spain	295,858			(295,858)			-
Other			-	-	-	-	-
Canada (Quebec) - Ministry of Int'l Relations			-	-	-	-	-
Canada (Quebec) - Ministry of Culture			-	-	-	-	-
CIDA (Jordan)	423,438		-	(423,438)		-	-
World Bank (Contribution under Window 1)	1,800,000	1,800,000	7.12	-	1,800,000	7.11	-
World Bank (EPDF)			-	-	-	-	-
Open Society Institute			-	-	-	-	-
US AID LAMP			-	-	-	-	-
Total, Voluntary Contributions	7,539,121	7,842,390	31.01	303,269	7,490,000	29.59	352,390
TOTAL, GENERAL INCOME	12,049,121	12,406,690	49.05	357,569	12,054,300	47.62	352,390

Regular and Extra budgetary Programmes							
Source	2009 Certified	2010 Estimate as of 30/09/2010	Share %	Increase / (Decrease) (2) - (1)	2010 PPC as of 30/04/2010	Share %	Increase / (Decrease) (4) - (2)
	(1)	(2)		(3)	(4)		(5)
II. CONTRACT AND MOU INCOME							
Contracts - Governments				-			-
Republic of Mali				-			-
Burkina Faso	23,618			(23,618)			-
EC Angola (EMIS)	1,098,031			(1,098,031)			-
Total, Contracts - Governments	1,121,649			(1,121,649)			
TOTAL, GEN. & CONTRACT/MOU INCOME	13,170,770	12,406,690	49.05	(764,080)	12,054,300	47.62	352,390
III. OTHER INCOME							
Reimbursement of Services	-			-			-
Sale of publications	-			-			-
Currency exchange adjustment	415,001	50,000	0.20	(365,001)	250,000	0.99	(200,000)
Other income	92,274	50,000	0.20	(42,274)	50,000	0.20	-
Interest from Banks and UNESCO	198,633	75,000	0.30	(123,633)	250,000	0.99	(175,000)
TOTAL, OTHER INCOME	705,908	175,000	0.69	(530,908)	550,000	2.17	(375,000)
SUB-TOTAL, UIS INCOME SPECIAL ACCOUNT	13,876,678	12,581,690	49.75	(1,294,988)	12,604,300	49.79	(22,610)
IV. OTHER RESOURCES							
Liquidation of previous years' obligations	152,180	150,000	0.59	(2,180)	150,000	0.59	-
Transfer to Stabilization Reserve Account	(212,208)	(240,400)	- 0.95	(28,192)	(240,400)	- 0.95	-
Reserves & Fund Balances on 1 January	9,664,862	10,974,787	43.39	1,309,925	10,974,787	43.35	-
Operating Reserve (Stabilisation Fund)	1,584,958	1,825,358	7.22	240,400	1,825,358	7.21	-
TOTAL, OTHER RESOURCES	11,189,791	12,709,746	44.24	1,519,954	12,709,746	50.21	
TOTAL, RESOURCES & INCOME UIS	25,066,469	25,291,436		224,966	25,314,046	100.00	(22,610)
I.UNESCO DECENTRALIZED FUNDS							
Funds-in-Trust	428,300	973,361		545,061	577,861		395,500
Regular Programme	12,748			(12,748)			-
TOTAL, DECENTRALIZED FUNDS	441,048	973,361		532,313	577,861		395,500
GRAND TOTAL, FUNDS MANAGED BY UIS	25,507,517	26,264,797		757,280	25,891,907		372,890

3. Account certification excludes decentralized funds.

Appendix VI – Expenditure report 2010 as of 30 September 2010 (USD)

Appropriation lines	Revised Approved Appropriation UIS/PPC/2010	Project costs	Staff costs	Total	Available balance	Percentage of usage
I.PROGRAMME OPERATIONS						
1.Education Indicators & Data Analysis	3,444,500	1,395,035	956,830	2,351,865	1,092,635	68.3%
2.Data Processing & Standard Info Services	2,194,500	247,545	1,077,855	1,325,401	869,099	60.4%
3.Statistical Capacity Building/FCU	3,491,859	1,870,973	298,876	2,169,849	1,322,010	62.1%
4.Science & Technology, Culture & Communication Statistics	2,232,000	667,041	675,761	1,342,801	889,199	60.2%
5.Literacy, Non-formal Education and LAMP Statistics	1,086,554	476,115	317,423	793,537	293,017	73.0%
Sub-Total I	12,449,412	4,656,708	3,326,744	7,983,452	11,310,196	64.1%
II. GOVERNING BOARD AND GENERAL ADMINISTRATION						
6.Governing Board	65,000	686	-	686	64,314	1.1%
7.General Administration	2,210,950	1,129,639	852,748	1,982,387	228,563	89.7%
Sub-Total II	2,275,950	1,130,326	852,748	1,983,074	292,876	87.1%
III COMMUNICATIONS & DIRECTOR'S BUDGET						
8.Fundraising Activities and Cooperation	632,420	55,583	446,596	502,179	130,241	79.4%
Sub-Total III	632,420	55,583	446,596	502,179	130,241	79.4%
GRAND TOTAL	15,357,782	5,842,616	4,626,088	10,468,705	4,889,078	68.2%

Appendix VII – Major UIS publications in 2010

UIS publications

Global Education Digest 2010: Comparing Education Statistics Across the World. Montreal: UIS, 2010. (ENG)

Guide to Measuring Information and Communication Technologies (ICT) in Education. Montreal: UIS, 2010. Technical Paper No 2. (ENG, FRE, SPA; ARA and RUS to come)

Technical Paper No 3. *Projecting the Global Demand for Teachers: Meeting the Goal of Universal Primary Education by 2015.* Montreal: UIS, 2010 (ENG, FRE)

Technical Paper No 4. *Measuring Educational Participation: Analysis of Data Quality and Methodology Based on Ten Studies.* Montreal: UIS, 2010. (ENG)

Technical Paper No 5. *Measuring R&D: Challenges Faced by Developing Countries.* Montreal: UIS, 2010. (ENG, FRE and SPA to come))

Publications featuring data and analysis provided by the UIS

Assessing Education Data Quality in the Southern African Development Community (SADC): A Synthesis of Seven Country Assessments. Paris: UNESCO, 2010. (ENG)

Core ICT Indicators. New York: UN, 2010. (ENG, CHI, FRE, RUS, SPA)

Country Scorebook 2010. Washington: Millennium Challenge Corp., 2010. (ENG)

ESCAP: Statistical Yearbook for Asia and the Pacific 2009. New York: UN, 2009. (ENG)

Human Development Report 2009. New York: UN Dev. Prog., 2009. (ARA, ENG, FRE, POR, RUS, SPA)

Investing in Cultural Diversity and Intercultural Dialogue: UNESCO World Report. Paris: UNESCO, 2009. (CHI, ENG, FRE, SPA)

Overcoming Inequality: Why Governance Matters; EFA Global Monitoring Report, 2009. Paris: UNESCO. (ARA, CHI, ENG, FRE, RUS, SPA, PES, POR)

Reaching the Marginalized: EFA Global Monitoring Report, 2010. Paris, UNESCO; Oxford, UK, Oxford University Press, 2010. (ARA, CHI, ENG, FRE, RUS, SPA)

Report on UNESCO's Online Discussion on the Beijing Platform for Action's Strategic Objective B: Education and Training of Women, 10 January - 7 February 2010. Paris: UNESCO. (ENG)

State of the World's Children 2009. New York: UNICEF, 2009. (ENG, FRE, SPA)

The Millennium Development Goals Report 2010. New York: UN, Dept. of Economic and Social Affairs, 2010. (ARA, CHI, ENG, FRE, RUS, SPA)

Towards Inclusive Knowledge Societies: A review of UNESCO's Action in Implementing the WSIS Outcomes. Paris: UNESCO. 2010. (ENG, FRE)

Trends in Global Higher Education: Tracking an Academic Revolution; A Report Prepared for the UNESCO 2009 World Conference on Higher Education. Paris: UNESCO Higher Education Division; SIDA/SAREC, 2009. (ENG)

World Development Indicators 2009. Washington: World Bank, 2009. (ARA, EN, CHI, FRE, RUS, SPA)

World Telecommunication / ICT Development Report 2010: Monitoring the WSIS Targets: A Mid-Term Review. New York: UN. 2010. (ENG)

Appendix VIII – Major meetings/conferences/workshops organized by UIS staff in 2010

EVENT	LOCATION
February	
ISCED Regional Consultation Meeting	Doha, Qatar
UIS Expert Meeting on Gender and Education for GED 2010	Montreal, Canada
Simultaneous National Training Workshop and Meetings to pre-test simultaneously Media Survey Instruments in 5 selected countries - Cameroon, Canada, Costa Rica, Jordan, and Ukraine	Cameroon, Canada, Costa Rica, Jordan, Ukraine
Stakeholders consultation to finalize the ICT in Education rollout instruments	Montreal, Canada
March	
ISCED Regional Consultation Meeting (LAC)	Montreal, Canada
Meeting of Angola Provincial Coordinators	Luanda, Angola
ISCED Editorial Group Meeting	Paris, France
Expert Group Meeting for Media Survey Instruments to review pre-test results	Montreal, Canada
Four presentations on LAMP in a LAMP specific panel at the 54 th Annual Conference of the Comparative International Education Society	Chicago, USA
April	
Fourth Meeting of Technical Advisory Panel for ISCED and Editorial Group meeting	Montreal, Canada
May	
Training Workshop on Framework for Cultural Statistics for Francophone Africa	Dakar, Senegal
First meeting of the LAMP Global Advisory Board	Montreal, Canada
First Meeting of ASEAN National Experts on Science and Technology Indicators	Vientiane, Laos
Regional Workshop on Capacity Building on Science and Technology and Innovation Policy Reviews and Science and Technology Statistics and Indicators for West Africa	Bamako, Mali
Technical Workshop with LAC partners to finalize the inclusion of regional priorities in the ICT4E rollout instruments at the Inter-American Development Bank	Washington, USA
Institutional Training	Montreal, Canada
ISCED Worldwide Consultation	Paris, France

June	
Cluster Workshop on Higher Education in the Gulf States, 8-10 June	Dubai, UAE
Presentation on the Assessment of Learning Outcomes to IIEP trainees	Paris, France
August	
LAMP national project leaders meeting	Montreal, Canada
Education Statistics Administrators in Angola	Luanda, Angola
September	
Sub-regional Hands On Training on Science, Technology and Innovation Indicators	Damascus, Syria
October	
Training Workshop on Framework for Cultural Statistics for Asia and Eastern Europe	Almaty, Kazakhstan
Anglo Africa Regional Education Statistics Training Workshop	Windhoek, Namibia
National Training Workshop on STI Indicators	Amman, Jordan
Joint UIS-ECLAC workshop to train Spanish speaking countries in LAC on regional ICT4E questionnaire	Santiago, Chile
WEI for Asian Countries	Kuala Lumpur, Malaysia
Presentation on LAMP at the UNESCO Asia Pacific Programme of Educational Innovation for Development (APEID) International Conference-Education for Human Resource Development,	Bangkok, Thailand
Presentation on the UIS programme on the Assessment of Learning Outcomes at the IEA General Assembly	Gaborone, Botswana
November	
First Meeting of Technical Advisory Committee for UIS Africa Education Survey Model	Pretoria, South Africa
Technical Advisory Panel Experts Group Meeting on Media and Information Literacy measurement tools development	Bangkok, Thailand
Central Asian Sub regional Consultation Meeting on STI Indicators	Tashkent, Uzbekistan
Training Workshop of the pilot country members of the International Working Group on Media Statistics (WGMS) to launch the pilot of the new media Survey at IIEP	Paris, France
National Training Workshop on STI Indicators	Addis Ababa, Ethiopia
December	
South Asia Workshop on STI Indicators	Kathmandu, Nepal
ISCED Editorial Group Meeting	Luxembourg

Appendix IX – List of UIS staff members in 2010 (as of November 2010)**MONTREAL****Fixed-term (F-T)**

VAN DER POL, Hendrik	Netherlands
AKPABIE, Claude (Kpakpo E.)	Togo
AMOUSSOU-GUÉNOU, Wilfried	Canada/Benin
BEAUDIN, Rachelle	Canada
BELAY, Rahel Teferra	Ethiopia
BUFFETT, Brian	Canada
CAPELLI MIGUEL, Maria Helena	Brazil
CARDOSO FERNANDEZ, Manuel	Uruguay
CASTELLANO TOLMOS, Hugo	Canada/Peru
DELOUMEAUX, Lydia	France
DJAFRI, Ghania	Canada/Algeria
EL RHARBI, Zoubida	Canada/Morocco
FALVO, Mark	Italy
FRANCISCO, Leandre	Canada/Benin
FROSTELL-CASTRO, Katja	Finland
GAGNON, Amélie	Canada
GARCIA CALDERON, Rosario	Mexico
GIRARDI, Lucia	Canada
HO, Tin Nam	Canada/P.R. of China
ILLIDGE, Sandra	Canada
JEBRAYEL-MARIAMO, Rosa	Canada
KERIM-DIKENI, Sirina	Canada/Togo
KING, Simone	Canada
LABE, Olivier	Benin
LATIFI, Saied	Iran
LIBERMAN, Daniel	Brazil
LU, Weixin	Canada/P.R. of China
MIELE, Adriano	Canada
MORIN, Katherine	Canada
MOTIVANS, Albert	Latvia
NEWTON, Glenda (Temp Contract)	Canada
OTCHET, Amy	USA
OULD A. VOFFAL, Saïd	Mauritania
OVSYANNIKOVA, Olga	Canada/Russia
PACIFICO, John	Canada
PATHIRAGE, Rohan	Sri Lanka
PEDRO, Sandra	Canada
PESSOA, José	Canada
RATOVONDRAHONA, Pascale	Mauritius
SALMI, Zahia	Canada/Morocco
SCHAAPER, Martin	Netherlands
SEMENTCHOUK, Ioulia	Canada/Russia
SINGH, Anuja	Kenya
SOMOGYI, Sophia	Canada
TALEB, Hanna	Canada/Algeria
TAY-LIM, Brenda	Singapore
TCHATCHOUA, Bertrand	Cameroon
THONY, Chantal	Canada/Haiti
TRAN, Helene	Canada
VALDEZ MELGAR, Beatriz	Canada Guatemala
WENG, Xiaodan (Wendy)	Canada/P.R. of China

MONTREAL**Appointment of Limited Duration (ALD)**

ASSAD, Redouane	Morocco
BOUFARD, Marc	Canada
BRUNEFORTH, Michael	Germany
BUENO, Marc	Brazil
CHIEN, Chiao-Ling	Taiwan – P.R.C
EL HOURANI, Talal	Lebanon
GUADALUPE MENDIZABAL, César	Peru
HUEBLER, Friedrich	Austria
KENNEDY, Alison	UK
LUCAS, Patrick	Canada
MARINS, Luciana	Brazil
NKWETA, Marietta	UK
NOMURA, Shinsaku	Japan
VASCONCELOS, Alcyone	Brazil
WALLET, Peter	Canada

Service Contracts (SC)

ABBAS, Duraid	Canada
BARTON, Andrew	Canada
BOADE, Georges	Canada/Cameroon
CHESNEL, Mathieu	France
DJERIDI, Fouad	Canada/Algeria
DUMONT, Stéphane	Canada
EL BEYROUTHI, Pascale	Canada/Lebanon
EJOV, Daniel	Canada/Russia
HEARNE, Edward	Canada/UK
IBANEZ-SALINAS, Miguel	Canada/Peru
IMHOF, Adolfo	Canada/Argentina
JOSEPH, Shereen	Canada
KAMAU, Estelle	Canada
MOUSSA, Nelly	Canada
NEHMÉ, Sawsan	Canada/Lebanon
PRATTE, Catherine	Canada
PRINCE, Maya	Canada/Lebanon
QU, Demin (Iris)	Canada/P.R. of China
SOUSHKO-BORSTOV, Konstantin	Canada/Russia
TRUONG, Nhung	Canada/VietNam
YAKAP, Karine	Canada/Cameroon

Special Service Agreements (SSA)

AJAMIAN, Lory	Canada
BELL, Sheena	Canada
DELMOLY, Laure	France
FUENTES, Javier	Canada/Guatemala
KUTNICK, Sam	UK
LABBÉ, Tina	Canada
LIN, Xiaobao	Canada/P.R. of China
MARCHAND, Claudine	Canada
MESEKO, Omoloradé	Canada/Nigeria
NDABANANIYE, Jean-Claude	Canada/Rwanda
NORMANDEAU, Simon	Canada

FIELD STAFF

ANGOLA – Luanda

ROSSELOT, Bernard (ALD)	France
MUXITO, Adelino (ALD)	Angola
MASSIALA, Pedro Cipriano (SC)	Angola
DA COSTA BACKER, Ernesto (SC)	Angola

CAMEROON - Yaoundé

KI, Jean-Bosco (ALD)	Burkina Faso
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CHILE - Santiago

PERUSIA, Juan Cruz (ALD)	Argentina
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INDIA – New Delhi

SIGDEL, Shailendra (ALD)	Nepal
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KENYA - Nairobi

BERNAL, Marc (ALD)	France
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MALI – Bamako

DJIBO ABDOU, Yacouba (ALD)	Burkina Faso
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NAMIBIA – Windhoek

BORGATTA, Frederic (ALD)	Canada
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SENEGAL – Dakar

LAIREZ, Thierry (ALD)	France
COULIBALY DJATA, Delphine (SC)	Cote d'Ivoire
FALL DIENG, Yacine Fall (NO-C)	Senegal
SMUGA, Mélanie (ALD)	Canada
TOURÉ, Mamadou Bassirou (NO-C)	Senegal

THAILAND – Bangkok

ELLIS, Simon (ALD)	UK
THAUNG, Nyi Nyi (F-T)	Myanmar
LUGO HELIN, Lestes (ALD)	Philippines
ACOCA, Aurélie (ALD)	Canada
WITTAYATHAWORNWONG, Ann (SC)	Thailand
AEKTASAENG, Ngamnet (SC)	Thailand
BAJRACHARYA, Roshan (SSA)	Nepal

TANZANIA – Dar es Salaam

GITHAIGA, Monica (ALD)	Kenya
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Summary by contract type/location 2010

Montreal

Fixed-term	50
ALD	15
Temporary	1
Service Contract	21
Special Service Agreement	11
<i>Sub-total:</i>	<u>98</u>

Field

Fixed-term	1
ALD	14
Local ALD	2
Service Contract	5
Special Service Agreement	1
<i>Sub-total:</i>	<u>23</u>

Total 121

Summary by section 2010

DIR	7
ADM	15
EIDA	27
DPSS	26
RSCB	23
FCU	1
SCC	14
LAMP	8
Total	121

2010 Gender (out of 121)

Male: 59 (49%)
Female: 62 (51%)

Summary by section 2009

DIR	5
ADM	12
EIDA	24
DPSS	24
RSCB	24
FCU	2
SCC	13
LAMP	7
Total	111

2010 P Gender (out of 57)

Male: 37 (65%)
Female: 20 (35%)

Number of nationalities: 46

Appendix X – Recruitment in 2010**A. Filled Fixed-term and ALD Positions closed in 2010**

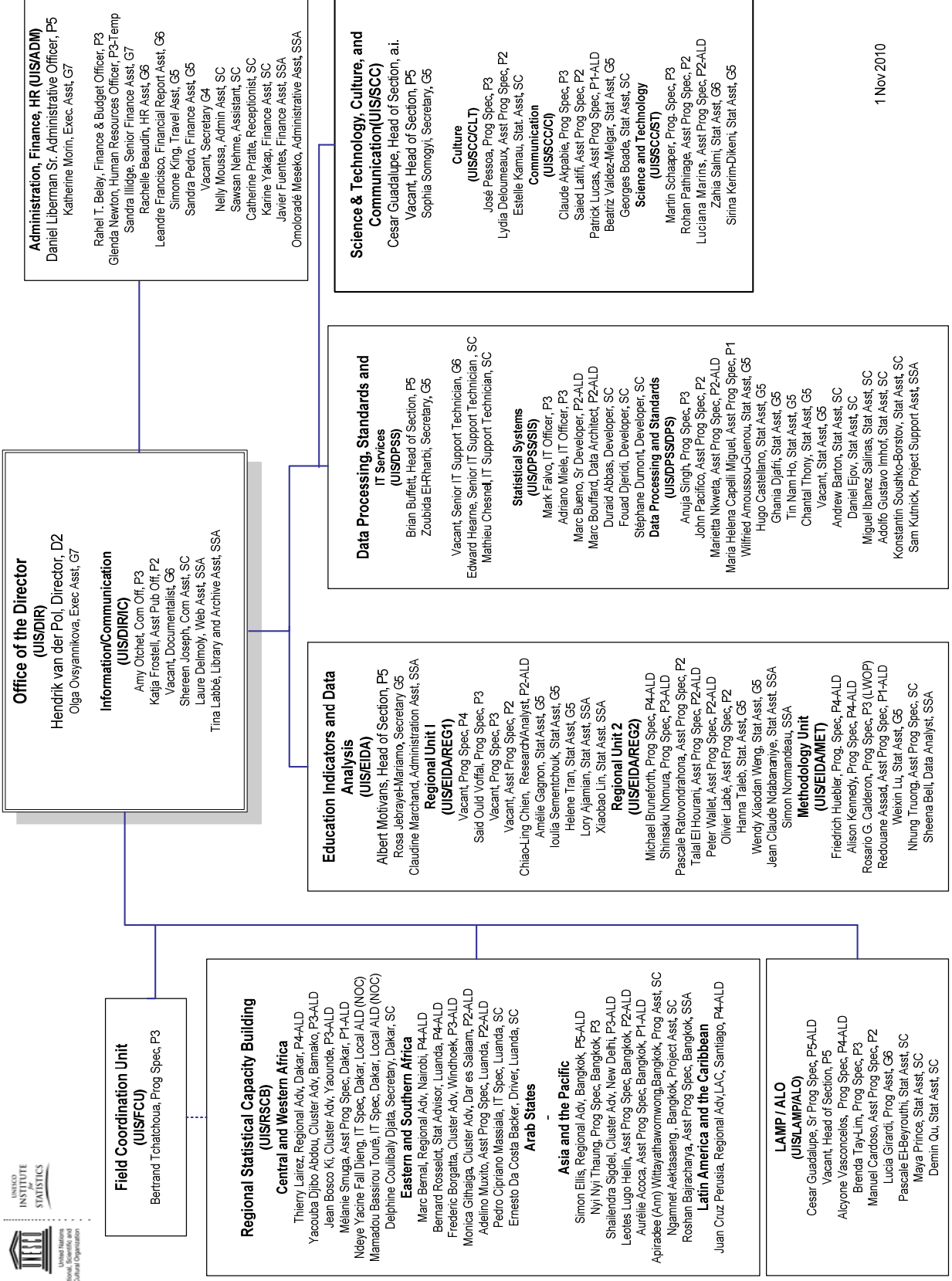
Post Details	Contract	Post Incumbent
<i>External hire to Fixed-term</i>		
Statistical Assistant, G5, SCC	Fixed-term	Ms Beatriz Valdez Melgar
<i>Internal to ALD</i>		
Regional Advisor, Santiago, P4, RSCB	ALD	Mr Juan Cruz Perusia
<i>External to ALD</i>		
Regional Advisor, Bangkok, P5, RSCB	ALD	Mr Simon Ellis
Assistant Programme Specialist, P2, DPSS	ALD	Ms Chiara Capoferro
Assistant Programme Specialist, P2, DPSS	ALD	Ms Marietta Nkweta
Assistant Programme Specialist, Data Architect, P2, DPSS	ALD	Mr Marc Bouffard
Assistant Programme Specialist, Senior Developer, P2, DPSS	ALD	Mr Marc Bueno
Programme Specialist, ISCED, P4, EIDA	ALD	Ms Alison Kennedy
Assistant Programme Specialist, Innovation, P2, SCC	ALD	Ms Luciana Marins
Assistant Programme Specialist, Dakar, NO-C, RSCB	Local ALD	Ms Ndeye Yacine Fall Dieng
Assistant Programme Specialist, Dakar, NO-C, RSCB	Local ALD	Mr Mamadou Bassirou Touré

B. Open Fixed-Term and ALD Positions - Expected to close in 2011

Open posts	Contract	Expected date	Comments
<i>Fixed-term</i>			
Head of Section, P5, LAMP/ALO, UIS990 - new	Fixed-term	June 2011	Classification stage
Head of Section, P5, Science & Technology, Culture and Communication, UIS992 - new	Fixed-term	June 2011	Classification stage
Programme Specialist, P4, EIDA, UIS317	Fixed-term	April 2011	Advertising stage
Programme Specialist, P3, EIDA, UIS580	Fixed-term	April 2011	Advertising stage
Human Resources Officer, P3, ADM, UIS030	Fixed-term	December 2011	Pre-classification stage

Open posts	Contract	Expected date	Comments
Assistant Programme Specialist, P2, EIDA, UIS263	Fixed-term	April 2011	Advertising stage
Assistant Programme Specialist, P2, EIDA, UIS989 - new	Fixed-term	February 2011	Advertising stage
Software Developer, P2, DPSS, UIS985 - new	Fixed-term	August 2011	Pre-classification stage
Software Developer, P2, DPSS – UIS995 - new	Fixed-term	August 2011	Pre-classification stage
Assistant Finance and Administrative Officer, P1/P2, ADM, UIS996 - new	Fixed-term	April 2011	Pre-classification stage
IT Support Technician, G7, DPSS, UIS036	Fixed-term	July 2011	Pre-classification stage
Documentalist, G6, DIR, UIS588	Fixed-term	June 2011	Pre-classification stage
Statistical Assistant, G5, DPSS, UIS525	Fixed-term	January 2011	Candidate selected
Finance Assistant, G5, ADM, UIS038	Fixed-term	June 2011	Pre-classification stage
Appointment of Limited Duration (ALD)			
Programme Specialist, P3, EIDA TVET (Technical & Vocational Education Training) UIS982 - new	ALD	January 2011	Candidate selected
Statistical Cluster Advisor, P3, RSCB, UIS002, Doha	ALD	January 2011	Candidate selected
Statistical Cluster Advisor, P3, RSCB, UIS002, Apia	ALD	February 2011	Interviewing Stage
Statistical Cluster Advisor, P3, RSCB, UIS004, Nairobi	ALD	February 2011	Interviewing Stage
Assistant Programme Specialist, P2, DPSS, UIS993	ALD	January 2011	Interviewing stage
Assistant Programme Specialist, P2, SCC, UIS979 - new	ALD	March 2011	Pre-classification stage
Assistant Editor & Web Coordinator, P2, DIR, UIS995 - new	ALD	May 2011	Pre-classification stage
Assistant Programme Specialist, P2, DPSS, Software Developer. UIS984 - new	ALD	May 2011	Pre-classification stage
Assistant Programme Specialist, P2, DPSS, Software Developer. UIS985 - new	ALD	April 2011	Pre-classification stage
Statistical Advisor, P1, RSCB, Santiago, UIS004	ALD	January 2011	Interviewing stage

Appendix XI – UIS organizational chart (as of 1 November 2010)



1 Nov 2010