UNESCO INSTITUTE for STATISTICS
United Nations Educational, Scientific and Cultural Organization

UIS Governing Board
Eighteenth Ordinary Session
Montreal, 5-6 December 2016

UIS/GB/XVIII/3
Montreal, November 2016
Issued in English only

# REPORT OF THE DIRECTOR

# ON THE ACTIVITIES OF THE INSTITUTE IN 2016

Item 7

(62 pages)

## TABLE OF CONTENTS

## INTRODUCTION

The Institute faces a critical juncture for its immediate and long-term future. On one side, the entire international development community is relying on the UIS to develop the technical tools and political consensus needed to help countries respond to the unprecedented demand for more and better data for the Sustainable Development Goals (SDGs), especially in the field of education. At the same time, the Institute is faced with budgetary cuts despite the international development community's reliance on UIS data for its own products and initiatives.

The only way to survive is by: showing leadership and proven results with our expanded SDG mandate; restructuring the ways in which we work internally and externally; expanding our base of donors while developing innovative approaches to sustainable financing.

As part of our SDG 4 mandate, we are working on the technical front by developing the methodologies and standards needed to produce the global and thematic indicators. At the same time, we are working directly with countries to help them implement the indicator frameworks. The key to our success lies in building partnerships and consensus across the international education community.

**Breaking new ground in methodology**

This is the approach taken with the Global Alliance to Monitor Learning (GAML), which is delivering the concrete solutions needed by countries to use their existing learning assessment systems to measure and improve learning globally. For example, the UIS is working with partners to develop a new data quality assessment framework to help countries improve their assessment systems and the resulting data. At the same time, we have found a cost-efficient approach to start reporting on indicator 4.1.1 and the percentages of children and youth reaching a minimum proficiency level in reading and mathematics at the end of primary and lower secondary education.

While breaking new ground in methodology, we are also addressing the practical challenges in producing the indicators. Data and monitoring are – like so many things – political. The best methodologies and indicators will amount to little if countries are unable or unwilling to implement them.

**Implementing the indicator frameworks**

This is why the UIS is co-chairing the Technical Cooperation Group (TCG), which includes representatives of Member States, multilateral agencies and civil society groups. Drawing on UIS technical briefs and input from initiatives like GAML, the TCG makes recommendations to the Education 2030 Steering Committee and provide inputs to inform UIS methodological work, especially in relation to the needs and priorities of countries. In particular, the TCG has just reviewed the global and thematic indicators and identified those that can be used to start monitoring progress in 2017 and those that will require further development.

**Reaching across the UN system**

The final piece in the data architecture involves the UN system at large. The UIS is working with partners to harmonize international data collection on key issues: from education finance and equity to the standards used to collect administrative and household survey data on education.

For example, we worked with partners to create the Inter-Agency Group on Education Inequality Indicators, which will set the standards across the UN system to report and interpret household survey data, especially in relation to measuring indicators on equity.

**Promoting UIS data and measurement strategies**

Despite limited resources, we continue to produce a series of new products promoting SDG 4 data and measurement. For example, in July we released the first edition of the Sustainable Development Data Digest, which serves as a blueprint to address the measurement challenges for each target. In addition, we also produced the eAtlas for Education 2020, which presents all of the available data, including placeholders for indicators not yet available.

**Restructuring the way we work**

To better respond to the new demands arising with the SDGs, we are overhauling the structure, strategy and business model of the Institute. Let me be clear – the aim is not to diminish the role of the Institute or reduce its services. On the contrary, we must increase our efficiency in pursuing our core business while affirming our central role in the global data architecture.

To begin with, we are developing a new proposal for the UIS Medium-Term Strategy, which will be discussed during the Board. The strategy is based on an evaluation of all UIS activities and products – from data collection systems and databases to the UIS website and analytical reports.

The UIS is also undergoing a major restructuring process to align the specific expertise of staff to meet the new statistical demands arising with the SDGs. The new structure will: improve data quality in every stage of production; strengthen communication between UIS, countries and other stakeholders; and lead to greater efficiency.

We are also reviewing the ways we can support capacity building in countries. At the global level, countries need help to: design and implement strategies to strengthen their statistical systems to promote informed policymaking; implement indicator frameworks, methodologies, international standards and best practices; assess the quality of their data and address weaknesses; identify key areas of action with development partners; and report quality data at the global level.

Against this background, we are trying to establish a new global model in which all development partners work collectively towards common goals and around strategies that are defined and owned by countries. Clearly, the UIS cannot be directly involved in country-level implementation, especially in light of the current budget situation. However, the UIS will continue to serve as the primary source of technical guidance concerning indicator calculation, questionnaire design and the resulting data. We will also continue to develop the diagnostic tools needed to improve data quality and identify capacity building needs while helping to design National Strategies for the Development of Education Statistics (NSDES) through targeted projects (such as the Pacific).

**UIS funding gap: urgent investment required**

The funding situation is critical. Since 2010, the UIS managed to sustain chronic deficits by relying on its Fund Reserve, which fell from USD 11.0 million at the beginning of the 2010/2011 biennium to USD 4.2 million at the beginning of the 2016/2017 biennium.

To maintain a level of normal operations in the 2016-2017 biennium, the UIS would need USD 24 million yet we currently face a projected gap of about USD 4 million to maintain our core services. To meet the new demands for SDG data, the Institute would require a biennial budget of USD 30 million (additional funding of USD 6 million).

We are still trying to recover from the World Bank's decision to discontinue its Development Grant Facility in 2016, which used to provide the Institute with about USD 1.5 million per year. The funding cut was not specifically directed at the Institute but nevertheless has a tremendous impact on our ability to deliver core services.

The Global Partnership for Education (GPE), another major supporter of the Institute, is also reviewing its general funding strategies. While we continue to work closely together on several key areas, it is hoped that a solution can be found for funding.

On the positive front, our longstanding donors, the Governments of Australia, Canada and Quebec, Norway and the United Kingdom continue to provide generous support. The UK Government has even increased funding for our work in learning outcomes, while the Australian Government is also providing technical support in this area through the Australian Council for Educational Research (ACER). The Institute is exploring a similar approach of providing technical support with the World Bank.

Given the gravity of the funding situation, the UIS created a Global Donor Group to expand the Institute's pool of supporters and create a multiyear framework to ensure the sustainability of the Institute's work. The UIS is also evaluating its global positioning, fundraising strategy as well as its regional approaches to build partnerships.

Overall, the UIS has shown its leadership and efficiency in meeting the demands of the SDGs. But we are literally 'running on empty'. About 58% of UIS staff are on short-term contracts which are usually renewed on an annual basis. Given the current budgetary situation, I was forced to reduce this duration to four months. So at the end of April, we risk losing our most precious resource – an international team who apply the highest professional standards as part of their personal commitment to SDGs.

It is therefore urgent that all of the stakeholders – from donors to the UIS Governing Board, help us to secure the resources. We are at a breaking point.

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

### C/5 Expected Result N°1: Production of more relevant and timely education statistics and indicators

| N° | *Performance indicators (PI)* | *Baselines (B) as at 31.12.2015* | *2016-2017 Quantitative and/or qualitative Target/Benchmark (T)* | *Progress achieved against Target/Benchmark as at 31.12.2016* | *Likelihood that target will be attained* |
|---|---|---|---|---|---|
| 1. | More comprehensive and relevant global education data available to meet the needs of SDGs and Education 2030. | New data based on International Standard Classification of Education (ISCED) 2011 published, new global module on teacher indicators designed and launched. | The UIS database contains data for all indicators to monitor global and thematic education indicators for which values can be calculated from available data. | SDG data availability mapping survey conducted in four regions and results published in three languages and presented at regional conferences and other events.<br>New indicators on qualified teachers developed and published in the UIS Data Centre.<br>Complete education data and indicators for the financial and school year ending in 2014, including regional averages and totals published in June.<br>New country-level data for the financial and school year ending in 2015 were added to UIS Data Centre in December.<br>Data for almost all the SDG thematic indicators that can be calculated from UIS data collection published in the UIS Data Centre.<br>UIS used external data sources to compile and publish data for several SDG indicators that cannot be produced from UIS data collection. | High |
| 2. | More comprehensive and relevant regional and national education data available to meet regional and national policy and monitoring needs. | Regional module on teacher deployment in Asia launched.<br><br>Another regional module on school conditions in Africa launched. | New global and regional modules that address specific information needs conducted annually. | New data and indicators on disparities in teacher training, deployment, characteristics and working conditions at sub-national level produced from countries' responses to the Asian regional module were processed and published in the UIS Data Centre. | High |
| 3. | Availability of education data disaggregated by specific population groups for monitoring | Disaggregated education survey data for 125 country-year combinations published | Education indicators from censuses and surveys, disaggregated by group differences, are expanded | Disaggregated household survey data for more than 130 country-year combinations published in | High |

| | | | | | |
|---|---|---|---|---|---|
| | inequalities. | in UIS Data Centre. | and disseminated through UIS databases. | UIS Data Centre (last update in December 2016).<br>Inter-Agency Group on Education Inequality Indicators (IAG-EII) launched by UIS, United Nation Children's Fund (UNICEF) and World Bank, started by defining indicators calculated from household survey data.<br>Production and dissemination of additional disaggregated indicators from the SDG 4-Education 2030 monitoring framework started (e.g. completion rate, released in UIS Data Centre in December). | |

**Progress assessment:**

**Outputs**

In 2016, the UIS conducted a series of surveys to map the availability of data for Sustainable Development Goal 4 (SDG 4) in the following regions: Arab States, Asia and the Pacific, Latin America and the Caribbean, and sub-Saharan Africa. For each region, data availability for each global and thematic indicator was analyzed in order to evaluate the magnitude of data gaps and the efforts needed to efficiently support Member States to produce the data needed to monitor SDG 4 and the Education 2030 Agenda. The findings were used in UIS publications (see ER4) and discussed with national statisticians during several regional meetings held throughout the year (see ER3).

The UIS programmed and produced data for a large number of new education indicators that are either SDG indicators or could be used as temporary placeholders for SDG indicators that require further methodological work and/or data collection. These newly-developed indicators cover but are not limited to topics such as: participation rate in organized learning one year before the official primary entry age; upper secondary out-of-school rates and numbers; participation rates in vocational education; qualified teachers; over-age-for-grade children and adolescents; and the percentage of adults participating in formal education.

For SDG indicators that require additional data collection beyond the UIS survey, the Institute completed a thorough mapping of potential external data sources and possible placeholders. For many of these indicators, data were compiled, validated and published in the UIS eAtlas for Education 2030, which was launched in July 2016. Indicators using external data sources will also be made available on the UIS website.

**Results**

The UIS has identified, evaluated and documented the data gaps and priorities in SDG monitoring at the global, regional and national levels.

In a relatively short time and with no additional resources, the UIS has made significant progress in developing the SDG 4 indicator framework, producing or compiling the data for a significant number of indicators, while identifying potential external data sources and partners with whom to collaborate.

This first phase constitutes a strong foundation to address the major measurement challenges ahead. The UIS will also use the collected information to redesign its 2017 education survey in order to align its data collection to the needs associated with SDG 4 monitoring. In addition, the information will be used to develop new strategies to improve coverage in key areas, such as education financing where response rates are relatively low.

The UIS, United Nation Children's Fund (UNICEF) and the World Bank initiated a new Inter-Agency Group on Education Inequality Indicators (IAG-EII). The main objective of the IAG-EII is to promote and coordinate the use of household survey data to monitor education targets at the global, regional and national levels, ensuring standardized analysis and reporting in order to complement evidence available through administrative data. The benefit will be increased efficiency and consistency in the processing of survey data by different agencies and strong legitimacy for survey-based indicators reflecting the equity issues of the Education 2030 agenda, with a particular emphasis on increasing use of such data by countries. In 2016, the IAG-EII held its first two meetings (April and June) and began working on standardized definitions for SDG 4-Education 2030 indicators calculated from household surveys.

The data and indicators derived from the Asia regional module provide a good source of information to assess equity in teachers' recruitment and deployment at national and sub-national levels.

The UIS has also produced additional indicators for its Data Centre and other products, with a focus on new indicators in the SDG 4-Education 2030 framework. One of the first indicators released is the completion rate for primary, lower secondary and upper secondary education to be added to the UIS Data Centre in December 2016 and used to monitor SDG Target 4.1.

**Challenges, corrective actions and lessons learnt**

The development of measurement frameworks and related data collection in new areas, such as education quality and equity, skills assessment, global citizenship/sustainable development and more broadly the use of learning assessment and household survey data, constitute real challenges for the UIS in the coming years. Existing UIS staff will need to develop expertise in these new areas, while considerably more human and financial resources are required to undertake this critical developmental work.

**Cost-effectiveness/efficiency measures**

To produce and disseminate indicators more efficiently, the UIS is making increased use of standardized data for indicator production. Data compilation for the SDG indicators from different sources and their integration in the UIS database are providing a good opportunity to improve the flexibility of UIS tools to process and integrate data from different sources.

The Institute has been building strong partnerships with sister organizations that are involved in SDG 4 to share expertise and resources and avoid duplication of efforts and unnecessary reporting burdens on Member States**.** For example, some indicators from household survey data in the UIS Data Centre were produced in collaboration with the Economic Commission for Latin America and the Caribbean (ECLAC), which compiles standardized data for Latin American countries.

**C/5 Expected Result N°2: Appropriate methodologies and standards in the field of education statistics developed, maintained and refined**

| N° | *Performance indicators (PI)* | *Baselines (B) as at 31.12.2015* | *2016-2017 Quantitative and/or qualitative Target/Benchmark (T)* | *Progress achieved against Target/Benchmark as at 31.12.2016* | *Likelihood that target will be attained* |
|---|---|---|---|---|---|
| 1. | Consensus built around a new strategic plan in place to meets the need for data to monitor international education goals. | Not available (new initiative). | Consensus on a strategic plan to meet the need for data to monitor international education goals. | Global and thematic frameworks endorsed by UN and education community. Proposal for the thematic indicator framework has been refined by UIS within the context of the Technical Advisory Group/Technical Cooperation Group. | High |
| 2. | Documents published by UIS to describe new conceptual indicator frameworks and to increase understanding of new UIS methodologies and indicators. | Operational manual is being edited by UNICEF.<br>ISCED 2011 Operational Manual and the manual on ISCED-F Field descriptions published. | 4 methodological documents published in 2016-17. | Operational Manual for the Out-of-School Children Initiative (OOSCI) published.<br>Methodological guide on National Education Accounts (NEA) produced and published with International Institute for Educational Planning (IIEP).<br>Three research papers related to data on out-of-school children produced.<br>Work on methodological guide to measure equity in education started. | High |
| 3. | Number of countries with data on mean years of schooling in UIS Data Centre. | 151 countries with data for 1950-2013. | 115 countries with data for 1950-2016. | 159 countries with data for 1950 to 2014. | High |
| 4. | Number of Member States with updated mappings of their national education system to ISCED 2011. | 77 Member States with validated mappings. | At least 120 countries with published ISCED 2011 mappings. | 150 ISCED 2011 mappings published on the UIS website. | Achieved |

**<u>Progress assessment:</u>**

**Outputs**

The UN Statistical Commission agreed on the global framework for SDG indicators, which was prepared by the Inter-Agency Expert Group on the SDGs (March 2016) and noted by the UN Economic and Social Council (ECOSOC) in June 2016.

The UIS and UNESCO's Education Sector have convened the Technical Cooperation Group (TCG) on SDG 4–Education 2030 Indicators, which met in May and October 2016. Representatives of Member States, partner agencies and civil society groups reviewed all of the proposed global and thematic indicators and discussed the methodologies for each indicator, current data availability and the need for further work or refinement in certain cases.

The UIS conducted two open consultations in August and September with TCG participants and other experts on the thematic indicator framework and proposals for temporary placeholders for selected thematic indicators which are not currently widely available or for which methodologies still need to be developed.

At the second meeting of the TCG, agreement was reached on the set of thematic indicators to be used for monitoring of SDG 4 and the Education 2030 Agenda in 2017. Indicators requiring further methodological development were identified and working groups established to take forward this work in 2017. Consensus was also reached on the TCG terms of reference and work plan for 2016-2017.

The UIS and UNICEF published the Operational Manual for the Global Out-of-School Children Initiative (OOSCI) in January 2016. The manual is publically available in electronic format. Updated tools were added to the OOSCI website (http://allinschool.org) in August 2016. The UIS has also published three research papers related to out-of-school children. The first paper examines differences between administrative and household survey data in the measurement of school participation from a global perspective. The second paper studies discrepancies between data on population size and on the number of children enrolled in school in Brazil, and examines the effect on out-of-school estimates. The third paper presents recommendations for the UIS methodology to generate national, regional and global estimates of the distribution of out-of-school children by past and possible future exposure to education.

In February 2016, the UIS updated its Data Centre with new estimates of mean years of schooling (MYS). MYS data are now available for 159 countries, covering the period 1950 to 2014. These estimates were the first to be generated from educational attainment data classified in accordance with ISCED 2011. In the fourth quarter of 2016, the UIS initiated a revision of the MYS methodology to allow estimation of MYS for additional countries and to produce time series. The next MYS release is planned for February 2017.

In September 2016, the UIS, in collaboration with the International Institute for Educational Planning (IIEP), published a methodological guide on National Education Accounts (NEA) available in English and French. This guide is the most important technical output of the GPE-funded project on National Education Accounts[1]. In addition to the NEA methodology, the guide includes technical annexes on several topics such as: processing education expenditure data from household expenditure surveys; assessing resource allocation; and international expenditure on education. The UIS and IIEP also supported the eight participating countries to produce and disseminate their national reports from the project.

The UIS and IIEP also jointly published a summary report, entitled *Who Pays for What in Education*, which presented the main results of the project. The results were also the subject of two webinars organized by the GPE. Moreover, the Institute has started working with IIEP and the World Bank to develop guidelines to convert the Bank's BOOST to NEA in order to improve the availability, national use and international reporting of education finance data. The initial findings were released as a paper on leveraging current initiatives: *A roadmap to better data on education financing*.

[1] This project was funded by the Global and Regional Activities programme of the Global Partnership for Education (GPE).

During the fourth quarter of 2016, ISCED mappings for 150 countries will have been published. The mappings help users of UIS education data to better understand how national programmes of education have been aligned to international standards. Work is still on-going to publish mappings for the remaining countries.

**Results**

The UIS has helped to broker strong consensus on the technical aspects of the indicator frameworks needed to track progress towards SDG 4-Education 2030 targets. Further development work will be required, but a strong foundation has been built.

Due to UIS methodological work, Member States have an extensive array of tools and guides to better collect and analyse statistics in such key areas as education finance (NEA project) and access to education (out-of-school children initiative –OOSCI).

In addition, the UIS continues to refine its internal instruments, for example in relation to the calculation of specific indicators and methodologies for producing consistent and reliable regional averages, in order to produce more accurate and higher-quality products for the international community of data users.

**Challenges, corrective actions and lessons learnt:**

It is essential to engage Member States in the process of developing the measurement frameworks. The UIS is constantly seeking to reinforce this dialogue, although it can be difficult to ensure that representatives with the optimal set of technical skills take part in the major meetings and initiatives. Above all, UNESCO must maintain its technical neutrality in indicator discussions, which assume great political significance in the absence of properly-defined targets. This has been challenging, but the UIS has proven to be successful in providing this expertise and neutrality.

**Cost-effectiveness/efficiency measures:**

The OOSCI Operational Manual is being disseminated in electronic format in order to reduce distribution costs, while making it easier to update the document as needed in the future. This manual and the accompanying material on the OOSCI website (http://allinschool.org) will also help reduce the time spent by UIS staff in responding to queries from countries participating in the global initiative.

**C/5 Expected Result N°3: Capacities of national statisticians strengthened in the production and use of national and comparative education data**

| N° | *Performance indicators (PI)* | *Baselines (B) as at 31.12.2015* | *2016-2017 Quantitative and/or qualitative Target/Benchmark (T)* | *Progress achieved against Target/Benchmark as at 31.12.2016* | *Likelihood that target will be attained* |
|---|---|---|---|---|---|
| 1. | Training workshops conducted for education planners and policymakers on the use and analysis of data for results-based decision-making covering all regions. | 5 regional training workshops in 2014 and 4 regional and 2 national workshops in 2015. | 6-8 regional workshops (3-4 per year). | 7 regional workshops conducted in 2016. | Achieved |

| | | | | | |
|---|---|---|---|---|---|
| 2. | Technical guidance provided and/or data quality assessments conducted and the recommendations implemented by Member States. | 3 Member States (participants in the NEA project). | In at least 8 Member States (4 per year). | 3 Member States (participants in the NEA project).<br>Data quality assessment conducted in Samoa and Kiribati.<br>UIS participated with IIEP and the World Bank in a national workshop on conversion of BOOST/NEA in Uganda. | High |

**Progress assessment**

**Outputs**

The following training workshops on educational data and indicators were conducted in collaboration with UIS field staff (January-December 2016):

1. Regional workshop on educational data and indicators in Eastern Europe, Central Asia and South Caucasus – Istanbul, Turkey, 18-21 April 2016
   22 participants from 11 Member States
2. Regional workshop on educational expenditure for Members States in Central and West Africa – Dakar, Senegal, 23-27 May 2016
   18 participants from 6 Member States
3. Regional workshop on educational expenditure for Members States in South and East Africa – Dakar, Senegal, 30 May–3 June 2016
   13 participants from 5 Member States
4. Regional workshop on out-of-school children for Member States in Central and West Africa – Dakar, Senegal, 20-22 June 2016 (in partnership with UNICEF)
   48 participants from 24 Member States
5. Regional workshop on education finance data for South and West Asia – Bangkok, Thailand, 20-24 June 2016
   28 participants from 9 Member States
6. Regional workshop on education statistics for South and East Africa – Windhoek, Namibia, 18-22 July 2016
   47 participants from 21 Member States
7. Regional workshop on education statistics for the Pacific – Nadi, Fiji, 5-9 December 2016
   39 (TBC) participants from 15 Member States and regional stakeholders

In addition, the countries supported by the joint UIS-IIEP-Pôle de Dakar project on national education accounts received the following assistance:

- Participation in the NEA concluding international seminar in Paris, France, 4-7 April 2016;
- Completion and printing of the national reports; and

- Organization of national presentations of the project results and reports scheduled for the end of June (Abidjan, Côte d'Ivoire), early July (Kathmandu, Nepal), and mid-July (Hanoi, Viet Nam).

In collaboration with the Secretariat of the Pacific Community (SPC) and with funding from the Australian Department of Foreign Affairs and Trade (DFAT), the UIS is implementing a major capacity-building project in the Pacific region. This project aims at improving education data quality, visibility and use in the region. In this context, the following activities have been conducted:

- UIS Statistical Cluster Advisor and a statistical assistant have been recruited and established in Apia, Samoa; and
- DQAF mission has been conducted in Samoa and Kiribati to develop a data quality assessment module to meet the specific needs/contexts of the Pacific.

**Results**

Statisticians from more than 90 Member States have received training and support from the UIS on a wide range of issues pertaining to collecting, analyzing and reporting of education statistics, with a specific focus on the thematic and global indicators to monitor SDG 4–Education 2030.

**Challenges, corrective actions and lessons learnt**

As always, staff turnover remains a serious issue and clear risk to individual-based capacity development, such as training. This is why the UIS is focusing on building institutional capacity (e.g. efforts to open up channels between ministries for data exchange in the OOSCI Initiative), which has shown promising results.

At the regional level, the current work in the Pacific region has generated a better sense of the challenges to come. In particular, the main obstacles to good education data stem from:

- Lack of general institutional provisions for sector-wide production of education statistics;
- Extremely high turnover due to changes in departments or because staff leave to study or pursue employment opportunities by development partners who 'cherry-pick' the most qualified individuals; and
- Need for regular presence in the field to help implement recommendations and ensure continuity.

**Cost-effectiveness/efficiency measures**

In some cases, the UIS has reduced the number of participants in training workshops while leaving open the option of self-supporting participants.

**C/5 Expected Result N°4: Use and analysis of education statistics promoted**

| *N°* | ***Performance indicators (PI)*** | ***Baselines (B) as at 31.12.2015*** | ***2016-2017 Quantitative and/or qualitative Target/Benchmark (T)*** | ***Progress achieved against Target/Benchmark as at 31.12.2016*** | ***Likelihood that target will be attained*** |
|---|---|---|---|---|---|
| 1. | Data-driven thematic reports produced. | Global report "Fixing the Broken Promises of Education" published.<br>Education data released 2 times in 2015 via the | -One flagship thematic report released every 15 months with analytic partners. | A flagship thematic report - Implementing the Education 2030 indicator framework released in English, French, Spanish and Arabic (TBC). | Achieved |

| | | | | | |
|---|---|---|---|---|---|
| | | UIS Data Centre.<br>Accessible format tables (reflecting current Global Education Digest (GED)) and regional and national data collections; indicators from household surveys added to the database. | Education data released twice per year via the UIS Data Centre. | Educational attainment data (including mean years of schooling) released in February.<br>Education data released in June and December.<br>Literacy data released in June. | |
| 2. | Data presented more visually. | Three eAtlases using the new platform. | eAtlases in new platform and other thematic visualizations provided via the UIS website. | UNESCO eAtlas of Gender Inequality in Education launched in March.<br>UNESCO eAtlas on Out-of-School Children updated in July.<br>UNESCO eAtlas for Education 2030 launched in August.<br>UNESCO eAtlas of Literacy updated in September. | Achieved |
| 3. | Technical, analytical and informative products developed. | One technical paper and three fact sheets published. | One technical paper, one policy note and six fact sheets per year. | Paper on Data Revolution prepared for the International Commission on Financing Global Education Opportunities.<br>A policy note on out-of-school children produced and launched in July.<br>Infographics and fact sheets on out-of-school children, literacy and teachers released.<br>NEA visual report and national NEA reports for 8 countries published.<br>Four reports on regional readiness to monitor SDG 4–Education 2030 agenda published. | High |

**Progress assessment**

**Outputs**

The UIS prepared the first report in a new series of publications, entitled Sustainable Development Data Digest*: Laying the Foundation to Measure Sustainable Development Goal 4*. Based on national findings, the report (available in English, French and Spanish, with Arabic forthcoming) discusses current priorities and emerging challenges for Member States, as well as the UIS vision on how best to implement the new measurement agenda. This report builds on a number of other UIS outputs, such as the recent regional surveys on country readiness to monitor the SDGs.

As a companion to the Digest, the UIS released the eAtlas for Education 2030, which presents the education indicators currently available for the global and thematic monitoring of SDG 4. A series of

interactive maps for each of the SDG 4 targets brings together a range of data sources covering access to education, the quality of the education on offer and learning outcomes.

With just a couple of clicks, it is possible to explore key issues, such as completion rates from primary to tertiary education, the percentage of children out of school, the amount spent on each pupil's education, and the supply of qualified teachers.

To widely promote the Digest, the UIS conducted a series of webinars for the general public, presenting the technical and political initiatives underway to implement the new indicator frameworks while addressing areas that are difficult to measure, such as education quality, learning, child development, equity and inclusion. Four hour-long sessions brought together panelists from national governments, civil society, academia, UN and development partner organizations who explored the most urgent measurement issues of the SDG 4–Education 2030 agenda and answered questions from the audience that included about 400 people from all over the world. Overall, 72% of participants rated the webinars as excellent or very good. The videos of the webinars were made available via UNESCO's YouTube channel.

In addition to the global publication, the UIS prepared four information papers looking into specifics of readiness to monitor SDG 4 education targets in sub-Saharan Africa, Arab States, Asia and Pacific, and Latin America and the Caribbean (English and Spanish).

The UIS has also drafted a paper on "The Data Revolution in Education" as a contribution to a global report by the International Commission on Financing Global Education Opportunities. The UIS paper will be released with the Commission later in 2016.

UNESCO eAtlases for Gender Inequality in Education, Education 2030, Out-of-School Children, Teachers and Literacy were updated and made available in English, French and Spanish.

The UIS also released the following papers: policy note (in English, French, and Spanish) analyzing new data on out-of-school children and youth; another policy note drawing lessons on the financing of education in nine countries; and fact sheets on literacy data (English, French and Spanish) and teachers (English, French, and Spanish).

**Results**

Key reports and analytic outputs were produced to clearly present the UIS vision for the technical processes and next steps needed to implement the indicator frameworks for SDG 4–Education 2030 targets. In addition, these products presented new UIS data needed to assess progress and policy planning among education stakeholders.

**Challenges, corrective actions and lessons learnt**

Despite a lack of additional resources, the UIS produced a number of analytical products focussed on the SDG 4–Education 2030 implementation process. Further efforts and resources to communicate the results are needed to increase the impact of these products.

**Cost-effectiveness/efficiency measures**

The UIS is expanding its network of partners to produce analytical reports and promote them more widely.

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

C/5 Expected Result N°5: International education community uses a common framework to produce comparative analysis and international monitoring of progress in learning outcomes

| *N°* | *Performance indicators (PI)* | *Baselines (B) as at 31.12.2015* | *2016-2017 Quantitative and/or qualitative Target/Benchmark (T)* | *Progress achieved against Target/Benchmark as at 31.12.2016* | *Likelihood that target will be attained* |
|---|---|---|---|---|---|
| 1. | The sunset of Learning Metric Task Force (LMTF). | Brooking's Center for Universal Education (CUE) and UIS prepared to close LMTF. | LMTF closed. | LMTF concluded with a last meeting in Livingstone Zambia (February). Since then, regional organizations have taken over the research and knowledge-sharing platform. | Achieved |
| 2. | Catalogue of national and international initiatives on the assessment of learning outcomes of school children established and used by Member States. | 61 countries submitted data. | Catalogue and database includes information from 53 GPE countries.<br><br>Revised version of Catalogue and database to collect targeted information to assist SDG 4 monitoring. | Data already published for 68 countries including 168 assessments.<br>Catalogue includes narrative summaries for 80 assessments.<br><br>Work underway with technical partner to develop the new version of the Catalogue and database. Three modules are under development module 1 which collect characteristics of national learning assessment will be available at the end of 2016. Modules 2 and 3 which collect targeted information like the country's learning outcomes data and institution infrastructure will be available in 2017. | High |
| 3. | Learning Assessment Capacity Index (LACI) established and used by Member States. | The platform developed and posted on UIS website | LACI presents analysis for more than 100 countries. | LACI index further developed to include more countries.<br><br>LACI index is used in IIEP's Massive Open Online Course (MOOC) training programme on learning assessments. | High |
| 4. | Good working practices are identified and used in oral assessments of reading proficiency. | Authors confirmed and editors contracted. Draft of 22 articles completed in 2015. | Consensus built among measurement stakeholders on oral assessment and common framework promoted. | eBook and report with recommendations published in June 2016 (recommendations available in English, French and Spanish).<br>Objective achieved – consensus reached. | Achieved |

| | | | | | |
|---|---|---|---|---|---|
| 5. | Establish the Global Alliance to Monitor Learning (GAML). | Work underway to create the GAML network. | GAML established and working on consensus toward the technical processes and products for SDG 4 monitoring of learning-related indicators. | First GAML in May gathered about 50 individuals representing a diverse group of organizations: service providers, development partners, regional assessment bodies and organizations, donors and civil society groups<br><br>The second meeting took place in October 2016, and concluded with strategy on learning indicators and placeholders and recommendations for the Technical Cooperation Group on SDG 4 – Education 2030 Indicators.<br><br>GAML concept notes, UIS implementation strategy for measuring SDG 4 Learning Outcomes targets, GAML technical information document, Data Quality Assurance framework (DQAF) concept notes, Catalogue of Learning Assessment version 2.0 proposal are shared with participants and published in the UIS website. In addition, the establishment of an interim target 4.1 'placeholder' indicator database and theoretical Universal Learning Scale are presented at the second meeting.<br><br>Task Forces are established to further explore the technical issues in learning indicators.<br><br><u>DATABASE FOR SDG4 Reporting. Indicator 4.1.1</u><br><br>UIS lays out the possible options to link the results from various learning assessment, by capitalizing on the existing learning assessments. In December 2016, the UIS will publish the results of an initial methodology developed by Nadir Altinok to anchor regional and international | High |

| | | | | | |
|---|---|---|---|---|---|
| | | | | learning assessments. This will enable to produce a first database to cross-nationally assess the share of pupils reaching low proficiency levels. The database can be used as an alternative for reporting on SDG 4.1 targets until other approaches, such as the universal learning scale, are developed.<br>We are reporting 228 points of measurement on Indicator 4.1.1. | |
| 6 | Learning Assessment and Monitoring Programme (LAMP) results are disseminated and public user files made available. | LAMP report reviewed by three independent experts | LAMP international report reviewed by three independent reviewers, edited, copy-edited and published. | Comments from peer review consolidated, but due to priority in other projects, the report will be published in early 2017. | High |

**Progress assessment:**

**Outputs and results**

In the area of learning outcomes, the UIS and the Brooking's Centre for Universal Education (CUE) closed the Learning Metric Task Force (LMTF) following its success in building a consensus around learning as a global priority. The last meeting (in February in Livingstone, Zambia) gathered representatives of the Learning Champion countries and development partners to benchmark the initiative's progress and identify tangible next steps to sustain country-led action in the transition from LMTF to SDG 4.

Building on the momentum of LMTF, the UIS launched the Global Alliance to Monitor Learning (GAML) to develop the standards and methodologies needed to measure learning globally, while helping countries to produce and use the information to achieve SDG 4. The UIS hosts the GAML Secretariat, which is responsible for communicating with different stakeholders, while the co-chairs of GAML provide overall guidance on the methodological work associated with the SDG 4 measurement framework.

GAML has met twice (May and October 2016) and considerable progress has been made. The GAML network, secretariat and governance structure have been established. Technical work is also underway, notably through an agreement with the Australian Council for Educational Research (ACER) to develop an international code of practices and a data quality framework for learning assessments. This framework will help countries benchmark their national assessments to a common scale for reporting and identify capacity-building needs.

The UIS is also working with ACER to develop a reporting scale to lay the basis for internationally-comparable data, related to: Target 4.1 minimum proficiency levels in reading and mathematics; Target 4.4 information and communication technology skills; Target 4.6 literacy and numeracy skills; and Target 4.7 global citizenship and sustainable development.

The work on learning outcomes encompasses a highly technical and political process, requiring a great deal of discussion and consensus-building with stakeholders. While the discussions can be challenging, the UIS is clearly respected for its expertise and neutrality in dealing with potentially sensitive issues.

In particular, the development and agreement on reporting scales needed to produce Target 4.1 indicators are proving to be extremely complex. As part of a pragmatic approach to resolve these issues, the UIS has developed a database to produce 'placeholder' indicators (which are not internationally-comparable) to be used for reporting purposes in the interim.

Furthermore, the UIS will work on an initial methodology to anchor regional and international learning assessments. This will enable UIS to produce a first database to cross-nationally assess the share of pupils reaching low proficiency levels. The database can be used as an alternative for reporting on SDG 4.1 targets until other approaches, such as the universal learning scale, are developed.

To support this work, the UIS is streamlining the Catalogue and Database of Learning Assessments (launched in 2015). The database is the only central repository of data on learning assessments and includes information on all system-level large scale assessments in primary and lower secondary education, including public examinations and national learning assessments.

The new Catalogue (version 2.0) will consist of three modules:

- Module 1: streamlined mapping instrument to collect basic descriptive information about assessment and examination activities in countries, including household-based surveys and coverage on early childhood development and upper secondary education;
- Module 2: instrument(s) to collect national data needed to report learning outcomes for SDG 4 indicators; and
- Module 3: instrument(s) to collect the information needed to evaluate the robustness of assessment and examination systems and identify capacity-building needs of countries.

This new structure will provide the information needed to: implement the GAML data quality assessment framework; identify capacity-building needs of countries; support the production of 4.1.1 indicators; and support the Global Partnership for Education's Assessment for Learning (A4L) initiative and the World Bank's SABER project.

The UIS has also developed the Learning Assessment Capacity Index (LACI), which reflects the readiness of countries to monitor learning outcomes globally. The index covers more than 100 countries and is currently being expanded to include learning assessments beyond primary and lower-secondary education levels. The index is being used by the IIEP as part of a training programme on learning assessments, which highlights the UIS role as the global source of learning data for SDG 4.

The UIS has also worked with assessment organizations and donors to reach consensus on good practices in the design and use of oral reading assessments. The results are presented in an eBook, *Understanding What Works in Oral Reading Assessments*, which presents articles by 50 authors from 30 organizations. The e-Book is accompanied by a policy-oriented report showcasing good practices in oral reading assessments, as well as recommendations for stakeholders interested in measuring early oral reading skills. This policy report is available in English, French and Spanish.

Finally, the UIS is preparing to publish the international report of the Literacy Assessment and Monitoring Programme (LAMP) early next year. It will present results for Jordan, Mongolia, Palestine and Paraguay. The experience and lessons learnt in conducting this large-scale household-based literacy assessment and analyzing the results from four very different developing countries provide the UIS with the advantage in addressing implementation and technical issues in this area.

The report will inform the international community of the challenges involved in conducting large-scale literacy assessments in developing countries and using the information for effective policymaking.

**Challenges, corrective actions and lessons learnt**

While partners agree on the need to monitor learning outcomes globally, it is difficult to separate the technical issues from the high political stakes involved in assessment initiatives. This is why the UIS has created GAML to serve as a forum for technical experts, education specialists, assessment service providers, citizen-led assessment initiatives and non-governmental organizations to help develop the standards, frameworks, tools and metrics needed to produce and use global measures of learning.

The discussions around a learning scale have proven to be extremely delicate despite the agreement that there is no single way of defining or measuring learning. What constitutes learning and how it should be measured depends on local contexts and the decisions and interpretations of countries. So the task of the UIS, through GAML, is to develop an innovative but pragmatic approach that recognizes this diversity while yielding internationally-comparable measures of learning.

The first version of the questionnaire used to create the Catalogue of Learning Assessments included a significant number of questions, which many countries could not answer even after the UIS conducted five regional workshops. Given these limitations, the UIS decided to streamline the questionnaire and develop a new format (pre-populated electronic version) to improve cost-effectiveness and efficiency. Furthermore, two new modules are under development to collect targeted information for indicators Target 4.1.1.

**Cost-effectiveness/efficiency measures**

The development of a common framework, learning scale and global metric to produce internationally-comparable data can only advance in close partnership with countries, donors, technical partners and assessment organizations.

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

C/5 Expected Result N°6: Timely statistical information and analysis on research and experimental development and innovation statistics are available to Member States

| *N°* | *Performance indicators (PI)* | *Baselines (B) as at 31.12.2015* | *2016-2017 Quantitative and/or qualitative Target/Benchmark (T)* | *Progress achieved against Target/Benchmark as at 31.12.2016* | *Likelihood that target will be attained* |
|---|---|---|---|---|---|
| 1. | Science, technology and innovation (STI) database extended. | 23% for the 2015 survey. | Net response rate of 32% for countries to which UIS sends an R&D questionnaire by March 2017. | Too early to report. | Too early to report |
| | | 33 valid responses for the 2013 innovation data collection. | 30 responses to the innovation questionnaire by March 2016. | 68 responses to the 2015 innovation data collection (including 23 countries with new and valid innovation data). | Low |
| | | 50 innovations surveys added to the innovation catalogue. | 2014-2017 (for reference): at least 75 innovation surveys added to the innovation inventory. | No survey added to the catalogue in 2016. | Medium |

| | | | | | |
|---|---|---|---|---|---|
| | | Metadata available for 150 countries. | R&D metadata available for all countries with R&D data in the UIS database. | All metadata available and mostly updated. | Achieved |
| 2. | Number of countries requesting assistance to carry out STI surveys based on methodologies developed by UIS | 5 requests per year. | At least 5 developing countries requesting assistance to carry out an R&D or innovation survey yearly. | 7 requests received. | Achieved |
| | | | Revision of 1978 UNESCO Recommendation concerning the International Standardization of Statistics on Science and Technology requested by the General Conference. | Draft technical paper on scientific and technological services. | Achieved |
| 3. | Number of countries/participants where capacities have been enhanced to collect STI statistics. | 10 countries in one regional workshop per year. | 20 countries in 2 regional workshops (10 countries / 1 regional workshop per year). | About 150 national statisticians trained during:<br>1 regional workshop (SADC) | Achieved |
| | | 3 national workshops per year. | 8 technical assistance workshops (4 per year). | 2 technical workshops (Mongolia and Islamic Republic of Iran) | Medium |
| 4. | Reports and other electronic materials prepared that promote the use of STI indicators and their linkages to development issues. | 15 requests per year. | 50 requests received for R&D and innovation data by UIS (25 per year). | 27 requests received and delivered. | Achieved |

**Progress assessment:**

**Outputs**

Results from the 2015 R&D survey have been processed and were released according to plan at the end of July. Data have been submitted for inclusion in the annual SDG report, the World Social Sciences Report and the Global Innovation Index. The 2016 R&D survey was sent out in September. The results of the second global data collection of innovation statistics were released in August and presented at the 21st International Conference on Science and Technology Indicators (Valencia, Spain in September) and the third Organization for Economic Co-operation and Development (OECD) Blue Sky Forum on Science and Innovation Indicators (Ghent, Belgium in September).

A new data visualisation on R&D expenditure was launched on the UIS website, as well as various R&D publications, such as the R&D eAtlas, and several fact sheets are being updated. An information paper on the results of the second global innovation data collection is being prepared. To foster its sustainability and keep it more up to date, the Catalogue of Innovation Surveys will be re-designed in terms of its content.

To reinforce country-level capacity, a national training workshop on STI statistics was conducted in Tehran, Islamic Republic of Iran for about 40 participants, and in Ulaanbaatar, Mongolia on innovation statistics. The STI unit has been actively transferring knowledge to field staff, who delivered a regional STI training workshop for countries of the Southern African Development Community in Pretoria, South Africa, as well as a presentation on UIS STI data during workshops in Dakar, Senegal, Hanoi, Viet Nam, Vientiane, Lao PDR and Beijing, China. In addition, a mission to Abuja, Nigeria was undertaken to help Nigeria draft a new STI policy, which will contain a strong focus on indicators. The UIS also organized and co-financed a technical meeting on STI indicators for Latin American and Caribbean countries with RICYT.

Technical assistance to implement the definitions of the Oslo Manual and the Frascati Manual was also provided to Belarus, Cambia and Oman by email.

The revision of the 1978 UNESCO Recommendation on the Standardization of Statistics on Science & Technology is progressing well. A draft technical paper on scientific and technological services was prepared by a consultant and reviewed by the STI Advisory Board (which met in November). Based on this feedback, the final version is being prepared for global consultation in 2017. The Advisory Board also gave direction to the revision of scientific and technical education and training.

The UIS is playing a substantial role in the revision of the Oslo Manual on measuring innovation by ensuring it properly reflects the contexts and priorities of developing countries. Regular videoconferences are conducted and comments have been provided on draft chapters.

The UIS is preparing to develop a thematic set of STI indicators for the SDGs. This proposal was presented at a side event held at the 47$^{th}$ session of the UN Statistical Commission (March). A consultant has developed an initial list of indicators, which were discussed at the STI Advisory Board meeting. The list is currently being finalised. Also in the context on the SDGs, the UIS participated in the third meeting of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators, as well as the first multi-stakeholder Annual Forum on STI for the SDGs.

As part of the SAGA project on Science, Technology, Engineering and Mathematics (STEM) and Gender Advancement, the UIS has made considerable progress in developing a toolkit of instruments to better measure gender equality in STEM. The toolkit was presented to the first pilot country, Uruguay, in September, while discussions with other pilot countries continue. Thailand will probably be the second pilot country. Argentina and the province of Quebec are also going to use SAGA methodology to prepare national/regional reports. The SAGA toolkit has been presented at various events, including at the European Gender Summit in Brussels, Belgium in November.

Finally, the UIS has participated in two editorial board meetings of the Intergovernmental Oceanographic Commission (IOC) Ocean Science Report, which will be released in 2017.

**Result**

- UIS data used in various international reports and databases;
- Countries recognize the need for high-quality STI data as reflected in their ongoing demand for UIS capacity building support in conducting national R&D and innovation surveys; and
- Many national statisticians trained during regional and national workshops.

**Challenges, corrective actions and lessons learnt**

The challenge remains to complete all planned activities for 2016, while responding to internal and external requests with limited staff and financial resources. In particular, the STI team was hampered by the prolonged absence of one of three statistical assistants.

**Cost-effectiveness/efficiency measures**

The national workshops in the Islamic Republic of Iran and Mongolia were funded by the countries. Field staff is increasingly being used to deliver presentations and training. Partnerships with regional organizations, such as the African Union New Partnership for Africa's Development (AU/NEPAD) and

Network on Science and Technology Indicators – Ibero-American and Inter-American (RICYT), provide a cost-efficient way to reach more Member States and provide more in-depth support.

They also enable us to avoid duplication of efforts through data-sharing agreements and, in some cases, joint data collections with the OECD, Eurostat, AU/NEPAD and RICYT.

C/5 Expected Result N°7: Timely and policy relevant statistical information and analysis of cultural statistics are available to Member States

| *N°* | *Performance indicators (PI)* | *Baselines (B) as at 31.12.2015* | *2016-2017 Quantitative and/or qualitative Target/Benchmark (T)* | *Progress achieved against Target/Benchmark as at 31.12.2016* | *Likelihood that target will be attained* |
|---|---|---|---|---|---|
| 1. | Increase in the number of methodological resource documents produced to support the development of cultural statistics globally. | 1 handbook completed in 2014. | At least 2 methodological resource documents produced (1 per year). | First draft of a guide to UIS indicators on the cinema sector completed. | Achieved |
| | | None | Completion of draft recommendations for CSA implementation. | Complete report will be ready in the first quarter of 2017. | High |
| 2. | Cross-nationally comparable data and indicators produced and featured in a wide range of global reports. | Feature film data for the reference year 2012 and 2013 received from 60 countries. | Increase in the number of feature film data available for dissemination. | 76 countries responded to the 2014 survey and the 2016 survey was launched in July, with 11 responses received by mid-October. | Achieved |
| | | No cultural employment data available. | Increase in the number of cultural employment data available for dissemination. | 64 countries responded to the 2015 survey and 2016 survey will be launched at the end of November. | Achieved |
| | | No analytical report produced | 1 analytical report produced per biennium. | Report on cultural trade was released in March, 2016. | Achieved |
| 3. | An increase in the number of national statisticians and cultural officers trained to collect, analyse, and use cultural statistics. | Technical assistance to Bolivia was provided. | Provide technical assistance or expert advice to at least 2 countries (1 per year). | About 80 national statisticians trained at international workshop on culture statistics in October (Beijing, China). | Achieved |

**Progress assessment**

**Outputs**

The UIS is starting to develop new statistics on cultural heritage to support the monitoring of SDG Target 11.4 (Indicator 11.4.1). An expert meeting was organized (in September in Paris, France) to review the current state of data and make recommendations for data collection and methodology.

In September, the UIS released the results from the first round of its survey on cultural employment (conducted in 2015). The second cycle of data collection will begin at the end of November, 2016. In addition, a new round of the survey on feature film statistics was launched (July) in the new Statistical Data and Metadata Exchange (SDMX) format. It is anticipated that the survey will be conducted on an annual basis in 2017.

In partnership with the *Observatoire de la culture et des communications* of the *Institut de la statistique du Québec*, the UIS co-hosted the International Symposium on the Measurement of Digital Cultural Products in May 2016. About 130 researchers and experts from around the world gathered in Montreal to discuss and debate a wide range of measurement and policy topics.

Regarding collaboration with UNESCO's Culture Sector, the UIS participated at two meetings of the World Heritage Convention Periodic Reporting Reflection Expert Group (June and September) and the 1st Editorial Board Meeting of the 2017 Diversity Convention Global Report (September). In addition to providing data for the report, the UIS will be the lead author for a chapter on cultural trade.

The Institute is supporting the work of UNESCO's Intercultural Dialogue Section by conducting a one-time survey among Member States on selected issues, which will be used to produce an analytical report and guide the future activities and policies of UNESCO in this area. The aim is to provide a better understanding of the status and landscape of intercultural dialogue at the national level and examine the suitability of a World Value Survey to inform policy discussions in this area. The administration of the survey was delayed due to the complexities of the questions and not launched until October. As such, the project was extended until April 2017 in order to give enough time for Member States to respond and to analyse the results for the report.

The UIS will continue to help strengthen the capacities of Member States to produce and use high-quality cultural statistics by organizing or facilitating regional and country-level training workshops. About 80 national statisticians and cultural officers took part in an international training workshop organized in Beijing, China by the UIS in partnership with the United Nations Statistical Division and the National Bureau of Statistics of China. All requests for workshops and on-site technical assistance are evaluated depending on the availability of human and financial resources.

**Results**

The UIS is laying the foundation to expand the production and use of cultural statistics at the national level by developing new surveys and methodological resources for countries. This entails partnerships with different types of organizations. The Institute will also continue to contribute to the Education 2030 Agenda as the lead agency responsible for Indicator 11.4.1.

**Cost effectiveness/efficiency measures:**

Due to budgetary constraints, UIS regional training workshops have been temporarily stopped for 2016. UIS participation in national training workshops on culture statistics must be financed either by the requesting country or a donor. This arrangement has generally proven to be successful, although the volume of training activities has been reduced. For example, initial requests to provide services to Ethiopia and Kenya were cancelled due to the lack of financing.

The UIS has also developed a cost-effective approach to use consultants for specific projects or research. This enables the Institute to cover the broad range of subject matter expertise that is required to meet global needs. However, this approach has limitations in terms of the sustainability of core work over time and new priorities, such as methodological work required to develop an international standard for a culture satellite account and the heritage finance data needed to monitor SDG 11.4.1. Stable funding will be required to support these priority activities.

**Challenges, corrective actions and lessons learnt:**

The ongoing challenge is to secure stable funding to support the current work and emerging priorities of the UIS cultural unit, which is effective but small.

C/5 Expected Result N°8: Timely and policy relevant statistical information and analysis on communication statistics are available to Member States

| *N°* | *Performance indicators (PI)* | *Baselines (B) as at 31.12.2015* | *2016-2017 Quantitative and/or qualitative Target/Benchmark (T)* | *Progress achieved against Target/Benchmark as at 31.12.2016* | *Likelihood that target will be attained* |
|---|---|---|---|---|---|
| 1. | Global data on Information and Communication Technology (ICT) in education are available and regularly updated. | n.a. | Response rate of 40% for the ICT in education global survey. | Survey not launched yet. | Too early to report |
| 2. | Media statistics are available and regularly updated. | For lack of funding, no survey is being conducted. | Response rate of 75% for the media statistics regional survey. | Due to lack of funding, this survey has been suspended. | Low |

**Progress assessment:**

**Outputs**

During the first half of 2016, the mail-out of the first global Information and Communication Technology (ICT) in education survey was being prepared by the only programme officer working in this area. However, this staff member has left the Institute and so the work is now essentially frozen until the restructuring of the Institute is complete. Currently, the plan is to integrate the most important elements into the education questionnaire and to administer the entire questionnaire in Latin America. Feedback on the questionnaire has been sought during a workshop on ICT in education in Sao Paulo, Brazil in November.

The UIS is also collaborating with initiatives in Latin America to develop an ICT in education toolkit that would allow countries to conduct ICT usage surveys among schools. This has been discussed during the same workshop.

The ICT in education unit at headquarters is interested in developing indicators on open educational resources with the support of UIS. An expert meeting was organised in November in Paris, where UIS work was presented via Skype.

Target 4.4 of the SDGs looks at ICT skills and digital literacy, for which there is no satisfying indicator. The Communication and Information unit is supporting the Director in developing a concept note on its measurement.

Despite the staffing situation, the UIS still presented its work and expertise at two major events: 2016 Consortium for School Networking (CoSN) / UNESCO International Symposium: Global Digital Strategies to Address Equitable & Quality Learning at Home & Outside School and the World Summit on the Information Society Forum 2016.

**Results**

There is a significant demand for ICT in education data. For example, the UIS has been an active member of the Partnership on Measuring ICT for Development, where discussions frequently focus on education-related issues and the work of the Institute.

In response, the UIS is member of the Steering Committee of the Partnership in response to the growing demand for its data and expertise. Some of these indicators have also been included in the SDG monitoring framework.

**Challenges, corrective actions and lessons learnt**

The area of ICT in education statistics is fairly new. Many countries, especially those with low incomes, do not have a monitoring system in place. This affects response rates and quality of the data received, especially in Africa. Over time, this should get better, aided by the capacity-building activities of the UIS.

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

For media statistics, the first challenge is to get the survey back on track.

The ICT in education team is very small and therefore very vulnerable to staff movements and illnesses. Currently, the team has been without a P2 for almost a year, after departure of the incumbent.

**Cost effectiveness/efficiency measures**

The UIS has strengthened working relations with partners around the world, such as the Regional Center for Studies on the Development of the Information Society (Cetic.br), the UNESCO Institute for Information Technologies in Education and the Talal Abu-Ghazaleh Organization (TAG-Org). The UIS is also an active member of the Partnership on Measuring ICT for Development and its steering committee.

As a cost-cutting measure, the UIS is seeking to integrate modules on its ICT in education survey within regular training workshops on education statistics.

## MLA 4 – REINFORCEMENT OF CROSSCUTTING STATISTICAL ACTIVITIES

C/5 Expected Result N°9: The quality of data produced by UIS is improved and constantly monitored

| *N°* | *Performance indicators (PI)* | *Baselines (B) as at 31.12.2015* | *2016-2017 Quantitative and/or qualitative Target/Benchmark (T)* | *Progress achieved against Target/Benchmark as at 31.12.2016* | *Likelihood that target will be attained* |
|---|---|---|---|---|---|
| 1. | Governance and Quality Frameworks reinforced. | UIS data quality framework includes response rates and timeliness indicators for all surveys. | Key performance indicators of response rates to UIS surveys and of timeliness are published for all UIS survey activities. | Response rates and timeliness indicators for all regular surveys included in UIS quality reports. Governance of new and ad hoc surveys will be improved to assure the timely inclusion of these activities.<br>In addition, detailed quality reports have been produced to inform data quality and capacity-building strategies. These reports include cell level response rates of | Achieved |

| | | | | | |
|---|---|---|---|---|---|
| | | | | questionnaires, identification of historical country response trends to questionnaires, and identification of linkage/non-linkage between individual questionnaire cells and UIS outputs. | |
| | | | Key performance indicators for data coverage and completeness are published for education and R&D surveys. | The KPIs have been calculated for all UIS surveys, not just education and R&D. | Achieved |
| | | | Survey planning and execution involves all internal UIS stakeholders. | Responsibilities for survey planning in the new structure have been assigned. Processes are being revised in order to meet this goal by end of year. | High |
| 2. | Efficiency and efficacy of data exchanges with other organizations improved. | First phase in the Institute's transition to SDMX-based data collections was successful based on consensus between UIS, OECD and Eurostat concerning the first draft of the global data structure (DSD) for education and R&D. Draft version of the governance and maintenance strategy under review by partners. | Fully automated data exchange with OECD and Eurostat established for the education survey. | This project is likely to move into 2017 due to resource constraints at the UIS and with the UIS-OECD-Eurostat (UOE) partners. | Medium - Low |
| 3. | Efficiency and efficacy of UIS internal coordination, processes, data and metadata management and tools, taking into account the entire data lifecycle, are improved. | First phase of migrating UIS collections to SDMX achieved. First phase of improving collection processes and communication tools achieved. | 10% reduction in the cost of production and processing. | All questionnaires are being migrated when launching data collections.<br>Work remains to improve the data importation processes but this is planned for the 2nd half of 2016. | Achieved |
| | | | Systems and processes adapted to modular questionnaires and regional/global collections. | This target is to be reviewed in view of UIS restructuring and quality review. | To be reviewed. |
| | | | Data production working group established and a prioritised plan elaborated. | This target is to be reviewed in view of UIS restructuring. | To be reviewed. |
| 4. | Number of Member States where statistical capacities have been enhanced as a result of UIS field staff interventions. | Technical meetings/country visits/working sessions with national statisticians organized:<br>Arab States: 6<br>Asia/Pacific: 32<br>Latin America and the Caribbean (LAC): 5<br>Sub-Saharan Africa (SSA): 34 | Arab States: 7<br><br>Asia and the Pacific: 40 | Arab States: 17 countries assisted (including 4 meetings/workshops, contribution by distance to 2 regional meetings and 142 trained participants)<br><br>Asia and the Pacific: 43 countries assisted (including 18 countries visited and about 900 trained participants) | Arab States: Achieved<br><br>Asia/Pacific: Achieved |

| | | | | | |
|---|---|---|---|---|---|
| | | Statisticians and policy-planners in Member States trained to use UIS questionnaires and standards:<br>Arab States: about 130;<br>Asia and the Pacific: 570<br>LAC: 50<br>SSA: 118<br><br>Member States receiving support from UIS regional staff in 2014:<br>Arab States: 7<br>Asia and the Pacific: 35<br>LAC: 23<br>SSA: 27 | Latin America and the Caribbean: 40<br><br>Sub-Saharan Africa: 50 | Latin America and the Caribbean: 19 countries (including 2 regional workshops, 4 bilateral country visits and about 60 trained participants).<br><br>Sub-Saharan Africa: 45 countries (including 27 meetings/workshops, 550 trained participants) | LAC: High<br><br>SSA: High |

**Progress assessment:**

**Results**

The core business of running data collections and data processing continues as planned. New data quality reports have been introduced and are being provided on a monthly basis, as well as upon data release, to better monitor UIS statistical activities. A full review of the key performance indicators (KPIs) was undertaken for all surveys as inputs towards improving UIS processes. Project activities are advancing but resources have been diverted to the website project. There is renewed interest by UOE partners to improve the data exchange. However as in the previous report, the project has had to be re-scoped given resource constraints in all organizations. As a result, there is a risk that the SDMX initiative with the OECD/Eurostat will not be completed in 2016 as planned.

**Outputs**

- All survey mail-outs were delivered on schedule;
- All data were processed on schedule; and
- Internal stakeholders were informed of the status of statistical activities via regular distribution of quality reports.

**Challenges, corrective actions and lessons learnt**

Despite the uncertainty about the restructuring, the staff has maintained their commitment and professionalism. A transition plan is under development to move survey activities from DPS to programme teams.

**Cost effectiveness/efficiency measures**

The transition to a standards-based data collection model using MS Excel and SDMX has been very effective and has resulted in direct efficiency gains by eliminating external contracting and software licensing agreements.

The transition has also indirectly improved the efficiency in which statistical assistants complete their tasks. It is hoped that the methods, tools and standards that were developed will be propagated in the restructuring.

**Key results in the field for 2016**

**Arab States (Gulf Cooperation Council countries)**

The UIS Cluster Advisor in Doha rendered his resignation, for personal reasons, at the start of the year, which has considerably affected progress in the region. The UIS has started the process to post a full-time regional advisor to work closely with the UNESCO Regional Bureau for Education in the Arab States in Beirut. In the interim, support to the region is being provided from Montreal.

To examine countries' capability to measure and report on the progress towards SDG 4, the UIS conducted a survey in the region to assess the availability of the underlying data required to produce the monitoring indicators. The survey will help to identify data gaps and areas where investments may be required to enhance the scope and quality of data sources on education. It is also being used to develop a regional capacity-building strategy. All of the 18 countries invited to participate responded to the survey.

During this period, the UIS explored options with some regional entities to build a strategic partnership to support statistical capacities.

The UIS contributed to four regional and sub-regional meetings on SDG4-Education 2030. The contribution focused on defining and implementing SDG 4 global and thematic indicator frameworks and the results of the data availability survey. Similar contributions were provided by distance to two other regional workshops, which were organized separately by the United Nations Development Programme (UNDP) and the UNESCO Regional Bureau for Education in the Arab States. In addition, the UIS in collaboration with the Regional Bureau of the UNDP and the Arab Institute for Training and Research in Statistics (AITRS) organized a webinar that was addressed to officials from National Statistical Offices on the same topic.

**Asia and the Pacific**

Activities in the region have mainly focused on SDG 4, capacity building and efforts to improve response rates to UIS surveys.

Based on results from the regional rapid appraisal of readiness to report on SDG 4, a regional mapping report has been published to highlight key data gaps. The results are being discussed with countries through national consultations.

Also related to SDG 4, the UIS led a session on sex-disaggregated education data during a regional workshop organized by ESCAP (Bangkok, May). The UIS also helped develop a concept note on a regional monitoring mechanism for the South Asian Association for Regional Cooperation (SAARC) and presented on SDG4 monitoring and ways forward in the SAARC workshop in Kathmandu (March, 2016). UIS contributed on developing Sub regional level (SAARC) monitoring mechanism. Also, most of the countries in Asia and the Pacific attended the second Asia-Pacific Meeting on Education 2030 (APMED 2) in November 2016. As for APMED 1, the UIS was involved in the preparation of the different sessions. APMED 2, where each SDG 4 targets' implementation and monitoring were discussed, also covered

discussions around regional coordination mechanisms and framework, the national implementation strategies and the national alignment of thematic and global indicators.

At the national level, a few countries in the region have started to establish national coordination mechanisms for SDG 4.

The UIS, in collaboration with UNESCO field offices, is helping to map existing policies and programmes and present the SDG 4 monitoring framework, through national consultations in Bhutan, Cambodia, India and Lao PDR.

In the Pacific, the UIS has started discussions with the Pacific Community (SPC) to develop a regional mechanism for collecting education data, including SDG 4 data requirements, for monitoring the new Pacific Education Development Framework (PEDF) currently being developed by the Pacific Islands Forum Secretariat (PIFS). The UIS has also participated in UN partner consultations with Tokelau and Niue on the UN Pacific Strategy for 2018-2022.

National training workshops and technical assistance took place in: Afghanistan, Brunei Darussalam, India, Maldives, Sri Lanka and Turkmenistan on Monitoring Education; Kiribati and Tonga on DQAF; Niue on UIS education questionnaires; and Viet Nam on STI.

Other than national workshops, the UIS is involved in standardizing education indicators, advocating for quality and timely data produced to monitor national and international commitments.

Data on out-of-school children (OOSC) continues to be a major priority for capacity building across the region. Key examples of UIS technical assistance include:

- OOSC profiles developed using the UIS-UNICEF operational manual in Lao PDR, Thailand and Timor-Leste, while work continues in Malaysia, Myanmar and Papua New Guinea;
- Publication of a national OOSC report by Cambodia and Nepal;
- The UIS has published a report on *Estimating Number of Out-of-School Children: Methodological Problems and Alternative Approaches (India Case Study)* and a pilot study on *Estimating Out-of-School Children in India* (Rajasthan, India); and
- UIS regional staff led several sessions on OOSC data and methodologies at the Asia Summit on Flexible Learning Strategies for Out-of-School Children (February).

The UN to UN agreement with UNICEF for 2016 might be extended until mid-year 2017.

Regional staff also provided technical support on national education accounts to Lao PDR, Nepal and Viet Nam. Viet Nam is now producing education expenditure data covering public and private sources, while Lao PDR and Nepal are reporting on all sources, including donors. In addition, all three countries launched their national reports on NEA.

In collaboration with the Secretariat of the Pacific Community (SPC) and with funding from the Australian Department of Foreign Affairs and Trade (DFAT), the UIS is implementing a major capacity-building project in the Pacific region. This project aims at improving education data quality, visibility and use in the region. In this context, the following activities have been conducted:

- UIS Statistical Cluster Advisor and a statistical assistant have been recruited and established in Apia, Samoa; and
- Data Quality Assessments (DQA) have been conducted in Kiribati, Samoa and Tonga. As a result, recommendations towards development of National Strategies for the Development

of Education Statistics have been made and statistical capacity building activities have been carried-out. These include training on data analysis and indicators calculation, report writing and data visualisation. Results from the DQA are being used to develop a data quality self-assessment module to meet the specific needs/contexts of the Pacific.

The following regional training workshops on education data and SDG 4 were organized for: Central Asian countries (Istanbul, Turkey, April); South and West Asian countries on education finance data (Bangkok, Thailand, June); Pacific States (Nadi, Fiji, December); and sub-regional training workshop for three countries under the Tehran cluster countries (Tehran, Iran, December).

Following technical assistance, the following countries increased the coverage of their responses to UIS questionnaires A and C: Cambodia, Fiji, Democratic People's Republic of Korea, Marshall Islands, Federated States of Micronesia, Niue, Palau, Kiribati, Sri Lanka and Vanuatu. For questionnaire B, after two sub-regional workshops (December 2015 in Viet Nam and June 2016 in Thailand) the following countries submitted finance educational data: Cambodia, Maldives, Mongolia, Sri Lanka and Timor-Leste .

Finally, UIS staff strengthens their partnership with mainly ESCAP, Korean Educational Development Institute (KEDI), Southeast Asian Ministers of Education Organization (SEAMEO), SAARC secretariat, SPC, UNESCO field offices, Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) and UNICEF by participating in joint activities on SDG 4.

**Latin America and the Caribbean (LAC)**

Some adjustments in the work plan were required after the temporary transfer of the regional assistant programme specialist to UIS headquarters to support the work of the UIS Director's Office and global implementation of the SDG 4–Education 2030 indicator framework. As a result, technical assistance on education finance data was suspended.

The UIS is actively working with Brazil's education statistics office to resolve the problems that have prevented the Institute from publishing internationally-comparable population-based indicators for the country. This has been a long-standing issue that created problems at the highest political levels. After significant work, a technical solution, documented in a set of agreements, was reached and the UIS began publishing the indicators in May.

Other missions performed with the goal of inquiring about late data submissions and support the national teams were Panama and Uruguay. The results were positive because in both cases it was possible to obtain new data submissions at least for some of the missing questionnaires.

The UIS regional advisor is closely involved in the elaboration of the thematic monitoring framework for the Education 2030 agenda, bringing the most relevant issues from the region to the global discussion and supporting the Director's Office in the work related to the Technical Cooperation Group on the Indicators for SDG 4-Education 2030. These tasks included: design of the TCG work strategy; organization of the first meeting (Washington DC, May); close follow up to assure the involvement of LAC country representatives which was reflected by the participation of the 7 LAC countries invited in the second meeting of the TCG held in Madrid in October and also by the responses provided by the seven LAC countries contacted to participate in the open consultations on the thematic indicators run by the UIS.

Work on the thematic indicators for the SDG 4-Education 2030 agenda included to start the preparation of the monitoring session that will be part of the regional meeting for Education 2030 which is being organized by UNESCO Santiago and will be held in January 2017.

Also related to SDG 4, the mapping of country-data readiness for LAC was fully developed based on the rapid appraisal led by EIDA. In addition, a regional report has been produced to design targeted actions to increase data availability, report which has been widely disseminated with the support of UNESCO Santiago.

The UIS is also actively participating in the Executive Committee of the Statistical Conference of the Americas (June), which offers an opportunity to position UIS data products in the agenda of national statistical offices across the region and reinforce channels of communication with them. Under the main line of action of dissemination, training and advocacy of UIS statistics, we also provided a seminar on internationally-comparable statistics within the IIEP regional course on educational planning and were involved in the First LAC Open Science Forum (CILAC) to discuss on indicators on higher education. As part of efforts to develop methodologies and improve the coverage of international statistics across the region, the UIS reached agreements with the Economic Commission for Latin America and the Caribbean on the process to use household surveys to obtain relevant information for:

- the new UIS cultural employment survey, in which LAC had the best coverage of any developing region; and
- the calculation of some specific indicators required for the SDG 4–Education 2030 thematic indicator framework (i.e. attendance and completion rates), which led to a substantial increase in global coverage.

The UIS regional advisor has supported the Organization of Ibero-American States to prepare a regional manual on higher education indicators. The draft was presented in a regional meeting (20-21 October 2016) with counted with the participation of government statisticians on higher education from nine countries of Latin America and where it was proposed the creation of a network of higher to strengthen the production of statistics on higher education.

Finally, on ICT in education, the new UIS Survey on that matter was presented in a regional workshop that counted with the participation of 22 national officers from 18 countries. In addition to this, the following projects on that area were started:

- Partnership with Cetic.br to design a guide for the development of national surveys to measure ICT usage in schools; and
- Agreement with the Working Group on measuring ICT of the Statistical Conference of the Americas to promote the use of a template national questionnaire to produce ICT in education statistics.

**Sub-Saharan Africa**

Across the region, more than 550 national statisticians and policymakers were trained on international standards to produce high-quality education data and UIS survey instruments. During the period, the UIS will have provided onsite support to 26 countries across the region on UIS education survey instruments, Education Management Information System (EMIS), National Education Accounts, out-of-school children methodology, culture and sciences statistics, and Technical and Vocational Education and Training (TVET) indicators. Through several regional workshops, 15 countries were trained on education finance data production and analysis, 17 countries on Research and Development and Innovation statistics and 24 countries on OOSC methodology.

In addition, the team continues to provide distance training and guidance on a wide range of issues related to international reporting and use of education data, SDG 4 data gaps analysis and EMIS.

Key results of efforts to improve the production, dissemination and use of UIS education data in the region include:

- Two workshops on education finance data which led to improved response rates to the UIS survey;
- Contribution to the finance data/GPE funded project: support to National Education Accounts in Côte d'Ivoire, Senegal and Uganda;
- One regional workshop on UIS education surveys;
- One regional workshop on UIS R&D and Innovation surveys;
- One national workshop on Sciences Technology and Innovation;
- Situation analysis and recommendations to help Central Africa Republic re-start its administrative data collection process following the political crisis;
- EMIS support to Burundi, Chad, Côte d'Ivoire, Gabon, South Sudan, and Uganda;
- Support on indicators methodology provided to Senegal in the context of the HDI report;
- Training sessions on OOSC facilitated in a workshop organized by UNICEF in collaboration with UIS and another organised by UNESCO Harare Office. Support to ongoing OOSCI studies: Gambia, Eritrea and Namibia;
- Training sessions on teachers' indicators facilitated in a workshop organised by IIEP/Pole de Dakar;
- Training sessions on TVET indicators facilitated in a regional forum organised by UNESCO Nairobi Office;
- SDG4 data gap survey: data collection, consolidation, analysis and production of the regional report were processed internally; and
- Support to Programme for International Student Assessment (PISA) 4D system level data: review of the global report to ensure coherence and quality with UIS mission findings on Zambia and Senegal in 2015.

The UIS SSA team has been actively involved in the definition of the UIS contribution to the Capacity Development for Education (CapED) programme which aims at improving capacities in 10 pilot countries in reporting SDG4 indicators and on the development of an EMIS capacity building strategy.

The team has also been active in the promotion of SDG 4 agenda in the region participating in several sub-regional and national consultations and taking part in SDG 4 coordination groups for West & Central Africa and East & Southern Africa.

Other UIS representation in Measuring Early Learning Quality and Outcomes initiative (MELQO) and Education Quality and Learning for All (EQUAL) network.

C/5 Expected Result N°10: Access to and use of UIS data are made easier, more efficient and better adapted to users' requirements

| *N°* | *Performance indicators (PI)* | *Baselines (B) as at 31.12.2015* | *2016-2017 Quantitative and/or qualitative Target/Benchmark (T)* | *Progress achieved against Target/Benchmark as at 31.12.2016* | *Likelihood that target will be attained* |
|---|---|---|---|---|---|
| 1. | UIS website and Data Centre kept current, relevant, and regularly enhanced. | An open data web service based on SDMX-JSON introduced for a limited number of pilot applications.<br>UIS e-Atlas launched.<br>Women in Science visual released in March 2014.<br>UIS Data Visualization Gallery launched in 2014.<br>UIS embeddable data graphics service launched and content embedded into UNESCO country profiles and pages in the UNESCO Transparency portal.<br>.Stat upgraded (v5)<br>IHSN NADA upgraded. | UIS website and data portal redesigned and new site launched in 2017. | UIS Data Centre updated on schedule as per data release calendar.<br><br>Redesigned UIS website and data centre based on modular web components to be launched on November 30.<br><br>Open Data API providing public access to all UIS dissemination data and metadata launched on November 30.<br><br>Three new microsites launched for key UIS initiatives related to SDG 4 (GAML, IAG, and TCG).<br><br>A multitude of SDG products produced and disseminated.<br><br>All UIS datasets are registered in the UN Data Catalogue.<br><br>Four new data visualization products launched: film on international comparability; new eAtlas on gender equality in education; new eAtlas for SDG 4, and a fourth product on R&D data used to monitor progress towards SDGs. All other eAtlas editions updated in English, French and Spanish.<br><br>Website traffic continues to grow, especially with an active Twitter account and new blog on SDG monitoring. | High |
| 2. | Partnerships with data mediators (second-party websites) to improve the dissemination of UIS data established or reinforced. | In 2014, the UIS succeeded in generating interest from a number of potential partners in order to establish formal data exchanges. In addition, the UIS has undertaken to effectively resource this work so that it can be actively pursued in 2015. | UIS Open Data web service implemented. | Pilot project successfully completed with UK Data Service in September. Production implementation in progress for end of year.<br><br>Project scoped and in progress. Phase 1 to provide UIS data to WTO by end of year is on track. | High |

| | | | | | |
|---|---|---|---|---|---|
| 3. | Efficiency and efficacy of internal dissemination practices improved. | A usability exercise was conducted with students at the University of Montreal to assess the .Stat table viewer. A report has been written shared with the wider .Stat community for follow-up. | Data harmonised between datasets disseminated externally and datasets published in UIS Data Centre. | Processes and controls for data disseminated externally have been reviewed and improved. | High |

**Progress Assessment**

**Outputs:**

The UIS has not just redesigned its website – but created a radically new data dissemination ecosystem using: Open Data API's to make the data accessible; data presentation tools to make the data understandable; and a website and social media strategy to tell the 'stories' and provide the context to make the data relevant to different types of audiences.

The new site offers three different ways to explore and use UIS data:

**Indicator pages**

Our readers once found themselves in a giant database with sophisticated but hard-to-use tools, where metadata provided the only explanatory information. Technical audiences and expert researchers can still access our database, which will remain intact (data.uis.unesco.org). But the new site features 'indicator pages', where people can gather all the materials they need for a multitude of uses. These pages let readers play with and explore a whole range of topics. For example, on the rates of children out of school, the reader can 'slice' the data by gender, or level of education. They can then create a visual version of their results by building charts or tables that they can store (with a new 'pinboard' option), and share. The indicator pages also present key reports and news articles, as well as related indicators.

**Topic pages**

For more general audiences, the site presents a series of topic pages. These pages span everything from learning outcomes to women in science, and from cultural employment to information and communication technologies (ICTs). They not only provide useful background, they also highlight related indicators and products.

**Data by country**

The new site features country profiles of our key data broken down by region and income level – recognizing that general audiences are often searching for national facts and figures.

The new UIS dissemination ecosystem marks a quantum leap forward for the UIS. This is just the start of a new UIS communication strategy that will continue to build this ecosystem as part of larger efforts to promote the Institute as the trusted and go-to-source for data in UNESCO's areas of competence.

In addition, the UIS continues to produce high-quality and innovative data visualization products to reach wider audiences including: eAtlases, R&D data exploration tools and a short film on the need for internationally-comparable data. To better promote these products and the work of the Institute, the UIS has also launched a new blog, Sustainable Development Data, while continuing to expand its audiences through Twitter.

**Resourcing:**

Resourcing of this work was done with external contractors, consultants, collaboration with another international organization, collaboration with UNESCO Bangkok, and with approximately eight UIS staff members who were largely dedicated to the project.

**Risks**:

Building and sustaining a robust statistical dissemination ecosystem requires resources, both financial and human capital. The future sustainability and evolution of the ecosystem is at risk given the current funding situation of the UIS.

**Status**:

The following items related to data dissemination have been achieved:

- New UIS website was launched;
- New data service, Open Data API, launched;
- New microsites launched for the Global Alliance to Monitor Learning, the Technical Cooperation Group on SDG 4 – Education 2020 Indicators and the Inter-Agency Group on Education Inequality Indicators;
- All UIS dissemination data is registered in the UN Data Catalogue;
- In collaboration with UNESCO BKI, the UIS has secured UNESCO agreement and contracting for MS Azure cloud services;
- In collaboration with UNESCO BKI, the UIS has become a member of the Microsoft Premiere support agreement;
- A new data exchange agreement has been established with the World Trade Organization (WTO) to replace manual exchanges of input data for the culture sector. A pilot project to provide UIS data to the WTO has been successfully completed and second phase will see that the WTO provide data to the UIS in 2017;
- New data provisioning agreement has been established to include UIS dissemination datasets within the UK Data Service, which aggregates data for the UK academic community.

**Results**

Results can be evaluated at the end of the year once the dissemination ecosystem goes into production and user feedback has been gathered.

**Challenges, corrective actions and lessons learnt**

This was an extremely complex project with a very short timeline that was further complicated by staff departures and, at times, ineffective contractors and delays in contracting. Despite these challenges, staff remained fully committed and motivated to do whatever was necessary to deliver the project on time.

**Cost effectiveness/efficiency measures**

Value-for-money can be evaluated at the end of the year once initial user feedback has been gathered and over the course of the 2017.

## ADMINISTRATION

**BUDGET AND FINANCE INFORMATION**

**Income**

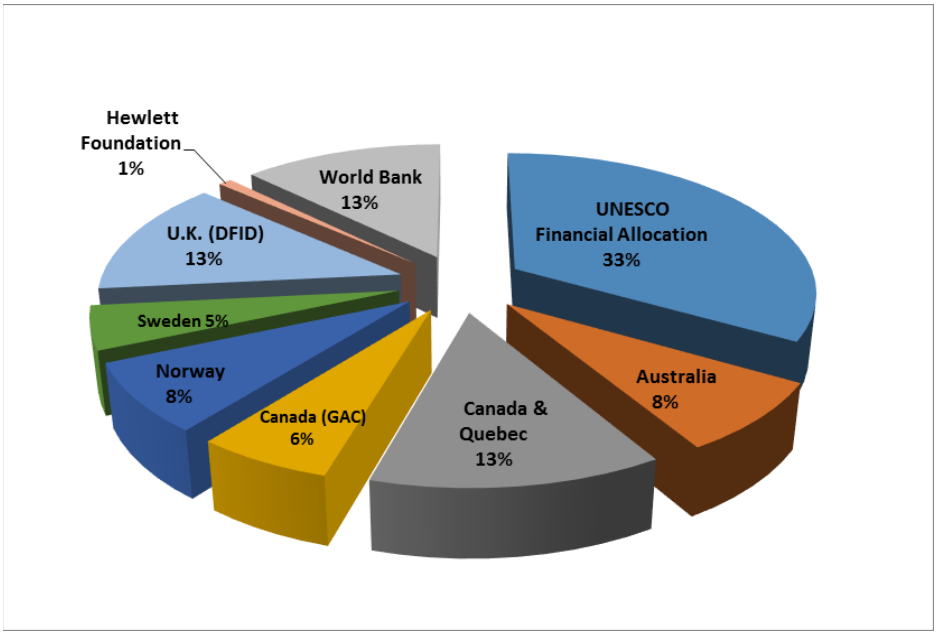
2016 estimate as at 30/09/2016 vs 2015 actual accounts

The Institute's general income in 2016, as estimated on 30 September 2016, amounts to approximately USD 10.4 million which represents a decrease of about USD 1.3 million as compared to the 2015 actual general income of USD 11.7 million.

As per the closing of accounts, the following government/agency contributions were received in **2015** (see Figure 1):

- UNESCO allocation for 2015 amounting to USD 4.0 million;
- The Governments of Canada and Quebec continued to support the UIS with contributions amounting to CAD 1.8 million (equivalent to about USD 1.3 million);
- Global Affairs Canada contributed CAD 1.0 million (equivalent to USD 730 thousand) corresponding to the third disbursement of a five-year agreement to support the UIS core programme;
- The Australian Department of Foreign Affairs and Trade (DFAT) provided funding of AUD 500 thousand to support core services in the development of education statistics and AUD 750 thousand for activities to improve the production, quality and use of regional and international education statistics in the Pacific region; the total equivalent in US dollars amounted to USD 955 thousand;
- The Hewlett Foundation provided USD 100 thousand which is the second installment of a grant totalling USD 400 thousand for Phase II of the Global Learning Metrics Task Force (LMTF);
- The Government of Norway provided a total of NOK 7.0 million (equivalent to USD 935 thousand) towards UIS core activities;
- The Swedish International Development Cooperation Agency (SIDA) contributed SEK 5.0 million (approximately USD 591 thousand) towards UIS core funding;
- The Department for International Development (DFID) of the United Kingdom has provided funding of GBP 1.05 million (equivalent to USD 1.6 million) towards Better Education Statistics for improved learning (BESt);
- The World Bank made a contribution of USD 1.5 million under the Development Grant Facility (DGF) for UIS education statistics.

**Figure 1. UIS General Income by Donor for 2015 (as % of total)**




The UIS also had two contracts for specific activities including: EUR 150 thousand (equivalent to USD 166 thousand) from the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) for the BACKUP Initiative for Education in Africa and USD 27 thousand from the Islamic Development Bank (IDB) to support a training workshop on R&D indicators that took place in Rabat, Morocco.

In addition, the UIS recorded a net loss of about USD 437 thousand in other income for 2015. This is mainly due to currency exchange adjustment losses of approximately USD 622 thousand, offset by roughly USD 185 thousand in reimbursement for services, other income and bank interest.

The Institute also executed programmes and projects from funds entrusted directly to UNESCO under its regular and extra-budgetary programmes. These sums amounted to USD 50 thousand in 2015 of which USD 29 thousand was funded for the project entitled "Improved Measurement of Gender Equality in Science and Engineering; USD 9 thousand to conduct a study to analyze the extent to which women pursue careers in science around the world; and USD 13 thousand for the implementation of a new statistical survey on teachers.

<u>2016 estimate as at 30/09/2016</u>

Estimates at 30 September 2016 for contributions to the UIS budget were received or are expected to be received in 2016 as follows:

- The UNESCO allocation for 2016 amounting to USD 4.1 million;
- DFAT (of Australia) provided funding of AUD 900 thousand (equivalent to nearly USD 668 thousand) for core global activities relating to education statistics and to support the implementation of "Activities to Improve the Quality of Regional and International Monitoring of Education in the Pacific" project;
- The Governments of Canada and Quebec will contribute in 2016 CAD 2.0 million (equivalent to USD 1.6 million) toward the Institute's operating costs;

- Global Affairs Canada will contribute the sum of CAD 1.0 million (equivalent to about USD 755 thousand) in 2016 as the fourth disbursement of a five-year core funding agreement;

- The Government of Norway will continue to support the Institute's core activities with a contribution of NOK 9.0 million (equivalent to about USD 1.1 million);

- SIDA (of Sweden) contributed SEK 5.0 million (equivalent to USD 604 thousand) towards UIS core funding;

- DFID (of UK) is providing funding of GBP 950 thousand (equivalent to USD 1.2 million) to extend the original agreement of the project, "Better Education Statistics for Improved Learning (BESt)" until end of 2017;

- The Hewlett Foundation contributed USD 400 thousand towards a grant of USD 900 thousand over three years (2016-2018) for strengthening learning outcomes measurement globally.

Regarding contracts income:

- In 2016 the UIS received the remaining balance of EUR 57 thousand (equivalent to USD 65 thousand) under the GIZ (of Germany) GmbH agreement which was signed in 2015 for the continuation of the project "German BACKUP Initiative Education in Africa".

Total other income for 2016 shows a net gain of about USD 303 thousand which consists of the reimbursement of services USD 99 thousand and currency exchange adjustment of USD 150 thousand with the remaining USD 54 thousand being attributed to miscellaneous income and interest earned from bank accounts.

In addition to the funds received in the UIS special account, the Institute may execute programmes and projects from funds entrusted directly to UNESCO under its regular and extra-budgetary programmes, these sums are estimated at approximately USD 179 thousand as at 30 September 2016.

2016 estimate as at 30/09/2016 vs. 2016 PPC

The 2016 total UIS income estimated at USD 10.7 million as of 30 September 2016 is slightly higher than the foreseen income of USD 10.6 million which was approved by the Policy and Planning Committee (PPC). This is mainly due to the recently allocated funding of USD 250 thousand received from UNESCO for the UIS' work on the Capacity Development for Education (CapED) project, offset by reductions of USD 170 thousand in income due to the currency exchange differences.

**Expenditure**

2016 estimate as at 30/09/2016 vs. 2015 actual accounts

According to projections made on 30 September 2016, the 2016 expenditure will amount to USD 11.7 million, which represents an increase of USD 517 thousand compared to the 2015 actual expenditure of USD 11.2 million funded by the UIS special account. See Figure 2 for a comparison by appropriation line.

This net increase is mainly due to:

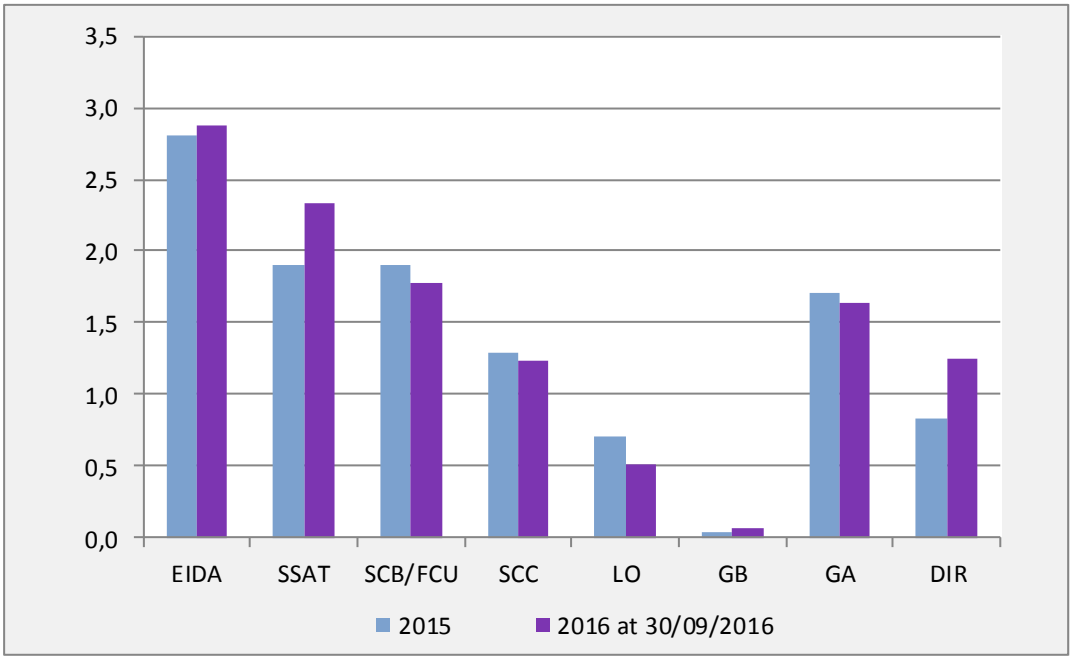
- An increase of USD 428 thousand in the Statistical Services and Technology (SSAT) budget due to the implementation of a new cloud-based UIS website and higher staffing costs for this section;

- An increase of USD 419 thousand in the Directorate's budget as UIS/DIR focused on working closely with partners and donors to reposition the Institute as a leader in the SDG measurement agenda;

- A net increase of USD 69 thousand in Education Indicators and Data Analysis (EIDA) is mainly due to the completion of two multi-year activities ending in 2016 which were funded by the Global Partnership for Education offset by the reduction in core activities;

- Offsetting these increases are the following: the Statistical Capacity Building/Field Coordination Unit (FCU) saw a decrease in the amount of USD 116 thousand attributed to the reduction of staffing and activities' costs related to the resignation of two cluster advisors and one regional advisor who have not been replaced; and a decrease of USD 186 thousand in Learning Outcomes due to the re-alignment from Monitoring Learning to Learning Assessments.

**Figure 2: 2015 Actual vs. 2016 Projected Expenditures as of 30 September 2016 (in USD millions)**

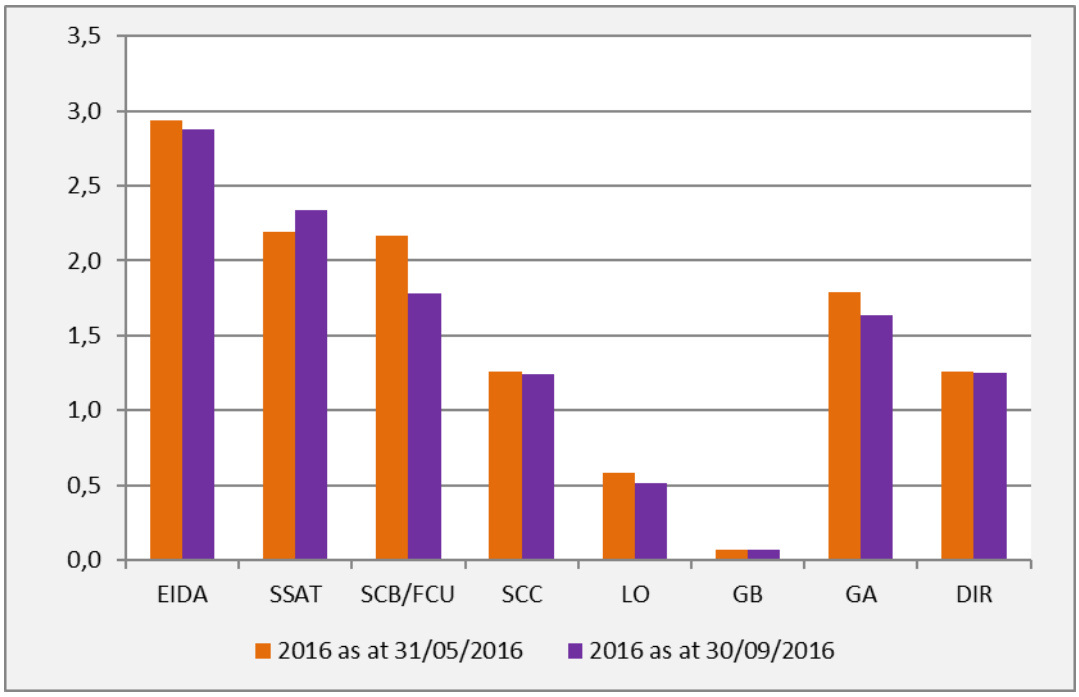



**2016 Estimate as at 30/09/2016 vs 2016 PPC**

The 2016 projected expenditure as of 30 September 2016 of USD 11.7 million compared to the expenditure estimate of USD 12.3 million presented to the PPC in July represents a decrease of approximately USD 553 thousand. This difference is attributable to a reduction in staffing costs resulting from departures and recruitment lapses and lags, and the devaluation of the Canadian dollar vis-a-vis the US dollar. See Figure 3 for comparison by appropriation line.

At the end of 2016, it is estimated that the overall fund and reserves balances shall stand at nearly USD 5.7 million. Of this total, about USD 2.9 million relates to the stabilization fund for payment of staff indemnities upon termination and other related liabilities, while USD 2.8 million will be carried forward to 2017. However, based on the current financial situation, a substantial amount of the reserve balance will have to be utilized to fund the 2017 programme of activities.

**Figure 3: 2016 PPC XVI Estimates vs 2016 GB XVIII Expenditure Projections (in USD millions)**




**HUMAN RESOURCES**

Staff movements in 2016 followed the recent trend of further personnel loss driven in part by continued financial limitations as well as organizational restructuring to better meet upcoming statistical/methodological needs of UIS stakeholders. The total personnel headcount decreased by a net of four, from 99 in 2015 to 95 in 2016. This represents a total decrease of eight employees (or about 8%) if compared to the 2014 total of 103. Between November 2015 and October 2016, 13 colleagues departed (one fixed-term, five project appointment and seven service contract employees) and nine new employees joined (three project appointment and six service contract employees). In addition to the nine new employees, one position was taken up by a current UIS employee.

Organizational restructuring had led to periodic revisions of hiring actions (i.e. a certain number of recruitment exercises were stopped prior to making offers to candidates, other longer-term vacated positions were revised to make room for new functions or re-designed profiles based on structural/sectional revisions). Since 2012, there has been a steady decrease in the ratio of P to GS at the UIS from 57:43 in 2012 to 51:49 in 2016 due to limited financial resources.

As of October 2016, recruitment was launched for two high-level vacant positions, including the Senior Finance and Administrative Officer (P4) and the Human Resources Officer (P3). In addition to replacement hiring to meet key functions or project needs, some of the teams turned to transfers of

fixed-term staff members, short-term assignments as well as volunteers and interns. DIR/DOAP, EIDA/REG1, and SCC/STI welcomed four interns, one volunteer and an expert on secondment (from an Egyptian Governmental Research Institute). With respect to short-term assignments, colleagues broadened their scope of knowledge and duties to support the ADM, EIDA, LO, RSCB and SSAT teams.

This high volume of staff movement led to a substantial amount of time devoted to recruitment and other staff actions. Additional activities focused on: a) research and inputs related to family allowances for staff members and social benefits for service contractors; b) internal team processes (new and/or improved checklists, monitoring tools, etc.); and c) participation in the Local Survey Committee related to the 2016 Professional Cost of Living Survey launched by the International Civil Service Commission (ICSC).

**Recruitment, organizational restructuring and staff movement**

**Recruitment:**

While every team was impacted by employee departures (approximately 15% of total personnel in 2016), replacement hiring or the opening of new positions was determined on a case by case basis driven by agreed commitments, work area (re-)prioritizations and fund availability. Some of the vacated positions remained on hold while others were newly created (for the latter, mostly arising from common projects between UIS and partners, and funded by extra-budgetary resources or, specifically earmarked funding). The DIR/DOAP and RSCB teams increased very slightly in size in response to growing business needs whereas the ADM, LO and SSAT teams have decreased slightly due to staff/employee turnover.

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

**Organizational restructuring and staff movement:**

The Director and the senior team have been working on a substantive organizational restructuring throughout 2016 in line with the new directions outlined by the revised Medium-Term Strategy. The restructuring should be finalized in 2017 and will see the creation of some new teams as well as changes to work processes in order to increase efficiencies and synergies.

The following nine UIS staff members/employees joined the Institute as a result of recruitment selection:

DIR/DOAP section

- Molière Junior Solon, Web Integrator, equivalent G5, SC, contract (new)

EIDA/REG2

- Simon Ip Cho, Statistical Assistant, equivalent G5, SC contract (replacement)

RSCB/Apia

- Leuaina Hatier, National Programme Officer, equivalent P2, NOB, local PA (new)
- Gregory Keeble, Statistical Cluster Advisor, P3 (new)

RSCB/Bangkok

- Aranyaporn Tachajaroenwong, Project Assistant, equivalent G5, SC contract (replacement)

RSCB/Santiago

- Laura Lucia Gutierrez, Technical Assistant, equivalent G5, SC contract (new)

SCC/CLT section

- Anna Zagrebina, Sr. Research Assistant, equivalent G6, SC contract (project with UNESCO HQ on Intercultural Dialogue)

SCC/STI section

- Lora Milusheva, Statistical Assistant, equivalent G5, SC contract (replacement)

SSAT section

- Valerie Sebbag, Programme Assistant, G5, PA contract (replacement)

One UIS employee attained a higher level position as a result of recruitment selection:

ADM section

- Nelly Moussa, Sr. Procurement and Budget Assistant, G6 (SC to PA)

Since the last Governing Board meeting up until 31 October 2016, the following 13 staff members/employees left the UIS:

- Javier Alcantara Ortega, SSAT/DPS, Programme Specialist, PA contract, resignation
- Ioannis Colocythas, SSAT, I.T. Support Technician, SC contract, resignation
- Aurélie Côté-Sergent, SCC/STI, Statistical Assistant, SC contract, resignation
- Yousef Ismail, RSCB/Doha, Statistical Cluster Advisor, PA contract, resignation
- Jean Bosco Ki, RSCB/Yaoundé, Statistical Cluster Advisor, PA contract, resignation
- Weichen Lei, SSAT/SIS, Software Developer, SC contract, resignation
- Yonghe Li, LO, Sr. Research Assistant, SC contract, non-renewal following unit restructuring
- Daniel Liberman, ADM, Sr. Administrative Officer, FT contract, resignation
- Marcela Ortiz-Guerrero, LO, Associate Project Officer, PA contract, non-renewal following unit restructuring
- Maya Prince, LO, Assistant Programme Specialist, SC contract, non-renewal following unit restructuring
- Pirawaz Sahawiboonsuk, RSCB/Bangkok, Programme Assistant, resignation to join UNESCO Bangkok
- Ibrahim Selmane, SSAT/DPS, Statistical Assistant, non-renewal following unit restructuring

- Peter Wallet, SCC/CI, Assistant Programme Specialist, PA contract, resignation to join UNESCO Kigali (attached to Nairobi office)

Also, the Institute was pleased to welcome two special interns Mr Yifan Li and Ms Lin Liang thanks to support from the China Scholarship Council for one year.

**BUILDING AND SECURITY**

The UIS facilities at both Decelles Avenue and Queen Mary Road have undergone several verifications of standards to ensure compliance with building norms, regulations and standards and to ensure the wellbeing of its staff members.

The Institute pays careful attention to the monthly UN reports on field security, given our staff assigned at various duty stations around the world as well as the volume and diversity of our staff missions. The Institute ensures that all UIS staff has emergency contacts in addition to those of local UNESCO and UNDP offices, if they encounter any difficulties and ensures that their required security training is up-to-date prior to authorizing travel.

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

## APPENDICES

**Appendix I – List of Acronyms Used in the Report**

| | |
|---|---|
| A4L | Global Partnership for Education's Assessment for Learning |
| ABEGS | Arab Bureau for Education in the Gulf States |
| ALECSO | Arab League Educational, Cultural and Scientific Organization |
| ACER | Australian Council for Educational Research |
| AITRS | Arab Institute for Training and Research in Statistics |
| APMED | Asia-Pacific Meeting on Education 2030 |
| AU/NEPAD | African Union/New Partnership for Africa's Development |
| BESt | Better Education Statistics for improved learning |
| CapED | Capacity Development for Education |
| CILAC | LAC Open Science Forum |
| CLT | Culture unit of the UIS |
| CoSN | Consortium for School Networking |
| CUE | Center for Universal Education |
| DFAT | Australian Department of Foreign Affairs and Trade |
| DFID | Department for International Development of the U.K. |
| DGF | Development Grant Facility |
| DQA | Data Quality Assessments |
| DQAF | Data Quality Assessment Framework |
| ECOSOC | UN Economic and Social Council |
| ECLAC | Economic Commission for Latin America and the Caribbean |
| EFA | Education for All |
| EIDA | Education Indicators and Data Analysis section of the UIS |
| EMIS | Education Management Information System |
| EQUAL | Education Quality and Learning for All |
| ER | Expected Result |
| ESCAP | Economic and Social Commission for Asia and the Pacific |
| FCU | Field Coordination Unit |
| GAML | Global Alliance to Monitor Learning |
| GED | Global Education Digest |
| GPE | Global Partnership for Education |
| GIZ | Deutsche Gesellschaft für Internationale Zusammenarbeit |
| IAG-EII | Inter-Agency Group on Education Inequality Indicators |
| IAEG-SDGs | Inter-Agency and Expert Group on the Sustainable Development Goal Indicators |
| ICT | Information and Communication Technology |
| ICSC | International Civil Service Commission |
| IDB | Islamic Development Bank |
| IIEP | International Institute for Educational Planning |
| IOC | Intergovernmental Oceanographic Commission |
| ISCED | International Standard Classification of Education |
| JSON | JavaScript Object Notation |
| KEDI | Korean Educational Development Institute |
| KPIs | Key Performance Indicators |
| LAC | Latin America and the Caribbean |
| LACI | Learning Assessment Capacity Index |
| LAMP | Literacy Assessment and Monitoring Programme |
| LMTF | Learning Metrics Task Force |
| LO | Learning Outcomes Section of the UIS |

| | |
|---|---|
| MELQO | Measuring Early Learning Quality and Outcomes initiative |
| MLA | Main Line of Action |
| MOOC | Massive Open Online Course |
| MYS | Mean Years of Schooling |
| NEA | National Education Accounts |
| NEQMAP | Network on Education Quality Monitoring in the Asia-Pacific |
| NSDES | National Strategies for the Development of Education Statistics |
| OCTS | Observatory for Science, Technology and Society |
| OECD | Organization for Economic Co-operation and Development |
| OER | Open Educational Resources |
| OOSCI | Global Initiative on Out-of-School Children |
| PEDF | Pacific Education Development Framework |
| PIFS | Pacific Islands Forum Secretariat |
| PISA | Programme for International Student Assessment |
| PPC | Policy and Planning Committee |
| RCEP | Regional Center for Education Planning |
| R&D | Research and Development |
| RICYT | Network on Science and Technology Indicators – Ibero-American and Inter-American |
| SAARC | South Asian Association for Regional Cooperation |
| SABER | System Approach for Better Education Results |
| SADC | Southern African Development Community |
| SCC | Science, Culture and Communications Section of the UIS |
| SDG(s) | Sustainable Development Goal(s) |
| SDMX | Statistical Data and Metadata Exchange |
| SEAMEO | Southeast Asian Ministers of Education Organization |
| SEO | Search engine optimization |
| SIDA | Swedish International Development Cooperation Agency |
| SLA | Student Learning Assessment |
| SPC | Secretariat of the Pacific Community |
| SSAT | Statistical Services and Technology Section of the UIS |
| STA | Scientific and Technological Activities |
| STEM | Science, Technology, Engineering and Mathematics |
| STET | Scientific and Technological Education and Training |
| STI | Science, Technology and Innovation |
| TCG | Technical Cooperation Group |
| TVET | Technical and Vocational Education and Training |
| UNDP | United Nations Development Programme |
| UNICEF | United Nation Children's Fund |
| UOE | UIS-OECD-Eurostat |
| WTO | World Trade Organization |

## Appendix II – Financial Resources Terminology

### Estimated Financial Resources and Expenditures

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

### UNESCO Financial Allocation

The financial allocation provided by UNESCO to UIS.

### Voluntary Contributions

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

### Contracts

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

### Other Income

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

### Other Resources

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

### Fund and Stabilization Reserve

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

**Appendix III – Revised Appropriation Resolution 2016**

**UIS/GB/XVIII/2016 Appropriation Resolution**

(a) For the financial period 2016 the sum of **USD 11,702,488** is appropriated as follows:

| **Appropriation Line: Title** | **Amount in USD** |
|---|---|
| 1. Education Indicators & Data Analysis | 2.876.754 |
| 2. Statistical Services and Technology | 2.334.759 |
| 3. Statistical Capacity Building & Field Coordination | 1.780.037 |
| 4. Science & Technology, Culture & Communication | 1.241.538 |
| 5. Learning Outcomes | 515.180 |
| **Total Programme Operations** | **8.748.270** |
| | |
| 6. Governing Board | 70.000 |
| 7. General Administration | 1.638.436 |
| 8. Directorate - Fundraising activities & Public Information | 1.245.782 |
| **Total Governing Board, General Administration and Directorate** | **2.954.219** |
| | |
| **GRAND TOTAL APPROPRIATION 2016** | **11.702.488** |

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

**Sources of Financing**

| | |
|---|---|
| UNESCO Financial Allocation | 4.097.400 |
| Voluntary contributions and contracts | 6.329.887 |
| Other income | 302.848 |
| Savings on prior periods obligations | 31.153 |
| Adjustment to reserve and Fund Balances | -433.267 |
| Carry-over from previous year | 4.161.261 |
| **GRAND TOTAL RESOURCES FOR 2016** | **14.489.282** |

(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 2016 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 USD 50 000, between appropriation lines, informing the Members of the Governing Board in writing, at the session following such action, of the details of the transfers and the reasons for them.

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

(i) In accordance with UIS/PPC/VI/Resolution 1, the Director is authorized to transfer the equivalent of 5 per cent of the staff costs (payroll) of the financial period to a Stabilisation Reserve Account to be used exclusively for the payment of termination or separation benefits to departing staff members of the UIS, on the understanding that before the payment is made the corresponding amount shall be transferred from the Stabilisation Reserve Account to the staff costs budget code of the year in which the payment shall be made.

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

## Appendix IV – Resources and Expenditure in the UIS Special Account for 2015-2016

| Regular and Extrabudgetary Programmes | 2015 | 2016 Estimate | |
|---|---|---|---|
| | Actual (1) | 2016 GB as at 30/09/2016 (2) | 2016 PPC as at 31/05/2016 (3) |
| **A. UIS SPECIAL ACCOUNT** | | | |
| **I. GENERAL INCOME** | | | |
| UNESCO Financial Allocation | 3.983.350 | 4.097.400 | 3.847.400 |
| Voluntary Contributions | 7.734.439 | 6.265.142 | 6.426.494 |
| **TOTAL GENERAL INCOME** | **11.717.789** | **10.362.542** | **10.273.894** |
| **II. CONTRACTS** | | | |
| Contracts | 192.717 | 64.745 | 64.745 |
| **TOTAL CONTRACTS** | **192.717** | **64.745** | **64.745** |
| **TOTAL GENERAL AND CONTRACTS INCOME** | **11.910.505** | **10.427.287** | **10.338.639** |
| **III. OTHER INCOME** | | | |
| Reimbursement of Services | 61.865 | 99.138 | 112.557 |
| Currency Exchange Adjustment | -622.272 | 150.000 | 150.000 |
| Miscellaneous Income | 89.748 | 20.000 | 14.500 |
| Interest from Banks and UNESCO | 34.005 | 33.710 | 23.845 |
| **TOTAL OTHER INCOME** | **-436.653** | **302.848** | **300.902** |
| **SUB-TOTAL UIS SPECIAL ACCOUNT** | **11.473.852** | **10.730.135** | **10.639.541** |
| **IV. OTHER RESOURCES** | | | |
| Liquidation of previous years' obligations | 20.262 | 31.153 | 31.268 |
| Transfer to Stabilization Reserve Account | -368.442 | -324.373 | -381.290 |
| Transfer to GIZ (unspent funds) | -11.976 | - | - |
| Transfer to GPE (unspent funds) | - | -108.894 | -100.000 |
| Reserves & Fund Balances on 1 January | 4.233.326 | 4.161.261 | 4.161.261 |
| **TOTAL OTHER RESOURCES *** | **3.873.171** | **3.759.148** | **3.711.240** |
| **TOTAL UIS SPECIAL ACCOUNT *** | **15.347.023** | **14.489.282** | **14.350.781** |
| **B. EXPENDITURE** | | | |
| **I. PROGRAMME OPERATIONS** | | | |
| Education Indicators & Data Analysis | 2.807.873 | 2.876.754 | 2.937.695 |
| Statistical Services and Technology | 1.906.867 | 2.334.759 | 2.195.495 |
| Statistical Capacity Building/FCU | 1.895.862 | 1.780.037 | 2.166.923 |
| Science, Culture and Communications | 1.296.758 | 1.241.538 | 1.261.604 |
| Learning Outcomes | 701.544 | 515.180 | 578.526 |
| **TOTAL PROGRAMME OPERATIONS** | **8.608.904** | **8.748.270** | **9.140.244** |
| **II. GOV. BOARD, DIRECTORATE AND GEN. ADMIN.** | | | |
| Governing Board | 35.783 | 70.000 | 70.000 |
| General Administration | 1.714.132 | 1.638.436 | 1.787.059 |
| Directorate - Fundraising activities and Public Information | 826.942 | 1.245.782 | 1.258.472 |
| **TOTAL GOV. BOARD, DIRECTORATE AND GEN. ADMIN.** | **2.576.858** | **2.954.219** | **3.115.532** |
| **TOTAL EXPENDITURE I & II** | **11.185.761** | **11.702.488** | **12.255.776** |
| Reserve Balance | 4.161.261 | 2.786.794 | 2.095.005 |
| Add: the Stablisation Fund | 2.668.293 | 2.886.568 | 3.049.583 |
| **BALANCE AT YEAR END - RESERVE AND STABILIZATION FU** | **6.829.554** | **5.673.362** | **5.144.588** |

* does not include stabilisation fund

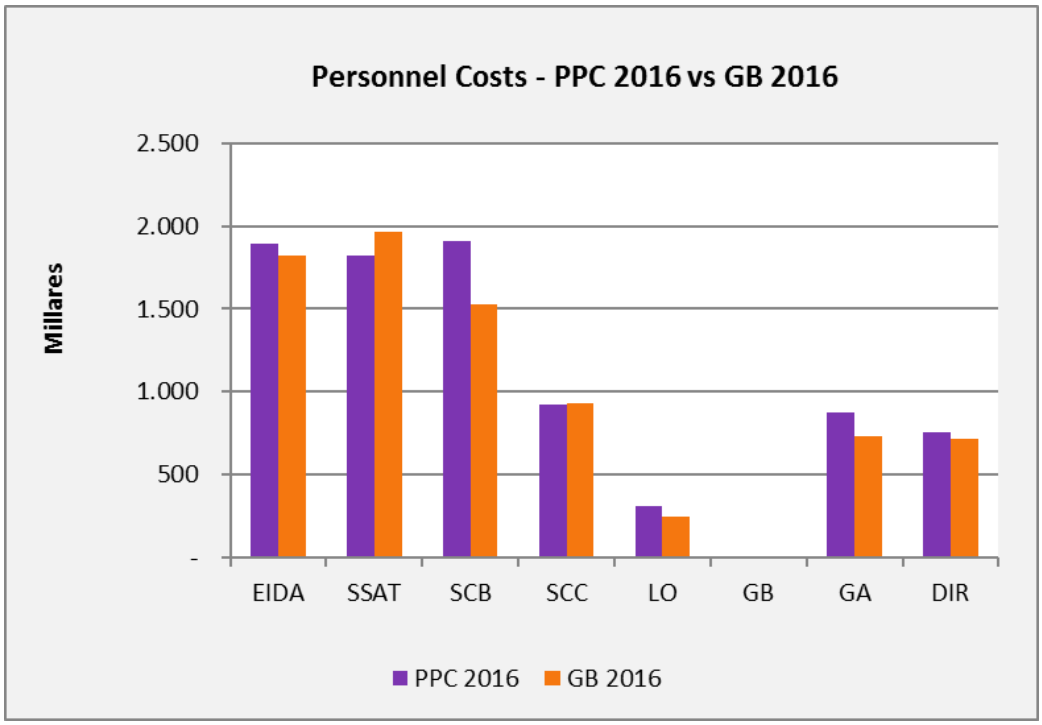
## Appendix V – Resources in UIS Special Account and UNESCO Decentralized Funds: 2015 Certified Accounts, 2016 Estimate as of 30.09.2016 and 2016 PPC Estimate

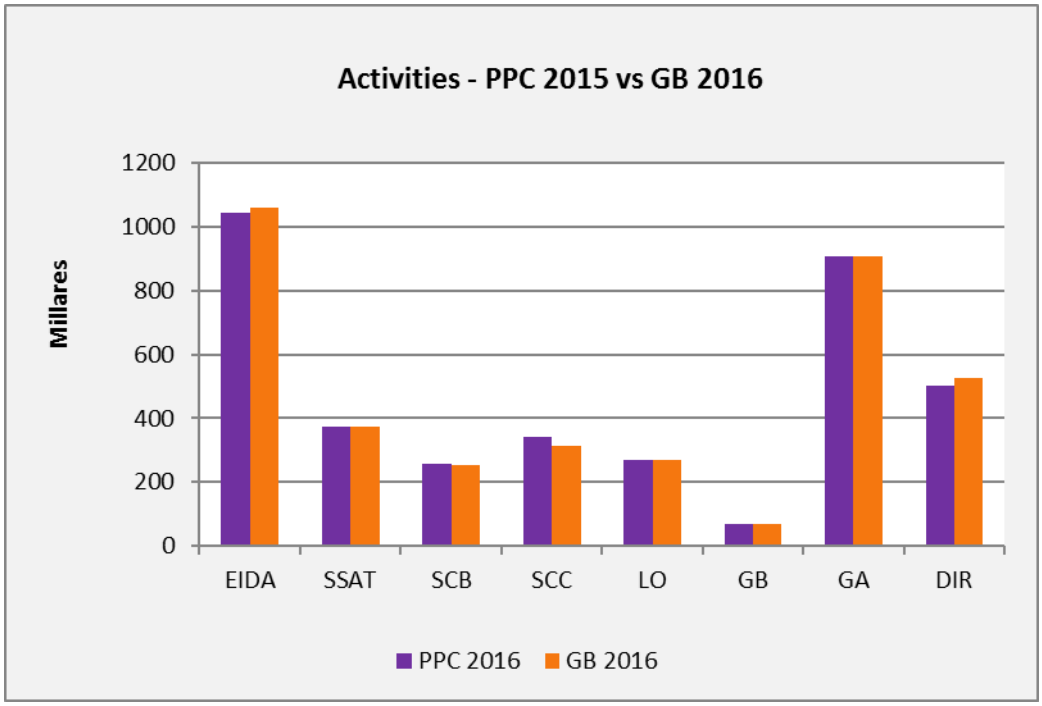
| Regular and Extra-budgetary Programmes<br>Source | 2015<br>Actual<br>(1) | 2016<br>Estimate as of 30/09/2016<br>(2) | Share % | 2016-2015<br>Increase/ (Decrease)<br>(3)=(2)-(1) | 2016<br>PPC as of 31/05/2016<br>(4) | Share % | Increase/ (Decrease)<br>(5)=(2)-(4) |
|---|---|---|---|---|---|---|---|
| **A. UIS SPECIAL ACCOUNT** | | | | | | | |
| **I. GENERAL INCOME** | | | | | | | |
| **UNESCO Financial Allocation** | **3.983.350** | **4.097.400** | **23,6** | **114.050** | **3.847.400** | **22,1** | **250.000** |
| Voluntary Contributions | | | | | | | |
| Australia | 954.750 | 668.114 | 3,8 | -286.636 | 668.114 | 3,8 | - |
| Canada & Quebec | 1.348.367 | 1.552.766 | 8,9 | 204.398 | 1.529.878 | 8,8 | 22.888 |
| Canada (Global Affairs Canada) | 729.927 | 754.717 | 4,3 | 24.790 | 781.861 | 4,5 | -27.144 |
| Norway | 935.266 | 1.093.959 | 6,3 | 158.693 | 1.085.384 | 6,2 | 8.575 |
| Swedish International Development Agency (SIDA) | 591.165 | 604.115 | 3,5 | 12.950 | 604.115 | 3,5 | - |
| United Kingdom (DFID) | 1.574.963 | 1.191.471 | 6,9 | -383.492 | 1.357.143 | 7,8 | -165.672 |
| Other | | | | | | | |
| Hewlett Foundation | 100.000 | 400.000 | 2,3 | 300.000 | 400.000 | 2,3 | - |
| World Bank (DGF) | 1.500.000 | - | 0,0 | -1.500.000 | - | - | - |
| **Total Voluntary Contributions** | **7.734.439** | **6.265.142** | **36,1** | **-1.469.297** | **6.426.494** | **36,9** | **-161.352** |
| **TOTAL GENERAL INCOME** | **11.717.789** | **10.362.542** | **59,6** | **-1.355.247** | **10.273.894** | **59,0** | **88.648** |
| **II. CONTRACT INCOME** | | | | | | | |
| Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) | 165.746 | 64.745 | 0,4 | -101.000 | 64.745 | 0,4 | - |
| Islamic Development Bank (IDB) | 26.971 | - | 0,0 | -26.971 | - | - | - |
| **Total Contracts** | **192.717** | **64.745** | **0,4** | **-127.971** | **64.745** | **0,4** | **-** |
| **TOTAL GENERAL AND CONTRACTS INCOME** | **11.910.505** | **10.427.287** | **60,0** | **-1.483.219** | **10.338.639** | **59,4** | **88.648** |
| **III. OTHER INCOME** | | | | | | | |
| Reimbursement of Services | 61.865 | 99.138 | 0,6 | 37.273 | 112.557 | 0,6 | -13.419 |
| Currency Exchange Adjustment | -622.272 | 150.000 | 0,9 | 772.272 | 150.000 | 0,9 | - |
| Miscellaneous Income | 89.748 | 20.000 | 0,1 | -69.748 | 14.500 | 0,1 | 5.500 |
| Interest from Banks and UNESCO | 34.005 | 33.710 | 0,2 | -295 | 23.845 | 0,1 | 9.865 |
| **TOTAL OTHER INCOME** | **-436.653** | **302.848** | **1,7** | **739.501** | **300.902** | **1,7** | **1.946** |
| **SUB-TOTAL UIS INCOME SPECIAL ACCOUNT** | **11.473.852** | **10.730.135** | **61,8** | **-743.717** | **10.639.541** | **61,1** | **90.594** |
| **IV. OTHER RESOURCES** | | | | | | | |
| Liquidation of Previous Years' Obligations | 20.262 | 31.153 | 0,2 | 10.891 | 31.268 | 0,2 | -115 |
| Transfer to Stabilisation Reserve Account | -368.442 | -324.373 | -1,9 | 44.069 | -381.290 | -2,2 | 56.917 |
| Transfer to GIZ (unspent funds) | -11.976 | - | 0,0 | 11.976 | - | - | - |
| Transfer to GPE (unspent funds) | - | -108.894 | - | -108.894 | -100.000 | -0,6 | -8.894 |
| Reserves & Fund Balances on 1 January | 4.233.326 | 4.161.261 | 23,9 | -72.065 | 4.161.261 | 23,9 | - |
| Operating Reserve (Stabilisation Fund) | 2.668.293 | 2.886.568 | 16,6 | 218.275 | 3.049.583 | 17,5 | -163.015 |
| **TOTAL OTHER RESOURCES** | **6.541.463** | **6.645.716** | **38,2** | **104.252** | **6.760.822** | **38,9** | **-115.107** |
| **TOTAL RESOURCES: UIS SPECIAL ACCOUNT** | **18.015.316** | **17.375.850** | **100,0** | **-639.465** | **17.400.363** | **100,0** | **-24.513** |
| **B. UNESCO DECENTRALIZED FUNDS** | | | | | | | |
| Other Decentralized Funds | 49.633 | 179.490 | | 129.856 | 203.043 | | -23.553 |
| **TOTAL DECENTRALIZED FUNDS** | **49.633** | **179.490** | | **129.856** | **203.043** | | **-23.553** |
| **GRAND TOTAL: FUNDS MANAGED BY UIS** | **18.064.949** | **17.555.340** | | **-509.609** | **17.603.406** | | **-48.066** |

2015 Decentralized Funds: $27,199.02, $9,200, $13,234.34
2016 Dec. funds: $106,023.82, $1,591.03, $71,489.85

## Appendix VI – 2016 PPC Approved Budget vs Year-End Estimate as at 30 October 2016 by Appropriation Line

| Appropriation Lines | Year-end Estimate as at 31 May 2016 (PPC) | | | Year-end Estimate as at 30 September 2016 (GB) | | | Difference | |
|---|---|---|---|---|---|---|---|---|
| | PPC Personnel Costs | PPC Activities | Total PPC 2016 | GB Personnel Costs | GB Activities | Total GB 2016 | Difference GB 2016 vs PPC 2016 | % of Difference |
| I. PROGRAMME OPERATIONS | | | | | | | | |
| | | | | | | | | |
| 1. Education Indicators & Data Analysis | 1.896.302 | 1.041.393 | 2.937.695 | 1.817.676 | 1.059.078 | 2.876.754 | -60.940 | -2,1% |
| 2. Statistical Services and Technology | 1.822.488 | 373.007 | 2.195.495 | 1.961.752 | 373.007 | 2.334.759 | 139.264 | 6,3% |
| 3. Statistical Capacity Building & Field Coordination | 1.909.271 | 257.652 | 2.166.923 | 1.525.637 | 254.400 | 1.780.037 | -386.886 | -17,9% |
| 4. Science & Technology, Culture & Communication | 919.720 | 341.884 | 1.261.604 | 929.038 | 312.500 | 1.241.538 | -20.066 | -1,6% |
| 5. Learning Outcomes | 309.706 | 268.820 | 578.526 | 246.360 | 268.820 | 515.180 | -63.346 | -10,9% |
| Sub-Total I | 6.857.487 | 2.282.757 | 9.140.244 | 6.480.464 | 2.267.805 | 8.748.270 | -391.974 | -4,3% |
| | | | | | | | | |
| II. GOVERNING BOARD, GENERAL ADMINISTRATION & DIRECTORATE | | | | | | | | |
| | | | | | | | | |
| 6. Governing Board | - | 70.000 | 70.000 | - | 70.000 | 70.000 | - | 0,0% |
| 7. General Administration * | 878.446 | 908.613 | 1.787.059 | 729.823 | 908.613 | 1.638.436 | -148.623 | -8,3% |
| 8. Directorate - Fundraising activities & Public Information | 756.472 | 502.000 | 1.258.472 | 718.782 | 527.000 | 1.245.782 | -12.690 | -1,0% |
| Sub-Total II | 1.634.919 | 1.480.613 | 3.115.532 | 1.448.606 | 1.505.613 | 2.954.219 | -161.313 | -5,2% |
| TOTAL EXPENDITURE UIS SPECIAL ACCOUNT | 8.492.406 | 3.763.370 | 12.255.776 | 7.929.070 | 3.773.418 | 11.702.488 | -553.287 | -4,5% |


Personnel Costs - PPC 2016 vs GB 2016
Millares
2.500
2.000
1.500
1.000
500
-
EIDA
SSAT
SCB
SCC
LO
GB
GA
DIR
PPC 2016
GB 2016


Activities - PPC 2015 vs GB 2016
Millares
1200
1000
800
600
400
200
0
EIDA
SSAT
SCB
SCC
LO
GB
GA
DIR
PPC 2016
GB 2016

(62 pages)

**Appendix VII – Major UIS Publications in 2016**

**Analytical reports**

Laying the Foundation to Measure Sustainable Development Goal 4 – Sustainable Development Data Digest (English, French and Spanish)

The Globalization of Cultural Trade: A Shift in Consumption / International Flows of Cultural Goods and Services 2004-2013 (English)

Understanding What Works in Oral Reading Assessments (eBook in English and summaries in English, French and Spanish)

**Technical papers, manuals and methodological reports**

***SDG 4***

"Improving the international monitoring framework to achieve equity (SDG 4.5), Indicator 4.19", UIS information paper (English)

"Data availability for the calculation of SDG 4-Education 2030 indicators: Analysis covering Latin America and the Caribbean", UIS information paper (English, Spanish)

"Country readiness to monitor SDG 4 education targets: Regional survey for the Asia and Pacific region", UIS information paper (English)

"Country readiness to monitor SDG 4 education targets: Regional survey for the Arab States", UIS information paper (English)

***Financing education***

Who Pays for What in Education? The Real Costs Revealed Through National Education Accounts (English, French)

Methodology of National Education Accounts (English, French)

"A roadmap to better data on education financing", UIS information paper (English)

***Out-of-school children and youth***

Estimating the Number of Out-of-School Children: Methodological Problems and Alternative Approaches – India Case Study, coproduction with UNICEF (English)

"Age adjustment techniques in the use of household survey date", UIS information paper (English)

"Estimation of the numbers and rates of out-of-school children and adolescents using administrative and household survey data", UIS information paper (English)

"The effect of varying population estimates on the calculation of enrolment rates and out-of-school rates", UIS information paper (English)

(62 pages)

***Learning outcomes***

"The cost of not assessing learning outcomes", UIS information paper (English)

***Culture***

"Diversity and the film industry: An analysis of the 2014 UIS survey on feature film statistics", UIS information paper (English, Spanish)

"Habilidades para el progreso social: El poder de la habilidades sociales y emocionales", UIS information paper, translation of OECD paper (Spanish)

**Fact sheets**

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

UIS fact sheet on literacy (English, French, Spanish)

UIS fact sheet on teachers (English, French, Spanish)

**UNESCO eAtlases**

UNESCO eAtlas of Gender Inequality in Education (English, French, Spanish)

UNESCO eAtlas for Education 2030 (English, French, Spanish)

Updates to: UNESCO eAtlas of Out-of-School Children, Teachers, Literacy and R&D

**UIS data blog**

The new UIS blog, Data for Sustainable Development, was launched in May 2016

**Appendix VIII – Meetings/Conferences/Workshops Organized by UIS Staff in 2016**

| Event | Location |
|---|---|
| **January** | |
| Data Consolidation Workshop + Data Dissemination Workshop for the National Education Accounts Project in Nepal | Katmandu, Nepal |
| **April** | |
| International Workshop on National Education Accounts | Paris, France |
| Regional Workshop on Education Statistics for Eastern Europe, Caucasus and Central Asia | Istanbul, Turkey |
| **May** | |
| International Symposium on the Measurement of Digital Cultural Products | Montreal, Canada |
| Meeting for the New Technical Coordination Group on Education 2030 indicators | Washington, D.C., USA |
| Regional Workshop on Education Financing, Francophone Africa | Dakar, Senegal |
| **May/June** | |
| Regional Workshop on Education Financing, Anglophone Africa | Dakar, Senegal |
| **June** | |
| Regional Workshop on Education Financing, South and West Asia | Bangkok, Thailand |
| **July** | |
| PPC Meeting | Montreal, Canada |
| National Dissemination Workshop for National Education Accounts in Nepal | Kathmandu, Nepal |
| National Dissemination Workshop for National Education Accounts in Viet Nam | Hanoi, Viet Nam |
| Regional Education Workshop for South and Eastern Sub-Saharan African countries | Windhoek, Namibia |
| National Dissemination Workshop for National Education Accounts in Côte d'Ivoire | Abidjan, Côte d'Ivoire |
| **September** | |
| UIS Experts Meeting on Cultural and Natural Heritage Statistics | Paris, France |

| | |
|---|---|
| **October** | |
| Second Meeting of the GAML Group on the Indicators for SDG4-Education 2030 | Washington, D.C., USA |
| Second meeting of the Technical Cooperation Group on the Indicators for SDG4-Education 2030 (TCG) | Madrid, Spain |
| **November** | |
| ICT in Education Regional Workshop for Latin America | Sao Paolo, Brazil |
| STI Advisory Board Meeting | Montreal, Canada |
| **December** | |
| UIS Regional Workshop on Education Statistics for the Pacific | Nadi, Fiji |
| GB XVIII | Montreal, Canada |

## Appendix IX – List of UIS Employees as at 31.10.2016

Duty station: Montreal, Canada

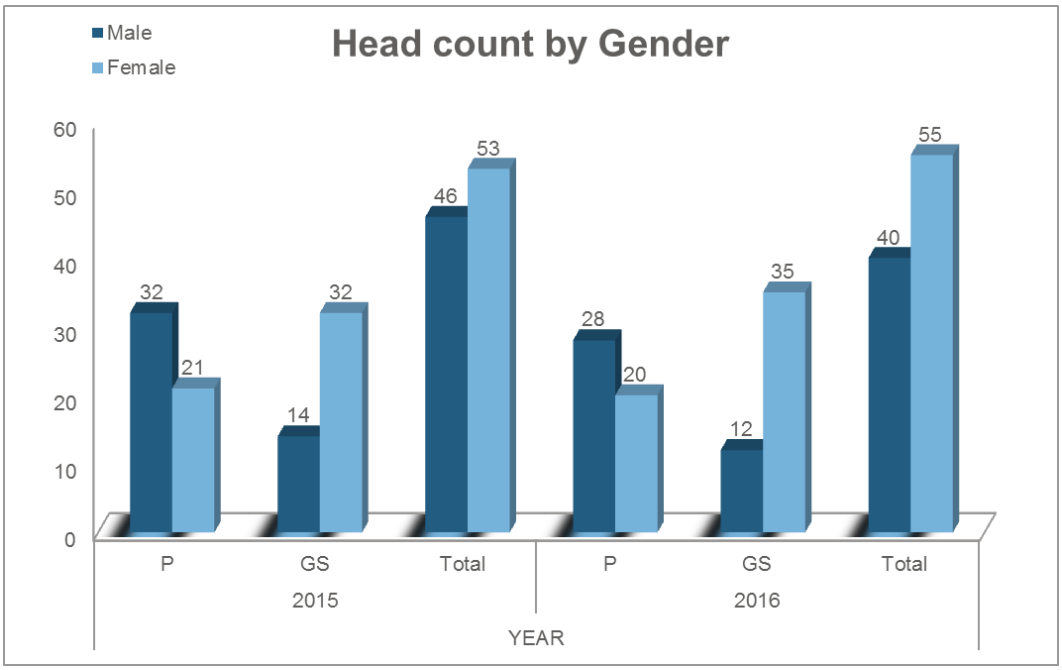
| Name | Nationality | Contract | Name | Nationality | Contract |
|---|---|---|---|---|---|
| ABBAS, Duraid | Canada/Iraq | PA | MILUSHEVA, Lora | Bulgaria | SC |
| AMOUSSOU-GUÉNOU, Wilfried | Canada/Benin | FT | MONTJOURIDÈS, Patrick | France | FT |
| BARBOSA, Lisa | Brazil | SC | MONTOYA, Silvia | Argentina | FT |
| BARTON, Andrew | Canada | SC | MORIN, Katherine | Canada | FT |
| BEAUDIN, Rachelle | Canada | FT | MORROW, Jennifer | Canada/USA/Ireland | PA |
| BIRON, Dominic | Canada | SC | MOTIVANS, Albert | Latvia | FT |
| BOUFARD, Marc | Canada | PA | MOUSSA, Nelly | Canada/Egypt | SC |
| BUFFETT, Brian | Canada | FT | MURPHY, Maxime | Canada | SC |
| CAPELLI MIGUEL, Maria Helena | Brazil | FT | NEHMÉ, Saw san | Canada/Lebanon | SC |
| CASTELLANO TOLMOS, Hugo | Canada/Peru | FT | OTCHET, Amy | USA | FT |
| CHIEN, Chiao-Ling | P.R.C (Taiw an) | PA | OULD A. VOFFAL, Saïd | Mauritania | FT |
| CONTE, Luciana | Canada/Italy | SC | OVSYANNIKOVA, Olga | Canada/Russia | FT |
| DELOUMEAUX, Lydia | France | FT | PACIFICO, John | Italy/Canada | FT |
| DESLANDES, Kim | Canada | SC | PATHIRAGE, Rohan | Sri Lanka | FT |
| DJAFRI, Ghania | Canada/Algeria | FT | PEDRO, Sandra | Canada | FT |
| EJOV, Daniel | Canada/Russia | SC | PESSOA, José | Canada | FT |
| EL HOURANI, Talal | Lebanon | FT | PESTINA, Simona | Canada/Romania | PA |
| FAHMY, Omneya | U.S.A./Egypt | SC | PRATTE, Catherine | Canada | SC |
| FALVO, Mark | Italy | FT | RAKOTONARIVO, Andorinina | Madagascar | SC |
| FROSTELL, Katja | Canada /Finland | FT | RATOVONDRAHONA, Pascale | Madagascar | FT |
| FUENTES, Javier | Canada | SC | SALMI, Zahia | Canada/Morocco | FT |
| GIRLOVAN, Nadejda | Moldova | SC | SANTILLAN CARPIO, Nestor | Peru | PA |
| HEARNE, Edw ard | Canada/UK | FT | SCHAAPER, Martin | Netherlands | FT |
| HO, Tin Nam | Canada | FT | SEBBAG, Valerie | Canada | PA |
| HUEBLER, Friedrich | Austria | PA | SEMENTCHOUK, Ioulia | Canada/Russia | PA |
| ILLIDGE, Sandra | Canada | FT | SINGH, Anuja | Kenya | FT |
| IMHOF, Adolfo | Argentina | PA | SOLON, Molière Junior | Haiti | SC |
| IP CHO, Vong Shian Simon | Mauritius | SC | SOMOGYI, Sophia | Canada | FT |
| JERBI, Imededdine | Tunisia | SC | SOUMAH, Naby | Canada/Guinea | SC |
| KENNEDY, Alison | UK/Ireland | FT | SOUSHKO-BORTSOV, Konstantin | Canada | PA |
| KERIM-DIKENI, Sirina | Canada/Togo | FT | SUCHARCZUK, Vanesa | Argentina | SC |
| KING, Simone | Canada | FT | TALMAN, Andrey | Canada | SC |
| KTAILI, Lina | Lebanon | SC | TAY-LIM, Brenda | Singapore | FT |
| LABBE, Tina | Canada | SC | TCHATCHOUA, Bertrand | Cameroon | FT |
| LABE, Olivier | Benin | FT | TRAN, Helene | Canada | FT |
| LEGAULT, Elise | Canada | PA | VALDEZ MELGAR, Beatriz | Canada/Guatemala | FT |
| LI, Catherine Miao | Australia | SC | WENG, Wendy | Canada | FT |
| LU, Weixin | Canada | FT | YAKAP, Karine | Cameroon | SC |
| MARINS, Luciana | Brazil | PA | ZAGREBINA, Anna | Russia | SC |
| MIELE, Adriano | Canada | FT | | | |

| Name | Nationality | Contract | Name | Nationality | Contract |
|---|---|---|---|---|---|
| Duty station: Apia, Samoa | | | Duty station: Harare, Zimbabwe | | |
| HATIER, Leuiana | Samoa/New Zealand | PA | GITHAIGA, Monica | Kenya | PA |
| KEEBLE, Gregory | Nepal | PA | | | |
| Duty station: Bangkok, Thailand | | | Duty station: Nairobi, Kenya | | |
| ACOCA, Aurélie | Canada | PA | BOADÉ, Georges | Cameroon | PA |
| BAJRACHARYA, Roshan | Nepal | SC | | | |
| OSAWA, Aki | Japanese | SC | Duty station: New Delhi, India | | |
| TACHAJAROENWONG, Aranyaporn | Thailand | SC | SIGDEL, Shailendra | Nepal | PA |
| Duty station: Dakar, Senegal | | | Duty station: Santiago, Chile | | |
| BERNAL, Marc | France | PA | GUTIERREZ, Laura Lucia | Colombia | SC |
| DJIBO ABDOU, Yacouba | Burkina Faso | PA | PERUSIA, Juan Cruz | Argentina | PA |
| FALL DIENG, Ndeye Yacine | Senegal | NOC | VERA MOHORADE, Alejandro | Argentina | PA |
| SAMB, Khadidiatou | Senegal | SC | | | |

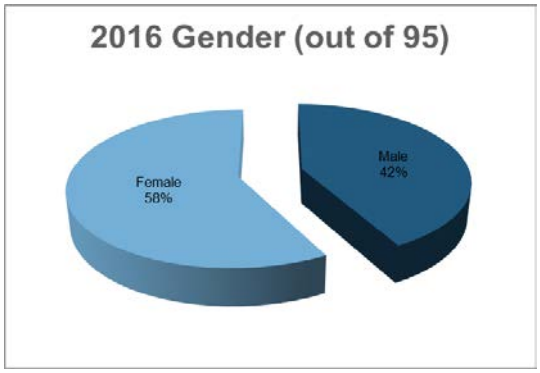
**Number of nationalities: 46**

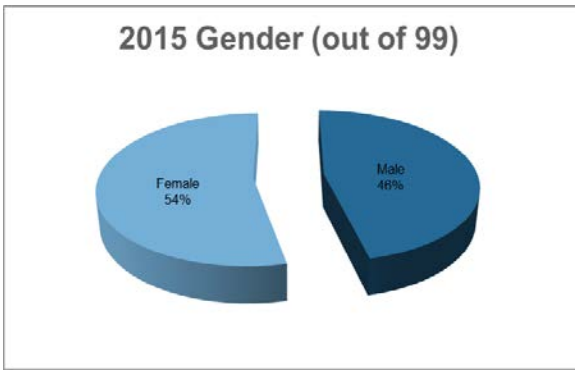
**Headcount by gender**

| | YEAR | | | | | | Difference | | |
|---|---|---|---|---|---|---|---|---|---|
| Gender | 2015 | | | 2016 | | | 2016-2015 | | |
| | P | GS | Total | P | GS | Total | P | GS | Total |
| Male | 32 | 14 | 46 | 28 | 12 | 40 | -4 | -2 | -6 |
| Female | 21 | 32 | 53 | 20 | 35 | 55 | -1 | 3 | 2 |
| Total | 53 | 46 | 99 | 48 | 47 | 95 | -5 | 1 | -4 |



| Gender as % of total | 2015 | | | 2016 | | |
|---|---|---|---|---|---|---|
| | P | GS | Total | P | GS | Total |
| Male | 60% | 30% | 46% | 58% | 26% | 42% |
| Female | 40% | 70% | 54% | 42% | 74% | 58% |
| Total | 100% | 100% | 100% | 100% | 100% | 100% |



## Appendix X – UIS Organizational Chart as of 31.10.2016