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1.0 Message from the Director

High-quality, timely and relevant data have the power to tell a clear and compelling story and can facilitate solutions to questions of policy. Statistics are of vital importance in national and international development efforts. For example, data on the disadvantaged can help to strengthen the political will around the world to achieve the UN Millennium Development Goals and Education for All by 2015. But, providing high-quality data in all the areas of UNESCO’s mandate across all countries of the world is a significant and complex task.

Since its foundation in 1999, and following its transfer to Montreal in 2001, the UNESCO Institute for Statistics (UIS) has made major strides in improving the level of integrity and transparency of international statistical systems for education. It has laid the foundations for parallel developments in global data relating to science and technology and culture and communication. It is through our efforts that standardised, cross-nationally comparable data are today accessible to all; the UIS provides customised services to clients and partners, and ongoing analysis and strong collaborations continue to increase the relevance of the data to a wide range of users.

This Annual Report highlights the work of the UIS in 2003 to 2004, a period which has included the publication of the first and second editions of our Global Education Digest and our groundbreaking research in literacy assessment, education quality and education financing. To meet the ever-growing demands during the coming year, the Institute will need to strengthen its staff, its management and its information systems. We shall be sharpening our strategic focus and seeking new partners for financial assistance to help us carry out our mandate.

Today, more than ever, Member States require high-quality data and analysis for the development of policies and programmes to reach their goals. The UNESCO Institute for Statistics is proud to be providing such support and we look forward to continued progress in 2005.

Denise Lievesley
Director
2.0 Executive Summary

In 2003 and 2004, the UNESCO Institute for Statistics (UIS) made major gains in data collection, analysis and dissemination. The UIS is a semi-autonomous body responsible for providing timely, accurate and policy-relevant statistics on education, science and technology, and culture and communication to Member States and other clients. Its annual education survey, which provides key data to such clients as the World Bank, UN agencies and national governments, was refined and streamlined. Data are now available much earlier than in previous years. Coverage continued to expand to more countries and new areas of inquiry are now being explored. In the year of review, a new strategy for the collection of data on science and technology provided the foundation for a new survey on human and financial resources in that sector. In addition, data on culture and communication were reviewed and validated, and new questionnaires are being designed on print and electronic media.

Continuous improvement and innovation also mark data development activities. Among its activities in 2003 and 2004, the Institute carried out the pilot phase of a survey of primary schools, explored indicators for information and communication technologies, and collaborated on the development of new indicators for non-formal education and early childhood education and development. In recognition of the UN Decade for Literacy (2003-2012), the UIS also embarked on a new programme to develop comparative measures in the important area of literacy attainment.

An intensive capacity-building programme for Member States continued from 2003 to 2004. An EU-funded programme for building capacity to monitor achievement of education goals was piloted in Niger, which subsequently completely overhauled its methodologies and systems for collecting, processing and disseminating data on primary education. In Latin America, UIS support for the Regional Education Indicators Project has strengthened national education data systems and facilitated progress in addressing key regional issues such as equity. In Asia and the Pacific, new tools are being tested, and case studies for indicators in life skills are also in progress, while a new programme for the Pacific Island States is helping identify data needs in the region. Overall, capacity development through the World Education Indicators (WEI) Project is building up middle management and professional capacity in many countries moving towards attaining Education for All by 2015.

Analysis and information services contributed to major international reports during 2003 and 2004, including the UNDP Human Development Report, the World Bank’s World Development Indicators Report, the UN Secretary-General’s Report on progress towards the Millennium Development Goals, and the EFA Global Monitoring Report. Among the publications produced by UIS itself were the Global Education Digest in 2003 and 2004, two thematic reports on financing education and literacy skills, and two regional reports on education, one for South and East Asia and the other for the Arab States. Current studies on out-of-school children, educational equity and teachers are in preparation and will be published in late 2004 and 2005.
3.0 Context

Demands for statistics have increased dramatically in recent years as policy-makers and activists, planners and educators focus their efforts towards international and national policy targets, such as improving gender equality and quality in education for learners of all ages. Designated by the UN as the lead agency for international statistics on education, culture and communication and science and technology, the UNESCO Institute for Statistics (UIS) has become a world leader in the field, helping countries and organizations to measure and monitor progress.

3.1 An Introduction to the UNESCO Institute for Statistics (UIS)

The UIS is the statistical office of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations depository for global statistics in the fields of education, science and technology, and culture and communication. The Institute was set up to improve UNESCO’s statistical programme and to provide the timely, accurate and policy-relevant statistics needed in today’s challenging environment. Its aims are twofold: to gather a wide range of quality statistical information to help Member States analyse the efficiency and effectiveness of their programmes and inform their policy decisions; and to interpret and report on the global situation regarding education, science and technology, and culture and communication.

The broad lines of the Institute’s activities include:

- collecting up-to-date statistics across the world according to agreed quality procedures and disseminating them to users in a form appropriate to their needs;
- developing new statistical concepts, methodologies and standards, and promoting standardisation in the collection and production of quality statistics and indicators;
- working with Member States to build their national statistical capacity to collect and analyse data of relevance to their policy needs; and
- analysing data in partnership with policy-makers and researchers, and promoting wider and more informed use of data for policy purposes.

The UIS works with partners around the world who generate and/or use data: governments of Member States, especially Ministries of Education and Culture; research and statistical institutions; universities, colleges and other educational institutions; international organizations such as the World Bank and regional development banks; various sectors within UNESCO; the UN Statistical Division, UNDP, UNICEF and other UN agencies; OECD; and the European Union. To date, the primary focus of the work of the UIS is on education statistics; however, its science and technology and culture and communication programmes are being re-launched due to an increasing level of interest among UIS clients.

1 UNESCO carries out studies in its areas of competence; shares knowledge through research, training and teaching; sets standards for preparation and adoption of internal instruments and statutory recommendations; provides technical cooperation to Member States; and exchanges specialised information.
3.2 Education for All: An International Commitment

The international pursuit of universal primary education had its genesis in the World Conference on Education for All (EFA) held in Jomtien, Thailand in 1990. This event resulted in a pledge by governments, educators, civil society and donor agencies to achieve education for all by the year 2000. A review of progress in Amman, Jordan in 1996 noted that considerable progress had been made, but comprehensive data were missing. By the time of the World Education Forum held in Dakar, Senegal in April 2000, more data were available to help guide the development of the Dakar Framework for Action (see Box 1), but there were still significant shortcomings.

Box 1. The Dakar Framework for Action: Goals for the international community

i) expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
ii) ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality;
iii) ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
iv) achieve a 50% improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
v) eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality; and
vi) improve all aspects of the quality of education and ensure excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.
This Framework identified education as a human right and affirmed that no country seriously committed to Education for All would be thwarted in their achievement of this goal by a lack of resources. The Framework’s goals and objectives have been adopted by countries and donor institutions around the world. They also played an important role in the formulation of the Millennium Development Goals (MDGs) passed by the UN General Assembly in a special session in the fall of 2000, further strengthening international commitments to EFA (see Box 2).

**Box 2. Education and the Millennium Development Goals (MDGs)**

The MDGs are a set of specific, time-bound goals, with objectives and indicators, in education, health, HIV/AIDS, gender equality and environmental sustainability to which the countries of the United Nations have agreed. The following are the education-related MDGs:

**MDG1: Achieve universal primary education**  
**Target:** Ensure that by 2015 children everywhere, boys and girls alike, will be able to complete a full course of primary schooling  
**Indicators:**  
- net enrolment ratio in primary education  
- proportion of pupils starting grade 1 who reach grade 5  
- literacy rate of 15- to 24-year-olds

**MDG3: Promote gender equality and empower women**  
**Target:** Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015  
**Indicators:**  
- ratio of girls to boys in primary, secondary and tertiary education  
- ratio of literate women to men among 15- to 24-year-olds

The UIS collects the data and plays a key role in developing the indicators used to monitor progress towards these education-related goals, as well as towards goals individual nations have set for themselves.
4.0 Activities in 2003 and 2004

4.1 The International Database: A Focus on Education

The UIS database includes data on education, culture and communication, and science and technology. The current focus on education has made the UIS database the world’s most comprehensive cross-national comparative source for education statistics. Each year, it is updated using the Annual Survey on education (see Box 3), which provides the data for a wide range of national and international clients. Statistics and indicators from the database are reported in the UIS flagship publication, the Global Education Digest, as well as every major report on development.

Following the establishment of the UIS and its relocation to Montreal, Canada, there have been a number of key improvements in the survey and in the ability of responding countries to complete it in an accurate and timely manner. Constant dialogue between the UIS and national experts supports data quality, which is based on the ISCED\(^2\) system to ensure uniformity and comparability across countries and educational systems.

In the last two years, the UIS has improved its collection procedures, refined its survey instruments and continued to work with its partners to build their technical capacity (see Section 4.3 for details). In 2003, the initial data set for the school year 2001-2002 was collected, validated, analysed and released to international agencies by the end of December 2003. This 18-month turnaround was the fastest to date. The data were published on the UIS website in April 2004 during Education for All Week and subsequently appeared, and are continuing to appear, in numerous other international publications.

Box 3. Building the education database: The Annual Survey

The annual education survey collects information based on user needs and producer capacity to provide the data. It is a survey of administrative data for pre-primary, primary, secondary and post-secondary non-tertiary, tertiary and education finance. Its data also form the basis for key education indicators such as enrolment rates, student/teacher ratios, etc.

There are three levels of detail recorded in the survey:

1) the basic questionnaire, which is sent to all Member States;
2) an enhanced questionnaire, which is sent to countries participating in the World Education Indicators (WEI) Project (see page 9); and
3) a more detailed questionnaire, which is sent to OECD-EU countries.

Surveys are sent in print copy and electronically to UNESCO National Commissions and Permanent Delegations, which refer them to the relevant national authorities. The questionnaires are completed by national experts and returned to the UIS for validation and entry into the database. However, some responding countries often have difficulty completing survey questionnaires due to a variety of reasons:

- the data do not exist or are not available;
- the country does not have sufficient financial or human resources to take on the task;
- there are competing priorities within governments and educational systems; and
- the country is in crisis (war, natural disaster, famine, disease) and cannot respond.

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\(^2\) The International Standard Classification of Education is an internationally agreed system which comprises standard concepts, definitions and classifications to facilitate cross-country comparisons.
Today, the UIS obtains publishable data from 81% of the countries in the world on primary schooling, representing 93% of this population worldwide. At the secondary level, the UIS receives data from 75% of countries representing 87% of that population. In order to strengthen this coverage, the Institute is looking at a number of initiatives, including a Rapid Data Collection project to be launched in 2005. This could involve sending out a mini-survey or questionnaire, initially probably to the WEI countries, for preliminary data from the earlier part of the school year. This would make information available earlier on several key indicators, and the data would then be validated and supplemented through the regular Annual Survey later in the year.

**New directions**

The Institute has launched a review of the Annual Survey, consulting with data users and providers on their needs and capacities. Among the matters under discussion is whether the range and depth of coverage should be extended. A pilot question on primary graduation in the current survey, for example, may provide the basis for an important new indicator. A number of users have expressed interest in capturing better data on non-formal education (academic and life skills education offered by non-governmental organizations, or vocational training offered by community or private sector groups), but this continues to be a difficult area in which to collect statistics. The continuing importance of issues on the quality of education and its outcomes, and growing relevance of Information and Communication Technology (ICT) capacity and usage, might result in the addition of collection of data on these topics as well. Finally, there is also some interest in the more qualitative aspects, such as how educational data are collected, background on various educational systems, the impact of educational reforms on data collection, and other contextual information.

The UIS is also strengthening its work in both culture and communication and science and technology statistics. On the cultural side, a comprehensive review of the current programme is ongoing. Past data on the printed press, book production, museums, libraries, film and cinema have been validated and posted on the UIS website, and new questionnaires are being designed in anticipation of the re-launch of surveys on printed press and broadcasting. The UIS is now implementing its new strategy on science and technology statistics, based on the results of a world-wide consultation carried out during 2003. The consultation process included a questionnaire sent out to S&T policy makers and statistics experts all over the world, as well as a series of expert group meetings to discuss the findings and interpret the results. The UIS also presented to the 2004 meeting of the UN Statistical Commission a paper discussing the current situation of the world’s activities in Science and Technology Statistics. The document was prepared in co-operation with OECD (see Box 4).

**Box 4. New science and technology (S & T) surveys track human and financial investments**

The UIS strategy for S&T statistics has prioritised the collection of higher quality data on personnel and expenditure devoted to Research and Development (R&D). In order to meet this goal, a revised and updated web-based science and technology questionnaire was launched in June 2004. The survey collects information about personnel and expenditure in research and development in more than 145 countries.

Another priority is a study of the factors which create shortages in the availability of human resources for S&T activities, also known as the “brain drain.” This issue is being addressed in an international survey which follows up on the life course of highly-qualified people, carried out in co-operation with OECD and with the support of the U.S. National Science Foundation.
4.2 Data Development: A Process of Continuous Improvement

Global indicators to measure the many different aspects of education continue to be improved. As the UN’s repository for education statistics, the UIS is responsible not only for generating high-quality, relevant and timely data, but also for continuously improving and enhancing them. One of the UIS’ first actions was to evaluate the indicators used for the EFA 2000 Assessment. An Expert Group on EFA indicators in 2001 validated the indicators used in EFA 2000 and identified the need to develop better indicators for literacy, life skills, early childhood education, educational attainment and educational quality. Developing these indicators formed part of the work programme of the UIS from 2003 to 2004.

The UIS plays a major role in the UN review of all MDG indicators. The UIS has made progress in enhancements for educational indicators, including replacement of the existing literacy indicator by the new one being developed under the Literacy Assessment and Monitoring Programme (LAMP) (see Box 6). Another contribution is the completion indicator based on school enrolment recently developed by the UIS in collaboration with the World Bank. The UIS will also be reviewing the indicators on communication technology and the proposed Digital Access Index, which includes statistics on education.

Collecting data about primary schools

Under the World Education Indicators (WEI) Project (see Box 5), the UIS is implementing a survey of primary schools to examine quality of education and equity of its provision. A new methodology is being developed for surveying schools which will provide a new source of school-level data for 14 countries from around the world. It involves four separate questionnaires, one for national project managers, one for school heads, and two for teachers. National pilot surveys were conducted starting in August 2004 and fieldwork will take place in 2005.

Box 5. The World Education Indicators (WEI) Project

This project develops a small but critical mass of policy-relevant education indicators that measure the state of education in an internationally comparable, timely and efficient manner. It also improves comparability or broadens the scope of international education indicators. It is a joint initiative of UNESCO and the OECD, partially funded by the World Bank. Participating countries provide their own resources for assembling and reporting the data. They represent 70% of the world’s population and include Argentina, Brazil, Chile, China, Egypt, India, Indonesia, Jamaica, Jordan, Malaysia, Paraguay, Peru, the Philippines, the Russian Federation, Sri Lanka, Thailand, Tunisia, Uruguay and Zimbabwe.

A dataset of indicators has been published annually since 1998 and three analytical reports have been produced by the WEI project (see Section 4.4).

In the seven years since this project began, a strong support network of statisticians has been established to bolster national capacity and ownership. Both the scope and quality of data in these countries have improved and become more relevant to policy- and decision-making.
The UIS drafted a manual on methodology to process WEI indicators and designed an indicator calculation tool for country statisticians, enabling them to check raw data before sending it to the UIS for validation and compilation.

**Literacy**

Measurement of literacy is a complex matter. For the most part, literacy statistics, such as those in the current UIS database, are based on self-declaration or educational attainment, rather than scientific assessment. Before an accurate measurement tool can be developed, a number of issues need to be resolved, including definition of the term itself, integration of linguistic and cultural contexts, and assessment of the range of competencies. In January 2003, the UIS launched its **Literacy Assessment and Monitoring Programme (LAMP)** to mark the UN Literacy Decade (2003-2012) and to respond to the need for literacy information to monitor both the MDGs and progress towards EFA (see Box 6).

**Box 6. Shedding light on literacy measures: The LAMP programme**

The Literacy Assessment and Monitoring Programme (LAMP) assesses a range of literacy levels from the most basic to higher-level skills, where measurement is better developed. At the lower level of proficiency, it is difficult to distinguish between those who can perform very basic tasks and those who cannot. Through this project, a new methodology will be developed to fill this gap. LAMP will involve a household sample survey of youth and adults (15 years and older), including both a skills test and a background questionnaire on such factors as parents’ education, access to reading materials, employment and financial status. This survey will also attempt to identify a small set of questions that are highly correlated to literacy levels so they can be used as a module for inclusion in other surveys. In October 2003, Mongolia became the first country to express an interest in LAMP, and the UIS held a briefing workshop with the national project team and future users of the data to explore their data needs. Since then, Morocco, Kenya, El Salvador and Niger have followed suit. All five countries are now part of the LAMP pilot project.

The UIS is collaborating with the UNESCO Institute for Education (UIE) and UNESCO’s Education Sector to establish an operational definition of functional literacy. Meanwhile, the UIS is developing the survey instruments in collaboration with U.S.-based Education Testing Services and Statistics Canada. A framework for the design of the testing instrument has been completed. Guidelines for creating both common and nationally specific test items are being finalised, and most of the training materials have been produced. A workshop on item creation and on adaptation and translation of LAMP items was held in Montreal in August 2004 with representatives from the five countries in attendance. Field testing will begin in early 2005, and the main surveys are expected to take place later in the year and in early 2006.

Additional financial support will be needed to cover the UIS costs of development and training and the national costs of development and implementation of the surveys. Discussions are ongoing with partner agencies to develop an approach to fundraising for the project.
The UIS has established an Advisory Board on Literacy Statistics and finalised a strategy for release of current literacy statistics. In March 2004, a set of national estimates for the period 1995 to 2004 was released, supplemented by UIS estimates. These data are being improved continuously through a review of the method of estimation for countries without recent data and research on different sources of literacy data related to a number of variables such as education participation. A new release of literacy statistics will take place in late 2004.

**Early childhood education and development**
The first goal of the Dakar Framework for Action is to expand and improve comprehensive early childhood care and education, especially for the most disadvantaged children. The Institute is collaborating with UNICEF and UNESCO’s Regional Office for Education in Latin America and the Caribbean to develop an analytical model and relevant indicators for early childhood education in Latin America. In addition, the UIS is working with the Ministry of Education in Pakistan to develop a methodology for determining the financial inputs for early childhood programmes. Finally, the UIS is participating in a UNESCO project as part of a review team involving missions to review early childhood programmes in Kenya and Indonesia in the fall of 2004 and in Brazil in 2005.

**Learning needs of youth and adults**
The third goal of the Dakar Framework for Action was to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes. This is a new and rapidly expanding area of work for the UIS. There are no cross-nationally comparable data in this field, in part because non-formal education is provided by organizations, institutions and private sector firms outside the realm of government data collection, and in part because of a lack of agreement on definitions of such terms as life skills and adult education.

Among current activities is a collaboration with the UNESCO Centre for Vocational Education on the implementation of the right to vocational education. The UIS will provide the first overview of vocational education in late 2004, identifying existing data and data gaps and proposing a strategy to improve the data. The UIS is collaborating with the UNESCO Education Sector on an operational definition of life skills to facilitate development of a set of indicators. In addition, the Institute is working with Eurostat on the classification of learning activity, which will feed into a European Adult Education Survey.

**New directions**
The Institute is also meeting the need to develop indicators in the rapidly growing field of information and communication technology (see Box 7) and innovation. The UIS is currently overseeing the preparation of an annex on “Measuring innovation in developing countries” to the revised Oslo Manual on innovation statistics. The OECD Working Group of National Experts on Science and Technology Statistics has formally asked the UIS to oversee the preparation of this annex. The annex will address the specificities of innovation in developing countries, elaborating methodological proposals to cope with these contexts without losing international comparability. The UIS also contributed to a conference on women in science and provided regional analyses for UNESCO’s Science Sector in Paris.
A number of formal and informal cooperation and data sharing agreements and activities have been established in science and technology. The UIS is participating in the organization of a network on indicators in south-eastern Europe and is also cooperating with the Institut National de la Recherche Scientifique du Québec and the Ibero-American Network on S&T Indicators.

On the cultural side, the UIS worked with partners on development of indicators in areas such as cultural industries and the impact of arts on education. The Institute will be working closely with UNESCO’s World Heritage Centre on an upcoming report of World Heritage Sites. In addition, the UIS is updating its publication on the *International Flows of Selected Cultural Goods* in support of the *International Convention on the Protection of Diversity of Cultural Contents and Artistic Expression* currently being drafted by the Culture Sector of UNESCO.

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**Box 7. Meeting the challenges of the Information Age**

Outside of some well-publicised statistics on ICTs – such as the fact that there are more telephones on the island of Montreal than in all of Bangladesh – not much is known about ICT usage and impact around the world. The UIS played an important role in the World Summit for the Information Society (WSIS) held in Geneva in December 2003 by raising awareness of the need to increase this information. Prior to the Summit, the UIS co-sponsored a side event on “Monitoring the Information Society: Data, Measurement and Methods” and held a UIS session on ICTs and education and ICTs and gender. One outcome of this side event was the formation of a multi-agency partnership whose main aim will be the achievement of a common set of core ICT indicators, to be harmonised and agreed upon internationally, which will constitute the basis for an international database on ICT statistics.

In preparation for the Summit, the UIS launched a report entitled “Measuring and Monitoring the Information and Knowledge Societies: A Statistical Challenge”, which identified existing data and gaps. The report was considered preliminary research in support of the WSIS Action Plan, which specifically mentions the need for ICT indicators and benchmarks as well as a framework for the measurement and analysis of the information society. In preparation for the next Summit in 2005, the UIS will present a study of language prevalence on the Internet under the auspices of UNESCO’s Initiative B@bel. In addition, the UIS is preparing an analytical report using internationally sponsored school surveys that include questions on ICT infrastructure, usage and impact. Finally, the UIS is reviewing and updating current annual education surveys to see if questions on ICTs can be incorporated into the next round.
4.3 Statistical Capacity Building

As the UIS began its work in 1999, it rapidly became clear that many UNESCO Member States still did not have sufficient capacity to generate and use policy-relevant statistics. In addition, many do not have sufficient information to support policy- and decision-making or to monitor country progress towards the MDGs and EFA. Working with countries to build statistical capacity at different levels of government, including education and other line ministries, and statistical, educational and research institutions, is an important part of the UIS mandate (see Box 8). Workshops, study tours, seminars, conferences and other learning events all provide opportunities for needs assessment, data improvement, training and skills upgrading (see the List of Meetings and Workshops at the end of this document for a list of learning/information exchange meetings and events from 2003 to 2004). This programme of capacity building is coordinated from UIS headquarters in Montreal and implemented by a network of staff in UNESCO offices in Harare, Zimbabwe; Dakar, Senegal; Bangkok, Thailand; and Santiago, Chile. These staff also play a role in other elements of UIS work and by helping to ensure the relevance of UIS work in the regions. Capacity building activities are funded by sources outside the UIS; for example, technical assistance and regional workshops were supported by the World Bank Development Grant Fund and the Canadian International Development Agency and a new capacity building programme for Fast-Track Initiative countries began in 2003 with financing from the European Union. The UIS works in partnership with others active in capacity building, including the Forum for African Statistical Development (FASDev) and PARIS21 in particular in relation to issues for line ministries, such as education and health.

The Intensive Capacity-Building Programme in Eleven3 Fast-Track Initiative Countries, funded by the European Union (EU), was launched in May 2003 with the goal of helping these countries establish a sustainable capacity to monitor their EFA and national education goals. Niger and Guinea, the two pilot countries, began by establishing National Technical Committees to manage the project and discuss funding for follow-up activities with donors. The diagnostic of the production and use of educational statistics has been completed and action plans have been developed in collaboration with the National Committees. The local donor community is helping to finance implementation of the action plans. Education planning has already been strengthened in Niger (see Box 9).

Box 8. Goal of statistical capacity building

The aim of UIS statistical capacity building efforts is to help countries to become self-reliant, both financially and institutionally, so that they acquire the expertise to determine their own data needs and priorities; to collect these data; to interpret and use them effectively; to undertake research, problem solving and problem formulation; and to sustain these capacities.

Box 9. Niger leads the way

An early success of the EU-funded Capacity Building Project, Niger has completely overhauled its methodologies and systems for the collection, processing and dissemination of statistics on primary education in less than a year. Niger adopted the NESIS4 methodologies and an education management information system in the fall of 2003. Data were disseminated nine months after the beginning of the school year – the first time they were available for use in the cycle of planning for the next school year. As a result, the Ministry of Education was able to produce key indicators for the 2003-2004 school year by February 2004, six to eight months earlier than before.

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3 Bangladesh, Ethiopia, Ghana, Guinea, Honduras, Mauritania, Niger, Pakistan, Tanzania, Uganda, Viet Nam.
4 NESIS is the National Education Statistical Information System approach. For more information see www.nesis.easynet.fr.
In all 11 countries, diagnostic studies have been completed, or are nearing completion, and action plans are being developed by the National Technical Committees.

A Data Quality Assurance Framework was developed in collaboration with the World Bank under the auspices of the IMF General Data Dissemination System. This framework now guides the development of education statistics in all 11 countries in the EU-funded project.

**Africa**

The UIS implements the activities of the Association for the Development of Education in Africa’s Working Group on Education Statistics (WGES) to support the development of National Education Statistical Information Systems (NESIS) through training, technical assistance, information and experience exchange and networking.

The WGES functions on the basis of a three-year plan. The current plan has three principal areas of activity: i) communications – to assist countries in setting up websites and Internet connections; ii) assistance to countries in the adoption of improved statistical information systems and piloting and development of new Education Management Information Systems (EMIS) modules to respond to priority needs of countries; and iii) development and delivery of training. The WGES is financed through ADEA mechanisms, with major partners being the Netherlands (lead agency), Sweden and Ireland. The UIS contributes and finances three staff members to the programme, provides guidance to the programme and participates in the programme oversight through membership of the WGES Executive Committee.

Workshops held include i) a workshop for journalists aimed at improving capacity to interpret and report education statistics, which was repeated at the request of the Association of Journalists; and ii) workshops on education planning and education mapping to identify needs and to help finalise specifications for EMIS modules to be developed in these areas. Preparations are in progress for a workshop on non-formal education to share experiences in collection and production of data on non-formal education in a number of pilot countries and to agree on a common set of information needs and indicators for an EMIS module on this subject.

Assistance has been given to a number of countries (Burkina Faso, Mali and Senegal) on the adoption of improvements to their EMIS, through use of the NESIS approach. Work is in progress to adopt the NESIS approach in Ghana and Mauritania in collaboration with the EU-funded capacity building project; in the Democratic Republic of the Congo through a UNESCO education reconstruction project supported by the Fund for African Development and being carried out in partnership with UNESCO and IIEP; and in Sierra Leone in partnership with the Ministry of Education using World Bank loan credits.
Latin America and the Caribbean

As noted above, Honduras is a participant in the EU-funded capacity building programme for fast-track countries, and the UIS and the UNESCO Regional Office (OREALC) are providing technical support to Honduras’ Education Statistics Unit for design of an information system, development of indicators, data analysis and improvement of data collection. Additionally, a diagnostic study has been carried out in Haiti in partnership with the Canadian International Development Agency (CIDA), yielding recommendations for measures needed to strengthen capacities in the production and use of education statistics.

Support to ensure that countries in the region have documented and standardised procedures for reporting data at the international level has been provided through the World Education Indicators Project (see Box 5) and through the work of MERCOSUR, a regional organization bringing together Argentina, Brazil, Paraguay and Uruguay, with associated states Bolivia, Chile and Peru. MERCOSUR is developing indicators for higher education, and the UIS is supporting the initiative, providing funding for meetings, providing technical support and jointly preparing a report analysing data trends.

The main focus of UIS capacity building efforts in the Latin America and the Caribbean (LAC) region has been through the Summit of the Americas’ Regional Education Indicators Project, or PRIE (see Box 10). To date, 17 out of 19 Latin American countries have systematic procedures for data reporting that improve the quality and comparability of their data. A new programme will provide an in-depth evaluation of the national education statistics systems using the Data Quality Assessment Framework which can help to identify specific areas for improvement, such as accessibility, dealing with missing data and over-reporting. Diagnostic missions have been carried out in Central America to support national strategies for statistical development with another initiative, PARIS21\(^5\). This initiative is expected to expand once the second phase of PRIE begins in 2005.

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\(^5\) PARIS21 is Partnership for Statistics in Development in the 21st Century, a consortium of partners, including the UN, whose objective is to foster evidence-based use of statistics to inform policy. One of its main objectives is to ensure that every low-income country designs a National Strategy for the Development of Statistics (NSDS) by 2006.
In connection with PRIE, the UIS undertook a global review of educational indicators based on national experience, looking particularly at measuring universal primary education. This led to a proposal to use both household survey data and enrolment data. A technical report on this issue was released, with additional reports to follow in the fall of 2004. Other matters explored in the context of PRIE included investment of resources in education, and the social impact of education.

The UIS produced analyses on the MDGs related to education, focusing on disparities in primary completion by gender, income level, poverty, urban/rural location, race and ethnic group.

Meanwhile, the Institute supported a number of meetings and workshops in the region (see the List of Meetings and Workshops), including a best practices study tour in El Salvador by representatives of Bolivia, Honduras, Nicaragua and Colombia, who were observing a student-level information system. The group prepared a report with recommendations for each country. Another learning event, a regional workshop on advanced techniques for analysing PISA student assessment data, resulted in the production of national reports and a mission to Nicaragua to work with local researchers to produce a report using national assessment data. Much of the success of UIS capacity building work in the region has been facilitated by the education statistics network, the Regional System of Information, which UIS coordinates at the regional office in Chile.

Box 10. Education indicators in the Americas

At the 1998 Summit of the Americas, education ministers adopted an Education Action Plan. Later that year, they agreed on a project to strengthen education indicators to measure progress towards the commitments in the Action Plan. The project, launched in 2000, aimed to construct a basic set of indicators, develop statistical and analytical capacity within the region, and disseminate the indicators for use in policy-making.

The UIS was an active supporter of this project. Working in partnership with its UNESCO partners in Santiago and Kingston, the Institute collaborated with the American National Centre for Education Statistics (NCES) on a statistical capacity building programme aimed at improving international data reporting in the Americas. This involved helping local statisticians to evaluate data sources, providing guidance on the use of statistics and indicators to satisfy national and international information needs, identifying gaps, and formulating plans to eliminate them.

Two analytical reports were issued during the first phase of the project: Educational Panorama in the Americas and Achieving Educational Goals. The PRIE project has developed a basic set of indicators, calculated with the active participation of the countries of the region. It has promoted a culture of production and use of quality information in decision-making, generated a process of continuous capacity building and strengthened the regional system of information on education. Among the conclusions and recommendations feeding into the second phase of PRIE are the need to design tools to better capture data related to equity – a key issue in the region. Other items on the agenda are the requirement for more information on adult and early childhood education and more face-to-face encounters with decision-makers to ensure that data and analysis are focused on their needs and priorities.

---

6 Programme for International Student Assessment
Asia and the Pacific

The UIS programme in this region is aimed at developing guidelines and tools for capacity building and policy analysis, improved information systems and outputs and trained professionals. Tools and manuals for capacity building are being tested in Bangladesh, Pakistan (see Box 11) and Viet Nam and a gender equality study is taking place in Thailand. Case studies related to cross-national indicators in education for life skills were undertaken in Cambodia, Lao PDR, and Viet Nam. Many of the activities in this region are conducted under the aegis of Education for All. A particular focus is the need to build national capacity in EFA monitoring and evaluation, so guidelines and templates are being developed and pilot tested for the analysis of the EFA goals, particularly concerning unreached groups of the population.

A new capacity building project for the Pacific Island States has been initiated, financed by Japanese Funds in trust. Fiji, Kiribati, the Federated States of Micronesia, Papua New Guinea, Tonga and Vanuatu will be visited to provide help in producing and assessing existing data, as well as to identify gaps that need to be addressed. Workshops will be organized to share experiences and best practices among all Pacific Island States. Links will be made to the regional reporting system, PRISM, and to the current UN Task Force on MDGs for the Pacific.

Box 11. A diagnostic evaluation for Pakistan

As a participant in the EU-funded Capacity Development Programme for the Fast-track Initiative Countries, Pakistan has just collaborated with the UIS in an evaluation of its education statistical system and statistical capacity at the national level. Among the major findings of the diagnostic mission are:

• A variety of different education information systems using different collection forms and mechanisms and different verification procedures;
• Important data gaps, including information on age-specific enrolment, repetition and new entrants;
• No system to collect data from non-government-operated schools;
• Weakness in statistical analysis capacity, especially at local level;
• Weak coordination between provinces and education information systems; and
• Variable institutional commitment to reform.

Next steps are to carry out a provincial-level diagnostic study and develop an Action Plan for presentation to all stakeholders. This will take place in 2005.

Arab States

The UNESCO Office in Beirut collaborates with the UIS in efforts aimed at strengthening capacities of national- and district-level authorities in the development of indicators, identification of disparities and decision-making. This takes place within the framework of the PAPED7 regional initiative aimed broadly at revitalizing education systems in the Arab States in order to improve their quality, efficiency and relevance. PAPED is funded by a consortium of partners, including the Arab Gulf Programme for United Nations Development Organization (AGFUND), the Arab Fund for Economic and Social Development (ARABFUND), the World Bank, the UIS and UNESCO. In 2004, software for data capture and entry at the school level was developed with the Arab Bureau of Education for the Gulf States (ABEGS) partnership. It consists of a general core of items and takes into account specific needs of each country. Following testing and piloting, the software is being introduced in eight countries (Syria, Yemen and the Gulf States). Countries were trained to modify the new software to comply with their own specificities. In Sudan and Mauritania, training workshops were held to help revise the school questionnaires, and instruction guides and codebooks for filling the questionnaire were generated.

7 The Pan-Arab Project for Regional Educational Systems
4.4 Analysis and Information: Making Sense of the Numbers

The UIS not only provides global data and indicators, it also conducts its own studies and analyses. Analysts interpret existing information, working from the Institute’s own database as well as other sources, including household surveys, student assessments and censuses. The UIS also works directly with Member States to support data analysis and the communication of results. Analysis of the data helps to promote better data quality.

First launched in September 2003, the Global Education Digest (see Box 12) is internationally recognised as the reference for cross-nationally comparable education data. The Digest provides the latest key indicators for all levels of education, and includes a database on CD-Rom with education trends since 1998.

**Box 12. The flagship publication: Global Education Digest**

The first edition of the Global Education Digest included an analytical chapter on measures of educational participation, progression and completion to monitor progress towards international targets. The second edition, released in April 2004, updates existing indicators, provided new ones and included a chapter looking at indicators beyond universal primary education. It examines the global expansion of education systems, changes in the years of schooling that a child may expect to receive, and progress towards the 2005 gender goals. It also examines indicators at the secondary education level, the extent to which governments consider secondary-level schooling compulsory and how well these standards are met. The next edition of the Digest, to be released in April 2005, will update key indicators, provide new ones and further analyse global indicators of secondary schooling.

The UIS provided statistics for the 2004 UNDP Human Development Report and was represented on the Statistical Advisory Panel which reviewed content related to threats to cultural diversity. The UIS contributed substantively to the EFA Global Monitoring Report for 2004, with a chapter on monitoring progress towards the six EFA goals in childhood care and education, primary and secondary education, literacy and non-formal education programmes through the lens of education quality. In addition, the Institute updated progress towards the 2005 gender-related education goals, building on a review of data and indicators needed for monitoring carried out in the previous year.
**Major recent studies**

- In February 2003, the UIS released *Financing Education – Investments and Returns*, the third in a series of reports based on the World Education Indicators (WEI) Project (which also includes Teachers for Tomorrow’s Schools in 2001 and Investing in Education in 1999). This study, published jointly with the OECD, provided new evidence on the impact of human capital formation on economic growth. The study also presented a detailed comparison of public and private roles in financing education in WEI countries.
- Similar analyses related to financing education in Latin America were commissioned by the Inter-American Development Bank and UNESCO OREALC. The analyses were published and presented before Education Ministers at the Summit of the Americas in July 2003 and Finance Ministers at the ECLAC (Economic Commission for Latin America and the Caribbean) annual meeting in July 2004.
- In July 2003, the UIS jointly with OECD released *Literacy Skills for the World of Tomorrow – Further Results from PISA*. This study examines the performance of 15-year-olds in reading, mathematics and scientific literacy in 43 countries. The report extended the analysis of student outcomes to the 14 non-OECD countries\(^8\) that participated in the study. The report provides insight into the school and home factors that influence literacy skills and how they differ from results in OECD countries. The UIS provided training on advanced statistical analysis for the preparation of national reports. The media coverage of the report was overwhelming, and it represented one of the most-cited UNESCO reports of recent years.
- The UIS has also released several reports focused on regional trends in education, including the 2003 *South and East Asia Regional Report*, which noted the increases in enrolment rates but also high dropout rates, especially in South and West Asia. It followed the *Arab States Regional Report* released the previous year, which underscored the problem of access to schooling for girls. For more country-specific information, the UIS website has posted country profiles that include basic socio-economic data, as well as data on education, science and technology, and culture and communication.

\(^8\) Albania, Argentina, Bulgaria, Chile, Hong Kong (China) SAR, Indonesia, Israel, Lithuania, FYR Macedonia, Peru, Romania and Thailand.
Current studies

• The UIS is preparing a major global study, together with UNICEF, that will present new global, regional and national estimates of out-of-school children. The report will analyse the underlying causes of non-participation and will present examples of policy interventions which were successful in bringing children into school. The report will be released in December 2004.

• The UIS is drafting the teachers count report, which quantifies global, regional and national teacher shortages and presents cross-national data on teacher qualifications and training and working conditions. The report will be released in early 2005.

• The educational equity study will produce indicators that can be used to measure equity of access, resources and quality, both across and within 17 countries. The report will examine differences based on geography and whether equity has changed over time. The study also highlights national policies which have contributed to improving educational equity.

• Two data analysis workshops will eventually lead to edited volumes. First, the UIS and partners are working with participants in workshops in Central and West Africa to analyse education data from household surveys. Second, participants in workshops in Central and Eastern Europe will prepare studies based on national results from international studies of learning achievement. Workshop reports will be available in early 2005.

• The UIS working paper series was launched with a study on educational expansion and finance in Latin America. It will be followed by papers on assessing cross-national assessments, school resources and learning achievement, child labour and school participation, and managing teachers in post-conflict countries. Papers on the use of indicators in EFA national plans, education and language in Francophone Africa, and indicators related to education and HIV/AIDS, are also forthcoming in 2005.

For a full list of major studies and publications, please refer to the List of Major Publications at the end of this document.
5.0 Looking Ahead

The operating environment of the Institute continues to grow more complex by the year, with an increasing number of players gathering and using data, advances in information and data processing technologies, and greater requirements for resource-intensive consultation and coordination. At the same time, there is an increasing demand for services from a wide range of clients with different needs, different timetables and different capacities. These trends put considerable pressure on the Institute’s human and financial resources. In the coming years, the Institute will be not only carefully focusing its efforts to achieve maximum impact; it will also be proactively seeking new funding.

The UIS has set its priorities for the 2004 to 2005 year:
• establish and implement internal quality assurance processes;
• improve quality of service to users;
• review the use of UIS resources to improve the quality of data received from countries;
• develop a proposed programme of work for culture and communications statistics;
• determine a modest and achievable set of publications for the UIS;
• implement a communications strategy;
• advocate for improved resources for statistics and for recognition of the need for policy to be based on sound evidence;
• finalise strategy for capacity building and technical assistance;
• ensure coordination of UIS activities across regions;
• promote and develop three flagship UIS data development projects: the survey of primary schools, LAMP, and Science and Technology and the Brain Drain;
• identify the fundamental data collection for science and technology; and
• develop a system to identify fundraising opportunities.
**A. Financial Statement**

Budget of the UIS Special Account in US$
For the period January to December

### Income

<table>
<thead>
<tr>
<th>Source</th>
<th>2003</th>
<th>2004</th>
</tr>
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<tr>
<td>UNESCO Financial Allocation</td>
<td>3,410,000</td>
<td>4,510,000</td>
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<tr>
<td>Member States</td>
<td>1,869,451</td>
<td>1,625,650</td>
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<tr>
<td>Institutions</td>
<td>1,498,750</td>
<td>1,530,950</td>
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<tr>
<td>Other Income</td>
<td>67,758</td>
<td>79,800</td>
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<td><strong>Total Income</strong></td>
<td><strong>6,845,959</strong></td>
<td><strong>7,746,400</strong></td>
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### Expenditure

<table>
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<tr>
<th>Source</th>
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<tr>
<td>Programme Operations</td>
<td>5,037,414</td>
<td>6,088,110</td>
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<tr>
<td>Governing Board and General Admin</td>
<td>2,081,422</td>
<td>1,989,190</td>
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<td><strong>Total Expenditure</strong>*</td>
<td><strong>7,118,836</strong></td>
<td><strong>8,077,300</strong></td>
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*Accumulated surplus from previous years are used to finance the difference between Income and Expenditure

### Source

<table>
<thead>
<tr>
<th>Member States</th>
<th>Purpose</th>
<th>Amount*</th>
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</thead>
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<tr>
<td></td>
<td></td>
<td>2003</td>
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<tr>
<td>Government of Canada</td>
<td>Contribution towards the running costs of the UIS</td>
<td>411,594</td>
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<td>Government of Quebec</td>
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<td>Government of Norway</td>
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<td>Literacy Assessment and Monitoring Programme (LAMP)</td>
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<td>Canadian International Development Agency / CIDA</td>
<td>Diagnostic of school system statistics and planning of a long-term contribution from CIDA in Haiti</td>
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<tr>
<td>National Science Foundation</td>
<td>Joint pilot project to develop a survey of careers of higher qualified people</td>
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<td><strong>Sub-total / Member States</strong></td>
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<td><strong>1,869,451</strong></td>
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### Institutions

<table>
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<tr>
<th>Institution</th>
<th>Purpose</th>
<th>Amount*</th>
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<tbody>
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<td>World Bank</td>
<td>Development Grant Facility (DGF) - contribution towards the programme for education statistics</td>
<td>1,425,000</td>
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<td>World Bank</td>
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<td>Inter-American Development Bank</td>
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<td>Rockefeller Foundation</td>
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<tr>
<td>National Training Foundation</td>
<td>Contribution towards the data analysis programme</td>
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</tr>
<tr>
<td>Food and Agriculture Organization of the United-Nations (FAO)</td>
<td>EFA flagship on education for rural people / Statistics and indicators for teachers of rural schools</td>
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<tr>
<td><strong>Sub-total / Institutions</strong></td>
<td></td>
<td><strong>1,498,750</strong></td>
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</tbody>
</table>

*The income received has been accounted for in the year it was used to finance activities*
B. Governance at the UIS

The Institute’s Governing Board consists of twelve international experts, representing users and producers of statistics from different regions and international organizations. The Board’s primary tasks are to define the UIS policy together with its broad functions, as well as to approve the yearly programme and budget. The Board also ensures the monitoring, evaluation, and control of the Institute’s operations.

UIS Governing Board Members

Members appointed by UNESCO’s Director-General:

- Ms Heli JESKANEN-SUNDSTRÖM (Finland), Director General, Statistics Finland (2007).
- Mr Jean-Louis SARBIB (France), Senior Vice-President, Human Development Network, The World Bank (2007).
- Mr Masayuki INOUE (Japan), Director-General, International Affairs, Ministry of Education, Culture, Sports, Science and Technology (MEXT) (2005).
- Dr Jozef RITZEN (The Netherlands), President, Universiteit Maastricht (2005).
- Mr Michail SKALIOTIS (Greece), Head, F-1 ‘Demography, Migration’ Unit, Eurostat, Luxembourg (2005).

Members elected by the UNESCO General Conference:

- Mr Edmundo SALAS (El Salvador), Director de Evaluación y Monitoreo, Ministry of Education (2007).
- Dr Jaroslav NOVÁK (Czech Republic), Head of Education, Health, Culture and Social Security Statistics Section, Czech Statistical Office (2007).
- Dr Lê Manh HUNG (Viet Nam), Director-General, General Statistical Office (2007).
- Mr Khalifa Abdullah AL BARWANI (Oman) Deputy Director General, Census of Population, Housing and Establishments (2005).
- Dr Ivan P. FELLEGI (Canada), Chief Statistician of Canada, Statistics Canada (2005).
- Mr Maurice MBAGO (Tanzania), Associate Professor, Statistics, and Director, Research and Publications, University of Dar es Salaam (2005).

Note: Members of the Governing Board are invited to serve for terms ending either in 2005 or in 2007
### C. Staff Members

**LIST OF UIS STAFF MEMBERS AND OTHER PERSONNEL BY DUTY STATION AS OF 31 OCTOBER 2004**

<table>
<thead>
<tr>
<th>Staff Members</th>
<th>Duty Station</th>
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<tbody>
<tr>
<td><strong>LIEVESLEY, Denise</strong></td>
<td><strong>United Kingdom</strong></td>
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<td>ACOCAL, Aurélie</td>
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<td>AKTAS, Filiz</td>
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<td>BEAUDIN, Rachelle</td>
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<td>BUFFETT, Brian</td>
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<td>CAPELLI MIGUEL, Maria Helena</td>
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<td>DELOUMEAUX, Lydia</td>
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<td>ELLIS, Simon</td>
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<td>FERNANDEZ POLCUCH, Ernesto</td>
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<td>GUENTCHEV, Ivan</td>
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<td>ITZLINGER, Ursula</td>
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<td>WALLET, Peter</td>
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<td>ZHANG, Yanhong</td>
<td>P.R. of China</td>
</tr>
</tbody>
</table>

**Field Offices**

- Apia, Samoa
  - DOYLE, Brian | Australia

- Bangkok, Thailand
  - THAUNG, Nyi Nyi | Myanmar
  - TUNG, Ko-Chih | Sweden

- Dakar, Senegal
  - AUĐINOS, Bernard | France
  - LAIREZ, Thierry | France
  - OUEDRAOGO, Alassane | Burkina Faso

- Harare, Zimbabwe
  - AKPABIE, Claude | Togo
  - BANINGANTI, Kokou | Togo

- Santiago, Chile
  - GUADALUPE, Cesar | Peru

**Consultants**

- ANTONIADES, Ioannis | Cyprus
- LYND, Doug | Canada
- MALAVIEILLE, Marie | France
D. List of Meetings and Workshops, 2003-2004

MEETINGS ORGANIZED BY UIS IN CANADA IN 2003

- Literacy Assessment Meeting, 8-10 January 2003, UNESCO Institute for Statistics, Montreal
- Literacy Assessment and Monitoring Programme (LAMP) Meeting, 16-17 April 2003, UNESCO Institute for Statistics, Montreal
- Statistical Capacity Building Meeting, 14-17 April 2003, UNESCO Institute for Statistics, Montreal

MEETINGS ORGANIZED BY UIS OUTSIDE OF CANADA IN 2003

Regional Workshops on Education Statistics:

- Arab States workshop, 23-27 February 2003, Almanamah, Bahrain
- Francophone Africa workshop, 23-27 March 2003, Antananarivo, Madagascar
- Francophone Africa workshop, 6-10 April 2003, Ouagadougou, Burkina Faso
- Latin America workshop, 6-10 April 2003, Quito, Ecuador
- Caribbean workshop, 6-10 April 2003, Saint George’s, Grenada
- South East Asia workshop, 27 April–1 May 2003, New Delhi, India
- Central Asia workshop, 4-8 May 2003, Almaty, Kazakhstan
- Anglophone Africa workshop, 11-15 May 2003, Johannesburg, South Africa
- Pacific workshop, 19-23 May 2003, Port Moresby, Papua New Guinea
- Trakai (UIS & Eurostat meetings) workshop, 22-24 September 2003, Luxembourg

World Education Indicators (WEI) Meetings jointly organized by UIS and OECD:

- Hosted by Egyptian Ministry of Education, 9-13 March 2003, Cairo, Egypt
- Hosted by INEP, 10-13 December 2003, Brasilia, Brazil

Literacy / LAMP Meetings:

- “The new understandings of literacy and approach to a new definition of literacy” jointly organized with UNESCO Basic Education Division and UIE, June 2003, Paris, France
- LAMP National Project in Mongolia, October 2003, Ulanbataar, Mongolia
Science and Technology Meeting:

- UNESCO Strategy in Science and Technology Statistics and Indicators, 24-26 March 2003, Paris, France

Culture and Communication Meeting:


Capacity Building Meetings: Project for Developing National Statistical Capability for the Monitoring of Education for All

- Launch missions and meetings with national education authorities, February-December 2003, Guinea, Niger, Tanzania, Mauritania, Uganda, Ethiopia, Viet Nam and Honduras

- Diagnostic missions and meetings with national technical committee and data producers and users authorities, April-October 2003, Guinea, Niger and Tanzania

- Action Plan formulation and meetings with national technical committee and national education authorities, November 2003, Guinea

- Training of inspectors and statistical agents for basic education on the use of the questionnaire for school data collection, October 2003, Niger; December 2003, Guinea

- Organization of workshops in Dakar for training national technical committee staff, December 2003, Niger

MEETINGS ORGANIZED BY UIS IN 2004

Literacy / LAMP Meetings:

Literacy Assessment and Monitoring Programme Workshops:

Workshops jointly organized with LAMP National Project Managers

- January 2004, Rabat, Morocco
- February 2004, Nairobi, Kenya
- June 2004, Niamey, Niger
- June 2004, San Salvador, El Salvador

• Literacy Advisory Board, 26 February 2004, UNESCO Institute for Statistics, Montreal

• Workshop on LAMP item creation, adaptation and translation of assessment instruments and background questionnaires, 11-17 August 2004, UNESCO Institute for Statistics, Montreal

Statistical Capacity Building Meetings:

• SCB Regional Advisors Meeting – 5-9 July 2004, Montreal
• Project for Developing National Statistical Capability for the Monitoring of Education for All:
  • Launch missions and meetings with national education authorities, February-April 2004, Ghana, Pakistan and Bangladesh
  • Diagnostic missions and meetings with national technical committee and data producers and users authorities, January-September 2004, Ethiopia, Mauritania, Uganda, Ghana, Pakistan and Honduras
  • Action plan formulation and meetings with national technical committee and national education authorities, February-September 2004, Niger, Ethiopia and Ghana
  • Workshops for training national technical committee staff in Dakar, January-July 2004, Guinea, Mauritania, Ethiopia
  • Joint regional workshop with “Pôle sectoriel de Dakar,” March 2004, Cameroon
  • Workshop for elaboration of “table de bord” for the use by education authorities, November 2004, Niger

WEI Meetings:

• WEI-SPS Steering Committee Meeting in collaboration with OECD, 26-27 January 2004, Paris, France

• World Education Indicators National Co-ordinators Meeting organized in collaboration with OECD, 29 May-2 June 2004, Ottawa, Canada

Education – Statistical Analysis Meetings:

• Workshop on analysing education indicators from household surveys with FASAF, 20 September-1 October 2004, Niamey, Niger

• Workshop on analysing education indicators from household surveys with FASAF, 29 November-10 December 2004, Yaoundé, Cameroon

• Workshop on analysing international student assessment data, 13-17 December 2004, Bucharest, Romania
### E. List of Major Publications, 2003-2004

<table>
<thead>
<tr>
<th>PUBLICATION</th>
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<tbody>
<tr>
<td>Financing Education – Investments and Returns: Analysis of the World Education Indicators</td>
<td>February 2003</td>
</tr>
<tr>
<td>Immediate, Medium and Longer-Term Strategy in Science and Technology Statistics: International Review of Science And Technology Statistics and Indicators</td>
<td>April 2003</td>
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<tr>
<td>Literacy Skills for the World of Tomorrow: Further Results from PISA 2000</td>
<td>July 2003</td>
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<td>The Literacy Assessment and Monitoring Programme (leaflet)</td>
<td>August 2003</td>
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<tr>
<td>Global Education Digest 2003</td>
<td>September 2003</td>
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<tr>
<td>Measuring and Monitoring the Information and Knowledge Societies: A Statistical Challenge</td>
<td>December 2003</td>
</tr>
<tr>
<td>South and East Asia Regional Report</td>
<td>January 2004</td>
</tr>
<tr>
<td>Arab States Regional Report (Arabic version)</td>
<td>March 2004</td>
</tr>
<tr>
<td>Global Education Digest 2004</td>
<td>April 2004</td>
</tr>
<tr>
<td>S &amp; T Statistical Bulletin No. I</td>
<td>June 2004</td>
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*Note: UIS publications may be downloaded from: www.uis.unesco.org or print copies can be ordered by emailing: publications@uis.unesco.org.*
F. Practical Information

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