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- The UIS founded as a semi-autonomous institute in 1999; moved to the Montreal University in 2001
- Mandated to maintain international databases for:
  - Education
  - Science and technology
  - Culture
  - Communication and information

What is the role of the UIS?

- Collection and dissemination of cross-nationally comparable data

- Analysis of comparative data

- Development of international classifications

- Technical capacity building within countries

- Advocacy for statistics in relation to UNESCO's areas of interest

Guiding Principles…

- Data collected should be policy-relevant

- Response burden on countries should be minimised

- Methodology used should be appropriate to the circumstances

- Countries should be fully involved

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Where is the data from?

- **Annual Surveys**
  - → Education survey goes to 150 countries
- **UNESCO/OECD/EUROSTAT (UOE)** questionnaires for OECD and EU countries
- **UNPD for population data**
- **Supplementary Surveys**
  - → e.g. household surveys (not UIS)
- **National Reports**

The use of additional sources will improve the quality of our data

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What is the value added by the UIS?

- Consistency/quality checks in collaboration with country

- ISCED 2011 Revision (International Standard Classification of Education)

- Analysis of data

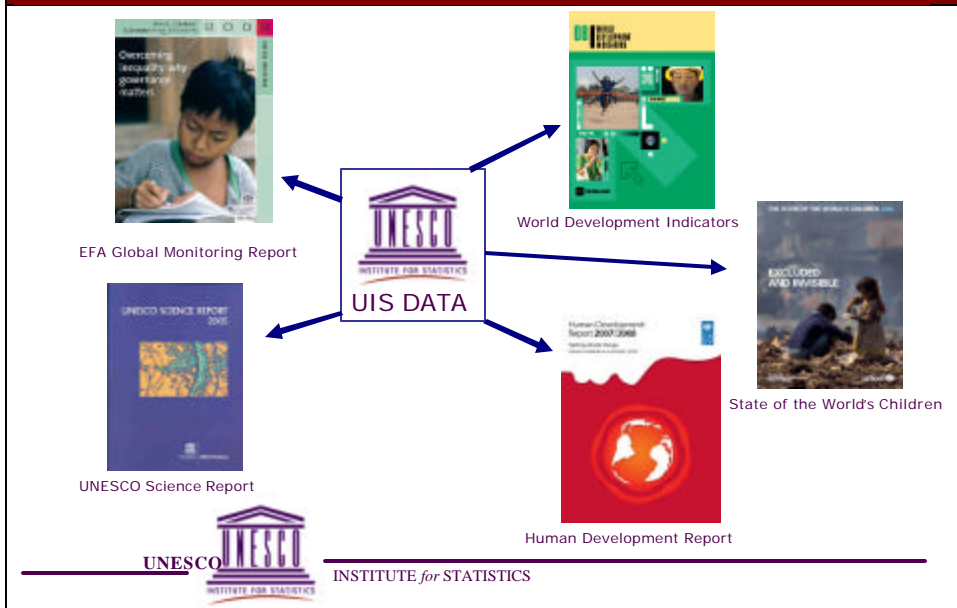UNESCO INSTITUTE *for* STATISTICS

Who are our clients and partners?

- **A wide range of audiences**
  - International Organizations
  - National Statistical Offices, Education Ministries
  - Non-governmental organisations
  - Researchers (academic, business)

- **UIS data are widely "redistributed" they are published in:**
  - *World Development Indicators*, World Bank
  - *Human Development Report*, UNDP
  - *State of the World's Children*, UNICEF
  - *Global Education Database*, USAID

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Providing data to major reports...

EFA Global Monitoring Report

World Development Indicators

UIS DATA

State of the World's Children

UNESCO Science Report

Human Development Report
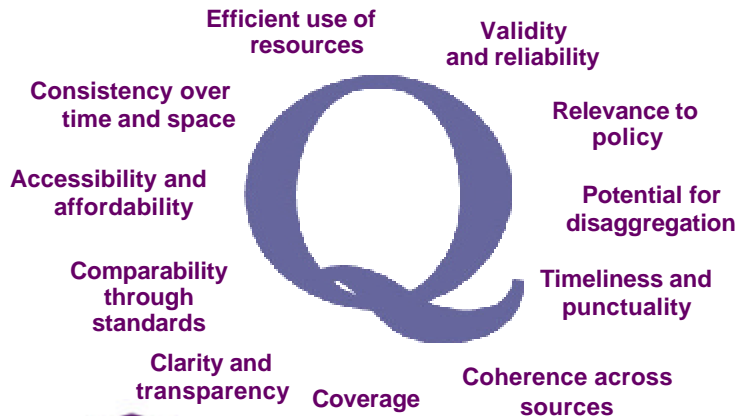
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UIS MTS 2008-2013

- Based on 2007 evaluation

- Input from main stakeholders

- 3 priorities:
  - Data quality
  - Learning outcomes (LAMP)
  - Non-education fields

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DATA QUALITY :

- **Better data quality** =

Efficient use of resources

Validity and reliability

Consistency over time and space

Relevance to policy

Accessibility and affordability

Potential for disaggregation

Comparability through standards

Timeliness and punctuality

Clarity and transparency

Coverage

Coherence across sources

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Priority 1: Data Quality

- Internal restructuring
  - Data-processing centralized in one unit
  - Regional teams (all 6 UN languages)

- Internal monitoring system for quality

- Rolling data release ➔ more timely data

- Improved analysis through use of more data sources
  - Censuses, surveys

- Strengthening field presence

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Current Situation

- Regional workshops every 2 years
- Advising from Montreal
- Site visits
- Training pool of consultants (Latin America)
- Regional advisors
- Advisors at UIS projects

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Next Step:

1. Advisors at UNESCO cluster offices
   - » Africa: Bamako, Yaoundé, Nairobi, Windhoek
   - » Arab States: Doha
   - » Asia and the Pacific: New Delhi

2. Gradual withdrawal from the implementation of projects

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Network of Regional and Cluster Advisors as of 2009

UIS regional teams
■ UIS cluster teams

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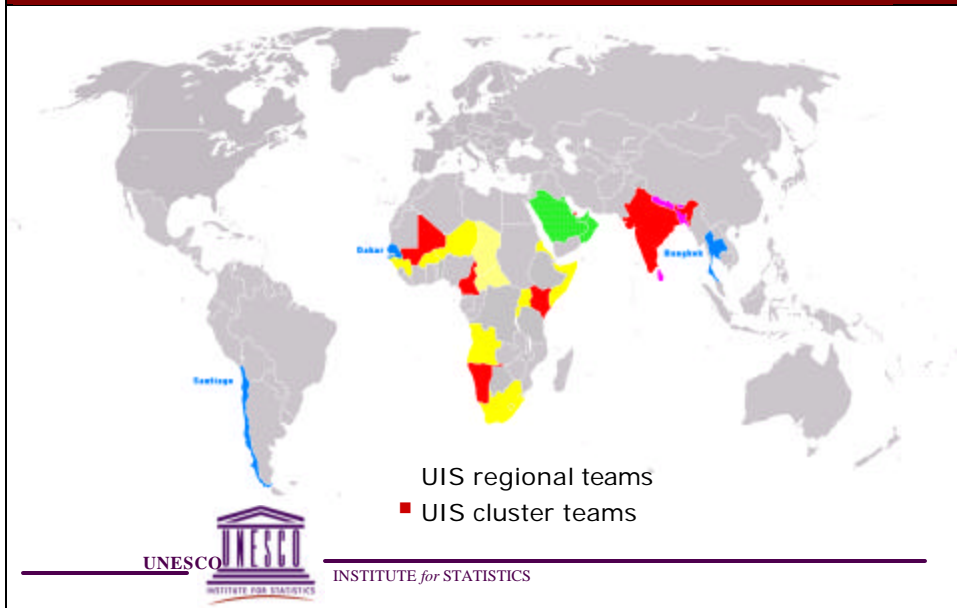
Role of UIS Cluster Office Advisors

■ Serve as a resource person to deliver
  technical assistance and guidance to:
  → All national counterparts
  → Other actors (UN team, donors, Paris 21)

■ Assist UIS activities
  → LAMP
  → Special modules

■ Identify local experts, institutions, data sources

■ Stimulate demand for statistics by ensuring their use

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Priority 2: LAMP

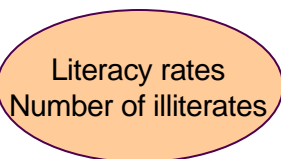**LAMP = Literacy Assessment and Monitoring Programme**

Improving the body of existing evidence on literacy in order to better inform policymaking at national and international levels.

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Current situation: *Expected situation:*

Literacy rates
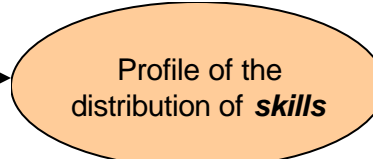Number of illiterates → Profile of the distribution of ***skills***

Self-reported

Dichotomy

One dimension

Measurement of what people think they know

Actual testing

Continuum

Prose
Document
Numeracy
Reading components

Measurement of what people know and are able to do

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Where are we now?

- Most of the developmental work initiated in 2003 has been completed.

- Pilot phase in five out of six countries (El Salvador, Kenya, Mongolia, Morocco, Niger, Palestinian Autonomous Territories) completed involving **9** different languages.

- Validation of the conceptual framework, tools and procedures completed.

- Designing an infrastructure to support LAMP implementation in new countries in a sustainable manner (i.e. regional nodes of expertise).

- More than 20 countries have expressed interest in implementing LAMP. Jordan, Paraguay, and Vietnam are in early stage of implementation.

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Priority 3: Non-Education Fields

Objective:

- to achieve impact in Science, Culture and Communications where there are
  - less resources (both in UIS and in countries) than for education
  - fewer available international statistics than in education
  - confusion in some member states about definitions, and measures

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Improve Standards

- *Culture:*
  - Revised Framework for Cultural Statistics (2009)

- *Communications:*
  - new published proposal for Information Literacy Indicators 2008
  - New standards on ICTs in Education

- *Science:* adaptations of OECD standards for
  - Innovation, Oslo (2005)
  - R&D, Frascati (in preparation)

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2009 Framework for Cultural Statistics

- *Pragmatic:*
  - based on existing international standards

- *Flexible:*
  - countries pick domains that reflect their culture
    - Non-proscriptive, 'core' and related

- *Extensible:*
  - acknowledges lack of resources, but allows for extension
    - Formal economy > informal economy > community and social activity
    - Where more resources or greater priority

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Priority 3: Non-Education Fields

Data Collection

- *Science:*
  - R&D survey 2004, 2006, 2008
    - » 'mature' and moving towards global report
    - » Innovation data to be added
- *Communications:*
  - Media survey launched 2005/6
  - Pilot survey on libraries undertaken 2007
  - Scoping survey on ICTs and Education 2007
  - Second round media surveys 2009/10
- *Culture:*
  - Cinema survey 2007

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Thank-you for your attention!

For more information:

www.uis.unesco.org

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