

Third Workshop on Forging Partnerships in Statistical Training in Asia and the Pacific

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1. Executive Summary

The Statistical Institute for Asia and the Pacific (SIAP), in collaboration with the Statistics Division of the United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP), organized the third Workshop on “Forging Partnerships in Statistical Training in Asia and the Pacific” at the United Nations Conference Centre in Bangkok, Thailand, on 20 and 21 November 2007. The heads of the national statistical training institutes, representatives from international organizations as well as representatives of the national statistical agencies of the region involved in human capacity building in official statistics were invited to the Workshop.

This workshop was the third one which aims to bring up for discussion on how to develop effective and efficient statistical training at a country level. Due to the existing disparity between data availability and demand for it, systematic training of government statisticians has become a fundamental component of national statistical systems.

The main objectives of the 3rd workshop on “Forging Partnership in Statistical Training in Asia and the Pacific” were: (a) to review the recommendations of the first and second workshops; (b) to propose strategies to develop relevant country training programme in statistics; (c) exchange views on workable coordination mechanism for training programme in official statistics at the country level.

Twenty seven (27) participants from seventeen (17) national statistical agencies and statistical training institutes and 5 representatives from international organizations attended the workshop. Mr. Tomas P. Africa, former director of SIAP, worked as a consultant and facilitator for the workshop.

Mr. Pietro Gennari, Chief of the Statistical Division of ESCAP, delivered the opening speech in which he briefly described what has done by SIAP and ESCAP since the

second workshop on forging partnership. He also acknowledged the noteworthy and successful collaboration between SIAP and four (4) country training institutions in the delivery of the outreach programme courses wherein a core group of institutions conduct regular training programmes in poverty measurements, integrated economic accounts, sample design and statistical research. He also gave special mention to the partnership between SIAP and the Secretariat of the Pacific Community in the conduct of the annual sub regional training course on basic statistics aimed at addressing the special challenges for capacity building in the Pacific island countries and a best practice in the coordination and cooperation between regional training institutions. Moreover, he informed participants about ongoing projects in the Statistical Division of ESCAP and encouraged countries and international organizations to cooperate actively in statistical trainings for official statisticians.

During the workshop, four sessions were held: two sessions under “Strategies to develop training programmes for official statisticians at the country level”; one session under “How to coordinate training activities at the country level” and one session under “Review of the recommendations of the first and second workshops on Forging Partnerships in Statistical Training in Asia and the Pacific”.

All four country partner institutes (BPS-Statistics Indonesia, Statistical Research and Training Centre of Statistical Centre of Iran, Statistical Training Institute of the KNSO and Statistical Research and Training Centre of the Philippines) presented about their activities with regard to training programmes for official statisticians at both regional and country level that took place in their premises. They also emphasized the usefulness of cooperation of their institutes with SIAP in running statistical training courses and some of them expressed their interest in hosting specific training courses at their premises.

Under the theme “Strategies to develop training programmes for official statisticians at the country level”, ABS Australia, NBS China, CSD Hong Kong, China, CSO India and SNZ New Zealand presented their training activities in statistics and some of them offered to conduct country courses in collaboration with SIAP.

Following the first two sessions, there was held group discussion session. All participants were split into three groups and were requested to work in accordance with the group work instruction and each group presented the output of the session on recommendations for strategies to develop training programmes for official statisticians at the country level. Mr. Tomas P. Africa summarized group discussions and presented his summaries using PowerPoint presentation.

The third objective of the workshop was discussed in one session where representatives of international organizations (ESCAP, SIAP, ASEAN, FAO, SPC, UNFPA, ILO and PARIS 21) delivered their presentation on “How to coordinate training activities at the country level”.

The review of the recommendations of the first and second workshops on Forging Partnerships in Statistical Training in Asia and the Pacific was presented by Mr. Tomas P. Africa with key considerations arising from the review. These key considerations were: from the legislative point of view, creating a task force under the Sub-Committee on Statistics; from possible SIAP funding view, setting up website/web pages, organizing training materials in electronic format (e-library) and developing of e-learning system/materials.

The workshop concluded that there is no mandated organization to undertake coordination of statistical training. SIAP could be a coordinating body for statistical training, however it lacks of mandate to perform.

Ms. Chultemjamts Davaasuren, Director of the Statistical Institute for Asia and the Pacific, closed the workshop thanking all the participants for their very active interaction and for the valuable inputs and insights that they contributed. She also expressed gratitude to those who made presentations, and chaired the sessions and the group discussions.

2. Presentations of COUNTRY PARTNER INSTITUTIONS

Philippines

There are the regular training courses and specialized or customized training programs offerings by the Statistical Research and Training Center (SRTC) to meet the training needs of major statistical agencies/stakeholders and other clients.

Under regular trainings, the SRTC offers annual courses on data collection and processing, database management, data analysis and statistical modeling, statistical report writing, and statistical presentation/dissemination.

The curriculum and materials of these training courses are developed and updated from time to time by the SRTC training staff with the assistance of the resource persons. The training programs are listed in the calendar of courses, which is made available in hard copy and in electronic format through the SRTC webpage. The list is updated every year based on feedback received from participants and consultations with various statistical agencies and other stakeholders.

In addition to the regular course offerings, the SRTC conducts specialized or customized training programs covering any topic on statistics for its local clients. Such programs may range in duration from five days to one month. These are developed by the resource persons and SRTC staff in close consultation with the clients. The costing of each customized program depends largely on developing the training program including the materials, program duration, food arrangements and other incidental expenses.

Participants to any SRTC training courses are provided with the necessary training materials at the beginning of each course. These include syllabus and PowerPoint presentations developed and updated by the SRTC staff with the assistance of the resource persons from time to time. In some courses, the participants are required to bring data or references that are helpful in facilitating the conduct of the training. All these training materials and references are written in English. The cost of these course materials is incorporated in the training fees collected from participants.

SRTC training programs are open to all statistical personnel of government units/offices engaged in statistical activities either as primary or secondary functions. These courses are normally designed to have duration of five (5) days. Where courses require actual exposure on data collection and data handling, the course has duration of eight (8) days. In general, each training course in SRTC is limited only to twenty-five (25) participants.

The training program of the SRTC is also open to participants from other countries. However, since the language of instruction is English and training materials are written likewise in English, working knowledge of the language is required from interested foreign participants. The SRTC has no interpreters in its staff, but can make available interpretation services for non-English participants. The cost of hiring an interpreter will vary depending on the language required. Applications from non-English speaking participants should be received by the SRTC at least four (4) weeks before start of chosen training course so that interpretation services may be obtained and their costs implication determined.

The SRTC has a pool of resource persons for its training programs. These resource persons are practicing statisticians and professionals with extensive teaching experience in the academe, non-government offices and international organizations. Some of them are connected with academic institutions; others are connected with the major statistical agencies. There are also lecturers who are freelance human resource development experts and communication media specialists. For IT-related trainings, the SRTC taps resource persons from private IT companies, MIS unit of the Department of Interior and Local Government (DILG), and other government agencies. For trainings outside of Metro Manila, the SRTC links with local statisticians who are affiliated with local universities or colleges to serve as its resource persons. Aside from serving as resource persons, the SRTC pool of experts assists the SRTC training staff in designing, developing, delivering and evaluating training courses. Their expertise is made available to assist clients in identifying training and development needs as well as in developing the framework and basis for time-bound training plans.

Evaluation of training programs at the SRTC has four levels, namely: (a) reaction level; (b) learning level; (c) job behaviour; and (d) organizational level. The reaction level evaluation determines the problem areas for improvement of the training content, materials, facilities, administration of the course/s and other statistical course offerings still needed by the participants. Evaluating the resource persons is part of the reaction level evaluation and serves as basis for determining the effectiveness of resource persons in delivering the assigned topic/s. The learning level evaluation assesses the results of workshops and exercises. Workshops are done in groups while exercises are done individually. Pre-test and post-test are also administered to measure the extent of knowledge acquired by participants in the course/s.

The job behaviour level and organizational level evaluations are difficult to determine given that most indicators that can be used at these levels are more qualitative than quantitative in nature. A training course can be said to have completely fulfilled its objective if on a given period of time, certain changes in the statistical data production have been achieved like in certain administrative forms the data are actually processed, statistics are generated, and the data are analyzed in a target organization. However, evaluation at these levels requires greater budgetary allocation/resources to administer. This is one of the reasons why the SRTC had, until now, not conducted evaluation at job behaviour and organizational levels.

One major challenge facing the SRTC is how to conduct its training programs with little or minimum support from the government in the future. At present, the bulk of SRTC fund for statistical training comes from the yearly appropriation it receives from the government. As such, the SRTC is right now looking into some options to deal with this situation. One option being pursued by the agency is accelerating its augmentation program for its endowment fund, which was created to serve as buffer fund to support the conduct of both statistical research and training in the Philippines. Another is the acceleration of conduct of fee-based training programs as well as training programs with support from funding institutions to generate more income.

Another problem confronting the SRTC right now is expanding the reach of its non-degree training program given the fact that: (a) it has a very small unit in-charge of said activity; (b) it is based only in Manila; and (c) there is a growing demand for such training at the sub-national level. To address this problem, the SRTC, early this year, has

adopted a strategy to recruit the higher education institutions or local universities and colleges operating in the regions to serve as its training affiliates in areas where it has no presence. In this arrangement, the training affiliate is given the responsibility to determine the appropriate training program to be conducted locally, closely coordinate the conduct of pre- and post-training activities with the SRTC, collect fees from the participants, recommend the appropriate resource person/s for the training, and utilize the collected fees to defray the cost of the training except the honoraria of resource person/s. The SRTC, on the other hand, is responsible for the selection of appropriate resource person/s for the training, provision of subsidy to the local training by way of honoraria for the resource person/s, and provision of certificates to the successful participants of the training. So far, the developed strategy is still in its early stage of implementation and nothing can be said about its results which the SRTC expects to come in only by early next year.

In the last five years, the Philippines, through the SRTC, has been a recipient of many assistance and/or support from SIAP. These assistance and/or support vary from SRTC being selected as partner institution in the conduct of regional training courses, provision of budgetary support for the conduct of both regional training courses and country course, provision of needed resource persons for these trainings, access and/or free use of SIAP training materials for the SRTC training courses, provision of training slots to Tokyo-based training courses for SRTC personnel, and many more.

For the regional training courses, the SRTC, in many instances, has acceded to the request of SIAP to serve as its training partner in the conduct of these courses that cater to the statistical personnel of various national statistical offices in the region. Some of these regional training courses that the SRTC has hosted for SIAP in the last five years are: (a) Research-based Regional Course in 2004 and 2005; (b) Regional Course on System of National Accounts in 2006; and (c) Regional Course on Integrated Economic Statistics in 2007. In these courses, SIAP provided the fund to support the conduct of these regional courses, defray the costs of accommodations and allowances of the participants except the local ones, provided the technical experts who served as resource persons for the training courses, and made available the training materials used in these trainings. On the other hand, the SRTC provided some counterpart support to these trainings by way of making available its training facilities, lending its technical experts to serve as resource persons for the trainings, providing the needed administrative support to run the training, and shouldering some of the costs of the country courses.

Also, the country, through the SRTC, has been a recipient of SIAP outreach programme for many years. Among the trainings conducted in the Philippines under this program are the: (a) Country Course on Statistics for Human Resource Development Reports in 2002; (b) Country Course on Small Area Estimation in 2004; and (c) Country Course on Geographic Information System in 2005. However, it was noted that after 2005 no other country courses were conducted for the Philippines. Here, the SRTC hopes that SIAP would revive its program to support the conduct of more courses of this kind in the country.

In general, this partnership of the SRTC and SIAP has been beneficial to both institutions. The arrangement allowed SIAP to conduct more training programmes for the national statistics offices in the region at a reduced cost and strengthen the partnership it has developed with the SRTC in the conduct of its out-of-Tokyo training programs. Also,

the arrangement afforded the SRTC the opportunity to conduct training that caters to the requirements of international clients, gain more experience in handling such kind of training, and enhance its capability of providing quality training programs to local and international clients. Likewise, through this partnership, the SRTC was able to showcase the capability of local statisticians as resource persons in international training and gain respect for the local lecturers.

Republic of Korea

The Statistical Training Institute (STI) is under the Korea National Statistical Office. Its staff prepares the syllabus using STI text materials or books sold in public for courses. A lecturer can prepare for them by himself as well.

Lectures are in Korean except for the course “Statistics and English” as well as SIAP’s regional research-based training courses. Other authoritative books written in other languages are also translated into the Korean language.

Lecturers are classified into 3 levels: (a) university professor, (b) Director and Assistant Director in KNSO, and (c) STI staff who can give a professional lecture. The requirement for lecturers is drawn up in advance. In case a lecturer from outside is needed, an official invitation is issued. Those assigned a course subject are provided information on the composition of the trainees and course details so that lecturers can let get ready with the text materials. Also, they are informed that an evaluation will be conducted after the course and the results are publicized.

The degree of satisfaction on lecturers, textbooks, and curriculum is established through questionnaires designed by STI. In addition, an email survey is planned about three months to ask about whether the course has been helpful in practice.

STI has available competent human resources within its immediate environment, namely KNSO staff, STI staff and university professors. STI has also been exchanging information with nearby universities, the Korea Statistical Society, the Korea Economic Society, and the Korea Population Society. Governmental support is adequate as well.

STI is contributing to the expansion of statistical infrastructure through the following strategies:

- Offering a new education modality by launching e-Learning courses
- Better efficiency by expanding seminar-based, discussion-based, project-based, action-learning classes.
- Securing better faculty through a variety of sources.
- Demand-based education services.
- Subsuming functional training under the wider scope of human resource development.
- Adding the concept of recreation to education.

Regular courses are operated mainly for Korean officials except for SIAP's regional courses. Educational facilities, such as computers, classrooms, dormitories etc are

provided. Beginning 2010, STI will move to a new building in Daejeon, the Statistical Center. With this new infrastructure more international programs can be accommodated.

In SIAP's regional courses, SIAP paid for allowances of the participants while board and lodging expenses were paid by KNSO. STI also shouldered food expense, accommodation, administrative and logistical costs (including reception costs several times). This partnership with SIAP is beneficial because of among others, mutual exchange of information and participation in regional statistical education programmes.

Islamic Republic of Iran

The curricula of courses at the Statistical Research and Training Centre (SRTC) under the Statistical Centre of Iran (SCI) are planned after the result of needs analysis process and included into its annual calendar of training courses.

The instructors of the courses prepare the detailed syllabus based on the objectives and existing standards determined by the SRTC. Courses are usually held in the native language (Persian language); however specific courses may be held in English such as courses held with collaboration of SIAP and other international organizations.

English sources translated into Persian language could be recommended or selected for some courses if found suitable. However, authentic text materials are preferred to translated text whenever the participants have difficulty with English language.

Staff from SCI and statisticians working in the statistical units of other governmental organizations, such as Civil Registration Organization, Central Bank of the Islamic Republic of Iran, Ministry of Health, attends the training courses as well as university students, users of statistics and other interested individuals who may find courses suitable to their purposes.

Academic qualifications are usually required for all specialized courses as a prerequisite. Nowadays, this is rarely the case since individuals with degrees below BA or BS may not be hired for specialized occupations by the government organizations. However, in some cases the course participants' occupations may not match with their academic degrees. They may attend courses if found suitable to their work.

The lecturers may be hired according to the qualifications such as holding academic post-graduate degrees and having a good experience and teaching performance in the related fields in addition to the qualifications required by the contents of the course. Usually instructors from related universities and research centers are selected based on their scientific reputation and teaching experience.

Post-evaluation results influence the selection of more appropriate and qualified lecturers and revision of the course contents and other related cases if necessary.

Fortunately there is a strong government support in Iran for holding training courses in all government organizations.

Above courses have been jointly organized by the SIAP and the SCI, with the assistance of UN-related offices, SRTC and the other local organizations. The technical assistance,

technical experts and materials were parts of the courses mentioned above. The local experts and lecturers were also active in the above courses and a budget was allocated for their service too. There were expenditures as in-kind contribution by the SCI such as venues, equipment, printing of training material, office supplies and stationeries, field trip, hospitality, local resource persons, administrative, secretarial and other logistic support, etc. This highly beneficial partnership could result in further regional development in official statistics.

Indonesia

Education Training Center (ETC) under BPS-Statistics Indonesia has been working closely with UNSIAP since 1999, especially in conducting several training for national statistical organizations (NSOs) and regional staffs all over Asia Pacific on several topics such as Analysis of Population Census and its dissemination, Sampling for Household and Establishment, Poverty Statistics, Gender Analysis, National Human Development Reports, International Price Comparison. ETC-BPS is an institute, which trains officers of the NSO in Indonesia and neighboring countries on the concepts, methods, and practices in the production and dissemination of official statistics.

From the evaluation survey results of the participants, it has been expressed that the training conducted by SIAP has been very beneficial for the needs of the NSO and for the participants themselves. Furthermore, the topics discussed are quite substantial and the knowledge obtained from the course is very useful for their statistical tasks and in improving its statistical services.

In particular, for Indonesian participants from regional offices, the training is urgently needed to support its regional development. Most of regional governments have recognized and acknowledged regional statistical staffs' contribution for the success of its regional autonomy.

The partnership with UNSIAP is very beneficial and strongly needed for BPS staff particularly, and for several staffs who have high competency to participate as instructors in the courses. Their experiences as instructors in UNSIAP courses have caused them to be invited in several international institutions to be instructors and researchers.

3. COUNTRY STATEMENTS

Australia

At the corporate level, there is corporate plan that sets out goals and strategies for the next three years. These corporate goals and strategies are used as basis of planning for each Division, Branch and Section work program and ultimately for developing performance agreements for each staff member. Each staff member's performance, capabilities and aspirations are reviewed formally twice each year as part of a performance review process.

ABS has developed a skills framework for statisticians, as well as a system where a person records their own assessment of their competence against each skill. The person's supervisor also provides an assessment and this is used at performance review

to determine individual training needs. The relevance and priority of particular skills will vary from position to position. A range of learning opportunities are available to ABS staff including on-the-job training, coaching and mentoring and short courses conducted by the ABS or other organizations. ABS staff can also apply to undertake university study and have leave entitlements to pursue this.

It does have policies; procedures and work instructions that need to be implemented by the staff upon returning from training to assist in the implementation of your agency's goals and mandates

China

At present the National Bureau of Statistics has no systematic approaches or indicators that measure the contributions of staff in the goal achievement of the organization. Probably something close to it is the annual performance evaluation. Involving self-evaluation by staff; receiving anecdotal input from colleagues, superiors and subordinates; and performance rating by direct supervisors. NBS recognized that this process and the information collected were inadequate as an input to the human resource management. In recent years, NBS has implemented a 360-degree feedback questionnaire that would quantify this type of input and would involve the use of standardized criteria. The new approach has been used since 2003 on a trial basis. It is planned to use the 360-degree questionnaire as a reference tool to complement other sources of information to achieve the following 3 purposes:

- Supervisors will use the information from the 360-degree questionnaire when providing feedback to employees to complement the information from other sources.
- The information gained from the questionnaire will be used indirectly as input to the promotion process
- The information will be used for training purposes to identify weaknesses and to determine appropriate training required.

NBS has attempted to give due prominence to statistical education and training. Large investments have been made in the Statistical Education Centre (SEC) within NBS. The major functions of SEC include: organization of national statistical education and training plans and regulations; managing the training institute of the bureau, oversight and coordination over colleges and universities across the country where statistics are taught; training of statisticians; and managing the preparation and publishing of national statistics textbooks. The SEC has attempted to use distance learning programmes using TV, radio, correspondence and face-to-face instruction to pursue its goals of reaching the greatest possible numbers in a low cost manner by taking some innovative measures.

The majority of statisticians trained in recent years are still working in statistical agencies (NBS or local statistical offices). This is mainly because under the current employment situation, government employees are generally regarded as having a stable, decent and well-paid job. Also the possibility of moving to other government agencies is also small.

Hong Kong, China

Staff's contributions to the goal achievements of the Census & Statistics Department (C&SD) can be reflected mainly through two channels: the performance pledge and the Controlling Officers' Report. The C&SD has been releasing annual performance pledges detailing the standards of services that may be expected of the department. These standards of services are drawn up as our continuous, long-term commitment to serve the community, which in fact is part of our missions. Performance against targets is closely monitored, with a view for further improvement in service provision. Since the launch of our pledges in 1993, we are able to meet almost all targets. The standards have also been raised to higher and higher level over the years.

The Controlling Officers' Report of C&SD, prepared annually, documents the programmes on which the department is proposed to spend resources in the coming year and the results sought in the past years. The effectiveness of the programmes is measured where possible in terms of unit cost or productivity indicators. As reflected from the set of targets and indicators in the report, we are not only meeting our goals set out therein but also continuously improving our effectiveness in the past years.

To enable our staff to acquire the necessary know-how and skills for better work performance, a training and development plan is prepared and updated annually with particular emphasis on the following areas where activities are carried out accordingly.

- Statistical knowledge;
- Subject matter knowledge;
- Application of information technology
- Statistical management
- General management
- Language and communication skills

The staff can attend professional training in statistics both externally and internally. Externally, structured courses are available in tertiary institutions leading to a Bachelor/Master/Doctoral degree in statistics. They can enroll for these courses and claim for reimbursement/sponsorship of course and examination fees, in whole or in part.

Internally, statistical training programmes (being delivered by departmental training officers and vendors) are organised to expand our professionals' expertise/competency in statistical knowledge and statistical management. These programmes are basically designed, arranged and coordinated by a dedicated branch in the C&SD which looks after training and development matters. To keep abreast of the latest developments in various subject matters, experts are brought in from the Civil Service Training and Development Institute of the Hong Kong Government, international and overseas organisations, Universities, etc., to conduct training courses as appropriate. Unlike external statistical training courses that are more structural in nature, these internal courses focus on providing the staff with recent advances in statistical theories/applications, latest developments in the statistical and management fields, and experiences/best practices in official statistical work.

Apart from the aforementioned training courses, the staff can pursue qualifications at various levels of the statistical profession by taking the examinations offered by the Hong Kong Statistical Society (HKSS) in three sequential levels. These are the ordinary certificate pitched at a level between the certificate level and A-level in the case of general education locally; the higher certificate containing work at a level similar to the

A-level and into the first year of a typical university course in statistics; and the graduate diploma equivalent to a good university degree in statistics. All the certificates issued by HKSS to the successful examination candidates are endorsed by the Royal Statistical Society (RSS) and recognized by the RSS as of a standard equivalent to certificates it issues to the same level of professional qualification.

Of those trained during the last three years, some 93% of them are still working in the C&SD.

The following measures have been adopted to gauge the effectiveness of various training and development activities attended by our professionals:

- end-of-course evaluation to measure the level of satisfaction and comments towards the training arrangements;
- assessment tests, quizzes or pre-course/post-course exercises for selected courses to track the degree of learning that has taken place;
- post-training debriefing sessions for those training programmes which are costly and have involved a large number of staff to assess staff performance in the workplace as a result of the training;
- reports prepared and subsequent experience sharing sessions arranged by officers who have attended overseas duty visits/conferences/workshops/seminars.

Officers who attended courses (whether local or overseas) sponsored by the department on specialised subjects and/or of a substantial long duration would remain working in the department for a certain period of time upon their return to facilitate application of knowledge acquired in their work.

Apart from the above measures, other types of training evaluation to individual courses have been introduced where appropriate. These aim to assess the extent to which learning is translated into changed behaviour on the job and the contribution of applied learning to the departmental goals. Two examples are:

- *Team Building Workshop* – A series of review sessions was organised to share the successful applications of what was learned in this workshop among the participants.
- *Residential Workshop on Leadership in Change Management* – Right after this workshop, a supplementary wrap-up session was organised to consolidate the knowledge and skill gained by the participants. Besides, a refresher workshop was conducted a few months later to sustain the momentum built from and to share the experience on implementing action plans drawn up during the workshop.

India

India has a long tradition of development of Statistical manpower and the teaching of Statistical science at post graduate level had started in 1940 at Calcutta University. At present, there are more than 200 universities and institutions who are engaged in teaching and research in theoretical Statistics.

The Indian Statistical Institute has a prominent position in this respect. The ISI has an International Statistics Education Centre (ISEC), which runs a regular programme on Statistics for foreign students. The ISI has various regular programmes at graduation and post graduation level. It is a premium centre for research in Statistics, IT and other related subjects. Besides ISI, there are various specialized institutes in India who are engaged in teaching and research in various disciplines of Statistics.

The Central Statistical Organisation (CSO) gives a strong importance for capacity development and promotion for all levels of official statisticians. Promotion of human resource development in official statistics and encouraging research and development in theoretical and applied statistics is one of the missions of the Ministry of Statistics and Programme Implementation accomplished through the CSO. To keep abreast of developments and improvements in methodology of data collection, analysis, interpretation and dissemination, a properly organized training for practitioners of statistics is a must for all levels of officials. The objective of the Training Division of CSO is to conduct training, in-house or outside, in areas of Official Statistics, Theoretical and Applied Statistics, Survey technology, Information Technology and other related management development programmes, such as Management, Communication and presentation skills, Financial Management, Poverty measurement, WTO issues etc., for the statistical personnel of the country. Such facility can be extended to the statisticians of Asia and Pacific Region and other developing nations.

The CSO has a full fledged Training Division with a mandate to train about 50000 statisticians belonging to the Union Government and State Governments – this inter-alia includes more than 600 Indian Statistical Service officers and about 3800 Subordinate Statistical Service (SSS) officers on regular basis. It also organizes customized trainings for statistical officers of State/UT Governments and Public Sector Undertakings. The Division has also been assigned the responsibility of International Technical Cooperation and Training.

It has three tier programmes:

- At entry level – 2 years' compulsory training for all Group -A Statistical Officers as per SIDA - about 20 new recruits are there per year. But this number is coming down sharply. Countrywide recruitment is made by a highly specialised body through written examination followed by interview. The minimum education qualification is post-graduate degree in Statistics.
- Regular in-service capsule training programme for middle and senior officers – about 250 officers are trained each year.
- Modular training programme for State officials and for sub-ordinate Statistical officers- about 600 officers are trained each year.

Other training activities include:

- Special demand-based programme for visiting officials from other countries both within ESCAP / Outside ESCAP programme, and
- Special programmes collaborated with UNSIAP / UNIFEM / UNSD and also ISI, Kolkata for ISEC students.

All the training programmes conducted/organized by the Training Division of CSO are evaluated periodically. For this purpose, feedback is taken from the participants in the pre-designed format devised, at the start of the programme regarding their expectations, utility of the course, etc. The views of participants on the usefulness of other

programmes organized by the Training Division are also obtained. At the end of the programme, a feedback session is held, which is attended by the Training Division faculty where views of the participants regarding fulfillment of their expectations, their grading of course content, course duration, course design, course material, faculty and training facilities are obtained, analysed and discussed. Suggestions given by the participants are considered and actions are taken to the extent feasible.

At present there is no drop out of Statistical officers in the country, except at entry level - which is becoming alarming over the years. But however, those direct recruits who receive full training remain in the system. At present the officers are receiving training mostly within the country except for a few under UNSIAP / JICA programme. The total number of such training abroad is very limited as compared to the need for training of about 500 middle level officers within a span of 4-5 years. It may be examined whether the intake of UNSIAP / JICA programme could be enhanced in sectors relating to a) IT applications and b) Seoul based research programme. Even domestic training cannot take care of entire training needs for primary, secondary and middle level officers whose number is extremely high reaching about 50,000 in number.

The achievements of each staff are assessed through annual confidential reports indicating performance in all aspects. The need for specialised training is also recorded there. It is however not possible to manage the cadre according the type of training received in general. However for specialised training in IT etc., the selection of officials is made according to the job handled.

Very recently, India has constructed a world class training campus on about 37000 sq. meter land which will be furnished with state of art library and IT laboratory facilities for practicing statisticians of the country. This will bring a sea-change in the country's programme on Human Resource Development for practicing Statisticians. This facility will be open to International statisticians also. The new campus will have full residential courses of about 45 trainees at a time. The commissioning of the new infrastructure is expected to start from mid 2008.

New Zealand

The performance rating system in Statistics New Zealand (SNZ) measures the contributions of staff to organisational goals. Every 12 months, staff and their managers develop a performance agreement which outlines a set of project deliverables and development objectives. These objectives are the subject of ongoing discussion, and at the end of the year a rating is given (not performing, improvable, developing, effective, very effective, outstanding) to reflect the extent to which the objectives have been met. Pay increases are guided by performance ratings. A rating of 'Effective' and above would indicate that the staff member is contributing to the organisational goals.

There has also been a recent push within SNZ towards improving and developing organisation-wide performance indicators. Key Performance Indicators (KPIs) evaluate the alignment of practices with organisational goals. Some examples relevant to statistical training include:

- Number of open/external training sessions held by SNZ (monthly)

- Number of participants in national working groups, conferences, training, lectures and seminars (monthly)
- Number of participants in international assistance/aid programs, Pacific graduate training scheme and delegations (monthly)
- Number of staff engaged in training (monthly)
- Number of specific knowledge-sharing seminars, and number attended (monthly)
- Proportion of employees attaining 'Effective' in their Performance Reviews (annually)

SNZ has an organisation-wide learning philosophy. There are a range of training options to provide staff with the skills and knowledge they need to perform their jobs. However, knowledge and skills are often particular to a person's position. For example, entry-level Statistical Analyst roles are typically filled by university graduates, whereas second-level Statistical Analysts tend to be staff that have been promoted from within the organisation, or have arrived with relevant experience from another organisation.

Internal staff training tools include:

- Coaching - new staff members are assigned a coach who provides guidance
- Skillport - an intranet learning device which offers a wide range of statistical training software
- Mentoring - senior staff are encouraged to mentor less experienced staff
- Communities of Practice - seminars where staff share their work experiences with others
- Orientation Journey - 6 month induction course which teaches organisation goals, values, code of conduct and other corporate policies.
- Statistical Methods Networks - internal networks based on shared knowledge of core topics (such as confidentiality)

External training options include Microsoft Excel, touch typing, conferences, and university qualifications.

Work is also underway on the Capability Framework, which will list 8 key competencies at each promotion level along with development opportunities available to meet those competencies.

Fiji

Fiji Islands Bureau of Statistics does not have the capacity to conduct training to the staff. Their knowledge of official statistics is acquired through attendances to training institutions like SIAP, South Pacific Community [SPC], Calcutta Statistical Institute, IMF among others. Staff members also do attachments to national statistical offices like Statistics New Zealand [SNZ] and Australia Bureau of Statistics [ABS]. It also has on-the-job training.

The University of the South Pacific had just begun in 2006 a course on "Official Statistics" and it intends to encourage staff to take advantage of this. It is ladder-type offering a certificate the first year; then diploma the second year; then bachelor the third year and then a post graduate on the fourth.

Fiji Islands Bureau of Statistics still manages to retain about 70% of the trained staff. It] had only recently begun with the practice of returning participants presenting the acquired knowledge from their training through an internal workshop.

Kazakhstan

Staff members acquire the knowledge and skills mainly by in-house training. There is also a 14-days a year obligatory training from the State Agency on state services issues; the choice of the statistical agency is mainly managerial courses. Language training (Kazakh, English, others) are financed by the government in accordance with annual plans. Also there are few training programs from international organizations (TASIS, SIAP, Eurostat, TICA). About 40 people a year get training on internationally sponsored programs (TASIS, TICA, SIAP, Eurostat, etc.).

The Human Resources Unit was created this year in May. There is a plan to create in 2008 the Center for Statistical Education and Research that could be a training activities hub for the Central Asia region. This is a field where we need assistance and support both from SIAP, Eurostat, etc. and other national statistical offices.

Macao, China

While local universities do not offer degree courses major in statistics, statistics is a compulsory subject in other majors like business, economic, mathematics etc. Graduates from these majors have basic understanding of statistics and with adequate training; they are usually capable to run general surveys. Graduates who had studied overseas or in mainland China can also fill this gap. These graduates know well of statistics concepts, methods and the tools; and more importantly, they are more dedicated as a result in their work.

Though Macao is experiencing the tightest job market in history due to the opening of new mega resorts and casinos, the overall staff turnover rate in DSEC, fortunately, is remains low. Better job security, reasonable salary and less job pressure are still considered advantageous in government jobs. However, the turnover rate of newly recruited staff is much higher than before. Youngsters find many opportunities in both government and private sectors, retaining young and talented employee become a challenge for the NSO.

As there is no specialized institution provides professional training in statistics in Macao, statistical training can only be organized by the NSO. However, due to constraints of different kinds, these training programmes organized by DSEC are basic level types and are mainly for specific needs of the surveys. Due to the lack of high level statistical training, trainings provided by international organizations like SIAP and ESCAP become a key element in the whole staff training program of DSEC.

Malaysia

The staff members of the Department of Statistics Malaysia (DOSM) acquire the requisite knowledge and skills through 3 main areas of training: in-house training; outside agency training; and international training/seminars/workshop. The types of courses are: functional, generic, and behavioral.

About 90% of the total trainees in 2006 are still working in the DOSM.

The procedures that need to be implemented by the staff upon returning from training are:

- Upon returning from a training course, a staff needs to have a brief knowledge sharing session at his/her division/ state office.
- For staffs who attended an international training course, they must send a full report to Statistical Training Division 3 months after they returned. The report is kept in the DOSM Library for public reference.

The DOSM is in the process of organizing an internal Training Institute to meet the required number of training hours specified for its staff members. It sought the advice and assistance of the participants in coping with this demand.

Maldives

Due to the small size of the country and lack of specialized tertiary education, entry-level staff in the statistical system generally is coming straight from high-school. They obtained either O-level or A-level certificates. All statistical training has been provided during their period of employment.

In the past, this has been a rather haphazard process. Often, the first step of the process has been to obtain some certificate from short-term statistical training courses, as conducted for instance by the Statistical Institute for Asia and the Pacific (SIAP), either at its premises in Japan or as country course in Male' or the sub-region.

The second level of training was generally obtained by attending a Diploma course program at one of the foreign training institutes providing those training. This was then generally followed by a bachelors or a masters degree course, depending on the past training and work experience of the individual staff member and the entry requirements of the university.

The main problems with the past practices were, first, that there was no clear training plan for the individual staff members. It leads to frustration, poor morale and a higher staff turnover due to better training prospects provided by other agencies within or outside the government. The second problem is that the entry-requirements of the foreign universities are being increased so that it becomes much more difficult for the staff members, who lack adequate training facilities at home, to substitute formal training requirements with more abundant work experience.

In this respect, it may be noted that work experience of staff in the Maldivian statistical service is in general much broader and richer than that of staff at the same points in their careers in many other countries. First, the limited number of statistical staff requires them to cover a much wider area of statistics. Second, the staff has to move much more frequently from one area to another as a statistical activity of any size (e.g. an economic or household survey) requires the reassignment of staff to support those activities. In addition, because of the small numbers of staff, many are assigned to short-term in-country training courses provided as part of various technical assistance programs. The

three factors mentioned above together indeed can substitute for a fair amount of formal training. However, with more and more focus on standardized procedures in the education systems they can mostly not be taken into account any more. This is reducing the opportunities for staff currently searching university entrance.

The Maldives has established an Accreditation Board (MAB), which provides standards for the post secondary-education in the country and lays out its relationships with degree course that for the moment still need to be obtained from abroad. At the same time, the Maldives College of Higher Education (MCHE) has developed a wide range of diploma courses while various private institutions too have come up with various training programs.

The Statistics Division of the Ministry of Planning and National Development (MPND/SD) has developed a two-year Advance Diploma Course in Applied Statistics in collaboration with the MCHE. The first batch graduated this year and the second batch of students is waiting for the commencement of the program. Technical assistance of a consultant and training materials has been received from UNSIAP for this program. The MCHE plans to offer the course on bi-annual basis due to shortage of resources and lecturers. As it was mainly targeted for government employees, the course was conducted on the basis of part-time evening class, but with the experience of the first batch, now it is planned to be conducted on full time basis.

Educational developments in the Maldives now have entered a period of accelerated growth and degree courses in several fields are now being offered. MCHE expects to offer a one-year bachelor's degree course to complement the advanced diploma course from mid next year. It is expected that short-term training received at SIAP, ISEC, IIPS and other foreign institutions can be credited towards the diploma course requirements. On successful completion of the Advanced Diploma Course, staff will have 180 credits towards the minimum of 270 credits required for the bachelor's degree study which is not yet available locally.

Pakistan

For the improvement and skill of professional staff, training in different statistical areas is arranged through local as well as foreign training. Local trainings are conducted by the Training Institute of the Federal Bureau of Statistics. These trainings are different level, i.e. basic for newly recruited staff while intermediate and advanced level training are imparted to the working statisticians in different areas through international/local experts.

During the last 3 years 87 officers were sent abroad for training in different statistical areas arranged by SIAP, ESCAP, IMF, PARIS21, ADB, SAARC/UNIFEM, etc. On the other hand, 1030 professional staff members were given training by the Training Institute in different areas of statistics. These trainings were for beginners (22%), middle-level/methodology (58%), middle-level IT/computer (17%) and senior management (3%).

The officers are trained in their areas of work hence after getting training they are posted in their relevant areas of training.

Thailand

Even as the National Statistics Office of Thailand has no indicators that measure staff contributions to organizational goals, it needs to compile the compulsory indicator on PSA (Public Service Agreement) and it has obtained a relatively high score (4.8 out of 5.0), which is a clear indication of the contribution of the staff towards the organization's goal achievement.

Most staff members acquire the knowledge and skills through on the job training and periodic in-house basic training programs as well as overseas training/meeting/seminar. In the past 3 years, including 2007, there were 872 staff members who received training mostly on statistics, computer and other topics related to statistical management for in-house courses, ranging from 1-2 weeks. For overseas courses, there were 22 staff members. Most participated in SIAP's training courses in the Tokyo Metropolitan Area based courses and the Outreach Programme.

All are still working in the NSO.

Viet Nam

The General Statistics Office (GSO) has already established in-house training activities during the last few years. However, there is still a need to further develop the schemes and the areas of training in order to fill gaps of knowledge, e.g. more advanced sampling skills, survey and questionnaire design, etc. There are also needs to launch more general training programs for different staff categories. To achieve this there might be a need to more precisely classify the staff into different categories and also to look into some principles regarding the manning of the units within GSO.

The Statistics Departments of Hanoi and Ho Chi Minh Economic Universities provide annually a large number of Bachelors of Statistics for the country statistical system. Moreover, the GSO recruits are also graduates from economic faculties of different universities. In the system of GSO, there is also the Statistical College, which educates hundreds of Bachelors of Statistics every year. The GSO also has the Statistical Professional School providing statisticians of intermediate level for the society. Most of graduates from the school could find a job in the country statistical system as well as in enterprises.

In the central and local level systems of GSO of more than 5,000 staff, relevant and training programmes for all of them must be established.

The training program of the GSO includes:

- Pre-service training - This training is conducted for newly recruited staff and is conducted at the National Academy of Public Administration and at the GSO. The topics for training are:
 - Organization of the Government;
 - Key issues of Public Administration
 - Organization of GSO and position in the Government system;
 - Fundamental principles of official statistics;
 - Mandate and Responsibilities of an official in GSO system;

- Function, responsibility and collaboration principles among GSO's departments.
 - System of Statistical censuses and surveys;
- Training for newly appointed managers - The training is conducted for newly appointed managers of departments of the GSO and provincial statistics offices twice per year. The topics for training are:
 - Management skills;
 - Principles of long-term and short-term planning;
 - Quality management;
 - Principles of service coordination;
 - Psychology and service behavior;
- Training for different types of staff - To be able to make the training as efficient as possible it is important to know to whom the training should be addressed. In order to lay the basis for efficient training the staff members are classified into different categories. When initiating the staff category system it might also be useful to look into the principles regarding the manning of the different units at GSO. Different courses conducted for senior and junior officials depend on their position and place of work.
- Training on special topics - Short term courses (1-2 days) regularly conducted on special topics like IT (basic and advanced, new software applied,...); quality control; and methodological issues by statistical subject matters (questionnaire design techniques, application of ISIC; ...).

For the last 2 years, 58 directors and deputy directors of department of GSO and provincial statistics office have been appointed. The GSO also has recruited 900 new staff replacing retired officials, of which 104 were for the Headquarter Office in Hanoi and 896 for provincial statistics offices. Appropriate training courses have been conducted for them.

4. WORKSHOP 1

Developing training programmes at country level

- ***What does the organization really want to achieve?***

Statistics produced are timely and accurate to be used by government and other clients (e.g. academics, private sector, business, and community groups). Ensure statistics produced in the country are also of good quality, cost effective and following international standards. Set up a good statistical development framework with priorities to meet short-term and long-term requirements. Promote correct use of statistics among governments and other uses.

- ***Why do we need training?***

Improve the level of quality of staff in NSO and other statistics departments in the rest of government to improve the quality and credibility of statistics produced by the NSO plus the rest of the statistical system. Ensure staff has the right skills and knowledge and apply them to meet organization's goal now (short-term) and in the future (long-term). Ensure staff in NSOs would have the capability to transfer skills, methods, and standards to the rest of the system.

- ***How to integrate goals/objectives of the overall statistical agenda into training programme? How to ensure that training results will meet organization's needs?***

Develop a Statistics Master Plan for capacity development for target and audience. Set up a statistical body to raise statistical issues at country level. Aim for operation and strategic efficiency through planning, policy formulation and need-based assessment. Establish a part of the national statistics system which has responsibility for training

Pursue demand-driven response to training concerns. Demand comes from training recipients as well as senior management. Promote strong relationships and close consultation between training producers and people being trained or funding training. Users could be politicians, media, and the general public. Producers could be statistical professionals and related professionals at the national and sub-national level.

Design participative programmes based on good practice. Determine what training is needed to support the long term, incorporating the cultural requirements and mission of the organization. Benchmark learning from international organizations and other agencies involved in capacity building, Short/medium term training needs (e.g. statistical methods subject matter) can be aligned with a statistical work programme (e.g. census timing, national accounts revisions). The goals of the organization should always remain as the long-term focus.

Monitor and carry out on-going evaluation of effectiveness of training (feedback from trainees, managers, organizations).

- ***How to support trainees in utilizing knowledge and skills after training?***

Support from management to the participants coming back from training is imperative to improve on the multiplier effect from training. Ensure that managers set up processes to ensure staff can and do utilize training and monitoring placement of trainees. Encourage action plans for trainees plus their supervisors.

Disseminate knowledge gathered. Conduct specialized post-training programme for those working on the subject. General orientation for all may also be considered but this should be done appropriately according to target audience.

Trainees should have clear expectations of how they can apply training, the contractual relationships arising from the training, and identification of links to performance and management, where appropriate.

5. Presentations of International Organizations

ASEAN Secretariat

Regional integration in ASEAN (Association of South East Asian Nations) is supported through strengthened capacities in data collection, compilation, analysis and dissemination of comparable and quality data, and better planning and management of statistical activities. These are undertaken as part of programme thrusts aligned with key regional concerns, taking into account peculiarities at the national level as well as international concerns

Funding for its activities come from external sources, including Dialogue Partner (DP) Countries, such as:

- Statistics on International Trade in Services (SITS): United States Agency for International Development (USAID) & Australian Agency for International Development (Aus AID)
- Trade Data Analysis: USAID
- Leading Indicators: United Nations Statistics Division
- Intermediate Stat & Modeling: ASEAN-EU Programme for Regional Integration Support (APRIS)
- DP Countries: many other non-statistics programme (Agriculture, Science & Technology; Customs, etc)

Its strategies of cooperation in statistical capability building vary with member countries and various organizations, namely:

- International Donor Organization: limited to development of concept and plan, and to funding;
- Project Proponent (could be ASEAN Member Countries [AMC] or ASEAN Secretariat [ASEC]): conduct of the training
- ASEC: facilitation and provision of resource persons
- AMCs: provision of participants and resource persons

Assessment of training efficiency and effectiveness is usually gauged through the usual feedback evaluation, based on standard form. The immediate impact is measured based on the output of the workshop. The medium and long-term impact should eventually influence relevant countries' activities and outputs such as their web pages and leading Indicators.

Training Activities should be enhanced to support multi-tasking by providing a systematic and continuing training programme on basic statistics (in-country or sub-region wise). Workshops should increasingly be more practical-oriented. There is need for technical assistance and workshops to develop better human resource plans and the scheme of ASEAN-help-ASEAN may be explored to address this need.

ILO-SIMPOC

The ILO's International Programme on the Elimination of Child Labour (IPEC) was established in 1992 with the overall goal of the progressive elimination of child labour. Numbers on the extent, characteristics and determinants of child labour are provided by the Statistical Information and Monitoring Programme on Child Labour (SIMPOC), which is the statistical arm of IPEC and was established in 1998. The programme built on the

work undertaken by the ILO Bureau of Statistics from 1992-97 on the development of statistical methodologies for collecting data on child labour (CL).

SIMPOC assists countries in the collection, documentation, processing and analysis of child labour relevant data. Since its inception, SIMPOC has provided technical assistance to over 60 countries. More than 250 CL surveys have been supported to date; 56 of which were national in scope. An additional 80 baseline surveys and 100 rapid assessments were supported and targeted specific groups of child labourers in particular geographical locations. SIMPOC data has enabled ILO to publish global and regional CL estimates for the 2000 and 2004 reference years, and a first-ever analysis of CL trends.

SIMPOC regularly conducts regional and national training workshops on CL data collection and CL data analysis. The national training workshops are usually implemented during the course of SIMPOC assisted national child labour surveys, or other CL survey types.

SIMPOC has encouraged and included in its mandate the need for accurate quantitative and qualitative data on CL that is gender-sensitive. The implementing partners of SIMPOC are generally NSOs; ministries of labour or other government agencies responsible for children's welfare; research and academic institutions; employers' and workers' organizations; and non-governmental organizations (NGOs). SIMPOC collaborates closely with other international organizations, notably UNICEF and the World Bank, to create synergies among data-collecting initiatives

The legal and policy framework for all ILO work on CL is provided in two fundamental ILO Conventions: The Minimum Age Convention, 1973 (No. 138) and the Worst Forms of Child Labour Convention, 1999 (No. 182). With the rapid rise in the number of ratifications of Convention No. 182, the demand for SIMPOC technical support has increased strongly. For countries that have ratified this Convention, data collection is one of the necessary first steps in fulfilling the Convention's provisions to withdraw and rehabilitate victims of CL and prevent other children from becoming victims.

The SIMPOC website <http://www.ilo.org/ipecc/Childlabourstatistics> makes available a wealth of statistical tools, data and reports, namely:

- Specific questionnaires for CL surveys
- Manuals and training kits on how to carry out CL data collection in households, schools and at the workplace
- Guidance on how to properly process and analyze the collected information on CL
- Micro datasets and survey reports on CL from around the world
- Research on critical statistical issues

Secretariat of the Pacific Community (SPC)

Serving a membership of 15 Pacific island countries and 7 territories (three each affiliated with the United States and France, and one with the United Kingdom), SPC has been providing statistical training and undertaking capacity building initiatives in data and information management in all Pacific island countries and all but one territory (Pitcairn island).

Its efforts extend beyond attempts to enhance “traditional” statistical skills or activities more directly in the professional comfort zones of statisticians (statistical collection, processing, analysis, dissemination), and include concerted efforts in enhancing data utilization, through developing innovative means to facilitate the inclusion of statistical data and information in national policy development and planning efforts. Experience has shown over the years that without dedicated activities in this area, collecting and processing quality data and producing timely statistical outputs can be an exercise in futility, if intended users are unable to read, interpret and hence utilize this information. While this situation is most pronounced in the smaller national statistical offices and national statistical systems in our region, experience over the years with policy-makers and analysts in metropolitan countries and development agencies has taught us that functional numeracy skills, or more accurately, the lack thereof, do not have national or agency boundaries.

Most statistical development support to the three US and French Pacific territories are provided by their metropolitan partner agencies (US Census Bureau, INSEE). The national statistical agencies of Australia and New Zealand also provide some bilateral assistance to specific island countries, and work with SPC in undertaking specific joint activities¹, with UNSD, UNESCAP and SIAP also providing much appreciated training assistance at regional and sub regional levels.

STC provides formal, structured statistical training through national and sub-regional workshops, through professional attachments to statisticians and planners at our organization’s headquarters in Noumea, New Caledonia, as well as via technical collaborative ventures in-country across the broad spectrum of statistical activities

The main purpose of providing statistical training and capacity building in data and information management is laid out in the current strategic plan, which in line with the corporate plan mandates it to strengthen the capacity of national statistical systems (NSSs) and social and economic planning agencies, so that the region’s policy makers and analysts have access to a wide range of key demographic, economic and social indicators to support their work. It also aims to assist NSS staff anticipate emerging national needs for data and information, and produce outputs that satisfy those needs.

The planning and delivery of these activities is guided by established programme priorities developed in consultation with our membership during triennial governance meetings (Regional Heads of Planning and Heads of Statistics meetings), the most recent one held in September 2007. This also allows the development of commensurate funding proposals. Toward the end of each year, the membership also provides us with an update on priorities for the coming year.

SPC currently has a staff contingent of 11 professional and 2 programme support staff, funded by its core budget (2), programme budget (7) and project funding (4). While project funding always entails designated funds for training/capacity building (current regional census project, DHS pilot programme; outgoing regional HIES program), most of the training is funded through a combination of SPC programme funds, or specific training/HR projects, such as the current collaboration with ABS on delivering training in project planning/project team management, and the annual sub-regional introductory workshops to general statistics co-hosted with SIAP.

Assessment of efficiency/effectiveness of statistical training comprises of various forms. Traditionally, it is based on formal workshop evaluations required to be undertaken for all national and sub-regional workshops, comprising of structured evaluation forms, and requesting workshop participants' anonymous feedback on training content, structure and delivery.

This involves interviews with training participants, their colleagues and supervisors, collaborating agencies, as well as comparing specific project outputs (survey coverage; cost stayed within budget) with other countries where such activities have not (yet) taken place.

With the current collaborative venture with the ABS, a formal training evaluation comprises of a brief country visit some 6-9 months after delivery of the training, to ascertain the extent to which training translated into tangible deliverables, as evident from detailed project plans, and the effective and efficient delivery of project outcomes. External evaluations are also organized, when project activities extend either into a new phase (PopGIS; regional DHS pilot), and/or where SPC/donor agencies specifically look for/request independent advice.

In general terms, country-specific training allows for broader coverage, whereas more specific technical training (e.g. population projections; demographic analysis) is more efficiently done at sub-regional level, considering that in most NSOs, technical specialists are rare. Having said this, it has been the experience over the years that in terms of overall dedication / concentration on training, sub-regional workshops achieve better results, with absenteeism virtually non-existent with participants able to concentrate full-time on training.

Developing a folder on past, current, proposed training activities on the SPC website should not prove too much of a challenge, as it provides a regular report for our membership on training activities undertaken. The most recent one, covering the period 2005 – 2007, is available on the SPC website, in the folder pertaining to the most recent Regional Heads of Planning and Heads of Statistics meeting (www.spc.int/sdp).

United Nations Population Fund (UNFPA)

Support for statistical training by the UNFPA includes:

- support to training institutes (e.g. Cairo Demographic Center Egypt; International Institute for Population Sciences, India; International Institute on Ageing, Malta) - institutional support, technical assistance, and sponsorships;
- training through partner agencies (e.g. ESCAP); and
- direct training: country level (under the Country Programme [CP]) as in Cambodia, Myanmar, Timor Leste, and possibly the Democratic People's Republic of Korea (DPRK), and regional level (Country Support Team [CST]);

Training initiatives are supported in the following areas:

- population projections;
- data collection, processing and analysis for Population Censuses and Surveys (such as Reproductive Health (RH) surveys and the Demographic and Health Surveys); and
- RH commodities forecasting and costing

The support extended to the countries has improved national capacity for data collection and analysis in Cambodia (evidence: actual conduct of census/surveys); increased confidence of middle-level national personnel in data processing & report writing in Myanmar; and has led to improved national capacity in census data collection processing, analysis and dissemination in Timor-Leste. For the latter, further assistance is still needed for the Census in 2010 and UNFPA continues to provide support (South-South cooperation with Indonesia). The Philippines is also being considered for such cooperation in training for a pilot census and the Census as well in DPRK.

Regional level assistance is undertaken by CST in Bangkok. This has been related to census and surveys; and for forecasting requirements for RH commodities. Assistance had been mostly for census and surveys and up to 2002 for collection, processing, analysis & utilization of data under the 2000 Census Round. The need for the 2010 Round is expected to be much less except in some countries (e.g. DPRK and Timor-Leste). These have been funded almost entirely under the CP allocation for Census/Survey activities (Census Project).

PARIS21

The PARIS21 partnership was set up in 1999 after an international meeting in Paris by the European Commission, IMF, OECD, UN and World Bank with the goal to “develop a culture of evidence-based policy making and implementation which serves to improve governance and government effectiveness in reducing poverty and achieving the Millennium Development Goals (MDGs)”. It brings together a wide range of actors, as represented in the four major constituencies: donor institutions; that is, essentially OECD countries and multilateral organisations; developing countries; policymakers and the statisticians.

PARIS21 assists countries in building national capacity in official statistics through various means. However, the main focus of PARIS21 activities is on National Strategies for the Development of Statistics (NSDS), which is expected to provide a country with a strategy for strengthening statistical capacity across the entire national statistical system (NSS). The NSDS will present a comprehensive and unified framework for continual assessment of evolving user needs and priorities for statistics and for building the capacity needed to meet these priorities in a more coordinated, synergistic and efficient manner.

It assists countries in the design and implementation of their strategies, by convening national and regional events to discuss ideas and share experiences and by producing methodological guidance on strategic planning. It reports on NSDS progress and donor support to statistical development in an effort to promote information sharing and, ultimately, donor collaboration. The partnership also develops and shares knowledge and guidance on salient statistical issues including strategic planning and disseminates them in a knowledge base on its website. It also hosts the Metagora project on developing tools and methods for measuring democracy, human rights, and governance as well as the two satellite programmes: the Accelerated Data Programme in Pilot Countries (the ADP), and the International Household Survey Network (the IHSN). These last two programmes aim to improve the availability, comparability, and harmonisation of survey data.

In collaboration with local partners, UNESCAP and PARIS21 co-organised a series of forums throughout Asia in 2005 and 2006 to present the NSDS methodology and to share experiences among countries of the region. Based on the discussions at these forums and recommendations from the participating countries, the two institutions are currently finalising a joint programme of work for the region which will include advocacy, reporting on donor support to statistics, and a training programme for statisticians in communicating with data users. On this last point, PARIS21 hopes to collaborate with UNSIAP. The human resource capacity needs of a statistical system should be assessed within the framework of the NSDS process.

Among the training needs that could be identified is training in strategic management. Strategic management is far from a new concept, and many statistical managers are already well versed in it. It involves not only the management of the strategy design process but also, critically, management of its implementation.

Although PARIS21 does not provide funding for statistical training, it supports a task team on training for official statisticians. An African subgroup of the task team was established in March 2007. Team members have agreed to conduct a survey of African statistical training centers, an analysis of the training components within existing NSDSs or those under development, and the production of an opportunity study on the creation of a trust fund for statistical training.

Statistics Division, Economic and Social Commission for Asia and the Pacific

ESCAP does not conduct training per se, but most of our workshops serve that purpose to some extent. ESCAP workshops are often geared toward middle to high-level statisticians or policymakers. Some of the objectives of these workshops/ meetings are to:

- exchange best practices;
- inform countries representatives about the latest international recommendations/ standards;
- discuss and obtain regional views on proposed international statistical standards;
- conduct advocacy for statistical programmes; and
- obtain guidance from expert groups on areas of statistics.

ESCAP has conducted regional workshops / courses in six countries and two country workshops in one during the last three years. Most of the workshops are part of the programme or projects. Participants from developing countries are funded by ESCAP, while those from the developed countries or rich countries participate at their countries' or area's expense.

The Statistics Division works closely with SIAP and UNSD. In addition to the regional workshops/courses, ESCAP has been providing advisory services to member states. It assesses the efficiency and effectiveness or outcome of statistical trainings it has conducted by using evaluation form at the end of a workshop as well as feedback from countries. Quite often, workshops are geared towards countries at the same level of statistical development or from the same region as they tend to face similar problems.

It has a dedicated website/web pages on past, current and proposed statistical training activities to share lessons learned and experiences and to increase the coordination and

avoidance of possible duplication and overlap of trainings at
<http://www.unescap.org/stat/meet/techmeet.asp>.

6. WORKSHOP 2

Improving coordination of country statistical training activities conducted and/or funded by international/regional institutions

- ***Coordination of training activities in official statistics in countries should be expected to lodge in the nodal organization, the national statistical organization, unless there is a unit specifically mandated to do so, such as a statistical research and/or training center/ institute like in Republic of Korea, Philippines, Indonesia, and Islamic Republic of Iran.***
- ***The coordination of statistical training in the Pacific countries is a very good model for the region. Member countries entrust in the SPC to alert, advice and inform the countries of past, present and future developments in official statistics. Its main forum is the triennial SPC Governance Meetings (Regional Heads of Planning and Heads of Statistics Meeting)***
- ***International organizations go directly to recipient agencies and expect them at their end to avoid duplicating capacity building activities, as well as covering gaps***
- ***The main concern is that no organization is mandated to undertake coordination of statistical training for the region.***
- ***Proposal:***
 - ***Create a forum wherein international/ regional organizations present a multi-year package of statistical capacity building activities, like AHSOM (ASEAN Heads of Statistics Offices Meeting).***
 - ***Or perhaps create a task force or sub-committee on training in the planned revival of the Committee on Statistics***

7. REVIEW OF OUTPUTS AND RECOMMENDATIONS OF PAST WORKSHOPS

The first workshop dealt with the possible institutionalization of cooperation between statistical training institutions (STIs), practicalities of exchange between and assistance to STIs, and e-learning.

The second workshop focused on the strategies in establishing a network for statistical training and the assessment of STIs and their activities.

The following key considerations arose from the review:

- The creation of a Task Force and/or network as well as its mandate, objectives and strategies may be brought to the attention of the Statistics Division of ESCAP. It may determine if this matter need to be raised to the level of the appropriate ESCAP Committee for regular institutionalized programming and monitoring.
- The Governing Council (GC) of SIAP may consider allocating funds for the setting up and maintenance of a website/web pages for the STIs, including the preparation and posting of regular electronic newsletters. SIAP may also consider making available on its website the contents of the CD-ROMs it makes available to its trainees and their institutions for a wider outreach. The SIAP GC may also consider allocating resources for organizing the thousands of training materials in electronic files residing at the present SIAP server. Countries may participate in competitive bidding

to provide a portal to quality information and SIAP resources as well as those provided by network members (courses, resources, member details, tools)

- SIAP expressed to ESCAP its desire to team up with the Korea National Open University or an appropriate institution in preparing a module on preparatory statistics.

In response, the Director of SIAP presented its mission, goals & objectives, key strategies, and institutional framework of cooperation and operation. It addresses diverse capability-building needs through its Tokyo Metropolitan Area-based courses and its outreach programme activities at the regional and sub-regional levels.

Exploring the e-learning infrastructure via partnership, SIAP has since conducted 2 training activities on exploratory mode with the Japan International Cooperation Agency (JICA). JICA country offices in Mongolia and the Philippines acted as distant classrooms for learners together with thirty-one (31) participants of the 2nd Module Course at the Tokyo International Center in November 2006. A 2-week training course on the STATA software was also conducted in June 2007 in partnership with the Bangladesh bureau of Statistics and the Nepal Central Bureau of Statistics. However realizing that many countries in the region do not have adequate communication infrastructure and facilities to receive distance training, SIAP will continue to explore different methods of training to address the increasing needs in official statistics.

8. 3RD WORKSHOP RECOMMENDATIONS

Many substantial recommendations have been placed on the table during the 1st and 2nd workshops. This workshop identified a significant challenge that may have hindered the implementation of the above, - that of the absence of a mandated organization to undertake coordination of statistical training in the region. SIAP has assumed the role informally; however, its scope of cooperation is limited to the national statistical systems of countries rather than their key Government ministries that can commit support to the proposed network of STIs.

In this regard it was proposed to:

- ***create a forum wherein international/ regional organizations present a multi-year package of statistical capacity building activities, like the AHSOM (ASEAN Heads of Statistics Offices Meeting) and the SPC Governance Meetings, or***
- ***create a task force or sub-committee on training in the planned revival of the Committee on Statistics.***

The possible roles of SIAP were suggested for study:

- ***as coordinator/bridge between NSOs with training needs and potential training providers [countries, international/regional institutions], e.g. the SIAP-SPC initiative, and***
- ***as focal point/ clearing house/ do inventory for training materials available 'globally' for sharing between and among [producer and user] countries.***

It was pointed out that these may need to be incorporated in the present mandate of SIAP, to allow for their inclusion in its work programming.

IN the absence of positive response to the above recommendations, the workshop agreed that under the present mandate of SIAP, it can source out funding to undertake or to outsource the following from country providers:

- Setting up website/web pages***
- Organizing training materials in electronic format, eventually building an e-library***
- Development of e-learning system/materials***