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Statistical Institute for Asia and the Pacific
Governing Council

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Programme of work to formulate the 2020-2024 strategic plan of the Institute

Formulation of the 2020-2024 SIAP Strategic Plan

Towards a Strategic Plan for 2020-2024 for the United Nations Statistical Institute for Asia and the Pacific

1. The present document outlines the strategy for the development of the 2020-2024 Strategic Plan for the consideration of the Governing Council. After a brief introduction, the document describes how the landscape for statistical development has evolved since 2015. In the context of this landscape and the Institute's mandate and role, it then proposes two broad strategic directions for 2020-2024.

Introduction

2. The Governing Council, at its thirteenth session in December 2016, agreed to establish a "Friends of the Chair" (FOC) group "... consisting of representatives of not more than seven member States, that would take stock of progress made on the 2015–2019 Strategic Plan and develop the 2020–2024 strategic plan to better address national, subregional and regional training priorities to build capacity on the Sustainable Development Goal indicators."² A subsequent consultation process led to the establishment of the FOC composed of all Council members.

3. The stock taking of the FOC on the progress made in implementing the 2015-2019 Strategic Plan is contained in Annex A.

4. The first year of the period covered by the 2020-2024 Strategic Plan coincides with the 50th anniversary of the establishment of the United Nations Statistical Institute for Asia and the Pacific (SIAP), a regional institution of the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP). Over the last half century, the Institute has become the premier training institution for official statistics in the region in pursuit of its mandate "... to strengthen, through practically oriented training of official statisticians, the capability of the developing members and associate members and economies in transition of the region to collect, analyze and disseminate

¹ E/ESCAP/SIAP/GC(14)/L.1

² ESCAP/74/26 para. 11.

statistics as well as to produce timely and high-quality statistics that can be utilized for economic and social development planning, and to assist those developing members and associate members and economies in transition in establishing or strengthening their statistical training capability and other related activities.”³

The evolving landscape for statistical development

5. Since the adoption of the 2015-2019 Strategic Plan by the Governing Council at its tenth session in 2014, a number of decisions by members of the United Nations at the global and regional levels have positioned official statistics at the centre of policy formulation and evaluation for, and tracking progress towards, sustainable development.

At the global level

6. The 2030 Agenda for Sustainable Development, together with a set of 17 Sustainable Development Goals (SDGs) and 169 targets was adopted by the United Nations General Assembly in October 2015. This was followed by the formulation of a set of 232 global SDG indicators by the Inter-agency and Expert Group on Sustainable Development Goal Indicators (IAEG-SDGs), agreed to and subsequently refined through decisions by the United Nations Statistical Commission at its 2016-2018 sessions.

7. The pledge that no one will be left behind is a key element of the 2030 Agenda. In terms of demand for official statistics this translates into the need to track the progress of identifiable, vulnerable subpopulations towards the targets. Target 17.18 addresses this need: “By 2020, enhance capacity-building support to developing countries ... to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts”. Moreover, the formulation of many of the individual SDG indicators in the global set identifies additional subpopulations as dimensions and categories for disaggregation.⁴

8. In response to the increased demand for more detailed, including disaggregated, and timelier data emanating from the 2030 Agenda and the SDGs, the global official statistics community, through the Statistical Commission, has developed a transformative agenda for official statistics with a view to having modernized national statistical systems in place that produce official statistics more efficiently, more cost-effectively and in a sustainable, integrated and internationally coordinated way, based on an inclusive partnership.⁵

9. A practical approach towards the modernization of statistical business processes involves the application of a model such as the Generic Statistical Business Process Model (GSBPM) to reconfigure data and information management and the statistical and technological infrastructure to, among others:

- Produce timely and high-quality census and sample survey datasets through electronic data capture and the application of automated editing and imputation procedures, and which can be disseminated for wider use by trusted parties

³ <http://www.un.org/en/ecosoc/docs/2005/resolution%202005-36.pdf>.

⁴ For example, indicator 1.3.1: Proportion of population covered by social protection floors/systems, by *sex*, distinguishing *children, unemployed persons, older persons, persons with disabilities, pregnant women, newborns, work-injury victims and the poor and the vulnerable*.

⁵ [Cape Town Action Plan for Sustainable Development Data](#)

with the confidentiality of respondents protected through the application of statistical disclosure control techniques

- Facilitate the use for statistical purposes of data sources such as administrative datasets, geographic information and big data that have in many developing countries remained outside the realm of official statistics so far
- Integrate data from various traditional and non-traditional sources to facilitate analysis, decision-making, policy formulation and evaluation, and progress tracking
- Disseminate data in varying levels of detail and various formats, including visualization, to meet the demand of specific groups of users

10. Since the adoption of the 2030 Agenda three years ago, efforts have been underway to align the United Nations system with the agenda through a Development System Repositioning process, aimed particularly at a better positioning of operational activities at the country level.⁶

At the regional level

11. The 2030 Agenda has been translated into a regional plan for action, endorsed by 4th Asia-Pacific Forum on Sustainable Development and via ESCAP resolution 73/9, of a “Regional Road Map for Implementing the 2030 Agenda for Sustainable Development in Asia and the Pacific”.⁷ The Regional Road Map identifies investing in responsive national statistical systems; formulating and implementing strategies for the development of statistics; providing and promoting capacity-building support; modernizing business processes and tools; and building skills of national statistical systems staff and management as opportunities for regional cooperation in data and statistics.

12. The Collective Vision and Framework for Action by the Asia-Pacific Statistical Community,⁸ endorsed by the ESCAP Committee on Statistics at its 5th session in 2016, sets out a vision that “... by 2030, national statistical systems are enable and empowered to lead development of and to deliver innovative, trusted and timely products and services for urgently needed and evolving statistical requirements of Agenda 2030”, to be achieved through taking collective action in the areas of engaging users and investing in statistics; assuring quality and instilling trust in statistics; integrated statistics for integrated analysis; modernizing statistical business processes; and having requisite skills sets.

13. The countries of Asia and the Pacific are at very different levels of statistical development, which is – among others – reflected in their ability to produce data for and compile specific SDG indicators, as shown in ESCAP’s *Statistical Yearbook for Asia and the Pacific 2017: Measuring SDG progress in Asia and the Pacific: Is there enough data?*⁹

Hence ...

14. Given the Institutes mandate and the global and regional priorities for official statistics agreed over the last five years, the Institute will have quickly reposition over

⁶ [A/72/L.52](#)

⁷ See <https://www.unescap.org/publications/regional-road-map-implementing-2030-agenda-sustainable-development-asia-and-pacific>.

⁸ [E/ESCAP/CST\(5\)/1](#)

⁹ See <https://www.unescap.org/publications/statistical-yearbook-asia-and-pacific-2017>.

the coming decade to support the strengthening of skills of staff of national statistical systems in the region to meet the demand emanating from the 2030 Agenda and the SDGs for high-quality and disaggregated statistics, with focus on the required modernization of statistical business processes, and tailored to the specific demand of countries with developing statistical systems.

15. The opportunities and challenges that the required repositioning of the Institute entails are reflected in this outline of the Strategic Plan for 2020-2024.

Broad strategic directions

16. To respond to the challenges in the Plan period, the Institute proposes to follow two broad directions: better targeting and greater multiplier effect.

Better targeting

17. In terms of rationalizing priority areas, the Institute will be guided by:

- Data requirements for monitoring the implementation of the 2030 Agenda and tracking progress towards the SDGs
- The associated requirements for the modernization of business processes of national statistical systems
- Priorities of work expressed by ESCAP member States through the Committee on Statistics that have a well-defined training component

18. The Institute will continue to play a key role in designing and delivering training in priority areas of work identified by the ESCAP Committee on Statistics. Such priorities might include the regional- and country-level implementation of global strategies and programmes, and be accompanied with dedicated resources for implementation. In that context, a second phase of the FAO Global Strategy to Improve Agricultural and Rural Statistics is currently being formulated. The Committee, at its sixth session in October 2018 "... strongly supported the development and implementation of a second phase ..., using the same modalities as the first phase, and recommended increased focus on issues related to the 2030 Agenda ...".¹⁰

19. Focus will shift to targeted training, primarily to be delivered in-country and in subregions, thus moving away from broad-based, regional delivery. In this context, collaboration with relevant subregional organizations, especially in Central Asia and the Pacific, will be intensified (see also below).

Greater multiplier effect

20. The development of training materials and the design and delivery of courses will shift to a further enhanced collaborative approach with relevant partners.

21. In the context of orienting the curriculum towards the 2030 Agenda and the SDGs, considerable progress has been made over the last two years or so to deliver training on specific SDG indicators, integrated into JICA courses and through dedicated short courses, in collaboration with international organizations such as the Food and Agricultural Organization of the United Nations (FAO), International Labour Organization (ILO), United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), United Nations Educational, Scientific and Cultural

¹⁰ ESCAP/CST/2018/L.4, para. 50.

Organization (UNESCO) and its Institute for Statistics (UIS) and World Health Organization (WHO).

22. Similar cooperation is ongoing in the area of modernizing statistical business processes with organizations such as the United States Census Bureau and the World Bank on electronic data capture and the use of Geographical Information Systems (GIS) for statistical purposes, and the United Nations Statistics Division on statistical business registers and big data.

23. There is considerable scope for widened and deepened collaboration in both these areas, involving additional partners, covering more indicators, addressing further data sources and technologies in the context of modernization, and SIAP contributing insights on specific country demand from the training needs assessments that it conducts.

24. Asia and the Pacific is a vast and diverse region, with national statistical systems facing distinct challenges and at different levels of development. The consequent statistical training needs are thus most effectively addressed at the country and subregional levels. A subregional approach could be particularly useful in Central Asia, for reasons of common history and language, and the Pacific, due to geography and the lack of national training capacity.

25. The Network for the Coordination of Statistical Training in Asia and the Pacific, with SIAP as secretariat, will continue to facilitate information sharing and promoting coordination among national statistical training institutions, regional and international statistical training providers, and donor agencies providing funding for statistical training in the Asia-Pacific region.

Phased implementation

26. The strategy for 2020-2024 Strategic Plan outlined in this document needs to be implemented in a phased manner:

27. 2019 needs to be considered as a year of transition, during which the Institute has to be rebuild through the filling of its vacant posts and complete other preparatory work for the implementation of the 2020-2024 Strategic Plan

28. The financial implications of the staffing structure required to implement the Strategic Plan is outlined in the Work programme, implementation plan and financial plan of the Institute for 2019 (E/ESCAP/SIAP/GC(14)/3).

29. The enhanced subregional approach needs to focus initially, between 2020 and 2022 on the identified priority subregions, Central Asia and the Pacific, to be extended thereafter to the other ESCAP subregions, based on accumulated experience and lessons

Action requested from the Council

30. The Governing Council is invited to:

- a. Endorse the Friend of the Chair Report (Attached)
- b. Comment on the proposed strategy
- c. Provide guidance on the preparation of the 2020-2024 Strategic Plan.

Attachment: Report of the Review of the Implementation of the Strategic Plan for 2015-2019

I. Introduction

1. The Strategic Plan is an instrument that steers an organization as it navigates the roadmap to achieving the results it has set for itself for a given period of time. As a ‘living’ instrument, the plan requires review and updating especially in the light of changes that challenge the assumptions under which the plan was made.

2. The Governing Council of the Institute endorsed the current Strategic Plan for 2015-2019 guiding the work of the Institute at its tenth session in November 2014. Since then, the Institute has had to respond to major developments and changes in official statistics priorities and prominence given to statistics in the 2030 Agenda for Sustainable Development to track progress towards the Sustainable Development Goals (SDGs).

3. The Institute needs to ensure that its work programme is attuned to the training requirements of region-wide initiatives on capacity building. It must also ensure that it is in a position to deliver on its mandate as the ESCAP regional training centre while balancing the demands on its services and the resource constraints under which it operates. This is an opportune time for its review to take into account the Regional Road Map for implementing the 2030 Agenda for Sustainable Development in Asia and the Pacific and for formulating the next 5-year strategic plan for 2020-2024.

4. In the thirteenth session of the Governing Council, the Council requested for appointing a Friends of the Chair Group (FOC) to take stock of progress made in 2015-2019 Strategic Plan and develop the 2020–2024 Strategic Plan to better address national, subregional and regional training priorities to build capacity on the SDG indicators. All member States of the Governing Council were appointed to members of FOC.

5. Accordingly, a report on the stocktaking of the progress made on implementation of Strategic Plan 2015-2019 for the period 2015 to 2017 was prepared by the Institute and circulated to all the members of FOC on 2nd February 2018¹¹ for comments/suggestions.

6. Comments were received from one member State. While appreciating that the aggregate number of participants cleared the baseline during the period, the member State expressed concern on two parameters reported by the participants: “usefulness of the course for their work” and “improved confidence in applying training in their jobs.” Concluding the comment, the member State stated the following:

“We need to consider not only how SIAP should increase the numbers of participants but also how SIAP should address the needs from countries in the region, and how SIAP should improve the quality of trainings.”

7. The report of the review of implementation of the Strategic Plan for 2015-2019 has been updated and now takes into account the activities and key results of the implementation for the period 2015-2018 as on 30 September 2018. Members may take note of the findings and request FOC to consider the findings while preparing the Strategic Plan 2020-24.

¹¹ E/ESCAP/SIAP/FOC/1: “Report of the Director of the Statistical Institute for Asia and the Pacific for 2015-2017”

II. Key elements of the 2015-2019 plan

8. The key elements of the 2015-2019 Strategic Plan were a set of four institutional goals, each associated with an outcome, priority outputs, activities and indicators of achievement; the identification of a set of strategic challenges; and a set of three broad strategic directions.

9. The institutional goals by which the Institute was to be judged were:

- Excellence in Providing Training
- Excellence in Training Resources
- Strengthened Engagement with Stakeholders
- Excellence in Institutional Stewardship

10. The identified strategic challenges were:

- Addressing increase in demand for training. Balancing the continuing need for training on basic statistics with demand for training in new topics, wider reach and diversity of training needs.
- Facilitating clear articulation by member and associate member States of their training needs. Targeted and appropriately designed training to increase efficiency and effectiveness of training in light of increased demand.
- Maintaining highly qualified and technologically-competent core staff. Providing leadership for developing, coordinating and providing regional training requires maintaining a staffing pattern and acquiring staff with areas of expertise and competencies that match the priority areas.
- Developing a viable model for e-learning and blended learning courses. Setting criteria to select appropriate instructional design and modalities for optimal utilization and impact of web-based training.
- Making collaborative mechanisms work. To institutionalize partnerships, facilitate sharing of training resources and mobilize financial resources, collaboration is essential.
- Measuring quality of programmes and training resources. Quality redounds to excellence and needs to be effectively and convincingly measured, with particular challenges in evaluating impact of web-based courses.
- Attaining financial sustainability. Assured funding to ensure continuity and stability needed for short-term and long-term commitments.

11. The broad strategic directions indicated were:

- *More focus*, via concentration of efforts on the data requirements for the post-2015 development agenda; priorities expressed by member States through the Committee on Statistics; and the Asia-Pacific Regional Action Plan of the Global Strategy to Improve Agricultural and Rural Statistics (RAP); all while shifting to targeted (subregional and country) from regional training.

- *Effective coordination*, with the Institute leveraging its role as secretariat of the Network for the Coordination of Statistical Training in Asia and the Pacific to establish a system of training institute affiliates, certification of trainers through a training-of-trainers programme, and quality certification of training materials.
- *Efficiency and adaptability*, through better targeting and adapting the design of courses and materials following periodic training needs assessments in context of the work of the Network.

III. Reviewing the implementation of the plan

Summary

12. The review, which covers the years 2015-2017 and 2018 partially, can be summarized as follows:

- The number of courses delivered fell somewhat short of the target.
- Whereas the Strategic Plan noted (para. 8) that the Institute did not have the in-house capacity to deliver any training in the areas of environment statistics and modernizing statistical information systems during the 2010-2014 period, 6 and 12 courses in these respective areas were conducted between 2015 and 2018.
- The number of participants who successfully completed training courses exceeded the target on average, but fell short of the target in the years prior to 2018.
- The percentage of participants who evaluated face-to-face and blended courses as very useful for their work was on the target; the percentage for e-learning courses was below the target.
- The percentage of participants who reported much improved confidence in applying training received through face-to-face and blended courses in their job was on the target on average, but fluctuated considerably over time; the percentage for e-learning courses fell short of the target.

Key results and accomplishments

13. The Institute held 82 training courses¹², workshops and seminars during 1 January 2015 to 30 September 2018. These were attended by 4,216 participants from 93 countries. With the exception of e-learning courses, all courses were implemented in collaboration with national or international organizations, research institutes or universities. These courses were at basic and advanced levels, relating to economic, social, agricultural and environment statistics. The courses also covered subjects such as statistical methods, data collection and building business registers. After the adoption of the 2030 Agenda on Sustainable Development by the United Nations General Assembly in September 2015 and the subsequent entrusting of responsibility for the monitoring of SDGs and targets to national statistical systems, the focus of statistical training has changed towards compilation of SDG related global indicators.

¹² Training course “Theory and Practices in Official Statistics for Monitoring SDGs” in collaboration with Japan International Cooperation Agency (JICA) from 27 August to 8 December 2018 was also counted for the number of courses and participants.

Number of courses

14. The institute conducted 22 courses every year, including e-learning courses.
15. The Strategic Plan 2015-2019 established a results framework for the plan and the indicators to be used to measure achievement at the outcome and output level.
16. The Institute is expected to conduct 6 e-learning courses, 8 face-to-face courses and 8 blended courses¹³ every year. The number of e-learning courses conducted every year was less than the expected number during 2015 to 2017 due to lack of full complement of lecturers, however, the number reached the expected level in 2018. The number of face-to-face courses surpassed the expected number from 2015 to 2017 and will do so in 2018, including 8 courses planned during October to December 2018. On the other hand, the number of the blended courses has been lower than the expected every year. Therefore, the Institute conducted the expected number of all types of courses, except blended courses. Whereas the Strategic Plan noted that the Institute did not have the in-house capacity to deliver any training in the areas of environment statistics and modernizing statistical information systems during the 2010-2014 period, 6 and 12 courses in these respective areas were conducted between 2015 and 2018 (Annex Table 1).
17. Disaggregating the number of courses by the type, the Institute has to conduct at least 2 SIAP-JICA courses, 6 regional short courses, 10 subregional courses and 6 country courses every year. The number of SIAP-JICA courses and regional short courses reached the expected level every year. However, the number of subregional courses and country courses conducted was less than the expected number, except for the country courses conducted in the year 2015. There is need to conduct more subregional and country courses.

Table 1. Number of courses

Year	Expected number per year	2015	2016	2017	2018
Total	-	23	21	22	16
e-learning course	6	5	4	3	6
Face-to-face course	8	14	15	17	6
Blended course	8	4	2	2	4
Face-to-face/blended course	-	18	17	19	10
SIAP-JICA course	at least 2	2	2	3	2
Regional short course	6	10	11	13	5
Subregional course	10	0	2	2	2
Country course	6	6	2	1	1

Development of new e-learning and blended courses

18. The 2015-2019 Strategic Plan expected the number of e-learning and blended-learning courses should increase at a faster pace and therefore states that increase in number of e-learning and blended-learning courses should be monitored. The baseline for such courses is set at 2 courses every year and the target is at least 5 courses every year. Increase in number of e-learning and blended-learning courses was lower than the baseline in 2016 and 2017. It reached, however, the target in 2018 due to rapid

¹³ Face-to-face courses which include requirement of completion of e-learning course(s) in advance to make participants understand contents easily

development of e-learning courses during the year. It is necessary to keep the momentum for development of new e-learning courses and blended learning courses.

Table 2. Increase in number of courses

Year	Baseline ¹⁴	Target	2015	2016	2017	2018
Total	2	5	3	-3	-1	5
e-learning course	-	-	1	-1	-1	3
Blended course	-	-	2	-2	0	2

Delivery of e-learning courses by topic

19. Disaggregating the number of e-learning courses by topic indicates that the Institute had only two e-learning courses which were related to National Accounts during 2015 to 2017. A number of new e-learning courses have been developed and delivered in 2018.

Table 3. Number of e-learning courses

Topic	2015	2016	2017	2018
Total	5	4	3	6
Basic-level on SNA	2	2	1	-
Intermediate-level on SNA	2	2	1	-
System of Environmental-Economic Accounting (SEEA)	1	-	1	-
Integrated Economic Statistics to Support 2008 SNA Implementation	-	-	-	1
Price Statistics	-	-	-	1
Introduction to Official Statistics	-	-	-	3
Food Balance Sheet (FBS)	-	-	-	1

Face-to-face courses in collaboration with other organizations

20. Strengthening capacity of national statistical system to provide appropriate statistical training is one of the outcomes of the Strategic Plan. Availability to and utilization of training resources on statistics by not only statistical training institutions but also other providers of training on official statistics were planned to be increased. Thus, coordinated network, comprised of national training institutions, at the Institute affiliates for conduct of regional, subregional and country training was highlighted. The number of training courses delivered on a regular basis by focal points/centres of excellence under the institutionalized partnership with the Institute was supposed to be monitored and targeted as 5 per year in the plan. The number of topics for which training materials was developed collaboratively was also targeted as 2 topics per year in the plan. All face-to-face courses were implemented in collaboration with the other organizations, developing materials collaboratively. Table 4 indicates the number of courses by organization who co-organized regional short courses or subregional courses during the period of the plan. The number was larger than the target every year. With the development of the partnerships, training resources on statistics became available and useful.

¹⁴ Baseline values are generally derived from the corresponding 2010-2013 performance indicator values.

Table 4. Partners co-organizing regional short/sub-regional courses

Organization	2015	2016	2017	2018 ¹⁵
Total ¹⁶	10	13	15	14
ESCAP	1	1	4	2
RAP	3	6	5	4
FAO	2	2	1	2
CAPSA ¹⁷	-	1	-	-
ADB	1			
ECO ¹⁸	1			
ILO	1	-	1	1
PARIS21	2	2	3	2
SPC	-	-	1	
UNESCO	-	-	-	1
UNSD	1	2	1	2
WIEGO ¹⁹	1	-	1	-
World Bank	-	-	1	-
State statistical committee of Republic of Azerbaijan	-	-	1	-
National Bureau of Statistics, China	1	-	-	-
National Academy for Statistics Administration, India		1	-	-
BPS-Statistics, Indonesia	1	1	-	-
Statistics Centre of Iran, Islamic Republic of Iran	2	-	1	-
Ministry of Internal Affairs and Communications, Government of Japan	2	1	1	2
Department of Statistics, Malaysia	1	-	-	1
Statistics Korea, KOSTAT, Republic of Korea	2	3	2	3
GIZ ²⁰		1	-	-

21. Other than organizations in the Table 4, the Institute received contribution by resource persons or funding from Economic Commission for Africa (ECA), Economic Commission for Europe (ECE), IMF, United Nations Population Fund (UNFPA), UN Women, WHO, Eurostat, South Asian Association for Regional Cooperation (SAARC) as well as national or local governments, research institutes or universities in member States and non-member States for organizing training during the period of the plan.

22. Collaboration with FAO under the Global Strategy to Improve Rural and Agricultural Statistics continued. In the context of the Global Strategy, the Institute continued implementation of activities of the training component of RAP during the period of the plan. Table 5 shows the topics of training in collaboration with RAP. Training on sampling and training on CAPI were implemented three times respectively during the period of the plan while new topics are included every year.

¹⁵ Including the number of courses which is scheduled in 2018

¹⁶ Counted excluding duplication of co-organizers

¹⁷ Centre for Alleviation of Poverty through Sustainable Agriculture

¹⁸ Economic Cooperation Organization

¹⁹ Women in Informal Employment: Globalizing and Organizing

²⁰ Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH

Table 5. Organizations co-organizing regional short/subregional courses

Topic	2015	2016	2017	2018 ²¹
Total	3	6	5	4
Communication and advocacy	1	1		
Literacy	1			
Sampling	1	1		1
Compute Assisted Personal Interviewing (CAPI)	-	1	2	
Cost of production	-	1	1	1
Food balance sheet			1	
Post-harvest losses				1
Gender				1
Sustainable agriculture		1		
Training of trainers	-	1	1	

Number of participants

23. The Strategic Plan also sets targets for the number of participants of training courses. The total number of participants in various courses conducted by the Institute increased every year. The main contributing factor in the increase of participants is the increasing number of participants in e-learning courses. On the other hand, the number of participants in face-to-face/blended courses has decreased.

24. According to the Strategic Plan, the number of participants who successfully completed training courses (per year) should be monitored. The baseline number of participants in all SIAP courses is 515 and the target number is 1,000 every year. The number of participants surpassed the baseline every year, but was lower than the target during 2015 to 2017. The number of participants in Insitutue training programmes surpassed the target in the year 2018.

25. The rapid growth of participants is achieved through the delivery of a number of e-learning courses in 2018. The Strategic Plan states that the number of participants who avail of e-learning courses (per year) should be at least 100 (baseline) with the target of 500. The number of participants for e-learning courses surpassed the baseline every year, while it was lower than the target during 2015 to 2017, but surpassed the target in 2018.

26. The number of participants in face-to-face/blended courses has decreased over years. While the number of participants for the regional short courses has remained around 250, the total number of participants in subregional courses and country courses has been less than 100 every year. The Institute should increase its subregional and country courses and also should work out strategy to increase number of participants in each course.

²¹ Including the number of courses which is scheduled in 2018

Table 6. Number of participants

Year	Baseline	Target	2015	2016	2017	2018
Total	515	1,000	727	646	807	2,036
e-learning course	100	500	343	280	457	1,856
Face-to-face/blended course	-	-	384	366	350	180
SIAP-JICA course	-	-	49	48	47	40
Regional short course	-	-	244	225	261	92
Subregional course	-	-	0	57	31	35
Country course	-	-	91	36	11	13

27. In the Strategic Plan, to strengthen capacity of national statistical systems to provide appropriate statistical training, the number of participants who are certified as statistical trainers was targeted as 10 per year. The course for training-of-trainers was held twice in 2016 and 2017 and 24 persons attended these courses, thus surpassing the target. However, this training could not be conducted every year due to high cost.

Percentage of participants who evaluate the course as very useful for their work

28. The Strategic Plan established targets on “number of participants find the course very useful for their work”. The number of participants who evaluate the course as very useful for their work should be at the baseline of 40% and should have target of 60%. This percentage was around 50 percent²², higher than the baseline but lower than the target during the whole period 2015 to 2018.

29. Disaggregating the above percentage by modality of delivery of training, the percentage of participants reporting the course being very useful for their work for e-learning courses was between 40-58%, i.e. lower than the percentages reported by participants of face-to-face training courses, which was in the range of 59-82%. It seems that such low response for e-learning courses was due to being taken by large number of participants who are not possible working in the training area and also due to lack of adequate interaction with the teacher and other participants. This may also indicate need for better targets of participants of those courses and development of better e-learning materials.

30. Among face-to-face training programmes, the percentage of response from SIAP-JICA courses trainees stating it being “very useful” has shown decreasing trend over the period. On the other hand, the response from trainees of other courses reached higher percentage in 2018. It may be noted that the response for the year 2018 is based on only one SIAP-JICA course completed during the year. The other SIAP-JICA course is being conducted at present and would be completed by the first week of December 2018. In any case, it indicates that the usefulness to participants of SIAP-JICA courses was less compared to short regional and sub-regional courses in 2016, 2017 and specially 2018.

²² Because percentages of percentages of participants who evaluate the course as *very useful* for their work and participants who report much improved confidence in applying training received in their job were recalculated excluding no responses from denominators, they are not always the same as those in E/ESCAP/SIAP/FOC/1: “Report of the Director of the Statistical Institute for Asia and the Pacific for 2015-2017” distributed to members of FOC.

Table 7. Percentage of participants who evaluate the course as very useful for their work (%)

Year	Baseline	Target	2015	2016	2017	2018
Total	40	60	54	58	49	51
e-learning course	-	-	48	58	40	49
Face-to-face/blended course	-	-	59	59	60	84
SIAP-JICA course	-	-	60	53	55	29
Regional short course	-	-	56	57	62	90
Subregional course	-	-	-	76	51	94
Country course	-	-	69	60	-	-

31. Disaggregation of the percentage of participants by topic of the course indicates that the percentage of participants finding the course “very useful” was comparatively higher for courses on population and social statistics, modernizing national statistical system and enhancing multiplier effect and assuring quality than for courses on National Accounts and economic statistics. It should be noted that courses on National Accounts and economic statistics included large numbers of participants of e-learning courses.

32. All training courses on agriculture and rural statistics conducted by the Institute were taken up in accordance with the priority of RAP. The percentage of trainees reporting that the course was “very useful” has remained in the range of 55% to 58% during these years.

Table 8. Percentage of participants who evaluate the course as very useful for their work by topic (%)

Topic	2015	2016	2017	2018
Total	54	58	49	51
Fundamentals of official statistics	60	53	55	71
Population and social statistics	64	-	75	-
National Accounts and economic statistics	48	58	52	45
Agriculture and rural statistics	55	58	55	58
Environment statistics	-	47	33	95
Modernising national statistic systems	62	68	47	90
Enhancing multiplier effect and assuring quality	-	67	92	100
Country-specific courses	69	60	-	-

Percentage of participants who report much improved confidence in applying training received in their job

33. According to the Strategic Plan, the number of participants who report much improved confidence in applying training received in their job should be monitored. The baseline is 60% and the target is 70%. The percentage of participants indicating “improved confidence” was 72%, higher than the target in 2015 but dropped to 58%, lower than the baseline in 2016, and further dropped to around 45% in 2017 and 2018.

34. Disaggregating this percentage by modality of delivery of courses, it is observed that the percentage was lower for e-learning courses than for face-to-face courses. The percentage was substantially higher for face-to-face courses organized in 2018 at 87%. It may be noted that the substantial decline in this percentage has been due to the increasing number of e-learning courses.

35. Among face-to-face/blended courses, the percentage of participants indicating “higher confidence” for SIAP-JICA courses has been on a declining trend. On the other

hand, this percentage for face-to-face/blended courses reached the highest level, at 87%, in 2018.

Table 9. Percentage of participants who report much improved confidence in applying training received in their job (%)

Year	Baseline	Target	2015	2016	2017	2018
Total	60	70	72	58	44	45
e-learning course	-	-	-	48	34	42
Face-to-face/blended course	-	-	72	68	56	87
SIAP-JICA course	-	-	69	77	58	47
Regional short course	-	-	71	65	59	90
Subregional course	-	-	-	73	37	100
Country course	-	-	75	67	-	-

36. Disaggregation of the percentage of participants reporting “higher confidence in applying the training gained in their job” by topic indicates that these percentages were higher in population and social statistics, modernizing national statistical system and enhancing multiplier effect and assuring quality and lower in National Accounts and economic statistics and environment statistics.

37. The percentage of participants expressing “higher confidence in using training for their job” on topics relating to agricultural and rural statistics has increased in 2018 from 2017.

Table 10. Number of participants who report much improved confidence in applying training received in their job by topic (%)

Topic	2015	2016	2017	2018
Total	72	58	44	45
Fundamentals of official statistics	69	77	58	63
Population and social statistics	91	-	70	-
National Accounts and economic statistics	59	49	40	37
Agriculture and rural statistics	70	76	53	64
Environment statistics	-	58	35	100
Modernising national statistic systems	82	68	45	88
Enhancing multiplier effect and assuring quality	-	59	74	100
Country-specific courses	75	67	-	-

38. The training evaluation questions administered to participants were not always consistent across courses in terms of formulation and response scales, so the necessary care needs to be taken in interpreting the presented percentages as true indicators of achievement for usefulness and relevance.

Network of coordination of training

39. According to the Strategic Plan, engagement with stakeholders is to be monitored through participation of members of the Network for the Coordination of Statistical Training in Asia and the Pacific in the Workshops on Forging Partnerships. During the plan period, the Workshop on forging partnerships was held only once, in September 2018, with 24 participants- 10 member countries (77% of all member countries). Thus, the target of 80% of all members’ participation in the workshop could not be fully met.

40. The Strategic Plan encourages the Institute to facilitate the program of work of the Network. The Network established the following programme of work for 2016-2017, which was fully implemented during the period.

Table 11. Programme of work for 2016-2017 of the Network

<i>Outputs</i>	<i>Activities</i>	<i>Partners</i>	<i>Time frame</i>
1. Identified training gaps in understanding, measuring and monitoring SDGs	<ul style="list-style-type: none"> Members assess training needs on the Goals at the national level 	Bangladesh, India, Indonesia, Pakistan, the Philippines, Thailand	April to December 2016
2. Database of training resources compiled and accessed by Network members	<ul style="list-style-type: none"> Develop a concept note for a prototype for the database design 	World Bank, India, Japan, Malaysia, the Philippines, the Russian Federation	April 2016 to June 2017
	<ul style="list-style-type: none"> Create a beta version of the database of resources 		July to December 2017
	<ul style="list-style-type: none"> A task team reviews existing certification programme and formulates recommendations 	Bangladesh, Indonesia, the Islamic Republic of Iran, Malaysia, Pakistan	April to December 2016
3. Common curricula for priority statistical training on agricultural and rural statistics	<ul style="list-style-type: none"> Pilot testing of training needs assessment tools 	ADB, ESCAP, FAO, Lao People's Democratic Republic (pilot country), India, the Islamic Republic of Iran, Viet Nam	April to December 2016
	<ul style="list-style-type: none"> Development of training curricula for agricultural and rural statistics 		January to December 2017

41. The Network also established a program of work for 2018-2019, which includes the following outputs.

- Database of training resources compiled and accessed by Network members
- Training needs assessment conducted using the training needs assessment tool
- Identification of disparities in understanding about training activities, and measuring and monitoring the SDGs
- Development of common training curricula on agricultural and rural statistics.
- Increase national capacity to deliver training on basic economic statistics

42. The database for sharing training materials is being developed by the Government of Japan and is likely to be finalized in January 2019. Action on other items is being taken.

43. A training needs assessment on agricultural statistics was conducted during July to August 2018 and the results of the assessment were presented and discussed at the meeting of the Network in September 2018. The priorities identified during this

exercise would be used for planning training programmes specially during phase II of Global Strategy for Improvement of Agriculture and Rural statistics.

44. In the Strategic Plan, quality-certified training materials made available, accessible and utilized for regional, subregional and country training conducted by statistical training institutions is one of the priority outputs. The Institute is to develop and implement a system for quality certification of training materials. Members of the Network discussed issued related to accrediting courses on official statistics in the region in the meeting in September 2018. The Network was not in favor of accreditation of their courses by the Institute since they deliver training programmes depending on country demand, and level of participants. On the other hand, the Institute is also to develop and maintain an online platform (e-library) for sharing quality-certified training materials in the plan. As mentioned before, a database for sharing the training materials is being developed by the Government of Japan. Thereafter, the member Institutes of the Network would be requested to upload their training materials in this database for sharing.

45. Therefore, the above mentioned activities in collaboration with members of the Network during the period of the Strategic Plan contributed to strengthening engagement with stakeholders.

Excellence in organizational stewardship

46. The Strategic Plan points out that the Institute be staffed at required levels and expertise for providing, managing and leading regional training in Asia and the Pacific. The number of core staff of the Institute was targeted at 6 professionals and 3 supporting staff in the plan. The number of professionals was smaller than the target in 2015 and 2016, increased and surpassed the target in 2017, but became below target in 2018 based on compilation done in man month terms. The target was surpassed in 2017 due to hiring one P3 staff member on project post who remained on this post for half of 2017 and half of 2018. Supporting staff has surpassed the target since there has been increase of one post in 2015. To fulfil the targets in the plan, the number of professionals needs to be increased.

Table 12. Number of staff of SIAP

Year	Target	2015	2016	2017	2018
Professional staff	6	3.6	2.5	6.2	5.4
D1*	-	1	0.1	1	1
P5*	-	1	1.4	2	2
P4*	-	0	0	1	0.7
P3*	-	1.6	1	2.2	1.7
Supporting staff*	3	3.8	3.1	3.3	4

*Derived by dividing man months each year by total number of months

47. As the effective communication and advocacy strategy in place and implemented, number of calls for funding to Institute stakeholders by Director was targeted as 2 per year in the Strategic Plan. Increased funding request to the members of ESCAP was made in the session of the Governing Council in addition to follow up letters after a request is issued by ESCAP every year seeking support from member states of the Commission.

48. The Strategic Plan states that state-of-the-art training facilities and infrastructure and appropriate ICT equipment and facilities be provided by the host Government of Japan. These facilities have been provided by the Government of Japan. All equipments are being maintained. The learning platform, however, needs

upgrading meet present day requirements for the development and delivery of such training programmes.

Other Key Indicators

49. According to the Strategic Plan, the attendance rate of target participants for important meetings should be monitored. The Institute organizes two membership meetings for the Governing Council of the Institute and for the Network for the Coordination of Statistical Training in Asia and the Pacific. The attendance rate of participants for those meetings was higher than the target of 80% in all the years except in 2018. The information for 2018 is based on only one meeting of the Network for the Coordination of Statistical Training which was held in September 2018. The information on the session of the Governing Council shall be included later.

Table 13. Attendance rate in the meetings of target participants (%)

Year	Baseline	Target	2015	2016	2017	2018
Attendance rate of target participants (e.g., heads; senior-level managers) invited to events	-	80	100	81	81	77

50. Based on the Strategic Plan, the number of events where SIAP participated in as speaker should be monitored. Both the baseline and the target are 4. The actual number was higher than the target every year.

Table 14. Number of events where SIAP representative participate in as speaker

Year	Baseline	Target	2015	2016	2017	2018
Number of events where SIAP participated in as speaker (chair, presenter, discussant) (per year)	4	4	9	14	13	8

51. As a whole, most performance indicators in the Strategic Plan exceeded the baselines and reached the targets.

Lessons from implementing the plan

52. A number of observations need to be made with respect to the implementation of the plan, to be taken forward as lessons in formulating the 2020-2024 plan.

Filling vacant posts

53. The Institute had frequent, protracted and continuing periods of unfilled posts. During the period 1 January 2015 to date, the ten core staff posts were all filled simultaneously only between October 2017 and March 2018. For the remainder of that period, the times that at least two (and up to four) of the six professional level posts were unoccupied. Moreover, the project staff post for the implementation of the training component of RAP was only filled from July 2017 to June 2018. In order to achieve excellence in organizational stewardship, all vacant posts should be filled at the earliest.

Improving evaluations of e-learning courses

54. During 2020 to 2024, more e-learning courses will be developed. The evaluation of these courses have to be different from face-to-face training programmes.

Effectiveness of these courses will have to be measured from the point of view of the present posting of the participant who is taking the course and also his motivation. Therefore, appropriate questions will have to be included in the evaluation for such courses.

Development of subregional and country courses

55. During four years from 2015 to 2018, the institute conducted a few subregional courses and country courses but conducted large number of regional courses. There is a need to conduct more subregional and country courses so that the training may become more effective to meet the needs of the target audience. There is large demand for conduct of such training programmes in Central Asia, the Pacific countries and some other developing countries in the region. Thus, more training courses for those subregions and countries should be conducted during 2020 to 2024.

Remodelling SIAP-JICA courses

56. It has been noticed that percentage of participants of SIAP-JICA finding these courses “very useful for their work” has been declining. Further lesser number of participants has been reporting “much improved confidence in applying the training received in their job”. As has been noticed that the participants of these courses belong to diverse background and working in different field of work and therefore, have diverse training needs. There is a need to remodel SIAP-JICA courses by making these training programmes more specific and topic oriented than just running a general programmes of training on official statistics. Shortening of length of the training period may also improve the effectiveness of these training programmes as has been observed in short training programmes delivered by SIAP. SIAP-JICA courses should be revisited and remodelled to meet the emerging training needs of the member States.

Using training needs assessment

57. The first phase of RAP completed in 2018. Since the training needs assessment on agricultural statistics was implemented from July to August 2018, the result of the assessment will be useful as a reference to consideration of topics of training on agricultural statistics in the second phase of RAP.

58. At the meeting of the Network in September 2018, the subgroup of the Network on gender statistics training was established. Based on the terms of reference of the subgroup, training needs assessment on gender statistics will be discussed and implemented in 2019. The result of the assessment will be also useful for consideration of topics of training on gender statistics.

Developing a methodology for course evaluation

59. The number of indicators of achievement for which data was available for monitoring was limited, and largely confined to just one of the institutional goals, namely Excellence in Providing Training.

60. As for the methodology of evaluation, the share of the top category such as the percentage of participants who evaluate the course as very useful for their work and the percentage of participants who report much improved confidence in applying training received in their job does not adequately reflect the concerns of participants who did not find the course useful or did not find it helpful in improving their confidence. There is a need to develop better mechanism to evaluate the training programmes. The indices aggregating all categories will be an optional tool for evaluation. It is also necessary to follow up with the participants after a gap of six

months or one year to find out whether they have used the knowledge gained in the training programme in their work. Feedback from the heads of National Statistical Offices in terms of utility of the training programmes and aspect of improved performance of participants would be useful for regularly improving the content and delivery of training programmes.

Annex Table 1.**Trends in number of courses and participants by course: 1 January 2015 - 30 September 2018**

	2015	2016	2017	2018	Total
A. Number of training modality					
Total	23	21	22	16	82
Fundamentals of official statistics	2	2	3	5	12
Population and social statistics	1	–	1	–	2
National Accounts and economic statistics	7	6	6	3	22
Agricultural and rural statistics	3	4	4	3	14
Environment statistics	1	2	2	1	6
Modernising national statistical systems	3	4	3	2	12
Enhancing multiplier effect and assuring quality	–	1	2	1	4
Country-specific courses	6	2	1	1	10
B. Number of participants					
Total	727	646	807	2,036	4,216
Fundamentals of official statistics	49	48	47	389	533
Population and social statistics	22	–	25	–	47
National Accounts and economic statistics	325	314	323	1,441	2,403
Agricultural and rural statistics	69	89	91	127	376
Environment statistics	92	54	218	19	383
Modernising national statistical systems	79	81	68	40	268
Enhancing multiplier effect and assuring quality	–	24	24	7	55
Country-specific courses	91	36	11	13	151
C. Gender ratio (female participants per male participants)					
Total	1.03	1.13	1.43	1.59	1.37
Fundamentals of official statistics	0.75	0.85	0.74	2.16	1.66
Population and social statistics	1.20	–	1.50	–	1.35
National Accounts and economic statistics	1.36	1.83	1.86	1.52	1.58
Agricultural and rural statistics	0.57	0.93	1.17	1.49	1.05
Environment statistics	0.80	0.86	1.99	1.11	1.36
Modernising national statistical systems	0.46	0.59	0.74	1.35	0.66
Enhancing multiplier effect and assuring quality	–	0.41	0.50	0.17	0.41
Country-specific courses	1.68	0.50	0.57	0.44	1.04

**Annex Table 2. Number of participants in SIAP training courses by subregion and gender
1 January 2015 - 30 September 2018**

	2015			2016			2017			2018		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Training programmes and courses for official statistics												
Total	727	359	368	646	304	342	807	327	480	2036	786	1250
<i>ESCAP region</i>	693	335	358	596	276	320	750	295	455	1910	723	1186
East and North-East Asia	73	38	35	48	21	27	55	19	36	48	21	27
South-East Asia	267	112	155	271	86	185	421	138	283	1507	533	974
South and South-West Asia	261	133	128	141	99	42	130	77	53	163	94	69
North and Central Asia	41	24	17	51	26	25	82	35	47	96	41	55
Pacific	51	28	23	85	44	41	62	26	36	108	38	70
<i>Non-ESCAP region</i>	18	14	4	22	13	9	50	27	23	114	59	55
<i>Organizations</i>	16	10	6	28	15	13	7	5	2	-	-	-
Fundamentals of official statistics												
Total	49	28	21	48	26	22	47	27	20	389	123	266
<i>ESCAP region</i>	31	14	17	27	13	14	30	16	14	330	98	231
East and North-East Asia	4	2	2	2	-	2	0	-	-	16	6	10
South-East Asia	17	7	10	14	4	10	17	7	10	218	55	163
South and South-West Asia	7	4	3	5	5	-	2	1	1	37	23	14
North and Central Asia	-	-	-	1	1	-	6	4	2	26	10	16
Pacific	3	1	2	5	3	2	5	4	1	45	8	37
<i>Non-ESCAP region</i>	18	14	4	21	13	8	17	11	6	47	21	26
<i>Organizations</i>	-	-	-	-	-	-	-	-	-	-	-	-
Population and social statistics												
Total	22	10	12	-	-	-	25	10	15	-	-	-
<i>ESCAP region</i>	22	10	12	-	-	-	25	10	15	-	-	-
East and North-East Asia	4	1	3	-	-	-	3	1	2	-	-	-
South-East Asia	8	1	7	-	-	-	14	7	7	-	-	-
South and South-West Asia	8	6	2	-	-	-	4	-	4	-	-	-
North and Central Asia	-	-	-	-	-	-	-	-	-	-	-	-
Pacific	2	2	-	-	-	-	4	2	2	-	-	-
<i>Non-ESCAP region</i>	-	-	-	-	-	-	-	-	-	-	-	-
<i>Organizations</i>	-	-	-	-	-	-	-	-	-	-	-	-
National Accounts and economic statistics												
Total	325	138	187	314	111	203	322	113	210	1441	571	870
<i>ESCAP region</i>	321	138	183	313	111	202	321	112	209	1393	546	847
East and North-East Asia	34	13	21	39	18	21	15	4	11	24	12	12
South-East Asia	165	60	105	179	42	137	183	53	130	1190	444	746
South and South-West Asia	93	49	44	45	28	17	57	34	23	102	57	45
North and Central Asia	14	8	6	24	11	13	49	16	33	52	25	27
Pacific	15	8	7	26	12	14	17	5	12	25	8	17
<i>Non-ESCAP region</i>	-	-	-	1	-	1	1	1	-	48	25	23
<i>Organizations</i>	4	0	4	-	-	-	1	-	1	-	-	-

Annex Table 2. (continued)

	2015			2016			2017			2018		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Agricultural and rural statistics												
Total	69	44	25	89	46	43	91	42	49	127	51	76
<i>ESCAP region</i>	69	44	25	89	46	43	91	42	49	121	47	74
East and North-East Asia	5	1	4	1	-	1	9	2	7	4	1	3
South-East Asia	30	17	13	46	21	25	31	11	20	83	27	56
South and South-West Asia	26	20	6	27	19	8	25	17	8	10	5	5
North and Central Asia	2	2	-	2	2	-	2	2	-	8	3	5
Pacific	6	4	2	13	4	9	24	10	14	16	11	5
<i>Non-ESCAP region</i>	-	-	-	-	-	-	-	-	-	6	4	2
<i>Organizations</i>	-	-	-	-	-	-	-	-	-	-	-	-
Environment statistics												
Total	92	51	41	54	29	25	218	73	145	19	9	10
<i>ESCAP region</i>	87	47	40	54	29	25	197	65	132	19	9	10
East and North-East Asia	2	1	1	2	1	1	8	2	6	-	-	-
South-East Asia	28	17	11	12	8	4	149	45	104	-	-	-
South and South-West Asia	22	12	10	6	3	3	24	12	12	-	-	-
North and Central Asia	18	9	9	6	1	5	9	4	5	-	-	-
Pacific	17	8	9	28	16	12	7	2	5	19	9	10
<i>Non-ESCAP region</i>	-	-	-	-	-	-	21	8	13	-	-	-
<i>Organizations</i>	5	4	1	-	-	-	-	-	-	-	-	-
Modernising national statistical systems												
Total	79	54	25	81	51	30	68	39	29	40	17	23
<i>ESCAP region</i>	72	48	24	55	37	18	63	35	28	40	17	23
East and North-East Asia	14	12	2	1	-	1	17	9	8	4	2	2
South-East Asia	19	10	9	9	5	4	14	7	7	14	6	8
South and South-West Asia	24	16	8	27	22	5	11	7	4	9	4	5
North and Central Asia	7	5	2	17	10	7	16	9	7	10	3	7
Pacific	8	5	3	1	-	1	5	3	2	3	2	1
<i>Non-ESCAP region</i>	-	-	-	-	-	-	-	-	-	-	-	-
<i>Organizations</i>	7	6	1	26	14	12	5	4	1	-	-	-
Enhancing multiplier effect and assuring quality												
Total	-	-	-	24	17	7	24	16	8	7	6	1
<i>ESCAP region</i>	-	-	-	23	16	7	23	15	8	7	6	1
East and North-East Asia	-	-	-	3	2	1	3	1	2	-	-	-
South-East Asia	-	-	-	11	6	5	13	8	5	2	1	1
South and South-West Asia	-	-	-	8	7	1	7	6	1	5	5	-
North and Central Asia	-	-	-	1	1	-	-	-	-	-	-	-
Pacific	-	-	-	-	-	-	-	-	-	-	-	-
<i>Non-ESCAP region</i>	-	-	-	-	-	-	-	-	-	-	-	-
<i>Organizations</i>	-	-	-	1	1	-	1	1	0	-	-	-

Annex Table 2. (continued)

	2015			2016			2017			2018		
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female
Country-specific courses												
Total	91	34	57	36	24	12	11	7	4	13	9	4
<i>ESCAP region</i>	91	34	57	35	24	11	-	-	-	-	-	-
East and North-East Asia	10	8	2	-	-	-	-	-	-	-	-	-
South-East Asia	-	-	-	-	-	-	-	-	-	-	-	-
South and South-West Asia	81	26	55	23	15	8	-	-	-	-	-	-
North and Central Asia	-	-	-	-	-	-	-	-	-	-	-	-
Pacific	-	-	-	12	9	3	-	-	-	-	-	-
<i>Non-ESCAP region</i>	-	-	-	-	-	-	11	7	4	13	9	4
<i>Organizations</i>	-	-	-	1	-	1	-	-	-	-	-	-