
**TRAINING OF STATISTICIANS AT SELECT INTERNATIONAL ORGANIZATIONS:
A WORK IN PROGRESS**

Prepared by IMF

I. INTRODUCTION

1. During the 5th Meeting of the Committee for the Coordination of Statistical Activities (CCSA) held in New York on February 28, 2005, members agreed to assess the needs for, and review existing initiatives on, training of statisticians within international organizations. The IMF agreed to prepare a paper for discussion at the September 2005 CCSA meeting. This paper is the outcome of this undertaking; it has been informed by responses to a questionnaire (see Appendix I), which was sent to international organizations during the summer of 2005.

2. The paper should be seen as a first attempt to collect information on statistical training issues from a broad range of institutions. Lack of familiarity with the specific arrangements of each organization made it difficult to design a questionnaire that could generate a comprehensive set of qualitative and quantitative information uniformly among the organizations. Indeed, the task was equally as difficult for respondents in providing the requisite information in its entirety and on a timely basis. Nevertheless, the outcome provides a useful starting point on which to take the process forward. The results permit drawing some broad conclusions and a narrowing down of the core issues that may present the most fruitful areas for further work.

3. Broadly, the findings are that most of the international organizations which responded operate on small training budgets and have either no, or only small, access to external funding. English is, by far, the dominant training language, while computer training plays a part in overall statistical training. Organizations rank courses/seminars/conferences as a group the most important aspect of their training programs. In addition, other modes including outside training (e.g., at universities), internal mobility of staff, and e-training are used as well. Training at many organizations covers both internal programs (own staff) and external programs (country officials).

4. More specific data on the internal training programs were somewhat limited. It emerges that a number of organizations do not have adequate coverage of all the internal training offered for their staff, let alone those targeted at statisticians (for an example of training issues at the IMF, see Appendix II). Indeed, several organizations do not have centralized databases on training. Nonetheless, it is evident that training programs have grown significantly in size and coverage during the period 2000–05.

5. One surprising factor that emerged is that organizations have not used the full potential of the internet to disseminate internal training materials, and have yet to consolidate training materials in libraries or single depository areas. Only half of the reporting organizations use the internet for disseminating internal training materials, and a number of organizations still rely on pamphlets and visual aids. There is, therefore, significant room for international organizations to improve on their use of the internet and, in the process, enhance their sharing of training materials.

6. The demand for internal statistical training—a core issue of interest to the CCSA—is largely driven by changing mandates or new work projects. The need to upgrade staff skills is the next most important factor in generating such demand. Most organizations are not able to meet the demand for statistical training, generating training gaps, which reportedly were mainly due to limited budgets. Follow-up questions and responses on the nature of the training gaps indicate that such gaps are perceived to be small-to-medium, and while they have a small impact on the organizations' missions, the perception is that these gaps have a medium impact on statistical activities of some organizations.

7. The information available on external training programs gives rise to similar issues as those emerging from internal training programs. The external programs covered a relatively larger number of training activities and would appear to account for a greater share of training resources, perhaps, the main reason they also appear to have better statistical coverage. The external training programs grew fairly rapidly during 2000–05 and covered a broad range of countries, in some cases with regional emphasis. The internet potential has not been fully taken advantage of, and demand for training is generated mainly by new mandates and working projects, as well as by countries' needs for training/technical assistance.¹

8. The emerging issues with regard to external training entail mainly better coordination in providing training and technical assistance to countries and avoiding duplication of efforts, while enhancing the complementarity of support to the countries. These efforts need to be pursued both at the international and regional levels and would strongly benefit from availability of training manuals and other materials in other languages.

9. The remainder of the paper is organized as follows. Chapter II covers the broad characteristics of training programs at various organizations, combining relevant information on all types of training activities. Chapter III is the core part of the paper, covering the original area of interest to the CCSA on the characteristics of internal training programs, including information on the demand for training and some suggested approaches. Chapter IV covers the external training programs, and Chapter V provides the major conclusions of the paper. Appendix I includes the questionnaire and some issues on the limitations of this approach. Appendix II provides details of statistical training at the IMF. Appendix III provides a listing of the IMF's external training courses during 2003 and 2004, including at the regional training centers. Appendix IV provides a suggested template for compiling data on external training. Appendix V provides a list of training contacts at a number of organizations.

¹ Technical assistance usually requires a certain amount of training to enhance its effectiveness.

II. GENERAL CHARACTERISTICS OF STATISTICAL TRAINING PROGRAMS

10. Of the 14 organizations which responded to the questionnaire, three were regional organizations. The majority of responding organizations specialize in macroeconomic statistics, while sociodemographic statistics is a close second, and environmental statistics is the focus of a few (Table 1). Details on further breakdown of the organizations' statistical specialization within the specific groups are not available, although this information, including the titles and content of specific training courses, may prove to be useful for purposes of sharing training materials among international organizations and avoiding duplicative training efforts.

11. Most organizations' budgets for statistical training are within the range of US\$0-1 million, and one organization reported a budget falling between US\$1-3 million. A number of organizations have no access to external budget resources, while a handful have a small access to external resources and only one organization has access to large external resources. The size of internal and external resources currently available for training in statistics could imply that, barring a major change, proposed reforms in this area should not entail large expenditures; rather, focusing on marginal changes, including organizational reforms, could have a significant impact on realizing the desired outcome.

12. English is the dominant training language. For internal training, French is the second most common training language, followed by Spanish and Russian. For external training, English is followed somewhat closely by Spanish and French in that order. Portuguese is a distant fourth, while four other languages of instruction, namely, Arabic, Chinese, Italian, and Russian were mentioned.²

13. An important aspect of statistical training is the inclusion of computer courses in programs. Comments from various organizations indicate that this feature is important because of the need to familiarize the trainees with software packages, which form an integral part of data compilation and dissemination.

14. The questionnaire solicited the views of participating organizations on their ranking in importance of type of training programs. Courses, seminars, conferences (as a group) was ranked number one by most organizations. This validated the subsequent more detailed information requested on this type of training program in the rest of the questionnaire as discussed in some detail below. Outside training entailing collaboration with universities and

² The scope for these other languages may be significant, given the regional focus of some of the external training programs. Some comments highlighted that availability of training manuals, including their translation in other languages, could be a significant way forward in several outreach training programs. There may be a scope to expand training in other languages, resources permitting.

Table 1. Key Aspects of Training
Programs in Statistics for Select International Organizations ¹
(Number of Organizations)

Respondents to survey	14							
Of which: Regional organizations	3							
Statistical specialization	Macroeconomic		Sociodemographic			Environmental		
	10		7			3		
Training budget size (millions of U.S. dollars)	(0-1)		(1-3)			(over 3)		
	10		--			1		
Access to external budget resources	None		Small		Medium		Large	
	4		4		--		1	
Training languages ²	English	Spanish	French	Portuguese	Arabic	Chinese	Italian	Russian
Internal training	4	1	2	--	--	--	--	1
External training	12	8	7	2	1	1	1	1
Training topics include computer Training ³	8							
Order of importance of programs	Courses/seminars/conferences		Outside training ⁴		Internal mobility ⁵		Other ⁶	
Rank #1	9		--		1		1	
Rank #2	--		6		1		--	
Rank #3	--		--		--		3	
Rank #4	--		--		2		--	

¹ There were similar questions for internal and external training; the only major difference in responses was with regard to training languages.

² Some organizations reported using more than one language.

³ Computer training, mostly in software packages, as part of an overall statistical training program.

⁴ Mostly in conjunction with universities and, in some cases, consulting firms.

⁵ Internal mobility of staff within organizations.

⁶ Among the activities mentioned were country visits and distance/website training.

consulting firms came in a somewhat close second. No major follow-up to this mode of training was undertaken in the questionnaire, but it may well be an important area for further exploration. Internal mobility may be best left for each organization to explore further, but there may be some potential to investigate further the use of distance learning in conjunction with better utilization of the internet potential for overall training activities (see more details below).

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III. THE INTERNAL TRAINING PROGRAMS

18. Responses to the questionnaire indicate that the scope of the data coverage on internal training programs is limited, in part because a number of organizations do not identify specifically what component of their training program is targeted at statisticians. Another reason is that many organizations are decentralized and there is no central control unit to compile organization-wide data on training. Finally, a number of organizations observed that

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due to the unclear definition of training, a number of internal training initiatives are not quantified, let alone recorded, to give the full extent of the efforts involved.

A. Specifics of the Internal Training Programs

19. The scope and coverage of internal training programs expanded rapidly during 2000-05, with an increase in the training events of some 78 percent, while the targeted staff more than doubled (Table 2). The most common training activity entailed courses, which started with a sizeable base—26 events in 2000—and expanded by 42 percent through 2005.

20. The courses had a relatively smaller average number of participants and tended to last longer—in some cases up to 60 days. Therefore, they likely had the greatest impact in reaching the target group of staff. Seminars with internal speakers were the second most common mode of training. The seminars carried somewhat larger audiences and were shorter than courses. Seminars with outside speakers and, to an even lesser extent, conferences/symposiums, were the least common modes of training. Seminars with outside speakers carried somewhat larger audiences and were conducted over a shorter period than seminars with internal speakers.

21. The objectives of the internal training were more generally balanced between general training and upgrading of specific skills. Organizations remained vigilant in seeking feedback on the training programs, relying relatively more on on-site evaluations and, to a lesser extent, combining this approach with follow-up surveys.

B. Access to Training Materials

22. Access to internal training materials does not appear to be well-facilitated since only half of the reporting organizations placed the materials on the internal website and only one on the external website. Thus, a sizable number of organizations have yet to take full advantage of the internet to distribute or store training materials (Table 3). A number of organizations still use only pamphlets and visual aids for distributing training materials. Very few of the reporting organizations indicated that they have consolidated libraries or depositories for training materials, and only a few indicated that they share their training materials with other international organizations.

C. Demand for Training

23. Respondents attributed the demand for training mainly to new work projects and changing mandates for their organizations. To a lesser extent, the demand is also driven by internal organizations' needs to upgrade the skills of their staff. New work projects are linked to internal efforts to adapt to changing circumstances, whereas changing mandates reflect external forces that are internalized when member countries redefine the organizations' missions. The two factors may indeed be interlinked as new mandates are likely to lead to new work projects. Moreover, they are both in turn partly related to emerging forces unleashed by globalization and the information revolution, which have contributed to the substantial growth in the speed of access and requirements for information.

Table 2. Internal Training by Selected International Organization, 2000–05^{1, 2}

	2000	2001	2002	2003	2004	2005 ³
Number of conferences/symposiums with mostly external speakers	--	--	1	1	5	12
Average duration (days)	--	--	3	1	1	1
Number of seminars with outside speakers	10	10	14	14	15	11
Minimum-maximum duration (days)	½-1	½-1	½-1	½-5	½-1	½-1
Minimum-maximum number of participants	10-32	10-32	10-40	10-33	17-33	10-33
Number of seminars with internal speakers	10	9	15	17	25	22
Minimum-maximum duration (days)	½-3	½-3	½-4	1-4	½-4	½-4
Minimum-maximum number of participants	10-20	10-20	10-30	11-21	10-30	10-30
Number of courses (one or more lecturers)	26	29	36	30	28	37
Average duration (days)	½-3	½-3	½-60	½-60	1-60	½-60
Average number of participants	8-20	8-20	5-20	4-32	5-20	8-20
Total number of conferences/seminars/courses	46	48	66	62	81	82
Total number of staff trained	569	594	953	810	833	1,154
(Number of Organizations)						
Objective:						
Number of courses/seminars aimed at						
General training	4	4	4	4	4	4
Upgrading specific skills	2	2	5	6	4	6
Post-evaluation of training						
On-site	4	4	7	7	6	7
Follow-up survey	3	3	6	6	5	6
	2	2	3	3	3	3

¹ Calendar year.

² Data reporting not uniform across organizations and over time.

³ Projections. May underestimate figures as some organizations reported data through July 2005.

Table 3. Internal Training Demand and Other Factors at Selected International Organizations
(Number of Organizations)

Respondents to survey	8
Of which: regional organizations	...
Training materials available on:	
Internal website	4
External website	1
Other formats ¹	3
Consolidated library/depository	3
Shared with other international organizations	1
Demand for training generated by:	
Changing mandates	1
New work projects	3
Membership ²	1
Upgrading staff skills	2
Demand assessed via:	
Focus groups	3
Surveys	3
Other ³	1
Able to meet demand:	
Yes	2
No	5
Budget as a constraint to training	5

¹ Pamphlets and visual aids.

² Limited national capacity and demand for technical assistance.

³ Including Human Resources Department and the number of course applications.

24. Organizations assess the demand for training mainly via surveys, while use of focus groups and other sources—mainly human resources groups, as well as the number of course applications—also play a role. More than 60 percent of respondents reported that their organizations were not able to meet the training demand, and an equally large group of organizations reported budgetary concerns as a major constraint to training.

25. Views on the nature of the training gap (the excess demand for training) vary across the organizations (Table 4). The responses were quite limited and, on the whole, appear to suggest that the gap ranges from small to medium, that it has a small-to-medium impact on the organizations' missions, but a medium impact on the organizations' statistical missions. Organizations, however, appear somewhat tentative or skeptical about the effect of internal/external effort or the need for international cooperation to address the training gap.

Table 4. Internal Statistical Training Gap¹ for Selected International Organizations
(Number of Organizations)

	Low/Small	Medium	High/Large	NA
Size of training gap	3	2	--	3
Impact of gap on organization's mission	3	2	--	3
Impact of gap on organization's statistical mission	--	4	--	4
Likelihood gap can be met via internal effort	3	3	--	2
Likelihood gap can be met via external effort	1	2	--	5
Need for international cooperation to fill gap	1	3	1	3

¹ The gap is measured in terms of excess demand for training.

D. Some Suggested Approaches

26. A part of the questionnaire requested organizations to provide suggestions to improve training for statisticians. In response, a number of proposals were made by respondents with regard to internal training programs as follows:

- Increase training by international organizations, provide secondments for external experience, and encourage mutual visits among organizations;
- Introduce three-month internships and improve coordination of bilateral training and promote exchanges among central banks and national statistical offices;
- Take advantage of groups such as the Working Group on Training created by the Statistical Conference of the Americas in June 2005;
- Provide more resources for training, including in-house group training, which should also cover management training for senior professionals;
- Improve reporting by country and networking such as the statistical data and metadata exchange (SDMX);
- Develop a high-standard electronic platform for sharing programs and training materials;
- CCSA should take an active role in formulating a plan for cooperation;
- CCSA representatives could participate in training programs of other international organizations;

- Develop more standard manuals for data production;
- Provide more focused training materials supported by more resources and an appropriate mechanism for effective follow-up;
- Create focus groups in each organization to promote internal training;
- Create a network of people responsible for statistical training in international organizations;
- Create a critical mass for establishing agreements with universities and research institutes for e-learning opportunities; and
- Create a group to address the issue of mobility across international organizations.

IV. THE EXTERNAL TRAINING PROGRAMS

27. Data coverage for the external training programs was significantly better than for internal programs and indicate that the former provide relatively more training events and reached more people. It would appear that organizations put more resources or are able to account better for such resources with external training.

A. Specifics of the Training Programs

28. Overall, external training programs experienced a substantial growth over the period through 2005 (Table 5). Training events almost doubled over the period, while the number of people benefiting from training increased two-fold. The dominant type of training activity appears to have been the structured courses, which had the most events over the period and tended to last the longest; thus, these courses may have had the greatest impact on the targeted audience. Seminars were the next most active form of training in terms of events, but on the whole had a shorter duration in terms of the number of days covered. As indicated by some respondents, conferences and symposiums are used sparingly, but they can, and tend to reach out to larger audiences mainly made up of senior policymakers and also tend to be short—not exceeding one day.

29. The outreach of external training programs is quite extensive judging by the number of regions and countries that have been covered. The average number of countries covered by training per participating organization grew by about 20 percent between 2000 and 2005, but does not fully reflect the actual expansion in country coverage. Allowing for the fact that the number of organizations which undertook training in countries increased from six in 2000 to 10 during 2004–05, the total number of countries covered (some with multiple training programs) increased rather substantially.

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31. Access to the external training programs was mostly by invitation, providing adequate targeting of groups of officials already known to the sponsoring organizations. Admission by competitive application process was an alternative mode, which apparently has been expanded since 2004. The objective of training was mostly to upgrade specific skills or build capacity, and is consistent with the selective access procedures. To a lesser extent, organizations also pursued objectives of providing general training—virtually all of the conferences and symposia were geared to this endeavor.

32. Post-evaluation of training programs played an important role in virtually all reporting organizations. The preferred mode was on-site evaluation, but follow-up surveys have been quite important in some cases, complementing the on-site evaluation. This may be an indication that feedback is an important feature to designing and implementing training activities.

B. Access to Training Materials

33. As in the case of internal training, access to external training material could be enhanced with better use of the internet both for dissemination purposes and for purposes of managing centralized databases effectively (Table 6).

C. Demand for Training

34. Demand for external training is driven mainly by new work projects, changing mandates of the organizations, and to a lesser extent the needs of member countries for training of their officials.

35. Organizations assess the demand for training mainly via surveys and to a limited extent, focus groups. Only a few organizations meet the training demand; most are unable to meet the demand mainly because of training budget constraints. The resulting training gap is considered to be small-to-medium and while it has a small impact on the organizations' missions, it is perceived to have a generally medium impact on the organizations' statistical missions (Table 7). Generally, respondents felt that additional internal/external efforts (perhaps more resources) could help to address the gap but were not optimistic about the role of international cooperation in addressing the gap.

Table 6. External Statistics Training Demand and Other Factors at Selected International Organizations

(Number of Organizations)

Respondents to survey	14
Of which: regional organizations	3
Training materials available on:	
Internal website	4
External website	5
Other formats ¹	8
Consolidated library/depository	2
Shared with other international organizations	5
Demand for training generated by:	
Changing mandates	4
New work projects	5
Workload	1
Membership ²	2
Demand assessed via:	
Focus groups	2
Surveys	9
Other ³	2
Able to meet demand:	
Yes	4
No	9
Budget as a constraint to training	11

¹ Pamphlets and visual aids.

² Limited national capacity and demand for technical assistance.

³ Including Human Resources Department, an interagency task force, and the number of course applications.

Table 7. External Statistical Training Gap¹ for Selected International Organizations
(Number of Organizations)

	Low/Small	Medium	High/Large
Size of training gap	3	3	2
Impact of gap on organization's mission	4	1	1
Impact of gap on organization's statistical mission	1	5	--
Likelihood gap can be met via internal effort	4	3	1
Likelihood gap can be met via external effort	2	4	--
Need for international cooperation to fill gap	3	1	

¹ The gap is measured in terms of excess demand for training.

D. Some Suggested Approaches

36. In response to the questionnaire, the following suggestions were made to address issues with respect to external training:

- Promote regional training centers—proximity to clients and common language facilitate greater outreach;
- Involve National Statistical Offices' experts in training sessions as trainers; they could then turn around and train local staff;
- Recognize that some programs will yield results in the long run and that one-shot exercises may not solve the problem. Thus, planning and implementation horizons should also focus on the medium-to-long run; and
- Develop joint e-learning facilities for international statisticians.

V. CONCLUSIONS

37. The issues arising from the material covered in this paper are exploratory and provide a starting point to evaluate internal training (and, generally, apply equally to external training) for statisticians in participating international organizations. These organizations have provided useful information to support this exercise; however, in order to successfully consolidate this effort, there is a need to agree on some statistical format/template (see Appendix IV) for compiling and disseminating some basic and comparable data on training by the relevant organizations.

38. Judging from the responses to the questionnaire on this exercise, there are some emerging issues which will need to be addressed carefully by the various organizations in order to respond more meaningfully to future questionnaires. First, it would be beneficial if those organizations which do not compile comprehensive data on training for statisticians would initiate such an exercise. This may require, among other things, properly classifying statistical training activities so that they can be identified as such. Second, there is a need for managers to link up with the training practitioners in order for these two usually separate groups to provide appropriately coordinated responses that can benefit the CCSA follow-up action.

39. The major issues emerging from the analysis of partial information available on training is that international organizations operate on rather limited training budgets. An aggressive campaign to mobilize resources for training, desirable as it is, is likely to yield benefits over time and, in the meantime, concurrent efforts must be made to maximize the effectiveness of available resources. Given the rather limited use of the internet and sharing of information and training materials, these are obvious areas that need to be addressed consistent also with the suggestions made by a number of respondents.

40. The CCSA needs to play an active role again as suggested by some respondents and could start off by reaping the “low-hanging fruits” in the form of the above lists of recommendations by respondents.

Questionnaire on Statistical Training Among International Organizations

The attached questionnaire was used to solicit information about training for statisticians at international organizations that are represented in the CCSA. The design of the questionnaire was based on objectives to explore and gather what was considered relevant information on statistical training from a diverse number of institutions.

Responses to the questionnaires, including several e-mail exchanges and telephone conversations, point to two emerging problems. First, many organizations have decentralized training activities and do not maintain centralized databases on overall training, let alone on statistical training. While progress has been made over time to enable more organizations to provide some data, further efforts are needed, including appropriate sectorization to obtain data on statistical training, if comparable data are to be available more broadly. It emerged that efforts to agree on a template for the desirable data on statistical training may be a good starting point to encourage common data compilation and dissemination among the relevant international organizations.

The second problem emerged from the questionnaire's attempt to generate qualitative data on training, as well as qualitative information on certain strategic organizational issues relating to the demand for training and the broader training issues. In the event, a number of responses to questionnaires suggest that strategic managers needed to work with training units to formulate more balanced and nuanced responses to the questionnaire. CCSA members may also need to play an active role in guiding respondents if the CCSA is to receive informed responses to the central question it wishes to address.

Table 1. External Training for Statisticians**Name of Organization:**

Training contact:

Name:

Title:

Email address:

Fax number:

Telephone number:

Statistical specialization

(Please circle or indicate relevant fields)

Macroeconomics

[BOP / Govt. Fin. Statistics / National Accounts

Labor / Monetary Statistics / Prices

External debt / Other ()]

Socio-demographics

[agriculture / food / education / health / population

other ()]

Environment

[land / oil / water / air / space /

chemical / other ()]

Training in statistics

Goal: (please specify)

Budget for external training

Size of budget (in millions of U.S. dollars)

(a) 0-1

(b) 1-3

(c) over 3

Budget--external resources available? None small medium large

Languages: Please indicate major languages used in training

Subjects: Please indicate main topics covered in training

Are computer courses (e.g., statistical packages) a major component?

Type: (please rank in order of emphasis)

Courses/seminars/conferences

Internal mobility programs

Outside training (e.g., exchange and university programs)

Other (please specify)

Incentives: (please indicate what applies)

Mandatory

Linked to promotion

Other (please specify)

Training materials:

Available on internal website?

Available on external website? (please provide link)

Available in other format, e.g., pamphlets, visual aids? (please provide list of inventory)

Available in consolidated library/depository?

Shared with other international organizations?

Demand for training

(Please elaborate more on the demand issues in no more than one page.)

Key training demand factors at your organization

(e.g., changing mandates, new work project, membership)

How is the demand assessed? (e.g., via focus groups, surveys)

Are you able to meet the demand?

If not, is (a) training gap (i) small (ii) medium (iii) large?

(b) the impact of gap on your organization's mission (i) small (ii) medium (iii) large?

(c) the impact of gap on the organization's statistical work (i) small (ii) medium (iii) large?

(d) the likelihood the gap can be met via internal effort (i) low (ii) medium (iii) high?

(e) the likelihood the gap can be met externally (i) low (ii) medium (iii) high?
which organizations could help?

(f) the need for multinational cooperation to fill gap (i) low (ii) medium (iii) high?

Key constraints to training

(e.g., budget, mid-career recruitment)

Means to improve training

Ways through which to improve training

Practices your organization would want to promote as best practice

Opportunities for international cooperation

Role of CCSA in facilitating training

Table 2: Internal Training for Statisticians**Name of Organization:**

Training contact:

Name:

Title:

Email address:

Fax number:

Telephone number:

Statistical specialization

(Please circle or indicate relevant fields)

Macroeconomics

[BOP / Govt. Fin. Statistics / National Accounts

Labor / Monetary Statistics / Prices

External debt / Other ()]

Socio-demographics

[agriculture / food / education / health / population

other ()]

Environment

[land / oil / water / air / space /

chemical / other ()]

Training in statistics

Goal:

(please specify)

Budget for internal training

Size of budget (in millions of U.S. dollars)

(a) 0-1

(b) 1-3

(c) over 3

Budget--external resources available? None small medium large

Languages: Please indicate major languages used in training

Subjects: Please indicate main topics covered in training

Are computer courses (e.g., statistical packages) a major component?

Type: (please rank in order of emphasis)

Courses/seminars/conferences

Internal mobility programs

Outside training (e.g., exchange and university programs)

Other (please specify)

Incentives: (please indicate what applies)

Mandatory

Linked to promotion

Other (please specify)

Training materials :

Available on internal website?

Available on external website? (please provide link)

Available in other format, e.g., pamphlets, visual aids? (please provide list of inventory)

Available in consolidated library/depository?

Shared with other international organizations?

Demand for training

(Please elaborate more on the demand issues in no more than one page.)

Key training demand factors at your organization

(e.g., changing mandates, new work project, membership)

How is the demand assessed? (e.g., via focus groups, surveys)

Are you able to meet the demand?

If not, is (a) training gap (i) small (ii) medium (iii) large?

(b) the impact of gap on your organization's mission (i) small (ii) medium (iii) large?

(c) the impact of gap on the organization's statistical work (i) small (ii) medium (iii) large?

(d) the likelihood the gap can be met via internal effort (i) low (ii) medium (iii) high?

(e) the likelihood the gap can be met externally (i) low (ii) medium (iii) high?
which organizations could help?

(f) the need for multinational cooperation to fill gap (i) low (ii) medium (iii) high?

Key constraints to training

(e.g., budget, mid-career recruitment)

Means to improve training

Ways through which to improve training

Practices your organization would want to promote as best practice

Opportunities for international cooperation

Role of CCSA in facilitating training

Table 3: External Training 2000-05 1/

Name of Organization:	2000	2001	2002	2003	2004	2005*
Number of conferences/symposiums with mostly external speakers						
Average duration						
Number of seminars with mostly participant papers/discussants						
Average duration						
Number of structured courses with one or more lectures and/or homework						
Average duration						
One of how many in series?						
(0 if not applicable)						
Total number of participants in courses and seminars						
Total conferences/seminars/courses						
Average number of participants						
Number of countries of participants						
of which:						
Africa (except North Africa)						
Asia						
Europe						
Middle East/North Africa						
North and South America						
Target audience (seminars/courses only)						
Participants						
By invitation						
By competitive application process						
Objective						
No. of courses/seminars on general training						
No. of courses/seminars designed to upgrade specific skills and build capacity						
upgrade specific skills and build capacity						
Post evaluation of course seminar (Yes/No)						
On-site						
Follow-up survey						

1/ Calendar year

(*) Projection

Table 4: Internal Training 2000-05 1/

Name of Organization:	2000	2001	2002	2003	2004	2005*
Number of conferences/symposiums with mostly external speakers						
Average duration						
Number of seminars with outside speakers						
Average duration						
Average number of participants						
Number of seminars with internal speakers						
Average duration						
Average number of participants						
Number of courses (one or more lecturers)						
Average duration						
Average number of participants						
One of how many in series?						
(0 if not applicable)						
Total number of conferences/seminars/courses						
Total number of staff trained						
Objective:						
No. of courses/seminars aimed at						
General training						
Upgrading specific skills						
Post evaluation of training						
On-site						
Follow-up survey						

1/ Calendar year

() Projection*

INTERNAL STATISTICAL TRAINING AT THE IMF

The IMF (Fund) has been undertaking considerable efforts to provide training to its staff mainly through its Internal Economics Training Program of the IMF Institute (INS), including several seminars with considerable statistics content. The Fund has also instituted other training arrangements to strengthen careers at the organization and contribute to greater efficiency and effectiveness of the staff at different career levels. To supplement these efforts, the Statistics Department (STA), which has been undertaking many informal activities mostly at the divisional level to provide statistical training, recently began to make more formal approaches to strengthen its internal training program.

I. INSTITUTIONWIDE TRAINING EFFORTS

The Fund, through the INS, provides several seminars, with both outside and inside (staff) speakers targeted mainly at its economists and research assistants/officers. The seminars with outside speakers include a significant number of econometric applications and other economic topics with a significant amount of statistical content or applications. These seminar series are conducted mostly by well-established experts, mainly from academia. The seminars conducted by staff provide an opportunity for INS to collaborate with other departments to cover topics more directly linked to ongoing Fund activities. All the seminars are organized with long lead-time (usually six months to a year) and are well-advertised to permit most staff to attend. The series are video taped and the materials are available in the Staff Development Center of the Human Resources Department (HRD), where there are accessible to all staff.

HRD also organizes training on technology courses, which cover several computer applications and packages designed to equip staff with the requisite skills to handle information and data-based activities of the organization. These courses are a must for economists and research assistants/officers in the organization. Arrangements are also made, usually in conjunction with Technology and General Service Department (TGS), to provide technical assistance or training with specialized statistical (mostly econometric) packages to allow staff to perform their duties effectively. Recently, HRD launched a new e-learning professional development program, which provides a broader access to training material and which facilitates training by fitting it better into individual work schedules.

The Fund through HRD provides staff with opportunities to undertake external assignments (in some cases with full pay or via exchange programs) to other international and national organizations to upgrade their skills and acquire outside experience. Arrangements are also available for staff to undertake short-term courses or pursue academic qualification at various universities through four individual study programs (ISP). For example, the ISP III provides for 75 percent of the tuition to be reimbursed to staff who successfully complete eligible course work.

Through HRD, the Fund also promotes internal mobility of staff through the temporary assignment program (TAP). Participation in the TAP provides an opportunity to staff to work in other departments, which enriches their experience by exposing them to different day-to-day tasks and new managers. Staff from the economist and research assistants/officers career streams are the major beneficiaries from these arrangements.

The Fund provides management and career development training programs through the HRD. A series of courses, seminars, and programs, including a management development center, are at the disposal of staff to assist them to develop and practice effective management skills. Staff at managerial positions throughout the Fund are beneficiaries to these activities.

II. TRAINING OFFERED BY THE STATISTICS DEPARTMENT

For a number of years, the Statistics Department (STA) has been providing on the job training in an informal way, mainly through the divisions, to its economists/research assistants/officers. The training has entailed seminars/courses to new and existing staff to provide hands on experience among other things, with methodological manuals and compilation guides. Other informal seminars have been organized to exchange information on ongoing projects within certain sector divisions.

Recently STA launched a series of seminars on statistical topics jointly with INS, While the seminars were ostensibly targeted mainly to the rest of the Fund staff, STA staff, including new staff, are benefiting from these series, considering also that seminars presentations are piloted within the department before they are introduced to the main target groups.

STA has also launched three separate focus groups, including two targeted at economists and research assistants/officers to help spearhead a demand-driven internal training program. The focus groups have already started canvassing their respective categories of staff and have followed up with a compilation of a list of training activities. Such activities include a regular seminar series that fall into two distinct groups comprising (a) formal seminars to be conducted during office hours with a view to focus on formal training in methodological, data compilation, and dissemination; and (b) informal seminars aimed at providing a forum to exchange information about ongoing activities, including research papers.

Once the demand-driven exercise is well established, STA management will evaluate the training program in line with the strategic direction of the department, and establish skills requirements that are necessary for the department to remain effective. This exercise will inform a new top-down approach to training. However, this approach will also depend crucially on the overall institutional direction particularly, important considerations on the fungibility and therefore internal mobility of staff within the entire organization.

STA Courses Through the IMF Institute Training Program, CY03-04

Year	Course Location ¹	Course Number	Course ID	Begin Date	End Date	Course Title	
2003	BT	03.03	EDS	5/12/2003	5/23/2003	External Debt Statistics	
	BT	03.06	FSI	10/6/2003	10/10/2003	Financial Soundness Indicators	
	BT	03.08	MFS	10/27/2003	11/14/2003	Monetary and Financial Statistics	
	CT	03.04	GFS	9/15/2003	9/26/2003	Government Finance Statistics	
	CT	03.01	MFS	11/24/2003	12/12/2003	Monetary and Financial Statistics	
	HQ	03.02	GFS	3/3/2003	4/11/2003	Government Finance Statistics	
	HQ	03.03	BPS	3/17/2003	4/25/2003	Balance of Payments Statistics	
	HQ	03.14	MFS	10/6/2003	11/7/2003	Monetary and Financial Statistics	
	IT	03.401	INS-STA	11/21/2003	11/21/2003	The Environment and Its Implications for the Fund ²	
	JA	03.09	FSI	11/17/2003	11/21/2003	Financial Soundness Indicators	
	JV	03.09	FSI	4/22/2003	4/25/2003	Financial Soundness Indicators	
	JV	03.15	QNA	7/7/2003	7/18/2003	Quarterly National Accounts Statistics	
	JV	03.16	BPS	7/14/2003	8/1/2003	Balance of Payments Statistics	
	JV	03.18	MFS	8/11/2003	8/29/2003	Monetary and Financial Statistics	
	RT	03.04	PRS	4/27/2003	5/8/2003	The Construction and Analysis of Price Indices	
	RT	03.07	MFS	8/31/2003	9/16/2003	Monetary and Financial Statistics	
	ST	03.21	EDS	9/22/2003	10/3/2003	External Debt Statistics	
	ST	03.27	PRS	12/1/2003	12/12/2003	Price Statistics	
	2004	BT	04.05	NAS	6/14/2004	6/25/2004	Quarterly National Accounts Statistics
		BT	04.07	GFS	11/1/2004	11/12/2004	Government Finance Statistics
CT		04.06	QNA	9/13/2004	9/24/2004	Quarterly National Accounts	
HQ		04.02	GFS	3/8/2004	4/16/2004	Government Finance Statistics	
HQ		04.03	BPS	3/15/2004	4/23/2004	Balance of Payments Statistics	
HQ		04.13	MFS	10/12/2004	11/5/2004	Monetary and Financial Statistics	
HQ		04.15	QNA	10/25/2004	11/19/2004	National Accounts Statistics	
JA		04.02	BPS	2/9/2004	2/27/2004	Balance of Payments Statistics	

STA Courses Through the IMF Institute Training Program, CY03-04

Year	Course Location ¹	Course Number	Course ID	Begin Date	End Date	Course Title
	JA	04.09	GFS	11/1/2004	11/19/2004	Government Finance Statistics
	JA	04.11	MFS	12/6/2004	12/10/2004	Monetary and Financial Statistics: Compilation and Reporting
	JV	04.07	GFS	5/3/2004	5/21/2004	Government Finance Statistics
	JV	04.14	EDS	7/12/2004	7/23/2004	External Debt Statistics
	JV	04.17	MFS	8/9/2004	8/27/2004	Monetary and Financial Statistics
	JV	04.19	MFS	9/6/2004	9/10/2004	Monetary and Financial Statistics: Compilation and Reporting Issues
	RT	04.01	GFS	1/11/2004	1/29/2004	Government Finance Statistics
	RT	04.06	FSI	4/25/2004	4/29/2004	Financial Soundness Indicators
	RT	04.11	NAS	9/5/2004	9/16/2004	National Accounts Statistics
	ST	04.06	MFS	3/15/2004	4/2/2004	Monetary and Financial Statistics
	ST	04.12	BPS	5/31/2004	6/18/2004	Balance of Payments Statistics and International Investment Position
	ST	04.14	FSI	7/5/2004	7/9/2004	Financial Soundness Indicators

Source: IMF Institute (INSAV), PATS System

Run Date: August 26, 2005.

¹ Abbreviations refer to the following course types: Joint Regional Training Center for Latin America, Brasilia (BT), Joint China-IMF Training Program (CT), IMF Institute, Washington D.C. (HQ), Internal Economics Training Program-IMF, Washington D.C. (IT), Joint Africa Institute (JA), Joint Vienna Institute (JV), IMF-AMF Regional Training Program (RT), and IMF-Singapore Regional Training Institute (ST).

² IT 03.401 was taught through the Internal Economics Training Program for IMF staff, all other courses were for external participants.

Internal Statistical Training (Year) ¹**Name of Organization:**

Number of conferences/symposiums with mostly external speakers

Average duration (in days)

Average number of participants

Number of seminars with outside speakers

Average duration (in days)

Average number of participants

Number of seminars with internal speakers

Average duration (in days)

Average number of participants

Number of courses (one or more lecturers)

Average duration (in days)

Average number of participants

One of how many in series?

(0 if not applicable)

Total number of conferences/seminars/courses

Total number of staff trained

Objective:

No. of courses/seminars aimed at

General training

Upgrading specific skills

Post evaluation of training

On-site

Follow-up survey

1/ Calendar year

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