Statistical Training: Doing it for 45 years. Now What?

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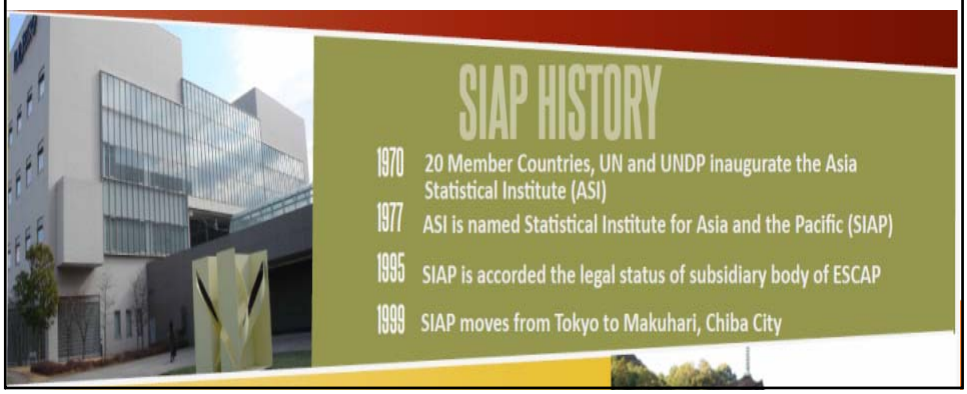
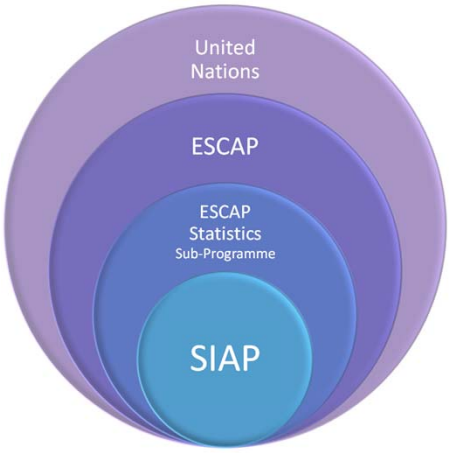
UNITED NATIONS
siap
Statistical Institute for Asia and the Pacific



Our Operating Environment

- Location: Chiba, Japan
- Regional institution of ESCAP
  - Governance:
    - Reports to Commission
    - Committee on Statistics (Regional Programmes)
    - Governing Council
    - Governments
  - National Statistical Training Institutes
  - Universities
- Programme of work is aligned with the statistics subprogramme
  - Statistics Division
  - Other divisions
  - Sub-regional offices
- United Nations- post-2015
  - UNSC and other Commissions
  - UN Agencies



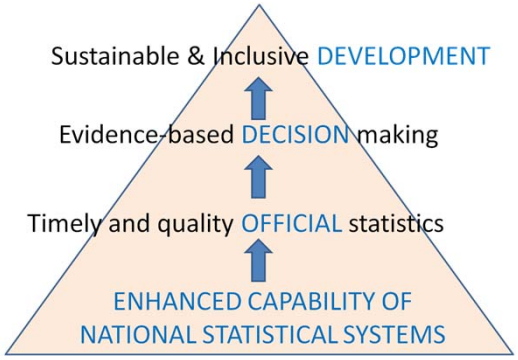
Our Mission

•To strengthen, through practically oriented training of official statisticians, the capability of the developing member and associate member States and economies in transition of the region to collect, analyze and disseminate statistics as well as to produce timely and high quality statistics that can be utilized for economic and social development planning

&

•To assist those developing members and associate members and economies in transition in establishing or strengthening their statistical training capability and other related activities

- **The 'What'**
  - A. Strengthen capability in executing statistical business process
  - B. Assist in establishing or strengthening statistical training capability and other related activities
- **The 'Who'**
  - A. Official statisticians
  - B. Statistical training institutions
- **The 'How'**
  - A. Practically oriented training: Learner-centred
  - B. Training-of-Trainers; collaboration



The "WHY"

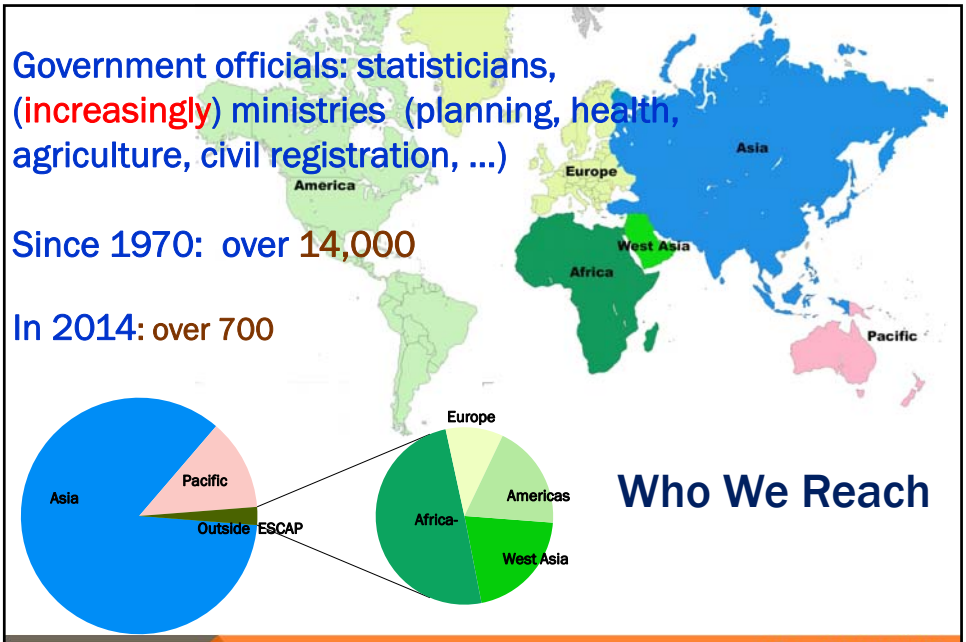
Mission Result: Enhanced capability of NSSs to provide timely and quality official statistics in support of evidence-based decision making for (sustainable and inclusive) development

Why and What We Do

Government officials: statisticians, (increasingly) ministries (planning, health, agriculture, civil registration, …)

Since 1970: over 14,000

In 2014: over 700



Who We Reach

Financial Resources

Cash Contributions

Voluntary contributions from ESCAP member and associate member States:
- Host Government Japan: the lion's share (average of 80% over the last 5 years)

Special Projects: Global Strategy-Agriculture & Rural Statistics (2013-2017)

Host Government Japan:
- Staff offices, training facilities, ICT systems and full-time support staff

JICA: Fellowships to participants of SIAP-JICA residential courses

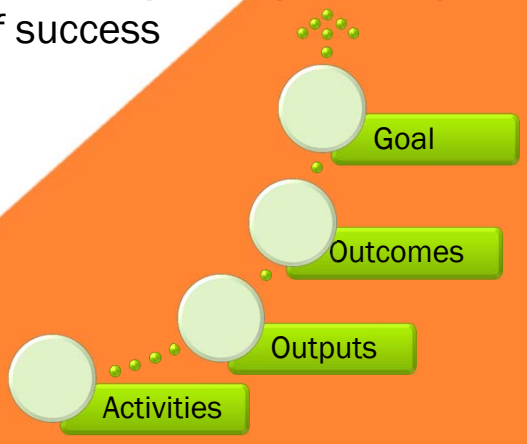
In-kind Contributions

ESCAP member States:
- Cost sharing collaborations (resource persons, training facilities, supplies and staff support, accommodation and meals for participants)

United Nations agencies, international organizations, and other partners:
- resource persons, funding to support participation, training facilities etc.

Results-Based Planning & Programming

- Indicators of success

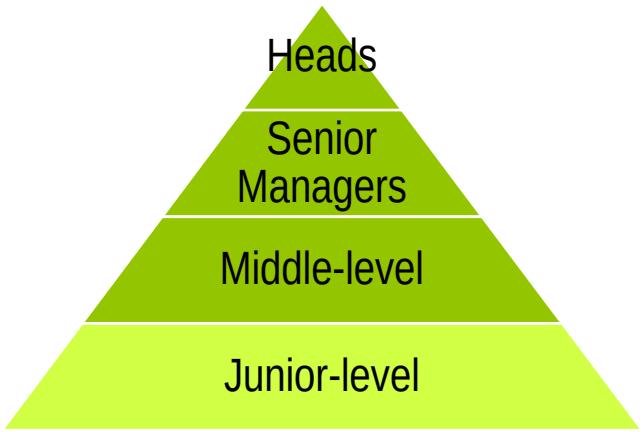


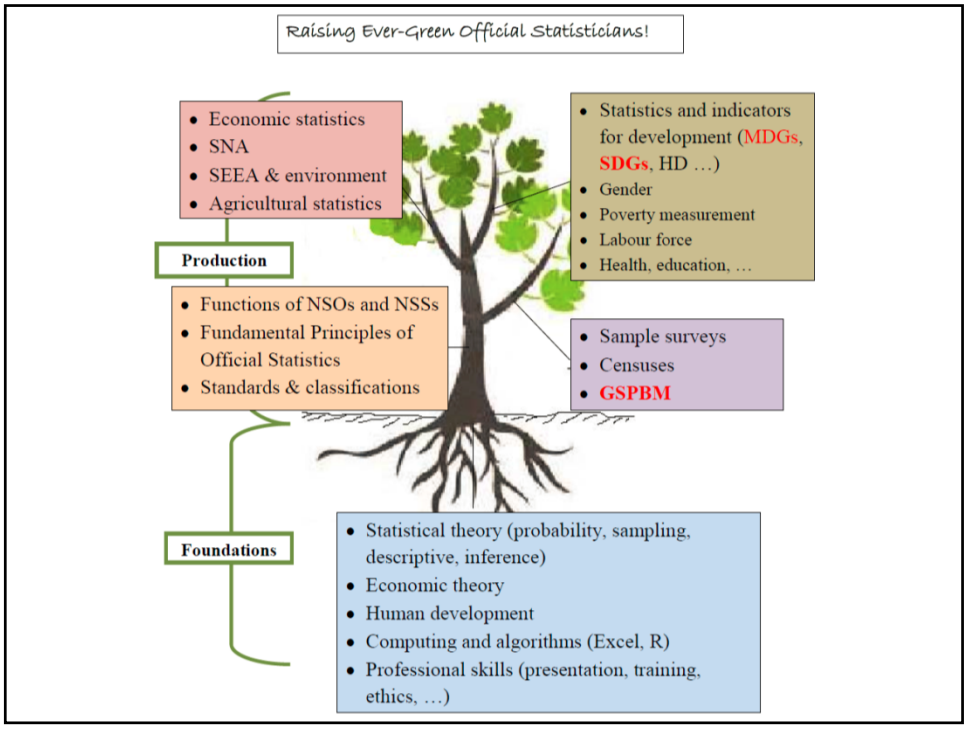
COMPONENTS OF WORK PROGRAMME

Component One. Core training programmes/courses

- SIAP-JICA Residential Courses: junior and middle-level statisticians
- Regional and sub-regional courses on specific domains
  - Statistical areas
  - Advanced methodologies and ICT applications
- On-demand country courses
- Research-based training
- Effective and leadership and management
  - Management seminar series for heads of NSOs
  - Workshop series on statistical quality management and FPOS

TRAINING COURSES/WORKSHOPS & MANAGEMENT FORUMS





COMPONENTS OF WORK PROGRAMME

Component One. Training resources development

- Training-of-trainers certification
- Database of experts
- Assessing training needs
- Measurement of impact of training
- Training materials development

COMPONENTS OF WORK PROGRAMME

Component Two. Training component of the *Global Strategy to Improve Agricultural and Rural Statistics*

COMPONENTS OF WORK PROGRAMME

Component Three. Coordination of statistical training and capacity development in Asia and the Pacific

- Workshop series on forging partnerships in statistical training
- Secretariat of the *Network for the Coordination of Statistical Training in Asia and the Pacific*
- Database on statistical training and capacity-building initiatives

Challenges & Strategies

Three Main Challenges

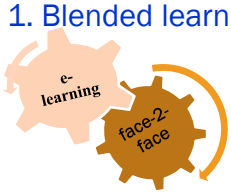
- Increasing training capacity of national institutions
- Evaluating the impact of training
- Maximizing the use of available resources to respond to high demand for training

Strategies

- Expanding and strengthening partnerships
- Accelerating deployment of e-learning courses
- System for certifying trainers and training programmes
- Improving measurement of the impact of training

Paradigm Shift: Technology-based Learning

1. Blended learning

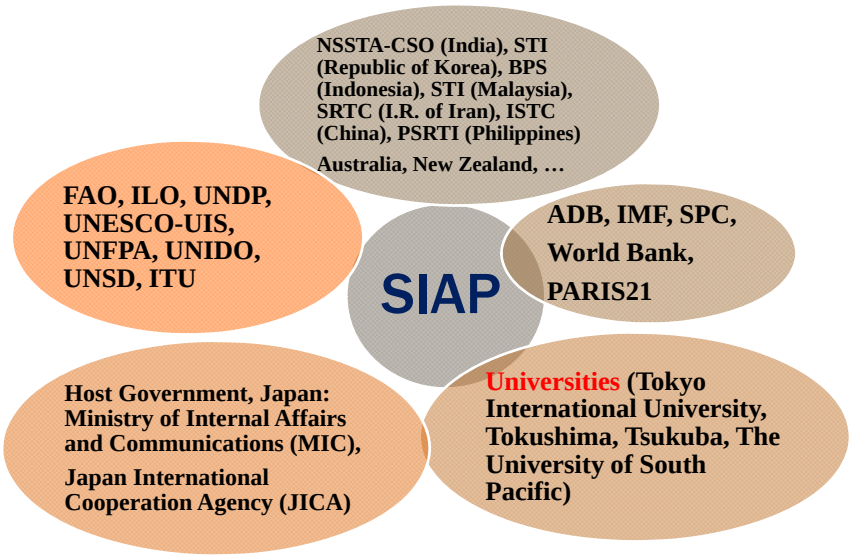


2. On-line course

3. Open on-line courses

4. On-line, on-demand selection tool

Strengthening and expanding partnerships



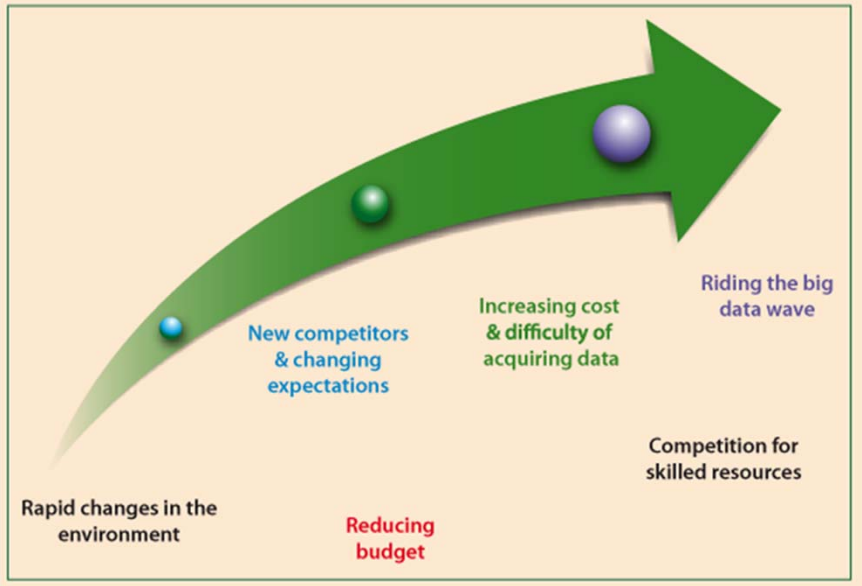
Statistical Training in Aid of Joining the Data Revolution

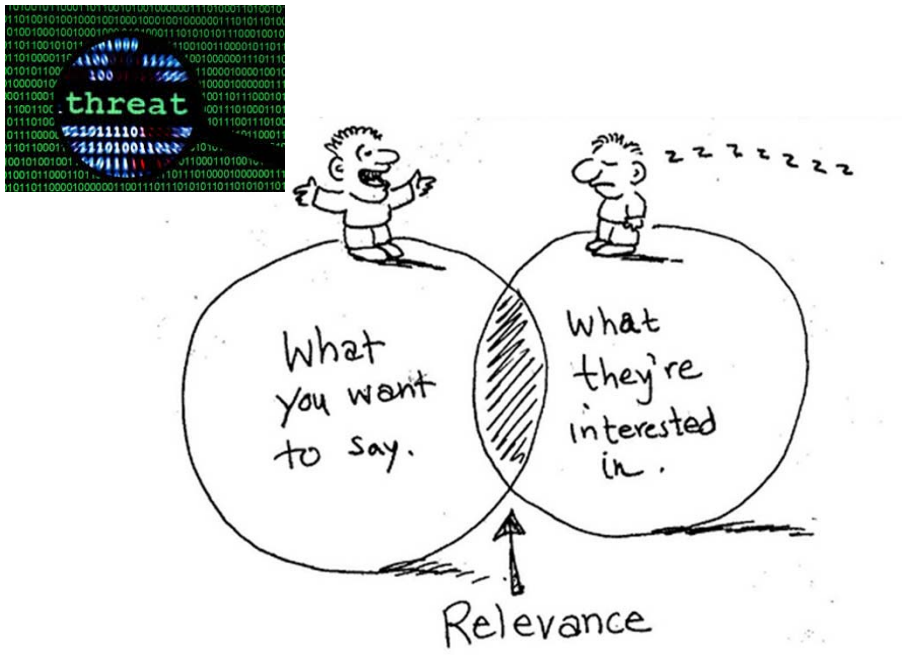
2015
TIME FOR
GLOBAL ACTION
FOR PEOPLE AND PLANET

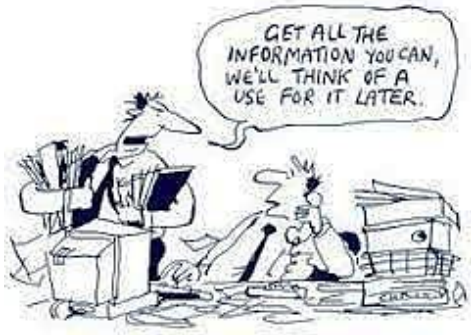
SDGs

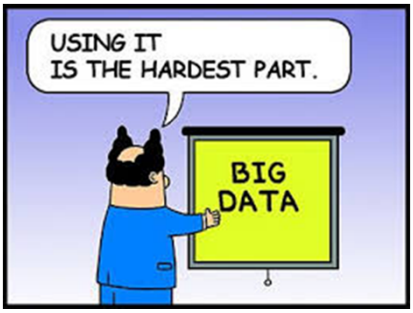
Figure 1

Challenges facing statistical organisations




threat
What you want to say.
What they're interested in.
Relevance


GET ALL THE INFORMATION YOU CAN, WE'LL THINK OF A USE FOR IT LATER.


USING IT IS THE HARDEST PART.
BIG DATA

4.4MILLION
data scientists
needed by 2015

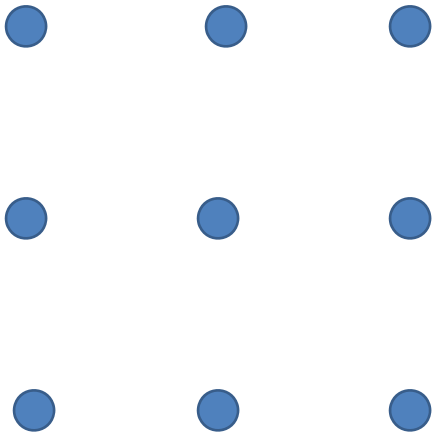
Why should we care?

In the context of the data revolution …

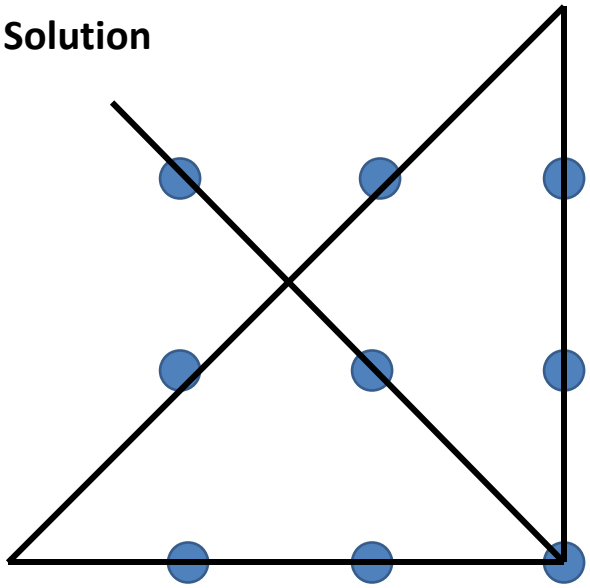
Which (new) ones?

Basics, always …

Connect these 9 dots with 4 straight lines, without lifting the pen from the paper or going back on yourself



Solution



Seven Trends*

- Technology-based learning
- Informal learning
- Customized learning and learner control
- Continuous learning
- Learning and development through teamwork
- Stretch assignments and learning agility
- "The New Experts"

*Tarique, Ibraiz. 2014. Seven trends in Corporate Training and Development. Pearson Education, Inc.

HarvardX

edX

UDACITY

About OpenupEd

With OpenupEd we aim at opening up education for you with an offer that reflects European values such as ...

coursera

OPEN 2 STUDY

HOME FREE SUBJECTS

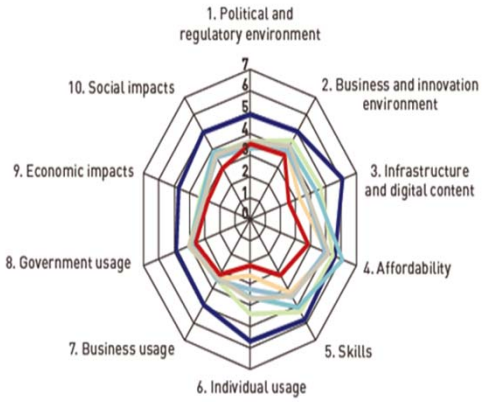
Future Learn

The year of a sTaT.OS.moOC?

Technology-based Learning, Yes.
BUT … The Challenge

INEQUALITIES IN ACCESS TO AND USE OF ICT SERVICES*

- Advanced economies
- Southern, Central and Eastern European Countries
- Commonwealth of Independent States and Mongolia
- Developing Asia
- Latin America and the Caribbean
- Middle East and North Africa
- Sub-Saharan Africa

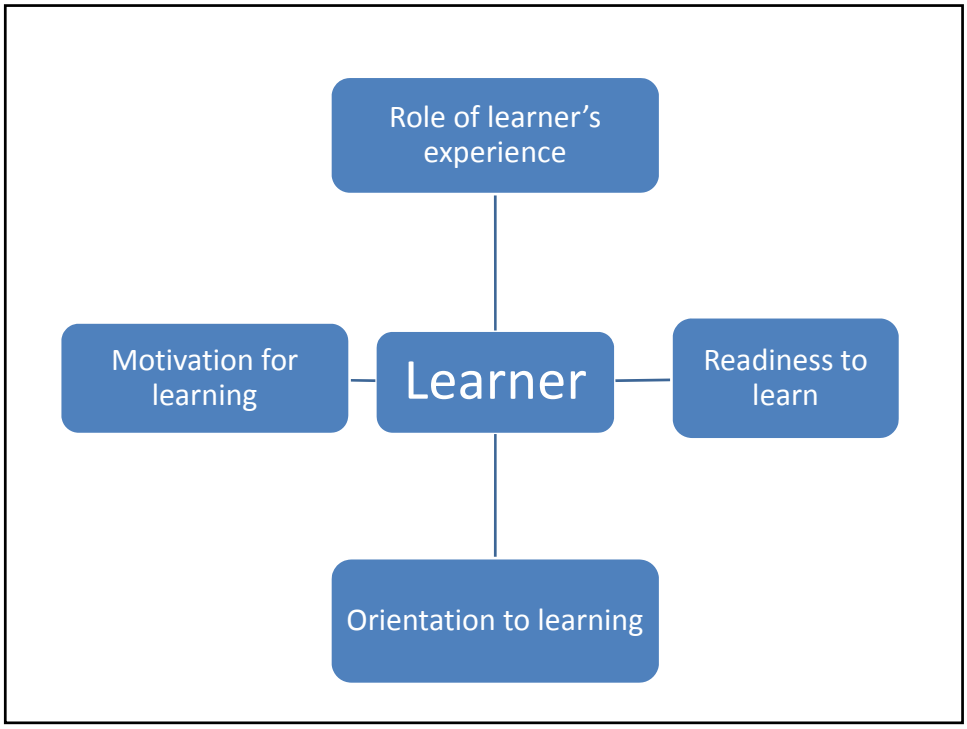


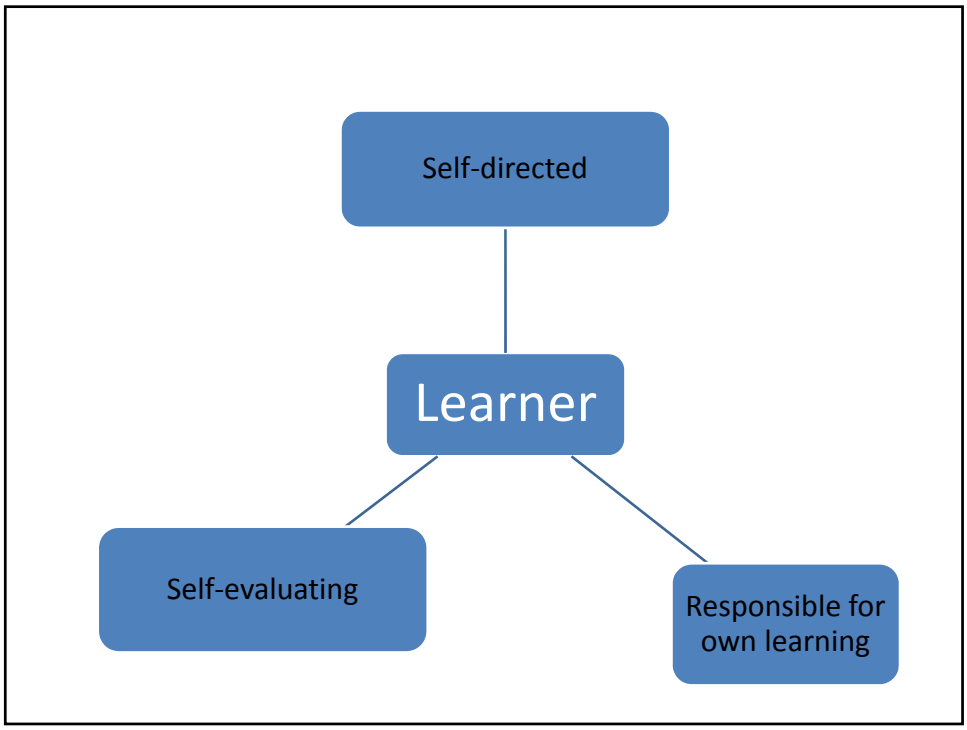
** Regional score averages based on the Global Information Technology Report 2013, by the World Economic Forum*

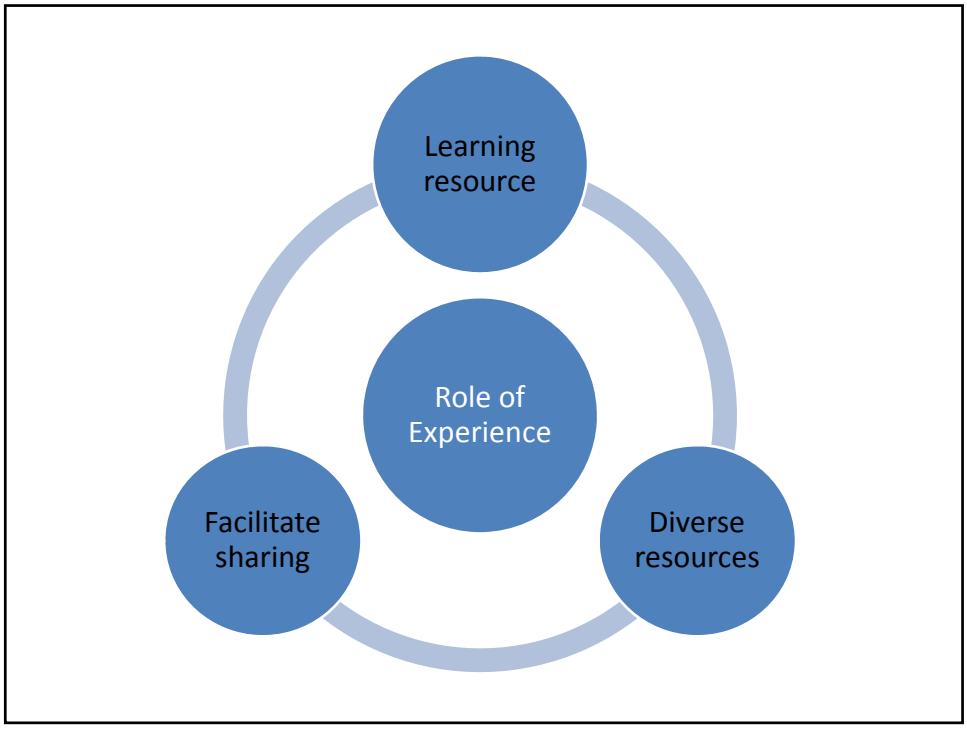
Technology-based Learning, Yes.
BUT … The Challenge– does the recipient institution embrace

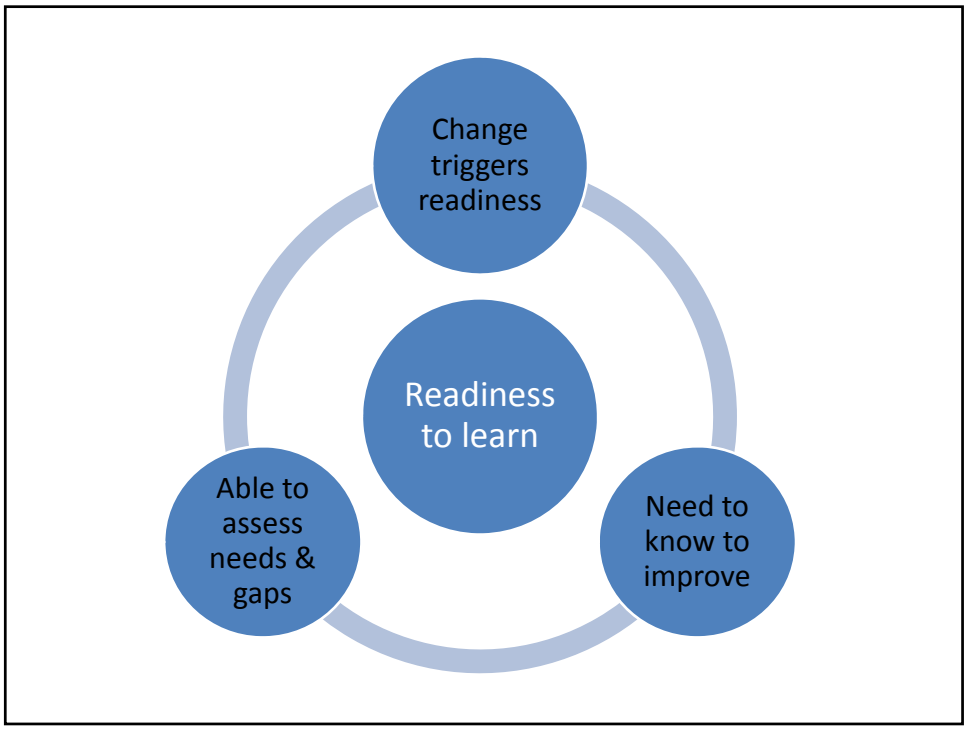
Training Approach?

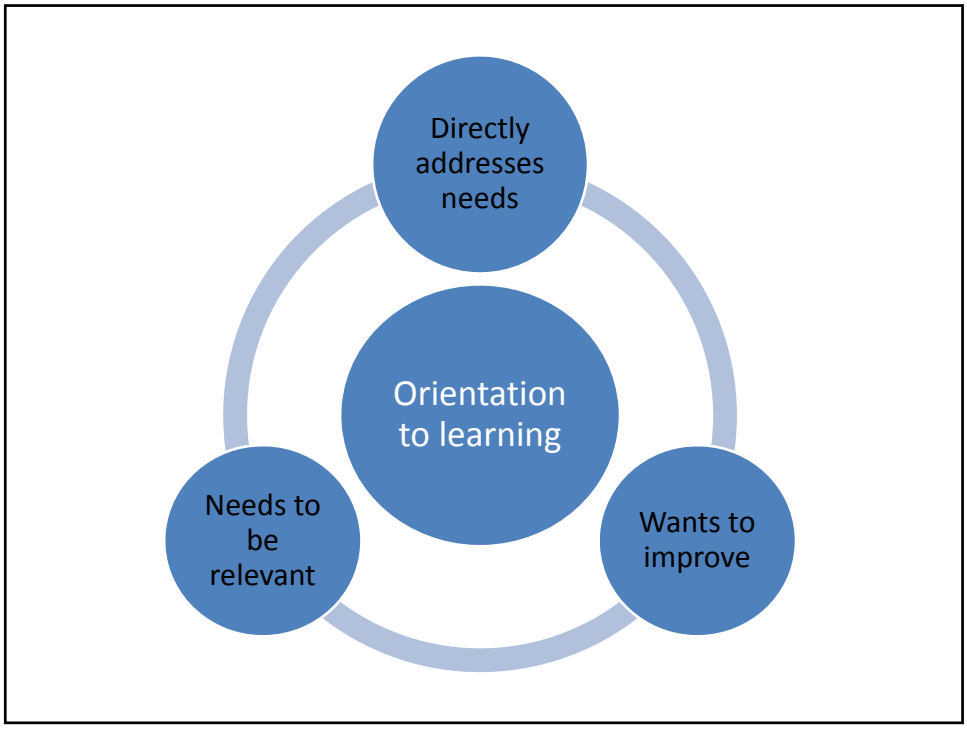
Learner-Centred

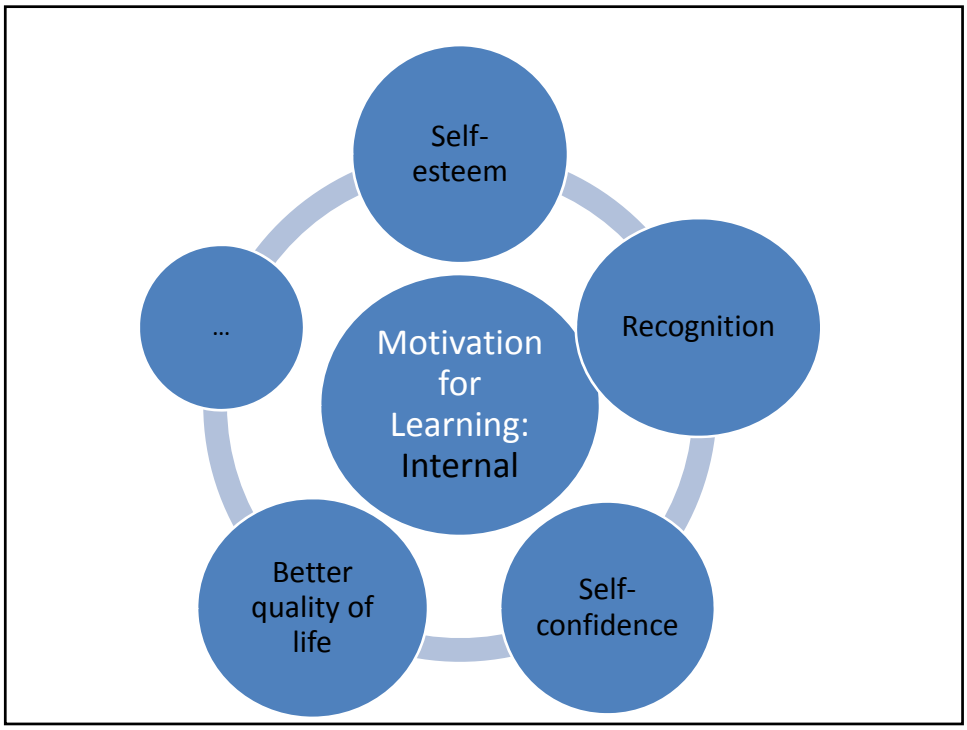

Role of learner's experience
Motivation for learning
Learner
Readiness to learn
Orientation to learning


Self-directed
Learner
Self-evaluating
Responsible for own learning

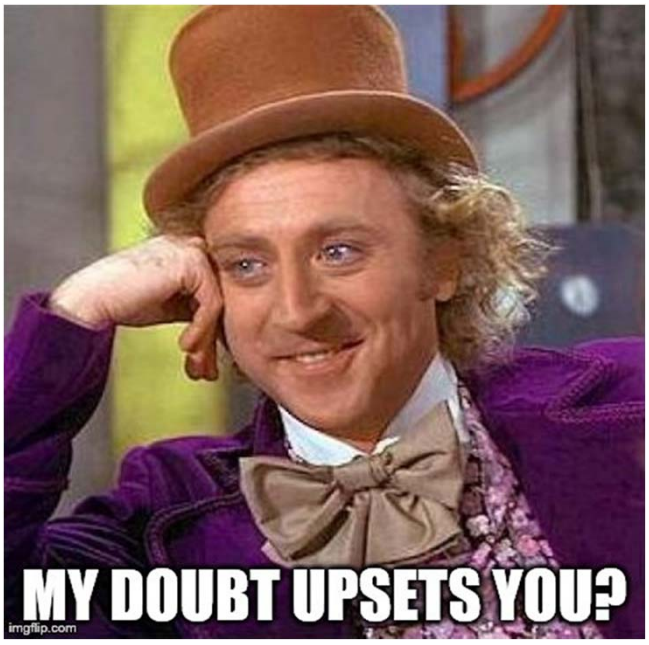

Learning resource
Role of Experience
Facilitate sharing
Diverse resources


Change triggers readiness
Readiness to learn
Able to assess needs & gaps
Need to know to improve


Directly addresses needs
Orientation to learning
Needs to be relevant
Wants to improve

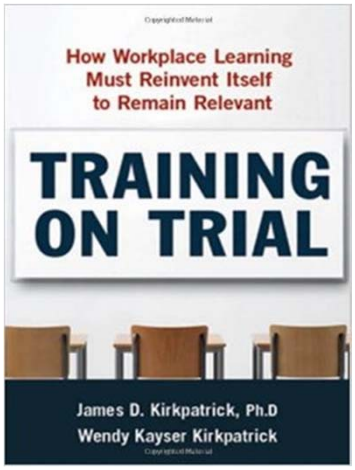

Self-esteem
Recognition
Self-confidence
Better quality of life
…
Motivation for Learning: Internal

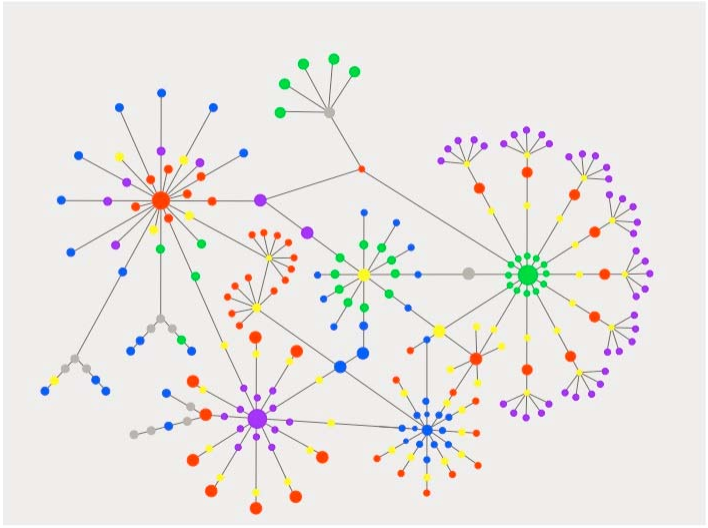
Learner-centred, YES! BUT … is the statistical office a



Return on Expectations?

- Kirkpatrick Evaluation Model
  1. Reaction
  2. Learning
  3. Behaviour
  4. Results





Network for the Coordination of Statistical Training in Asia and the Pacific

Australia	Asian Development Bank (ADB)
China	Eurostat
India	Food and Agriculture Organization (FAO)
Indonesia	International Labour Organization (ILO)
Islamic Republic of Iran	International Monetary Fund (IMF)
Japan	International Statistical Institute (ISI)
Malaysia	PARIS21
New Zealand	Statistical, Economic and Social Research and Training Centre for Islamic Countries (SESRIC)
Pakistan	Secretariat of the Pacific Community (SPC)
Philippines	United Nations Statistics Division (UNSD)
Republic of Korea	The University of the South Pacific (USP)
Russian Federation	World Bank
Thailand	

Objectives of Coordination

(a) Increase demand-driven statistical training and improve its impact on capacity building

(b) Facilitate better resource use, planning and effective implementation of training programmes by statistical training providers

(c) Identify and fill training gaps

(d) Provide an environment within which training recipients and training providers can use a **common language and set of tools to describe priority needs and identify and fill training gaps** in the region.

Expected Outcomes

(a) Appropriate approaches and processes for *coordination*

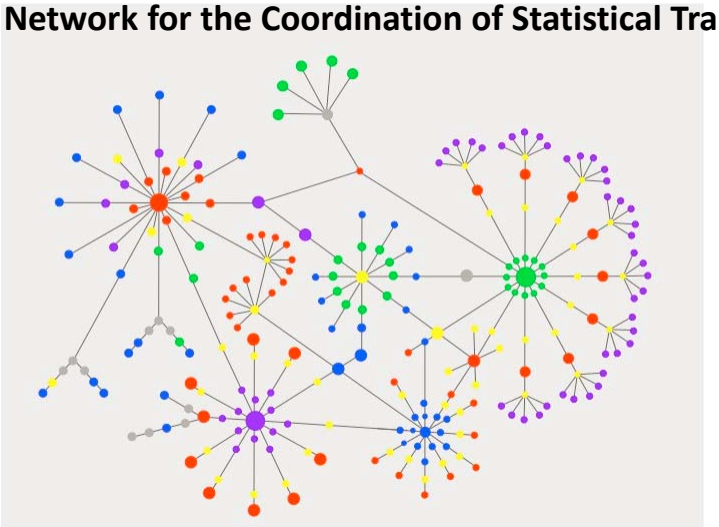
(b) *Working cooperation* among the training providers and relevant stakeholders in *mobilizing technical and financial resources*

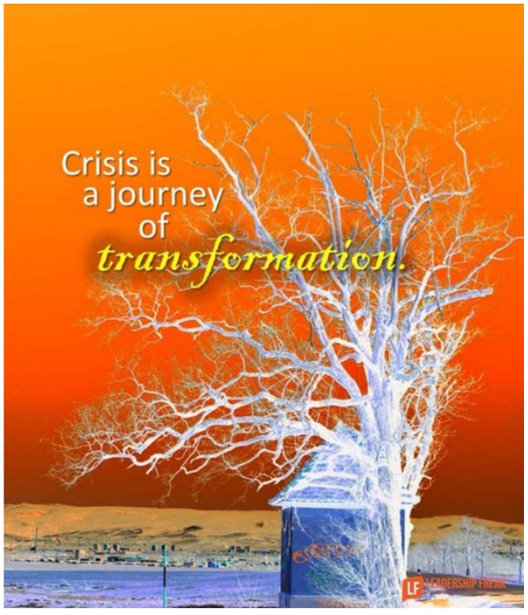
(c) *Training gaps addressed*

Some Strategies

- Sharing people, materials and infrastructure
- Focal points for sub-regional initiatives that bring the network activities to the attention of sub-regions (ECO, SPC, OIC, ASEAN, SAARC,..)
- Database and website for collecting and disseminating information on capacity building activities specially training
- Developing models for cooperation with universities
- Developing tools and methods for coordinated training needs assessment

Expand to:
Global Network for the Coordination of Statistical Training?





Are we *there* yet?