

Quick Guide to Implementing STAT

INTRODUCTION

The **Statistical Training needs Assessment Tool**, also known as **STAT**, is a tool developed for National Statistical Offices (NSO) to assess and analyze skills gaps of their staff and strategically decide on how to prioritize and meet training needs by using different types of informal and formal learning approaches.

The implementation of STAT should be **led and managed by the NSO**. This requires not only a **commitment to allocating staff time** to work on STAT, but a **willingness to change** the current culture and approach to learning.

STAT consists of the following resources:

- ❖ The **guidance document** *Statistical Training needs Assessment Tool* describes the details of STAT incl. how to prepare the questionnaires, prepare and analyze data, prioritize training needs, and develop the Institutional Training Plan. References in brackets in the following steps refer to the relevant section/annex in the guidance document.
- ❖ Three **questionnaires in Google Forms** for collecting data from staff, managers, and the NSS.
- ❖ An **Analysis Package** where a final skills list.csv-file and R.files are used to extract the data from Google Sheets (from Google Forms) to Power BI which has been prepared with ready-made visualizations.

Once your organization has decided to go ahead with implementing STAT, the following key steps should be taken:

1. PREPARE THE QUESTIONNAIRES

- ❖ **Identify a group of staff** who will work on preparing the questionnaires. The staff can also later potentially be involved in the Working Group that will analyze the data once the survey is finalized.
- ❖ Decide if you also want to **survey the staff in the National Statistical System** ([section 2.3](#)) besides **surveying the NSO** ([sections 2.1](#) and [2.2](#)).
- ❖ **Review the Google Forms questionnaires** and **make the required adjustments** as per instructions ([sections 2.1, 2.2. and 2.3](#)).
- ❖ Decide if you want to **adjust any of the 157 skills to the local context** (delete, add, or adjust skill) ([Annex 4](#)). Make the changes in the questionnaires and ensure that the changed skill is incorporated in all questionnaires.
- ❖ **Update Final skills list.csv** accordingly making sure that **each skill is spelled the same** in all the questionnaires and the cvs.file
- ❖ Decide if you want to keep the **responses anonymous** or activate “Collect emails” in each Google Forms questionnaire.
- ❖ If you plan to use the Analysis Package ([section 2.4](#)), **run a test of the questionnaires** (fill in with dummy data) to make sure that the **results can be read by the R.files and Power BI**.

2. LAUNCH THE SURVEYS

- ❖ **Develop the plan for launching the surveys** including time for informing respondents about the survey and sending reminders

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- ❖ **Prepare staff for the survey**, informing them about the structure and importance of responding. Also, **inform and prepare managers** about the type of information they are expected to provide in the questionnaires – this way they are better prepared once they start responding.
- ❖ **Deploy the survey** and give respondents 2-3 weeks to respond. Remember to send reminders and consider extending the deadline to ensure a high response rate. Alternatively, you can decide to gather groups of respondents so while they sit together for a dedicated time, they fill in the survey individually.

3. PREPARE THE DATA FOR ANALYSIS IN R AND POWER BI

- ❖ **Identify staff** who can work on preparing the data. This is also an opportunity to get accustomed to R and Power BI.
- ❖ Read the **instructions on how to prepare the data for analysis** in [Annex 3](#).
- ❖ **Get familiar with the R.files and Power BI** – Power BI already includes test data that can be used to get familiar with how the visuals work.
- ❖ Once the surveys are closed, follow the instructions to **prepare the data and visuals in Power BI**.

4. ANALYZE THE DATA AND PRIORITIZE UPSKILLING

- ❖ **Form a working group** that will be responsible for preparing the list of those skills the organization should prioritize – members could come from different parts of the organization including HR, staff and management ([section 3.9](#)).
- ❖ The working group **reviews the visuals** in Power BI ([Annex 3.F](#)), **discusses results**, and **prioritizes based on STAT's prioritization criteria** ([section 3.1-3.8](#)). This process will take time and involve discussions in the working group and decisions by management.

5. ATTAIN A STRATEGIC APPROACH TO LEARNING

- ❖ Decide if the organization should **develop a Strategy for competence development** that determines the institutional learning objectives and how they support the NSO in reaching its goals ([section 5](#)).
- ❖ **Learn about the learning organization** where continuous learning is an integrated part of the organizational culture ([section 6](#)). The data collected through the surveys on **learning preferences and attitudes will help the NSO understand staff and management** positions and identify areas where attitudes and organizational culture could benefit from adjustments.
- ❖ **Get familiar with different types of learning approaches** ([section 4](#)) and be ready to think more broadly about how staff can learn - moving away from typical classroom training.
- ❖ Decide which competencies can be upskilled by **in-house expertise** where staff train other staff ([section 7 and Annex 2](#)), **e-learning** ([Annex 1](#)), different types of **informal learning** ([section 4.1.1](#)), **classroom training** with external expertise, and other types of learning approaches.
- ❖ **Develop an Institutional Training Plan** with those skills the organization has decided to focus on over the next two to three years. Support this plan with **an annual implementation plan** detailing how the learning will be implemented such as learning outcomes, delivery, provider, length, time, etc. ([section 3.9](#)). Remember attention to onboarding new staff ([section 8](#)).
- ❖ Consider which learning opportunities are relevant to **staff in local offices** and the **National Statistical System**.
- ❖ **Evaluate the implementation** of the Institutional Training Plan within the first 6-12 months and adjust as needed to maximize the learning outcomes.





Structure of NSO Individual questionnaire

Instructions to respondent (individual staff in the NSO)

Basic info on the respondent & learning preferences and attitude

Skills for staff in

Statistics production

- Production of statistics (7 sub-sections)
- Statistics domains (8 sub-sections)

Skills for
staff in
IT

Skills for staff in
**Communication
& dissemination**

Skills for staff in
Finance

Skills for
staff in
**Human
Resources**

Skills for staff in
**Administrative
and secretarial
functions**

Skills for staff with a **management role**

Skills **relevant for all** respondents (on NSS understanding, personal skills, basic software skills)

Structure of NSO Institutional questionnaire

Instructions to respondent (manager in the NSO)

Basic info on the respondent & learning preferences and attitude

Manager on skills in

Statistics production

- Production of statistics (7 sub-sections)
- Statistics domains (8 sub-sections)

Manager
on skills
in **IT**

Manager on skills
in
**Communication
& dissemination**

Manager
on skills in
Finance

Manager
on skills in
**Human
Resources**

Manager on skills
in **Administrative
and secretarial
functions**

Manager
on skills
of
managers

Skills **relevant for all** respondents (on NSS understanding, personal skills, basic software skills)

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Structure of NSS questionnaire

Instructions to respondent (staff producing statistics in the NSS)

Basic info on the respondent & learning preferences and attitude

Skills for staff in

Statistics production

- Production of statistics (7 sub-sections)
- Statistics domains (8 sub-sections)

Skills for staff with a **management role**

Personal skills

View on the institution's **IT skills**

View on the institution's **communication & dissemination** skills

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