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Evaluation of the Statistical Institute for Asia and Pacific pursuant to resolution 71/1

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Evaluation of the Statistical Institute for Asia and Pacific (SIAP)

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Abbreviations and Acronyms

ADB.....	Asian Development Bank
CSN.....	Country with Special Needs
DESA.....	Department of Economic and Social Affairs
ESCAP.....	Economic and Social Commission for Asia and the Pacific
ERG.....	Evaluation Reference Group
FAO.....	Food and Agricultural Organization
GIST.....	Global Networks of Institutes of Statistical Training
HR.....	Human Resources
ICT.....	Information Communication Technology
ILO.....	International Labour Organization
IMF.....	International Monetary Fund
JICA.....	Japan International Cooperation Agency
KOSTAT.....	Korea Office of Statistics
LDC.....	Least Developed Country
MDG.....	Millennium Development Goal
M&E.....	Monitoring and Evaluation
NSO.....	National Statistical Office
PARIS21.....	Partnership in Statistics for Development in the 21st Century
PDR.....	People’s Democratic Republic (Lao)
SDG.....	Sustainable Development Goal
SPC.....	South Pacific Community
SIAP.....	Statistical Institute Asia Pacific
SIDS.....	Small Island Developing State
TOR.....	Terms of Reference
UN.....	United Nations
UNEG.....	United Nations Evaluation Group
UNSD.....	United Nations Statistics Division
US\$.....	United States Dollar

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I hope that the present evaluation report will contribute to the further development of SIAP's role in statistical capacity development in the Asia and Pacific region in a way that enables the Institute to continue and further enhance its role in support to evidence-based policy and decision-making for sustainable development.

Please mind that the viewpoints expressed in this report are those of the evaluator and do not necessarily reflect the opinion of ESCAP, National Statistical Offices consulted or any of the other stakeholders concerned.

Frank Noij, October 2019.

Executive Summary

Introduction

The present evaluation concerns the Statistical Institute for Asia and the Pacific (SIAP), one of the regional institutes of the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP). Through resolution 71/1 of ESCAP, Member States have called for the review of each of the ESCAP regional institutions once every five years. The evaluation covered the period 2015-2019, which is the period of the last SIAP strategic plan.

The evaluation aimed to inform the review of SIAP performance, including the substantive relevance and financial viability of the institute. The evaluation was meant to provide recommendations to ESCAP member states, ESCAP management and SIAP and to inform the development of the new SIAP Strategic Plan 2020-2024.

The evaluation focused on all activities implemented and outputs produced and delivered to participating countries as part of the work plan of the institute, during the period 2015-2019. The evaluation included expected as well as unexpected results.

The evaluation made use of criteria and questions set out in the terms of reference and adapted and agreed in the inception phase of the evaluation. Use was made of a mixed methods approach, combining qualitative and quantitative data gathering, the latter concerning secondary data only. The evaluation made use of a participatory approach, including as much as possible a wide range and variety of stakeholders in the various stages of the evaluation process. Data were systematically triangulated across respondents and data gathering methodologies. Short country case studies were conducted that reflected a variety of sub-regions and included Bangladesh, Kazakhstan, Lao PDR, and Thailand through country visits, and Fiji through Skype call.

Findings

Relevance

With the global agreement on the 2030 Agenda for Sustainable Development in 2015 and the related targets and indicator framework, the requirement for statistical data to inform evidence-based decision making has increased tremendously. In this context statistical capacity development has not only remained highly relevant, but the need for it has substantially increased.

SIAP has made its training programmes and other interventions responsive to the needs of member states through the use of needs assessments for selected statistics topics and through responding to changing demands. In response to the introduction of the Sustainable Development Goals (SDGs), the institute included attention to new topics and data sources for statistics in its training programme.

The continuity of SIAP training over time and the comprehensive coverage of statistical topics, with contents confirm international standards, are often referred to as the comparative advantage of SIAP, which sets the institute apart from other statistical capacity development agencies.

Several countries have established their own statistical training institutes in the region. SIAP training has been shifting towards inclusion of cooperation with these institutes in joint training initiatives.

The diversity in the region is high, in terms of economic development, geographical and social conditions as well as in terms of statistical capacities. The focus of SIAP on regional level training

has meant that responsiveness to different country contexts and needs has not always been optimal. Though the need to focus on countries with special needs was identified, in practice there has been limited attention to the specific requirements of Least Developed Countries (LDCs), Land Locked Developing Countries (LLDC) and Small Island Developing States (SIDS).

Effectiveness

SIAP has been successful in realizing the required amount of SIAP-Japan International Cooperation Agency (JICA) training courses and short term topic specific courses but remained largely below the requirements in terms of the number of e-learning courses, though catching up in the year 2018. While in terms of the number of regional training courses SIAP over performed, with almost double the number of training courses provided, it underperformed in the number of sub-regional and country level training that was conducted.

SIAP has been putting efforts in the development of e-learning courses, both as stand-alone courses and in terms of blended courses, supplemented with face-to-face parts of the same training course. The number of participants involved in e-learning has been steadily increasing.

In terms of usefulness of the training to the work of the participants, the target on the indicator concerned could be reached at the end of 2018. However, the indicator on confidence of participants to apply learning obtained during the training in their work decreased over the period concerned. The e-learning courses scored lower in both respects than the longer term SIAP-JICA courses and short term topic focused training courses. The conduct of training courses sharply reduced in the first half of 2019 due to gaps in staffing.

In addition to technical statistical issues, SIAP has paid attention to leadership and management issues for the heads and management of National Statistics Offices (NSOs) in the region, through the organization of annual workshops and biennial meetings.

SIAP managed to work with multiple organizations in the development and implementation of the various training courses and the development of training materials and largely outperformed targets set in this respect.

In terms of coverage of the various sub-regions, the training courses show an over-representation of participants from Southeast Asia. Regarding topics, National Accounts and Economic statistics were able to draw most participants, with Modernizing National Statistical Systems being amongst those with least participants.

Impact

The results of SIAP training at the level of individual trainees and its continued support at this level over decades has resulted in a substantial contribution to human resource capacities in the various NSOs in the Asia and Pacific region. The occurrence of change at the level of NSOs in the countries concerned, based on training of their staff, could be identified occasionally. Contributions were identified in terms of methodologies and processes in particular for data collection in line with international norms and standards.

In most cases the limited amount of trainees compared to the training needs concerned constrained the effects of training at the organization level in the short term. The institute's focus on entry and mid-level statistical staff and the biennial workshop for NSO leadership has left a gap in terms of development of capacities of higher level staff in statistical offices, which staff have considerable influence on NSO management and when trained accordingly could enhance SIAP's results at the institutional level. Moreover, where change occurred at the level of national statistical systems, it usually was a result of inputs from multiple change agents, of which SIAP was one. In countries with large support programmes on statistical capacity development from other development partners, SIAP trainees found a fertile environment for the implementation

of their learnings, but SIAP support in these countries was small in comparison with the larger programme and thus its contribution was limited.

Efficiency

The SIAP budget consists of contributions of member states, with the Government of Japan, the host country, being the largest contributor, both in terms of financial and in-kind resources. The host country government has a special position in terms of SIAP governance, being a permanent member of the Governing Council¹.

SIAP's capacity in terms of access to financial and human resources has been expanded considerably through its work with partners, who contributed to joint initiatives through financial and in-kind contributions. Working with a variety of partners on the various topics of statistical training has added significant value to the training programme.

The SIAP human resource setup included 9 to 10 positions of which part of the four programmatic lecturer/statistician positions have been vacant for several months in 2015 and 2016 and for a considerable part of 2019, which constrained programme implementation. The existing structure, with four P3 level programmatic positions, appears geared towards statistics training at entry and intermediate levels.

Changes to the human resource setup with a P4 level statistician and a P5 level programme management post, replacing some of the lecturer/statistician posts, were aimed at increasing SIAP capacity in terms of programme management and development capabilities and implementing new content and models for capacity development on SDG data and indicators. These positions were at the instigation of the Governing Council at the request of the Government of Japan reversed at the end of 2018. The resulting setup of four lecturer/statistician positions got the institute back to a human resource composition geared towards the conduct of entry and intermediate level statistics courses and does not provide the conditions for SIAP to perform a number of other roles in leading statistical innovation in the region.

Though the SIAP-JICA longer term courses have limitations in terms of their efficiency, the host country is of the view that the return on investment is worth the effort.

A systematic effort has been made by SIAP to conduct evaluation, including at the level of the initial reaction of participants after every training, with the results of these evaluations collated on an annual basis. Moreover, monitoring of results of long term training programmes have been conducted and two indicators that were collected systematically have been used to inform annual reporting on training results. Usage of these monitoring data in results-based management of the training programme has been limited.

Sustainability

A training of trainers approach has been used to enhance results of training at the level of the organizations concerned. This appeared useful regarding the training of staff of national statistical training institutes. However, the wider use of the approach had its limitations, with regular SIAP trainees usually not developing knowledge and skills upto a level at which they could become instructors on the topics and issues concerned.

Another approach to enhance the sustainability of training results has been the inclusion of a focus on cooperation in training events with national statistical training institutes in several sub-regions. This proved to be a useful way of working in order to expand the reach of statistical

¹ ECOSOC Resolution 2005/36, Statute of the Statistical Institute for Asia and the Pacific, Annex, Statute of the Statistical Institute for Asia and the Pacific, Governing Council, Article 9.

training, with the institutes concerned conducting training to other countries in the sub-regions concerned. This approach could be further enhanced, in particular through support to sub-regions that do not have national statistical training institutes in place yet.

SIAP's role in regional and global networks has provided the opportunity to support the development of institutional capacities of national statistical training institutes and to enhance coordination across stakeholders at regional and global levels.

Gender and Human Rights

The approach to gender appears to have made substantial headway, with SIAP successfully integrating gender statistics in its work programme in cooperation with UN DESA, UN Women and Food and Agricultural Organization (FAO). Female participants outnumbered males at the ratio of 1.4, with differences amongst the various topics of statistics training. There has been much less progress with human rights based indicators, including those of SDG 16. This partly relates to the inclusion of governance aspects being new in the SDGs, since these were lacking in the Millennium Development Goals (MDGs).

Conclusions

SIAP has remained an important actor in the development of statistical capacities in the Asia Pacific region. The institute has adapted to the changing context in terms of changes in the international development agenda and its data requirements as well as in terms of embracing e-learning opportunities and incorporation of managerial in addition to technical aspects in its approach to statistical capacity development.

Working with a variety of partner organizations, SIAP has managed to tap into their expertise, jointly developing training curricula and courses, adding to statistical training and training materials. Moreover, implementing training programmes together with national statistical training institutes, that are present in some of the sub-regions, has meant a move towards a more systemic approach to statistics capacity development.

In geographical terms, a relative large number of participants to SIAP trainings came from Southeast Asia. SIAP has been less successful in adapting training to fit the requirements of Central Asian and Pacific countries. Also in these regions, national statistical training institutes have not yet been established.

With its focus on regional level training, SIAP has been less able to adapt its training programme to the needs and requirements of specific sub-regions and countries. E-learning has proved to have its limitations, with participants less confident in terms of use of learning in their daily work. Face-to-face learning, moreover, has the added value of sharing of experiences across participants, and creating networks of peers in statistics.

At the country level, SIAP training provided over the previous decades has substantially enhanced statistical human resources in the region, at a time when overall capacities were relatively low. However, in order to reach short term institutional results, the number of trainees has usually been too small in comparison with the training needs of countries concerned, to be able to make a substantial organizational change on its own. The lack of sufficient attention to training of higher level staff of NSOs further contributed to this. On the other hand, SIAP training proved particularly successful in supporting change when other stakeholders provided support to the development of the statistics system in-country, at the same time limiting SIAP's comparative contribution.

As such, SIAP training at the present level of reach cannot be expected to be a sufficient factor in terms of capacity development for SDG monitoring at the country level. For such an effect to materialize, there is a need to create a multiplier effect of SIAP training. Given the high standing

that SIAP has gained as a statistical capacity development agency in the region, SIAP is well positioned to play an important role in this respect.

The implementation of SIAP's work programme has been constrained by programmatic staff positions being vacant in parts of the period under review. Moreover, use of higher level staff positions since 2016 was terminated in 2018, when all staff positions returned to lecturer/statistician posts, as before 2016. This has severely limited the technical capacity of the SIAP team and the Institute's ability to support innovative approaches to statistical capacity development.

In terms of budget, SIAP has depended to a large extent on the contributions of member states. Moreover, partnering with other agencies, who contributed funding or provided in-kind support, has added to the Institute's resource base.

SIAP's role as a regional level training provider has served the region relatively well over the past decades, when statistical capacities were overall comparatively low. In the present context that approach becomes increasingly less appropriate, as capacities have increased and national level training institutes have come into place in some of the sub-regions.

With more organizations providing statistical capacity development support, including multi-lateral and bi-lateral agencies, it will be important for SIAP to profile itself, making use of the reputation as a high quality training provider for statistical capacity in line with international standards.

With the need for statistical capacity development being more urgent than ever, SIAP has the opportunity to enhance the multiple roles that it plays in statistical capacity development, to include increasingly building capacities of higher level staff in NSOs and other relevant statistical Government agencies, developing organizational capacities of national statistical training institutes, expanding work with partners in developing statistical training materials on new topics and indicators, making use of new modes of delivery and using its extensive relations with statistics stakeholders and its position in regional and global networks to enhance coordination of statistical capacity development and identify and facilitate opportunities for south-south and triangular cooperation and learning.

For SIAP to be able to play multiple roles in statistics capacity development, it will need to adapt its human resources. In this respect, multiple scenarios can be identified, with different human resource set-ups related to different types of programmes of work (see details on scenarios under Conclusions).

Recommendations (see full recommendations in the main report)

Strategic Issues

- 1) For SIAP to work on a variety of approaches to bring statistical capacity development to focus more at the organizational level and to bring results to scale through adopting innovative roles in relation to statistical capacity development in the region
- 2) For SIAP to further develop the approach to e-learning, making the e-courses more attractive to users and providing enhanced opportunities for interaction across participants and sharing of information
- 3) For SIAP to stay informed on the developments of the SDG indicators of Tiers 2 and 3 and follow up on methodologies agreed, providing practical training to support their assessment for countries in the region, in close collaboration with UN agencies that are the custodians of specific SDG indicators

Management Issues

- 4) For SIAP Governing Council, in close consultation with ESCAP, to decide on the human resource setup of SIAP in the coming strategic plan period in order to align human resources with the requirements of the programmatic contents of the strategic plan
- 5) For SIAP to enhance the use of results-based management in the implementation of the strategic plan as well as in all of its initiatives, identifying clear results and providing monitoring and evaluation at the level of reaction, knowledge, behavioural change and at organization level, identifying when to use which level of assessment, with limited use of the latter level
- 6) For SIAP, with support from ESCAP Strategy and Programme Management Division, to develop a resource mobilization strategy that includes, but also goes beyond requesting member states to enhance their contributions to SIAP

Introduction

Background

The Statistical Institute for Asia and the Pacific (SIAP) is one of the regional institutes of the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP). It has been supporting statistical capacity development in the Asia and Pacific region since 1970 and was accorded the status of subsidiary body of ESCAP in 1995. The institute is based in Chiba, Japan and serves the 62 members and associate members of ESCAP. More recently, SIAP's programme has become guided by the 2030 Agenda for Sustainable Development as well as other internationally agreed development goals and resolutions and mandates adopted by the Commission.

SIAP's objectives are to strengthen, the capability of the developing members and associate members and economies in transition of the region to collect, analyse and disseminate high-quality, timely statistics that can be utilized for economic and social development planning. The institute aims to assist members in establishing or strengthening their statistical training capabilities and related activities. These objectives are achieved by undertaking practically oriented training of official statisticians, networking and partnership with other international organizations and key stakeholders and through the dissemination of information.

Through the resolution 71/1 of ESCAP², Member States have called for the review of each of the regional institutions once every five years. This in particular concerning the review of the continued and substantive relevance and financial viability of each of the regional institutions. In this respect the evaluation of SIAP was included in ESCAP's evaluation plan, bearing in mind that the last evaluation of SIAP was conducted in 2010.

Purpose and Objectives of the Evaluation

The present evaluation was commissioned by ESCAP and aimed to inform the review of SIAP, in terms of the substantive relevance and financial viability of the institute. The evaluation was meant to provide recommendations to ESCAP member states, management and SIAP on how to improve substantive relevance and financial viability of the institute, in particular in the context of the 2030 Agenda for Sustainable Development and the impending SIAP 2020-2024 Strategic Plan.

In order to reach the purpose of the evaluation, focus was on three evaluation objectives as identified in the Terms of Reference (TOR) which is appended in Annex 1:

1. To assess the impact of SIAP training activities, in terms of achievement of its objectives as stated in the SIAP Statute, in two areas:
 - a. member States' capacity to collect, analyse and disseminate as well as to produce timely and high-quality statistics that can be utilized for economic and social development planning;
 - b. SIAP's capacity to assist developing countries in establishing or strengthening their statistical training capability;
2. To assess SIAP performance against standard evaluation criteria: relevance, effectiveness, efficiency, impact, sustainability and mainstreaming of gender and human rights;

² The Commission's resolution 71/1 on "Restructuring the conference structure of the Commission to be fit for the evolving post-2015 development agenda".

3. To formulate specific and action-oriented recommendations for improving the results orientation and performance of SIAP in the context of the 2030 Agenda for Sustainable Development and the SIAP 2020-2024 Strategic Plan.

Scope of the Evaluation

The evaluation covered SIAP's programme as well as the institute's means for implementation of the programme, including its governance and management mechanisms. The evaluation covered the period 2015-2019, being the time frame of the last SIAP Strategic Plan, with limited focus on the period in 2019, for which less written data were available. Though the previous evaluation was conducted in 2010, the period from 2010 – 2014 was not included in the evaluation based on the expected lack of resource persons that could be consulted in this respect. Moreover, the focus on the period from 2015 onwards enabled the use of the results framework of the SIAP strategic plan, as a means to inform the assessment of the effectiveness of the institute.

The evaluation focused on all activities implemented and outputs produced and delivered to participating countries in that period as part of the work plan of the institute. The evaluation focused on support to countries in the Asia and Pacific region and paid special attention to countries with special needs (CSN), including least developed countries (LDC) landlocked developing countries (LLDC) and Small Island developing states (SIDS).

The evaluation included expected results as well as results that might have occurred but were not necessarily within the range of expectations of SIAP or ESCAP. The explicit inclusion of unexpected results was meant to broaden the perspective of the evaluation and to probe unforeseen gains and positives, as well as any undesirable effects.

Object and Context of the Evaluation

The Statistical Institute for Asia and the Pacific

The object of the evaluation concerned SIAP, the statistical training institute for Asia and the Pacific. The role of statistics and related data and information to inform decision-making concerning the development process was increasingly recognized during the Millennium Development Goal era, in which countries developed the means to assess the set of MDG indicators related to its goals and targets. With the Sustainable Development Goals, as part of the 2030 Agenda for Sustainable Development, the setup of goals, targets and indicators has become more complex and challenging. This has resulted in a hugely increased demand for data, including new kinds of data with the need to gather data increasingly rapidly in order for these data to inform decision-making processes.

Unlike the MDG indicators, the SDG indicators do not only depend on survey data, but include administrative data as well as data from other sources, like the use of 'big data'. Notwithstanding these new challenges in gathering of statistical data, there continues to be a lack of capacity to produce some of the basic data for a wide range of core economic, agricultural, social and environmental statistics through the statistical systems of several of the developing countries in the Asia and Pacific region. This provides SIAP with the challenge to transform the nature and enhance the contents, focus and effectiveness of statistical training in the Asia Pacific region, in order to fill gaps in basic statistics and to enable National Statistics Offices to develop capacities for new and additional means of data gathering, required to inform the ever faster paced policy development in the region.

The role of statistical capacity development for the implementation of Agenda 2030 and its principle of leaving no one behind was made explicit in several ESCAP sessions. The ESCAP Committee on Statistics, guided by the member States, produced a collective vision and framework for action to advance official statistics for the 2030 Agenda. Of the five action areas identified in the action framework, the fifth concerns having the requisite skills sets in place. This action area focuses on the need for national statistical systems to retain talent, to diversify the traditional skills base in statistical organizations, including expertise on management, communication, coordination, ICT and data mining and the need for multi-disciplinary expertise, in order for statistical organizations to become learning organizations, able to address the challenges of the 2030 Agenda.³ The nine commitments to the implementation of the framework include strengthening statistical literacy and culture and facilitate evidence-based policymaking in pursuit of leaving no one behind, including awareness programmes with governments and decision-makers.⁴

As part of the SIAP Strategic Plan 2015-2019, the institute's mission was made explicit as well as its core values. The mission statement closely aligns with the SIAP statute, while the core values of professionalism, integrity and respect for diversity reflect a value set that is shared with ESCAP and the wider UN community. For details see Box 1 below.

³ ESCAP Committee on Statistics, Fifth Session, Advancing official statistics for the 2030 Agenda for Sustainable Development: a collective vision and framework for action by the Asia-Pacific statistical community, December 2016.

⁴ UN Economic and Social Council, Economic and Social Commission for Asia and the Pacific, Committee on Statistics, Sixth session, Declaration on Navigating Policy with Data to Leave No One Behind, November 2018.

Box 1: Mission and Core Values of SIAP

Mission Statement

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

Core Values

Professionalism, Integrity and Respect for Diversity

Primary stakeholders to SIAP concern the member states of ESCAP in the Asia and Pacific region, including its 53 members and 9 Associate members, stretching geographically from Turkey in the West to the Pacific island nation of Kiribati in the East. Governing Council meetings were attended by 6 to 8 members of the Governing Council, 6 – 18 member countries as observers and 2 to 8 organizations as observers in the period under review, from 2015-2019. Moreover, representatives from eighteen International Agencies and Organizations participated in these meetings. There was a smaller group of countries and organizations that participated in SIAP Networking Meeting in 2016 and 2018, with large overlap between these countries and organizations and the ones that participated in Governing Council meetings. A group of 7 countries and the World Bank formed the 'Friends of the Chair' group, and supported the development of the former strategy of the institute. A similar approach has been taken for the development of the next strategic plan, to which the results of the present evaluation will form an input.

Results Framework of SIAP Strategic Plan 2015-2019

In terms of the SIAP strategic plan for the period 2015-2019, SIAP set four goals, including excellence in providing training, excellence in training resources, strengthened engagement with stakeholder and excellence in institutional stewardship. For each of these four goals, outcome level changes and indicators were identified. The first two outcome level changes focused on the SIAP training programme and training materials concerned. This while the third and fourth outcome areas focused on SIAP networking and partnering with other statistical capacity development stakeholders and on organizational capacities needed to implement the strategy. Below the level of each of the outcomes of the goals, the strategy provided a set of outputs as the deliverables that contribute to the outcome level changes identified. An overview of the resulting framework is provided in table 1 below.

Table 1: Institutional Goals and Outcomes of the SIAP Strategic Plan 2015 - 2019

Outcome A	Outcome Level Result	Outcome Indicator
Institutional Goal 1: Excellence in Providing Training		
Outcome A	Improved knowledge and skills of government officials and statisticians to produce, process, analyze and manage quality official statistics in support of measuring progress towards sustainable and inclusive development goals	Number of member States who availed of SIAP training who report that training contributed to increased availability and quality of basic statistics and development indicators through cost-effective and efficient means of data collection
Institutional Goal 2: Excellence in Training Resources		
Outcome B	Strengthened capacity of national statistical systems to provide appropriate statistical training	Increased availability to and utilization of training resources on statistics by statistical training institutions and other providers of training on official statistics
Institutional Goal 3: Strengthened Engagement with Stakeholders		
Outcome C	Delivery of statistical training in the region is well-coordinated and enhanced by partnerships and innovation	Number of training events that are collaboratively developed, organized and delivered
Institutional Goal 4: Excellence in Organizational Stewardship		
Outcome D	Sustained resource support by ESCAP member and associate member states and statistical development partners for cost-effective regional statistical training provided and coordinated by SIAP	Training needs identified by ESCAP member and associate member states are met

Evaluation Methodology

Evaluation Criteria and Questions

The evaluation criteria and questions set out the issues that the evaluation covered in order to fulfil its objectives. Based on the TOR and an analysis of the evaluation criteria and questions and informed by the initial desk review, the evaluation questions were slightly adapted. While the TOR included 18 evaluation questions divided over six evaluation criteria, for the evaluation to become more focused, one evaluation question has been formulated for each of the evaluation criteria, with sub-questions below each of these. The main evaluation question was in most cases already included in the TOR, but not identified as key question. Other existing questions of the TOR, were used as sub-questions. Thus the table of evaluation questions became arranged in terms of one key question and several sub-questions for most of the evaluation criteria. In this way, the issues originally included in the TOR have been retained, though they have been re-organized. The resulting evaluation questions are presented in table 2 below.

Table 2: Evaluation Questions for each of the Evaluation Criteria

Evaluation Criterion	Evaluation Questions
Relevance	<p>To what extent have national statistical offices utilized SIAP training programmes and other SIAP assistance to improve their government statistical policies, programmes and systems?</p> <ul style="list-style-type: none"> • How did SIAP make its training programmes and other interventions fully responsive to the needs and demands of member States? • What adjustments have been made to make SIAP more relevant to the member States in their efforts to implement to 2030 Agenda for Sustainable Development? • What key examples illustrate SIAP’s relevance to the member States? • Which countries have benefited the most from SIAP’s training programmes and how?
Effectiveness	<p>How effective has SIAP’s overall training/capacity building approach been?</p> <ul style="list-style-type: none"> • To what extent has SIAP been able to enhance knowledge and skills of participants to its training programmes and other interventions? • To what extent have participants to SIAP training programmes and other interventions been able to make use of enhanced knowledge and skills to improve the ways in which they conduct their daily work? • To what extent were training modalities and approaches, including new approaches like e-learning, applied effectively? • What were the major factors influencing the achievement or non-achievement of results?
Efficiency	<p>To what extent has SIAP sought to enhance the efficiency of its management, programme implementation and the achievement of results?</p> <ul style="list-style-type: none"> • To what extent were in-kind contributions from the host government, other member States and partner organizations sought and received to supplement SIAP resources? • To what extent did SIAP coordinate and cooperate with ESCAP substantive divisions and other organizations in the design and delivery of its outputs? • To what extent has results based management been used to inform programming and enhance results?

Evaluation Criterion	Evaluation Questions
Impact	What has been the impact of SIAP interventions in the ESCAP members and associate members, in terms of achievement of its objectives as stated in the SIAP Statute? <ul style="list-style-type: none"> • What has been SIAP’s contribution to member States’ capacity to collect, analyse and disseminate as well as to produce timely and high-quality statistics that can be utilized for economic and social development planning? • What has been SIAP’s capacity to assist developing countries in establishing or strengthening their statistical training capability • How and why have the impacts come about?
Sustainability	To what extent has SIAP been able to maintain the conditions for its sustainability for the next five year period, in terms of both its substantive relevance and its financial viability?
Gender and human rights mainstreaming	How has SIAP mainstreamed gender and human rights in the design and delivery of its training programmes and other interventions?

Each of the evaluation criteria included one or more forward looking aspects. As these are different in terms of perspective from the evaluation questions, these are presented separately in table 3 below.

Table 3: Forward Looking Analysis for each of the Evaluation Criteria

Evaluation Criterion	Forward Looking Analysis
Relevance	How can SIAP interventions be made more relevant to member states and the implementation of the 2030 Agenda for sustainable development?
Effectiveness	What can be done to improve the effectiveness of SIAP’s training programmes and other interventions?
Efficiency	What measures could be put into place to improve cost efficiency in delivery of SIAP outputs? How can the coordination and cooperation with ESCAP and other stakeholders be further enhanced? What specific indicators could be used for measuring the results of SIAP’s training programmes and how and when should data concerned be compiled, making use of what methodology?
Impact	What can be done to improve the impact of SIAP’s programming?
Sustainability	What could be done to increase the resources of SIAP; what are the opportunities to mobilize resources from additional sources?
Gender and human rights mainstreaming	What can be done to improve gender and human rights mainstreaming within the work programme of SIAP?

Methodological Approach

Given the time frame and resources, the evaluation made use of a non-experimental design. In order to assess the achievements of SIAP reached during the period 2015-2019 the evaluation used a theory-based approach, in which assessment was guided by a theory of change, in line with the SIAP results framework, included in the SIAP Strategic Plan 2015-2019.

For data gathering use was made of a mixed methods approach, combining qualitative and quantitative data gathering. This in order to assess the qualitative issues concerned in terms of results achieved and ways in which these were achieved as well as getting an indication on quantitative aspects of results. The use of a variety of methods allowed for the use of triangulation of data across these methods and enhanced validity of findings.

The evaluation made use of a participatory approach, including as much as possible a wide range and variety of stakeholders in the various stages of the evaluation process. This included the introduction of the evaluation, the process of data gathering, the provision of recommendations, the validation of evaluation findings and conclusions and commenting on the evaluation report. This enabled the inclusion of a range of perspectives on the functioning of and results achieved by SIAP and the network and partnerships with relevant stakeholders developed during the period under review. The inclusion of multiple stakeholders, moreover, allowed for triangulation of data across the various respondents and in this way enhanced validation of findings. Through the use of a participatory approach the level of ownership of the evaluation process and its findings and conclusions was enhanced, which in turn enhanced the likeliness of the use of the recommendations.

The evaluation made use of appreciative inquiry, rather than a problem-oriented approach. Through the use of appreciative inquiry the focus was turned away from finding solutions to problems towards a more positive approach, focusing on what works and how this can be reinforced within the institute. Through its focus on appreciative questioning, appreciative inquiry provided a powerful way to engage participants in evaluative discussions. Rather than addressing problems as negatives, the use of appreciative inquiry allowed for addressing what did not work by assessing what participants would wish to be different in their organisation, and the way in which initiatives will be implemented, in the future, in order to enhance results and in this way inform recommendations.

The evaluation made use of the existing monitoring and evaluation data from SIAP, including the report from the 2010 SIAP evaluation and the monitoring data gathered on the indicators of the framework of the SIAP strategic plan for the period 2015 – 2019 and training level evaluations. Moreover, use was made of the SIAP statute, Governing Council annual reports, relevant resolutions and donor agreements, SIAP Director reports, project activity documents and terminal reports as well as reports of workshops, seminars and trainings undertaken and staff mission reports.

The evaluation methodology was set out to cover a variety of qualitative and quantitative methods and tools, including desk review, semi-structured interviews (face to face as well as making use of Skype or tele-conferencing), focus group discussions, country case studies and assessment of quality aspects of trainings/workshops for a selected number of events. Details on each of the methods applied are presented in Annex 2. The variety of methods allowed for foci on both in-depth as well as broader based data gathering as part of the evaluation process and triangulation of data across methodologies used. Visit to ESCAP in Bangkok and SIAP in Japan were conducted as part of the primary data gathering process and enabled face to face and virtual interviews with ESAP and SIAP staff and partners.

Country Case Studies

In order to assess the results of SIAP initiatives at the country level, four country case studies were conducted, which concerned short visits to four selected countries to collect data from National

Statistics Offices, their leadership and staff, from trainees and from other relevant agencies working on statistics capacity development as well as data users. This was complemented with Skype calls to selected additional NSOs, including in the Pacific.

Sub-regions and Countries selected for short country visits

- SE Asia: Thailand
- SE Asia: Lao PDR
- South Asia: Bangladesh
- Central Asia: Kazakhstan

The selection of countries was guided by relatively high levels of SIAP training participation, in order to be able to assess the results of SIAP support at the country level. Countries were selected from various sub-regions.

Data analysis

For data analysis several approaches were used including stakeholder analysis, result framework analysis and SWOT analysis. For details see Annex 3.

Gender and Human Rights

Gender and human rights were mainstreamed throughout the evaluation and its process. Data were disaggregated as much as possible by sex and other relevant social categories and vulnerability criteria. The evaluation made use of a transparent and participatory evaluation process that involved male and female stakeholders identified in the stakeholder analysis. Data gathering at the level of participants of SIAP training activities ensured the inclusion of male and female participants. In order to enable attention to the mainstreaming of gender and human rights in the evaluation findings and conclusions, issues concerned were included under a separate evaluation criteria. This provided the opportunity to address these issues across all of SIAP interventions and throughout the evaluation process.

Ethical Considerations

The evaluation process adhered to the ESCAP Monitoring and Evaluation Policy and Guidelines, as well as the Norms and Standards for Evaluation in the UN System of the United Nations Evaluation Group (UNEG). This included intentionality, impartiality and independence, with the process implemented in a transparent and ethical way and contributing to organizational knowledge development. Important was, moreover, the anonymity and confidentiality of individual participants to the evaluation process, sensitivity to the social and cultural context and acting with integrity and honesty in relations with all stakeholders. The evaluator, moreover, confirmed to have received and understood the United Nations Code of Conduct for Evaluation and ascertained to abide by this code throughout the evaluation process.

Limitations to the Methodology

Limitation to the evaluation, moreover, concerned the relatively limited opportunity for fieldwork with visits to Bangkok and Japan in combination with visits to four selected countries to assess results at the country level. This meant a visit to a relatively small number of the benefitting countries. These constraints restricted the extent to which face-to-face interviews could be conducted with the 'beneficiaries' of the project, i.e. the participants of the various trainings, workshops, staff of the National Statistics Offices concerned and national level data users. In several country case studies, the ability of NSOs to arrange meetings with Line Ministries and other data users proved limited, which prohibited the conduct of sufficiently grounded contribution

analysis. Nevertheless, the country case studies provided essential in understanding country level results of SIAP's regional training approach and they proved indispensable in validating the findings from other means of primary data gathering and desk review.

The opportunities for primary quantitative data gathering were limited for the present evaluation, as no survey was meant to be sent out to member states. Moreover, the risk of a low response rate for any type of survey, would likely have jeopardized the use of the data for quantitative analysis. This limitation was mitigated through the use of existing quantitative data, in particular those on training participation and training evaluation gathered by SIAP.

Findings

Below findings of the evaluation are presented, arranged by the evaluation criteria that were used in the evaluation, including relevance, effectiveness, efficiency, impact, sustainability and the use of a gender and rights based approach. Analysis of each of the criteria is informed by the evaluation questions and the data gathered through the various methodologies used throughout the evaluation process. Findings are identified and the evidence upon which these findings are based is provided subsequently.

Relevance

Findings: With the global agreement on the 2030 Agenda for Sustainable Development in 2015 and the related targets and indicator framework, the requirement for statistical data to inform evidence-based decision making has increased tremendously. In this context statistical capacity development has not only remained highly relevant, but the need for it has substantially increased.

SIAP has made its training programmes and other interventions responsive to the needs of member states through the use of needs assessments on selected topics and through responding to changing demands. In response to the introduction of the SDGs, the institute included attention to new topics for statistics in its training programme as well as new data sources.

The continuity of SIAP training over time and the comprehensive coverage of statistical topics of the institute are often referred to as the comparative advantage of SIAP, which sets the institute apart from other statistical capacity development agencies.

For countries that have established their own statistical training institutes, the focus of SIAP training has been shifting towards cooperation with these institutes in joint training initiatives (further analyzed under the criterion of sustainability).

The diversity in the region is high, in terms of economic development, geographical and social conditions as well as in terms of statistical capacities. The focus on regional level training has meant that responsiveness to different contexts and needs has not always been optimal. Though the inclusion of countries with special needs was identified, in practice there has been limited attention to the needs of LDCs, LLDCs and SIDS and few adaptation of training and modes of delivery to their specific requirements.

The adoption of the 2030 Agenda for Sustainable Development, meant a quantum leap in the need for statistics, from 60 to over 232 indicators, expanding the demand four fold, though the actual delivery of the full set of data has in practice not happened anywhere near the required amount of indicators, not even in developed countries. With the use of administrative data in addition to official statistics, the need for capacity development has increased, with a need to develop capacities of statistics units in line ministries, in addition to NSOs.

Over the past 20 years, the statistics field has changed considerably with the emergence of new kinds of data, including 'big' data, geo related data systems and mapping of data and in general higher requirements for data. There is more attention to use of statistics at local, regional and national levels, with geo specific details enabling this. With the cuts in public funds after the 2009 economic recession, funding for statistics has been reduced rather than increased, something that

would have been required to address the issues concerned. While there is the increased demand for evidence-based decision-making, there are usually not enough trained statisticians and financial resources available to make this happen. In this context statistical capacity development efforts are not only highly relevant, but with the increase of data requirements the need for it has substantially increased.

Many of the respondents consider SIAP to have been responsive to contextual changes, with an enhanced focus on the SDGs, inclusion of new topics of statistics, including environmental accounts and gender statistics, as well as paying attention to new data sources, including management data of Line Ministries and 'big' data and data disaggregation. SIAP has, moreover, paid attention to development of additional training means through e-learning, introducing e-based training as a stand-alone course or in combination with face-to-face based training.

The work planning of SIAP has been managed through rolling annual and bi-annual work and financial plans. These work and financial plans have included the rationale for the proposed activities for the period under consideration. The workplan of 2015 makes clear that the SIAP activities are an integral part of the ESCAP statistics sub-programme and aligned with the directions of the ESCAP Executive Secretary. It emphasizes the focus on countries with special needs and SIDS and working through strategic partnerships.⁵

The work plan for 2016-17 includes the focus of the plan on increasing the readiness of national statistical systems to support the requirements of Agenda 2030 and the Sustainable Development Goals (SDGs), guided by the targets of goal 17.18 and 17.19 on data, monitoring and accountability.⁶ The workplan for 2017-18 emphasizes the importance of transforming national statistical system institutions as identified in the *“Collective Vision and Framework for Action for Advancing Official Statistics for the 2030 Agenda”*, which includes strengthening and modernising statistical business processes to improve basic data and statistics from official statistics data sources as well as to make use of complementary new data sources.⁷

The workplan for 2018-19 highlights that the plan supports the ESCAP component of the Programme for Statistics and Data of UN DESA, aimed at strengthening statistical capacities of developing countries to measure, monitor and report on progress on SDG achievements for evidence-based policy-making. Mention is, moreover, made that the workplan will be aligned with the collective vision and framework for action by the Asia-Pacific statistical community for advancing official statistics for the 2030 Agenda for Sustainable Development. SIAP is to reach out to and support NSO staff in producing all SDG Tier I indicators and develop the understanding of statistical business processes to produce SDG Tier II indicators.⁸

SIAP has informed its annual workplans through needs assessments.⁹ While the on-going need for basic training on official statistics remains important, the need for intermediate and higher level statistics training on more specialised statistical topics, which SIAP has increasingly been recognized. The requirement to enhance the capacities for statistics at the country level is

⁵ ESCAP SIAP, Work and financial plan of the Institute for 2015, December 2014.

⁶ ESCAP SIAP, Work and financial plan of the Institute for 2016-2017, November 2015.

⁷ ESCAP SIAP, Work programme and financial plan of the Institute for 2017-2018, November 2016.

⁸ ESCAP SIAP, Work programme and financial plan of the Institute for 2018-2019, November 2017.

⁹ Needs assessment are based on data from member countries which are used by SIAP to provide details on needs per country as well as a general pattern of needs in the region. As part of one of the activities of the Network for Coordination of Statistical Training in Asia – Pacific, a tool for needs assessment was developed and applied to assess training needs on agricultural and rural statistics and gender statistics. To the training needs assessment on agricultural and rural statistics, 34 out of 55 countries responded. SIAP, Training Needs Assessment, 12 September 2018. Moreover, more generic training needs assessments were used including from PARIS 21 (PARIS 21, Response to the joint survey on New approaches to Capacity Development and Future priorities, Draft report for UNSC 2018) and the Global Networks of Institutes of Statistical Training (GIST) (GIST, Key messages from training needs assessment, at <https://unstats.un.org/gist/resources/Outputs-from-Task-Teams/2018/>).

recognized by all stakeholders consulted and there is a general agreement regarding the increased need for the development of statistical capacities. SIAP has at times been able to adapt its training to specific contextual changes, with an example provided in box 2 below.

With SIAP's almost 50 years of capacity development in statistics, the institute has been providing support consistently over time. SIAP is recognized as a well-established institute in terms of statistical capacity development in the Asia-Pacific region, with a high reputation and a high level of respect in terms of the quality of its training courses amongst stakeholder concerned. With its focus on fundamentals of official statistics and a range of sector and thematic based statistics, it has created a unique brand in terms of training on statistics. The added value of SIAP relates in particular to its training courses making use of international standards for statistics, and in this way being recognized as high quality training provider.

Box 2: Example of SIAP Responsiveness to Contextual Change

UNSD developed a handbook on short term statistics to monitoring the economy after the recent economic and financial crisis, after which SIAP requested to implement this in their training course, showing the responsiveness to contextual change and related country needs concerned.

Member state interest in SIAP remains high, with interest from twelve member states to be elected on the Government Council of SIAP, for which all eight positions became available in mid-2019. Also the amount of countries' contribution to the SIAP budget remains substantial with a total of 30 countries in the period 2015 – 2019.¹⁰

For countries that have been developing their own statistical training institutes, direct training of SIAP is becoming less relevant and there is a need to refocus activities on the development of these institutes. This goes for larger countries as India¹¹ and China, which have set up their own national training institutes, while capacities exist in Indonesia, Islamic Republic of Iran, Republic of Korea and Malaysia. Moreover, in Central Asia, the Russian Federation is in the process of development of a statistical resource center and Kazakhstan has the ambition to play an increasing role in terms of statistical capacity development in the sub-region. These existing and emerging capacities in the Asia and Pacific region affect the role that SIAP can play. Details will be further discusses under the evaluation criterion of sustainability.

There is a high level of diversity across countries in the Asia and Pacific region in terms of stages in the development process as well as in terms of the development of administrative systems and related statistical capacities. While some countries are relatively advanced in terms of their statistical systems and the use of statistics in development planning, others are less well developed. This also reflects on the needs for SIAP to be relevant in terms of countries with basic level of statistical capacities as well as serving an increasing number of member states with intermediate or higher level statistical capacities and related needs. In the Annual Reports of the SIAP Governing Council meetings the need for SIAP to continue support for LDCs and SIDS is identified, as well as a focus on emerging needs and topics.¹² The focus on regional level training

¹⁰ ESCAP, Reports of the Governing Council of the Statistical Institute for Asia and the Pacific, 2015-2018.

¹¹ In India the National Statistical System Training Academy was set up in February 2009 with a focus on national capacity development, including development of the officers of the Indian Statistical Service, the State governments Statistical personnel as well as international statistical capacity development, including for SAARC participants and those from other developing countries. Source: Government of India, Ministry of Statistics and Programme Implementation website at: <http://www.mospi.gov.in/about-nssta>.

¹² ESCAP, Report of the Governing Council of the Statistical Institute for Asia and the Pacific on its twelfth session, February 2017.

has meant limited options for adaptation to the requirements of countries with special needs and specific country level contexts.

While the diversity of varying levels of statistical capacities in the region has posed a challenge for SIAP to remain relevant to all member states, it also has provided the opportunity for SIAP to play a facilitating role, making use of selected NSOs with high level capacities to serve as an example for or to provide trainers to selected NSOs with more basic level capacities. Though the use of South-South-cooperation in accelerating statistics development has been identified as an important opportunity,¹³ the realization of such a role is still in its infancy.

Effectiveness

Findings: SIAP has been successful in realizing the required amount of SIAP-JICA training courses and short term topic specific courses but remained largely below the requirements in terms of the number of e-learning courses, though catching up in the year 2018. While in terms of the number of regional training courses SIAP over performed with almost double the number of training courses provided, it underperformed in the number of sub-regional and country level training that was provided.

SIAP has been putting efforts in the development of e-learning courses, both as stand-alone courses and in terms of blended courses, supplemented with face-to-face parts of the same training course. The number of participants involved in e-learning has been steadily increasing, but fell in the first part of 2019.

In terms of usefulness of the training to the work of the participants, the target on the indicator concerned could be reached at the end of 2018. However, the indicator on confidence of participants to apply learning obtained during the training in their work decreased over the period concerned, except for 2019. The e-learning courses scored lower in both respects than the longer term SIAP-JICA courses and short term topic focused training courses.

In addition to technical statistical issues, SIAP has paid attention to leadership and management issues for the heads and management of NSOs in the region, through the organization of annual workshops and biennial meetings.

SIAP managed to work with multiple organizations in the development and implementation of the various training courses and the development of training materials and largely outperformed targets set in this respect.

In terms of coverage of the various sub-regions, the training courses show an over-representation of participants from Southeast Asia with limited coverage of Central Asian and Pacific countries. Regarding topics, National Accounts and Economic statistics were able to draw most participants, with modernizing national statistical system being amongst those with least participants.

The training courses delivered by SIAP can be grouped into SIAP-JICA courses conducted face-to-face with a duration of 2 to 4 months, short face-to-face courses with a duration of one week on a specific topic and e-learning courses, internet based courses of varying length. While the SIAP-JICA courses are conducted in the SIAP training facilities in Chiba, Japan, the short term courses are conducted in Japan as well as elsewhere in the region and the e-learning courses are conducted

¹³ Ibid.

from the office or home of the participants. Topics of the various types of training courses are presented in table 4 below.

Table 4: Topics of the three Main Types of SIAP Training Courses

SIAP-JICA Course	Short Term Training Courses	E-Learning Courses
<ul style="list-style-type: none"> Improving Capability in Producing Official Statistics Relating to MDGs Indicators, Statistical Analysis Production and Statistical Analysis of Monitoring Indicators in Support of Inclusive Development Policies Disaggregated SDG Indicators for Inclusive Development Policies Theory and Practices in Official Statistics Applying ICT Innovations for Modernizing Official Statistical System 	<ul style="list-style-type: none"> Communication and advocacy Literacy Sampling Compute Assisted Personal Interviewing (CAPI) Cost of production Food balance sheet Post-harvest losses Gender Sustainable agriculture Training of trainers 	<ul style="list-style-type: none"> Basic-level on SNA Intermediate-level on SNA System of Environmental-Economic Accounting (SEEA) Integrated Economic Statistics to Support 2008 SNA Implementation Price Statistics Introduction to Official Statistics Food Balance Sheet (FBS) Poverty Statistics for SDGs

Source: SIAP, Report on the Review of the Implementation of the Strategic Plan for 2015-2019, Complete Version for 2015-2018, May 2019.

Based on the expected number of training courses per year, SIAP performed well in SIAP-JICA courses, but less in terms of short term topic specific training courses, which remained below the expected number and declined sharply in the first half of 2019, due to vacancies in lecture/statistician positions. However, 11 training events with partners were scheduled for the second half of 2019. The number of e-learning has been behind target, except for 2018, again with a sharp decline for the first half of 2019. SIAP performed well in terms of the provision of regional training courses in the period 2015-2018, which reached close to double the expected amount. Expected numbers fell short in terms of sub-regional and country level courses, where expected numbers of 10 and 6 courses annually respectively were far from reached, except for country courses in 2015. For details see table 5 below.

While e-learning courses in 2015 - 2017 focused on SNA and System of Environmental-Economic Accounting, in 2018 a more diverse set of courses was provided, including on introduction to official statistics, price statistics, food balance sheet and poverty statistics for the SDGs. Limitation of the e-learning courses was that content was available for a short period of time only and interested persons would not be able to run courses outside of this period. Participants, moreover, considered that the e-learning could be made more interesting and attractive to the participants, making more use of multi-media approaches and providing more varied means of learning, with less use of text based slides.¹⁴

Total number of participants to SIAP training courses has been higher than the baseline from 2015 and reached 2.7 times the target in 2018, mainly due to participants in e-learning courses, which accounted for 88 % of the total number of participants. On the other hand, two of the JICA courses, had only 10 and 11 participants respectively, with an average of 20 participants per course. Total

¹⁴ Interview data country case studies.

number of participants in sub-regional and country level courses from 2015-2018 remained limited, with totals of 123 and 151 respectively.

Table 5: Number of Training Courses conducted by Type and Year from 2015 to 2019

Type of training course	Expected number per year	2015	2016	2017	2018	2019
SIAP-JICA course	2	2	2	3	2	2
Short term training course	22	16	15	16	15	2
<i>Regional</i>	6	10	11	13	12	2
<i>Sub-regional</i>	10	0	2	2	2	0
<i>Country level</i>	6	6	2	1	1	0
E-learning course	6	5	4	3	7	1
TOTAL	30	23	21	22	24	5

Source: SIAP, Report on the Review of the Implementation of the Strategic Plan for 2015-2019, Complete Version for 2015-2018, May 2019; 2019 data from SIAP separately.

As mentioned, the SIAP - JICA training course is relatively small scale in terms of participants (about 20 per course and upto 60 in a year). Participants are selected from a list of countries prioritized by JICA. The course is conducted 2 to 3 times per year and is from 2 to 4 months in duration. The training is conducted in SIAP, Chiba, Japan while participants are lodged in the JICA training institute which is about 1 hour travel from SIAP. The course is primarily for entry and intermediate level staff of NSOs, aimed at building their statistical capacities. Additional consideration for Japan includes that since the course is conducted in Chiba, participants get awareness of the social and cultural life of Japan and Japanese society. Over time the amount of participants that come from countries outside of the Asia and Pacific region has increased. Participants to the interviews in the country case studies appeared to highly value the course, which viewpoint, was confirmed by the relatively high scores in terms of the usefulness of the learnings to the work of the participants in the evaluations conducted at the end of the course.

As part of the evaluation, two SIAP training courses were reviewed, which included the Regional Course on SDG Indicators: Measuring decent work in the context of the SDGs and the, Regional course on statistical business registers (with face to face and online e-module). The assessment found that both trainings were of high quality. Combination of topics covered and levels concerned were well in line with the objectives of the trainings, minimum qualifications were in line with training scope, with a relevant training format and high quality presentations and reference materials resulting in well-designed courses. The e-learning component of one of the courses was deemed useful, though simple in terms of aimed to get participants on the same page regarding basic concepts. For details see Annex 4.

In terms of results for participants of the training courses, the indicators included 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, with baselines and targets set for each of these self-reported indicators. Results show that overall, regarding the perception of usefulness for their work, the percentage of participants fluctuated between baseline and target but did just reach the target in 2018. Concerning the confidence to apply learnings in their job, a reverse pattern could be observed, with the target reached in 2015 but going down and fluctuating afterwards. When comparing the three types of training, e-learning

scored lowest in both respects, while both SIAP JICA training and short term training courses scored better, with short term training courses reaching all targets at the end of 2018. The details on 2019 show improvements in terms of the results of the SIAP-JICA training course. Though short term and e-learning courses also show considerable improvements in the first half of 2019, these results only concern two short term courses and one e-learning course. The scores in various instances not reaching targets is concerning, given that targets were not set at a very high level with increases of 10 and 20 percent (from 40 to 60 percent in terms of usefulness for the work of the participant and an increase from 60 to 70 percent in terms of confidence of application of learning in the participant's job).

Differences in results across these types of training can partly be related to differences in their set-up, with the short term training being face-to-face learning for a week on a focused topic for which participants have been selected, the SIAP-JICA course concerning face-to-face training with a relatively limited number of participants over a period of 2 to 4 months, but covering a wide range of topics and the E-learning course delivered simultaneously to a large number of online participants with much less personal support and less interaction amongst participants. As such face to face learning on a focused topics seems to provide the best results in terms of the indicators concerned. For details see table 6 below.

In collaboration with the Statistics Division of ESCAP, the UN Statistics Division of UNDESA and PARIS21, SIAP has organized biennial management seminars for heads of NSOs, with the aim of stimulating discussion and sharing of experiences on leading and managing NSOs. Topics focused on Managing Key Stakeholder Relationships by NSOs in 2015 and Empowering and Strengthening National Statistical Systems for Monitoring SDG Indicators in 2017. For middle-level managers SIAP organized annually a quality management series, in order to support the design and implementation of statistical quality frameworks.¹⁵

As part of the evaluation, the setup of the Thirteenth Management Seminar for the Heads of National Statistical Offices in Asia and the Pacific was reviewed. The management seminar was assessed as well designed, with quality materials and participants appropriate to the objective. The face-to-face mode, with group discussions of presentations and break-out sessions for drafting of recommendations was assessed as an appropriate way to engage participants. For details see Annex 4.

In terms of cooperation with other organisations through partnerships, the targets were not only reached, but SIAP over performed in this aspect of the results framework. In each of the years since 2015 the institute developed 10 to 15 training courses with partner organizations, often with multiple agencies for the same training course, significantly more than the expected annual number of five. In all these instances, the training materials for the courses concerned were developed through the partnership. As the target for collaboratively development of training materials was set at 2, SIAP also largely over-performed on this indicator. For an overview of partners of SIAP in the period 2015-2019, see box 3 below.¹⁶

¹⁵Source: Interview data and <http://www.unsiap.or.jp/programmes/lmqs.html>.

¹⁶ SIAP, Report on the Review of the Implementation of the Strategic Plan for 2015-2019, Complete Version for 2015-2018, May 2019.

Table 6: Results of SIAP Training for selected Indicators from 2015-2019

Indicator	Baseline	Target	2015	2016	2017	2018	2019
Overall SIAP Training							
Very useful for work	40	60	54	60	49	60	87
Improved confidence to use	60	70	72	58	44	54	80
SIAP – JICA training							
Very useful for work	40	60	60	57	55	62	80
Improved confidence to use	60	70	69	77	58	62	67
Short term training courses							
Very useful for work	40	60	59	60	60	90	89
Improved confidence to use	60	70	72	66	56	89	86
E-learning courses							
Very useful for work	40	60	48	58	40	57	87
Improved confidence to use	60	70	-	48	34	50	81

Source: SIAP, Report on the Review of the Implementation of the Strategic Plan for 2015-2019, Complete Version for 2015-2018, May 2019; 2019 data from SIAP separately and E-learning for one course only.

Box 3: Partners of SIAP in the Period 2015-2019

Partners with whom SIAP co-organized Training/developed Training Materials

ESCAP; RAP; FAO; CAPSA; ADB; ECO; ILO; PARIS21; SPC; UNESCO; UNSD; WIEGO; World Bank; State statistical committee of Republic of Azerbaijan; National Bureau of Statistics, China; National Academy for Statistics Administration, India; BPS-Statistics, Indonesia; Statistics Centre of Iran, Islamic Republic of Iran; Ministry of Internal Affairs and Communications, Government of Japan; Department of Statistics, Malaysia; Statistics Korea, KOSTAT, Republic of Korea and GIZ

Partner Organizations delivering Resource Persons for SIAP Training Courses

Economic Commission for Africa; Economic Commission for Europe; International Monetary Fund; United Nations Population Fund; UN Women; World Health Organization; Eurostat; South Asian Association for Regional Cooperation

Source: SIAP, Report on the Review of the Implementation of the Strategic Plan for 2015-2019, Complete Version for 2015-2018, May 2019

The total number of participants in SIAP courses from the Asia Pacific region amounted to 4,708. With an additional 200+ participants from other countries and 54 from partner organizations, this

resulted in a total of 4,966 participants in the period under review. Numbers ranged between 646 to 807 from 2015-2017 with an increase to 2,036 in 2018 due to the inclusion of e-learning.¹⁷

When assessing the participation of SIAP courses by sub-regions, it can be observed that participants from South East Asia are with 65 percent of the total amount of participants over-represented in SIAP training courses. This goes for most of the training topics concerned. On the other hand, other sub-regions are clearly under represented, including East and North East Asia, North and Central Asia and the Pacific, which goes a bit less for South and South West Asia. In particular the Pacific countries have indicated that they need more statistical capacity training, adapted to the specific conditions and requirements of NSOs in SIDS.¹⁸ The latter include the small size of most of the NSOs in the Pacific, which in 2011 ranged in size from 1 to 44 staff members, with an average of 10 and 47 percent of Pacific NSOs with 5 or less staff.¹⁹

The limited representation of Central Asia relates to a large extent to a language issue, where most of the countries concerned would prefer training in Russian rather than in English. In the Pacific, geographical aspects pose considerable constraints for participation in training, with travel time and costs being relatively high. The SIAP model of calling participants to a location in Asia appears less suitable to Pacific participants. Moreover, statistical offices of many of the SIDS are small which makes it in particular difficult to send one or more staff on a long term training course.

Table 7: Number of Participants by Sub-Region and Topics of SIAP Courses (2015-2018)

Training Topic / Sub-Region	East / North-East Asia	South East Asia	South / South West Asia	North / Central Asia	Pacific
Fundamentals of Official Statistics	22	266	51	33	58
Population and Social Statistics	42	604	47	3	12
National Accounts / Economic Statistics	112	1,717	297	139	83
Agricultural and Rural Statistics	27	218	110	18	65
Environment Statistics	12	189	52	33	71
Modernising National Statistical Systems	36	63	75	53	21
Enhancing multiplier effect and assuring quality	6	26	20	1	-
Country Specific Courses	10	-	104	-	12
TOTAL (%)	267 (6%)	3,083 (65%)	756 (16%)	280 (6%)	322 (7%)

Source: SIAP, Report on the Review of the Implementation of the Strategic Plan for 2015-2019, Complete Version for 2015-2018, May 2019.

¹⁷ ESCAP, Report of the Director of the Statistical Institute for Asia and the Pacific, November 2018.

¹⁸ Data on number of participants from SIAP, Report on the Review of the Implementation of the Strategic Plan for 2015-2019, Complete Version for 2015-2018, May 2019; Indication of the needs of Pacific Island States as mentioned in Report of the Governing Council of the Statistical Institute for Asia and the Pacific on its eleventh session, February 2016 and the Report of the Governing Council of the Statistical Institute for Asia and the Pacific on its twelfth session, February 2017.

¹⁹ Skills Audit Analysis Results, 2011, Compiled by the Secretariat of the Pacific Community (SPC) Statistics for Development division (SDD) at the request of the Pacific Statistics Steering Committee (PSSC).

When looking at the training topics that have been able to attract most participants, National Accounts and Economic Statistics stands out, as this topic was able to draw half of all participants. Second in line was Population and Social Statistics, though attracting only one third of the total number of participants engaged in National Accounts and Economic Statistics. Modernizing Statistical Systems, country specific courses and Enhancing Multiplier Effects and Quality Assurance had least participants. For details see table 7 above.

In terms of topics that are considered as needing more attention, often the issues of coordination of NSOs with line ministries, internal management issues of NSOs, linkage with data users, planners and decision-makers, data presentation, visualization and dissemination and analysis through descriptive statistics were identified.²⁰

Impact

Findings: The occurrence of change at the level of NSOs in the region, as outlined in the SIAP statute, could be identified incidentally. The results of SIAP training at the level of individual trainees and its continued support at this level over decades has meant a substantial contribution to human resource capacities in the various NSOs in the Asia and Pacific region. Contributions were, moreover, identified in the country case studies in terms of the use of methodologies and processes in particular for data collection in line with international norms and standards.

The institutes focus on entry and mid-level statistical staff and the biennial workshop for NSO leadership has left a gap in terms of development of capacities of higher level staff in statistical offices. In addition to the leadership of the NSO, these staff in higher level positions have considerable influence on NSO management and when trained accordingly could enhance SIAP's contribution to results at the institutional level.

On the other hand, a number of issues have limited the organizational effects of SIAP training. The amount of trainees compared to the training needs remained too limited to have a major impact at the level of NSOs concerned. Opportunities to apply learnings were not always present. Where change occurred, it usually was a result of inputs from multiple change agents, of which SIAP was one. In countries with large support programmes on statistical capacity development, SIAP trainees found a fertile environment for the implementation of their learnings, but SIAP support in these countries was small in comparison with the larger programme and thus its contribution was limited.

Training of SIAP is overall highly valued at the country level and many of the staff of NSOs in the region have during their career benefitted from training by SIAP. Participants to SIAP training highly valued the training received and in many cases were able to apply what they had learned in the practice of their work. This primarily since they had been selected for the training concerned based on needs for improvements identified. In this respect changes to which SIAP training contributed included for example enhancement of existing methodologies and processes for data gathering, improvement of sampling, methodologies and procedures for data gathering, calculation of more complex indicators, and design of forms for data collection and overall an enhanced alignment with international norms and standards for statistics.

With SIAP training conducted over a period of almost 50 years, the institute has considerable contributed to statistical capacities of human resources in NSOs over time, with a total of 5,236

²⁰ Interview data country case studies.

trainees in the period 2015 to July 2019 and close to 20,000 trainees over the 49 year period till July 2019.²¹

However, when looking at the number of staff trained in each of the NSOs compared to the demand concerned, it shows clear limitations on the impact one can expect at the organizational level in the short term. In the period under review, only one third of all NSOs sent at most 1 to 3 staff to a SIAP-JICA training course on an annual basis, while two thirds of member states sent no staff during this period. On the other hand, most member states were able to send staff to short term topic specific training courses, which amounted to an average of less than one to 18 staff per year. The highest level of staff sent to short term training was from the Maldives, where this is certainly able to make a difference. However, in most cases the amount concerned was small compared to the needs, like in India where on average 12 staff attended short term training courses per year. In most of the countries, the same goes for e-learning, with relatively limited numbers of participants compared to the needs concerned, with the exception of Indonesia. While training needs are high, in most country contexts the numbers of SIAP trainees are too small to be able to create by themselves a substantial effect in the short term.²²

A limitation identified by participants of the country case studies, concerned the focus of SIAP on entry and mid-level staff in NSOs. For Director level staff positions, there is the biennial seminar for heads of NSOs. This leaves a gap in terms of focus on training for higher level staff positions, in between the leadership of the NSO and the entry and mid-level staff. It was recognized that the entry and mid-level staff have less access to management decision-making than higher level staff positions. In this respect, a focus on training for staff in higher level positions, could enhance the ability of SIAP training to address organisational aspects of NSOs. This in particular if training for staff in such positions would go beyond technical aspects of statistics and include management and coordination related issues as well as aspects of data use to inform decision-making and enhance results-based policy- and decision-making.

A number of constraints could be identified that limit the organizational level effects of training of participants to SIAP training courses. The scores on the two key SIAP indicators on training having been 'very useful for work' and 'improved confidence in use' did in various instances not reach the set targets. One constraint often referred to by trainees that participated in the country case studies concerned the lack of sufficient materials to guide participants after the training. PowerPoints used during the training were often not considered to provide enough guidance for participants to apply what they had learned during the training in the practice of their work.²³ Many of the participants considered the short term courses too short to sufficiently develop an understanding on the topic so that they could implement the issues concerned within their own national context. Frequent staff transfers were identified as another constraint. Though many staff remain within the statistics arena, often they are transferred to other divisions or departments of the NSO concerned, or elsewhere in the Government system, resulting in possible training requirements for new staff. Substantial differences in levels of existing knowledge and skills amongst training participants were seen as another constraint to learning.²⁴ With both face-to-

²¹ SIAP monitoring data.

²² SIAP Overview of Number of Participants for Long term, Short term and E-learning courses over the period 2015-2019. Only in Indonesia the amount of e-trainees was very high at 1,819, with high numbers in Myanmar (332 e-trainees) and Thailand (174 e-trainees). For all other countries, the overall range of amounts were comparable to those of short term training courses.

²³ Learnings were considered as easier to implement when clear guidelines for implementation were provided, as was the case in the training on National Accounts.

²⁴ The selection of the right participants with the relevant level of knowledge and skill was regarded as an important issue in discussion with SIAP trainees. In one of the countries the selection process for participation of a training course was made competitive, which resulted in the trainee ultimately selected having both the knowledge and skills required as well as being highly motivated for the training and for applying learning concerned after returning back to the NSO. The example showed that time put to selection of participants is time well spent.

face training and e-learning conducted in English, this proved to be a considerable limiting factor for participation, not only in Central Asia, where the use of Russian would be more suitable, but also in various countries in Southeast Asia, where capacities of English remain limited. While SIAP has a newsletter and a Facebook site for alumni, many participants in the country case studies were not aware of these.

There were examples of trainees that could apply what they learned in SIAP courses and were proactive in creating change within their division or department, applying the methods and approaches that they were taught. Face-to-face training enabled learning and sharing of experiences and learnings across participants from different countries, something that was appreciated across the board and appeared an important aspect of the enhanced understanding of participants on the topics concerned. SIAP trainings were overall seen as of high quality, with a proper balance between theory and practice. The inclusion of multiple trainees from one country enhanced opportunities for implementation of learnings, as staff concerned were able to promote together the application of learnings in the NSO concerned. The same goes for the inclusion of NSO staff in higher level positions. Uptake of activities in annual work planning was seen as a means to ensure that learnings were applied in practice.

The opportunities to apply learnings of trainees benefitted from an enabling environment to implement the new knowledge and skills provided through training. This enabling environment was in some cases enhanced through development partner support, as in Lao PDR and Kazakhstan. In both cases a substantial World Bank project supported a wide range of aspects of statistical capacity development, including the institutional framework and operations of the statistical system as well as support to the physical infrastructure of NSOs. While trainees in such a context found an enabling environment to make use of their learnings, the contribution of SIAP to the overall capacity development scheme in-country was limited in comparison to the larger programme.

Efficiency

Findings: The SIAP programme is part of the statistics sub-programme of ESCAP. The SIAP budget consists of contributions of member states, with the Government of Japan, the host country, being the largest contributor, both in terms of financial and in-kind resources.

SIAP's capacity in terms of access to financial and human resources has been expanded considerably through its work with partners, who contributed to joint initiatives through financial and in-kind contributions. Working with a variety of partners on the various topics of statistical training has added significant value to the training programme.

The SIAP human resource setup included 9 to 11 positions of which part of the four programmatic lecturer/statistician positions have been vacant for several months in 2015 and 2016 and the first half of 2019, which constrained programme implementation. The human resource structure has changed from four lecturer/statistician programmatic positions to include higher level staff positions and returned to four lecturer/statistician positions, which has affected the capacity of SIAP itself.

Though the SIAP-JICA longer term courses have some limitations in terms of their efficiency, the host country is of the view that the return on investment is worth the effort.

A systematic effort has been made by SIAP to conduct evaluation, including at the level of the initial reaction of participants after every training, with the results of these evaluations collated on an annual basis. Moreover, two indicators that were collected systematically have been used to inform annual reporting on training results.

SIAP is governed by a Governing Council consisting of eight representatives of member countries and associate members of ESCAP, elected by the commission and one representative designated by the Government of Japan. The ESCAP Executive Secretary convenes the sessions of the Governing Council of SIAP, with the SIAP programme part of the statistics sub-programme of ESCAP.²⁵

The SIAP regular budget consists of annual cash contributions by member states to the institutional support account of SIAP. Contributions of member states are usually upto an annual contribution of 70,000 US\$. Exceptions concern Australia, with an annual amount of US\$ 100,000 in the period 2015-2016 and Government of Japan, with support ranging from 1.5 to 1.8 million US\$ annually. This makes Japan by far the largest donor to the institute, furnishing upto three quarters of the annual budget. The remainder of the budget has depended on the continued support of 27 to 30 member states in the period under review. The Governing Council has advised the member countries to increase their annual contribution by five percent. The Japanese government hosts the institute and provides support in kind in terms of office space, services of officials and temporary staff and fellowships for the SIAP/JICA residential courses. For budget details see table 8 below.

Table 8: Budget Details of the SIAP 2015 – 2018 in 1,000 US\$ (excluding in-kind support)

Partner Agency	2015	2016	2017	2018
Total income	2,666.2	761.3	2,398.9	3,703.7
Expenditure	1,865.8	1,768.8	2,610.5	2,356.1
Net income over expenditures	800.4	(1,007.5)	211.6	1,347.6
Fund balance at End of year	4,673.6	3,725.5	3,513.9	4,861.5

Source: Report of the Governing Council of Statistical Institute for Asia and the Pacific on its eleventh (2015), twelfth (2016), thirteenth (2017) and fourteenth (2018) sessions respectively.

The human resources setup of SIAP includes 6 professional staff and three to four support staff. In particular during 2015, 2016 and the start of 2019 the institute has been severely understaffed, with in 2015 and 2016 only 3.6 and 2.5 of the 6 professional positions filled respectively. The situation improved during 2017 and 2018 with 6.2 and 5.4 professional positions filled respectively, but again deteriorated at the end of that year, with a lack of programme staff at the start of 2019. This gap was partially filled through recruitment of two lecturer/statistician positions in April of this year with the selection process of two additional lecturers completed in September with offers of appointment extended to the selected incumbents. Support staff has been in place according to

²⁵ ECOSOC Resolution 2005/36, Statute of the Statistical Institute for Asia and the Pacific, Annex, Statute of the Statistical Institute for Asia and the Pacific.

plan throughout the period under review. For an overview of human resources in the period under review see table 9 below.

Table 9: Annual Human Resources in Person Months / Number of Months per Year, Jan 2015 – June 2019

Staff position	Target	2015	2016	2017	2018	2019
Professional Staff	6	3.6	2.5	6.2	5.5	3.3
D1		1.0	0.1	1.0	1.0	1.0
P5		1.0	1.4	2.0	2.0	1.3
P4		0.0	0.0	1.0	0.7	0.0
P3		1.6	1.0	2.2	1.8	1.0
Support Staff	3	3.8	3.1	3.3	4.0	4.0

Source: SIAP, Report on the Review of the Implementation of the Strategic Plan for 2015-2019, Complete Version for 2015-2018, May 2019, details on 2019 from SIAP separately.

With four lecturer/statisticians, SIAP is able to conduct the JICA training as well as other regional training on official statistics for entry and mid-level NSO staff. This does, however, not enable the institute to be at the forefront of statistical capacity development and develop training at emerging topics and different types of data for the monitoring of the SDGs, nor to engage with other training providers and statistical capacity development institutes and support development of their capacities. For SIAP to fulfil these roles a different staff setup would be required, with capacities of staff tailored to the specific requirements of innovative initiatives concerned. The need to make use of new data sources and application of new technologies in official statistics and the increased importance of attention to specialized subject-matter areas has made it increasingly difficult for SIAP to depend on lecturer/statisticians only. In the period 2016-2018 staffing has been more diverse with more senior level staff, which replaced two lecturer/statistician level posts, which enabled the conduct of short term topic specific training and adaptation of the SIAP-JICA training courses to include aspects of SDG monitoring.²⁶ The limitations of SIAP staff capacities were also identified in the audit conducted by OIOS in 2015, which recommended for SIAP to develop project management capacity in order to manage projects funded through partnerships.²⁷

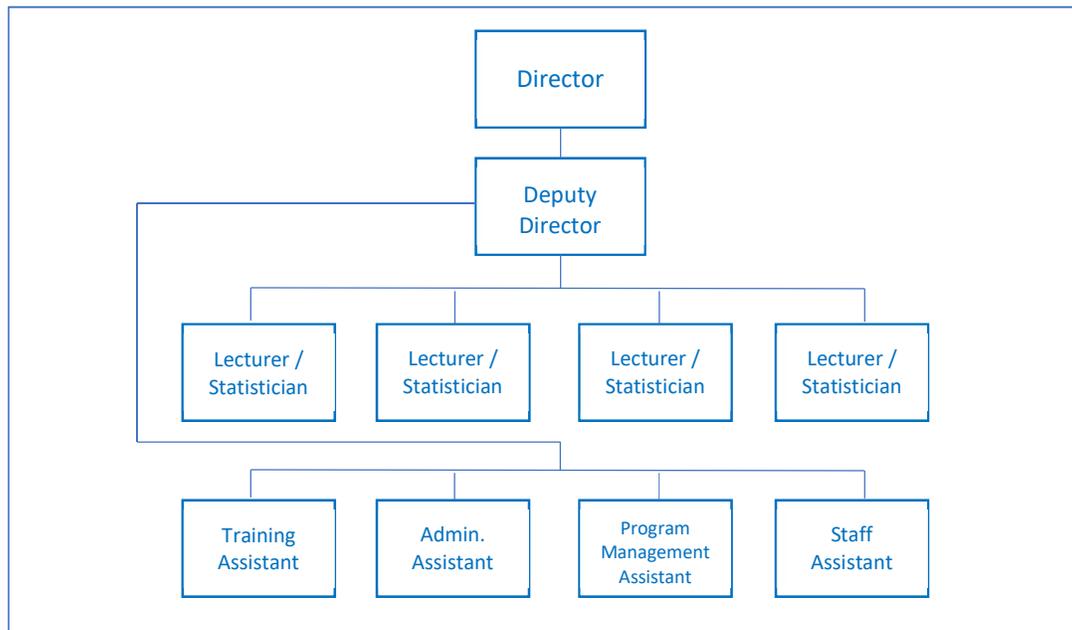
A constraint in terms of international staff positions in SIAP concerns the limitation of international staff to a five year term of positions concerned. As staff usually attempt to shift to a new position before the termination of their contract with SIAP, this has resulted in relatively high level of programmatic staff turnover. This, while it has proven relatively difficult to recruit suitable staff with the right qualifications and experience, including at the lecturer/statistician level.

²⁶ ESCAP, Report of the Governing Council of the Statistical Institute for Asia and the Pacific on its fourteenth session, January 2019, as well as interview data. There has been disagreement between ESCAP and GOJ on the human resource needs to the SIAP. While GOJ insists on four P3 positions, ESCAP is in favour of a more flexible approach in which there can be P4 and P5 level staff, based on programmatic requirements. P4 and P5 staff posted in SIAP in 2016 -2018 were terminated and the four programmatic positions are all meant to be filled with P3 level staff.

²⁷ Office of Internal Oversight Services, Internal Audit Division, Report 2015/174, Audit of management of selected subprogrammes and related capacity development projects in the United Nations Economic and Social Commission for Asia and the Pacific, December 2015, page 6.

The organizational structure of SIAP has the Director at the top with the Deputy Director managing both the four lecturers / statisticians as well as the four support staff positions. The Director and Deputy Director are responsible for the handling of the leadership and administrative functions of the Institute and the development of the annual work programme. The eight direct reports to the Deputy Director appear to provide a rather lopsided setup of the human resources. For details see figure 1 below.

Figure 1: Organizational Chart of SIAP



The roles and responsibilities of the various actors in the governance and management of SIAP have been included in the SIAP statute and in the Agreement between the United Nations and the Government of Japan relating to the Statistical Institute for Asia and the Pacific.²⁸

An aspect of efficiency concerns the JICA-SIAP longer term courses conducted in Chiba, Japan, which are conducted by SIAP's lecturer/statisticians, with guest lecturers on specific topics. Given the combination of their longer time frame and location in Japan, they require a considerable amount of resources. The relatively low level of participation of the courses, with an average of 20 participants in the period under review, has limited their efficiency. Nevertheless, JICA highly values these training courses and regards the costs worth the investment concerned.

Partnerships

In the implementation of its work programme, SIAP has worked with the ESCAP Statistical Division, as its programme is part of this division, as well as with other ESCAP divisions. Moreover, the institute has worked with the Statistical Division of the UN Department of Economic and Social Affairs (DESA), in particular on quality of statistics, SDG indicators, gender statistics, SNA and economic and environmental statistics.

In the implementation of its training programme, SIAP has worked with a range of other partners. Partners have differed across the different types of statistics concerned. Working with partners has enabled the use of the knowledge, skills and experience of partners in their field of statistics in

²⁸ ECOSOC Resolution 2005/36, Statute of the Statistical Institute for Asia and the Pacific, Annex, Statute of the Statistical Institute for Asia and the Pacific. UN, Agreement between the United Nations and the Government of Japan relating to the Statistical Institute for Asia and the Pacific, Bangkok, April 1995.

the training programmes of SIAP and has in this way added significant value. Partners, moreover, contributed financial and in-kind resources. An overview of partners for each of the types of statistics concerned is provided in table 10 below.

Table 10: Partnerships of SIAP by Types of Statistics Training

Type of Statistics	Partners
Quality Statistics – SDG Indicators	<ul style="list-style-type: none"> • Director General for Policy Planning on Statistical Standards, Ministry of Internal Affairs and Communications, Government of Japan • International Monetary Fund (IMF) Statistics Department • Food and Agricultural Organization (FAO) • International Labour Organization (ILO) • PARIS 21 • Statistics Korea • JICA • Asian Development Bank (ADB)
Population and Social Statistics	<ul style="list-style-type: none"> • ILO • Statistics Korea (KOSTAT), Government of Republic of Korea • Women in Informal Employment: Globalizing and Organizing (WIEGO); • Ministry of Internal Affairs and Communications (MIC), Government of Japan
Gender Statistics	<ul style="list-style-type: none"> • UN Women • Ministry of Internal Affairs and Communications, Director General for Policy Planning on Statistical Standards, Government of Japan • Regional Office of the Global Strategy to Improve Agricultural and Rural Statistics, FAO
SNA and Economic Statistics	<ul style="list-style-type: none"> • MIC, Government of Japan • Department of Statistics, Government of Malaysia • Statistical Research and Training Centre of the Islamic Republic of Iran • ILO • KOSTAT, Government of Republic of Korea • Australian Bureau of Statistics
Agricultural and Rural Statistics	<ul style="list-style-type: none"> • Regional Office of the Global Strategy to Improve Agricultural and Rural Statistics, FAO • FAO • KOSTAT, Government of Republic of Korea • SPC • World Bank • University of Bandung, Indonesia • BPS-Statistics Indonesia • National Bureau of Statistics of China
Environmental Statistics	<ul style="list-style-type: none"> • Pacific Islands Forum Secretariat • GIZ
Leading and Managing for Quality Statistics	<ul style="list-style-type: none"> • IMF Statistics Department • PARIS21 • Statistics Bureau, MIC, Government of Japan • UN Economic Commission for Europe • KOSTAT, Government of Republic of Korea

Source: Training Concept Notes, SIAP Website at <http://www.unsiap.or.jp/e-learning/e-library/index.html>.

An example of SIAP cooperation with UN agencies concerns cooperation with FAO. This initiative was part of the Asia-Pacific Regional Action plan to Improve Agricultural and Rural Statistics. The initiative established a framework to rebuild statistical systems producing agricultural statistics. It aimed to address the needs to monitor agricultural development as well as cross-cutting development issues in order to inform policy formulation. The initiative supported the integration of agricultural statistics systems into national statistics systems. The Regional Action Plan was based on an assessment of the capacities and constraints of the agricultural statistics systems in the Asian and Pacific countries. SIAP has played a role in coordination and delivery of the training component of the plan.²⁹

Monitoring and Evaluation

In 2012/13 a monitoring and evaluation approach was developed for SIAP based on five levels, including initial reaction of participants to training, enhancement of knowledge and skills, changes in their work behaviour when applying new learnings, results at the level of the NSO Department for which they work and return on investments for the institution concerned. In the recommendations to the plan, on-going monitoring of training was suggested in combination with periodic surveys to heads of NSOs and external evaluation. In practice, for each of the training courses assessment of reaction of participants directly after the course has been made quite consistently, with for some selected trainings a pre and post knowledge/skills assessment conducted. Results have been collated on an annual basis. Two key indicators from the training evaluations have been used to inform SIAP annual reporting. What appears missing concerns monitoring beyond the level of participants' reaction immediately after the training, in order to use the results to inform the training programme and its targeting.³⁰

Sustainability

Findings: A training of trainers approach has been used to enhance results of training at the level of the organizations concerned. This appeared useful regarding the training of staff of national statistical training institutes. However, the wider use of the approach had its limitations, with regular trainees usually not developing knowledge and skills upto a level at which they could become trainers on the topics and issues concerned.

Another approach to enhance the sustainability of training results has been the initiation of cooperation with national statistical training institutes in several sub-regions. This proved to be a useful way of working in order to expand the reach of statistical training institutes to other countries in the sub-regions concerned. This approach could be further enhanced, including support to sub-regions that do not have national statistical training institutes in place yet.

SIAP's role in regional and global networks has provided the opportunity to support the development of institutional capacities of national statistical training institutes and enhance coordination across stakeholders at regional and global levels.

SIAP conducted focused Training of trainers (TOT) workshops for experts of national statistical training institutes in the region which are part of the network for the Coordination of Statistical Training in Asia and the Pacific. This with the objective to enhance institutional capacity of national

²⁹ Food and Agriculture organization of the United Nations, Asian Development Bank, and the UN Economic and Social Commission for Asia and the Pacific, Asia-Pacific Regional action Plan to improve Agricultural and Rural Statistics 2013-2017, for Food Security, Sustainable Agriculture and Rural Development, Bangkok 2013.

³⁰ Becker-Thierry, Sabine, Monitoring and Evaluation at the Statistical Institute for Asia and the Pacific (SIAP) M&E Strategy, Final Report, July 2013.

statistical systems in designing, developing and delivering training on official statistics. Moreover, workshops were used to pilot the TOT Manual that had been produced, including a template to develop further specialized TOT manuals and guides.³¹

One of the ways in which the effectiveness of SIAP trainings was meant to go beyond the initial participants of the training, was through transfer of knowledge to other staff of the NSO concerned. This in order for the training to have a wider effect and to enable trainees concerned to apply the learning of the training in their daily work. Though many training participants indicated that they did share their learnings with other staff in their organization, they also indicated the limitations of such an approach, with often limited time available and a one off session not necessarily having the expected results in terms of knowledge transfer and skills development. Many of the participants, moreover, indicated that they had enhanced their knowledge and skills, though often not upto a level that they could become sufficiently knowledgeable on the topic concerned to guide others.

In the Asia-Pacific region there are three sub-regions in which countries have established National Statistical Training Institutes that conduct training at the national as well as at the international level, with countries concerned including China, Indonesia, Islamic Republic of Iran, India, Malaysia and the Republic of Korea. Moreover, in Russia, the Russian Federal State Statistics Service (Rosstat) is working with the World Bank to establish a Statistical Resource Centre in Moscow, which will partner with ESCAP.³² Moreover, the Statistical Committee of Kazakhstan has the ambition to develop a training institute for statistical training in the central Asian region.³³ For an overview see table 11, while for an example of SIAP partnership with KOSTAT see box 4 below.

Table 11: National Statistical Training Institutes in the Sub Regions of Asia Pacific

Sub-Region	Countries included in Sub-Region	National Statistical Training Institutes
East and North-East Asia	China; Democratic People’s Republic of Korea (DPR Korea); Hong Kong, China; Japan; Macao, China; Mongolia; Republic of Korea	1. Statistical Training Institute, Statistics Korea (KOSTAT) 2. China International Statistical Training Center
South-East Asia	Brunei Darussalam; Cambodia; Indonesia; Lao People’s Democratic Republic; Malaysia; Myanmar; Philippines; Singapore; Thailand; Timor-Leste; Viet Nam	1. Malaysia Statistical Training Institute 2. Statistical Training Institute Indonesia
South and South-West Asia	Afghanistan; Bangladesh; Bhutan; India; Iran (Islamic Republic of); Maldives; Nepal; Pakistan; Sri Lanka; Turkey	1. Statistical Research and Training Centre of Iran 2. National Statistical Training Academy, India
North and Central Asia	Armenia; Azerbaijan; Georgia; Kazakhstan; Kyrgyzstan; Russian Federation; Tajikistan; Turkmenistan; Uzbekistan	None (Collaboration with Rosstat and the Higher School of Economics, Moscow, Russian Federation; Rosstat plans to establish Statistical Resource Centre in Russia; Interest in establishing Statistical Training Institute in Kazakhstan)

³¹ ESCAP, Regional Workshop on Training of Trainers for Official Statistics, 21 March – 24 March, 2017, Chiba, Japan, Concept Note; ESCAP, SIAP, Regional Workshop on Training of Trainers for Official Statistics, 29 February – 3 March, 2016, Chiba, Japan, Concept Note. Available at SIAP website at: <http://www.unsiap.or.jp/tnetwork/tnpro.html>.

³² The resource centre will aim to accumulate and disseminate information on new statistical methodologies and best practices for the region of Eastern Europe and Central Asia and some other countries. The centre is moreover, meant to function as the planning and coordination unit in knowledge dissemination programs, such as workshops, training courses, methodological consultations, conferences, meetings aimed at experience exchange. Federal State Statistics Service, Russian Federation, Establishing Statistical Resource Centre in Russia, May 2019, Bangkok, PowerPoint Presentation.

³³ Interview data.

Sub-Region	Countries included in Sub-Region	National Statistical Training Institutes
Pacific	American Samoa; Australia; Cook Islands; Fiji; French Polynesia; Guam; Kiribati; Marshall Islands; Micronesia (Federated States of); Nauru; New Caledonia; New Zealand; Niue; Northern Mariana Islands; Palau; Papua New Guinea; Samoa; Solomon Islands; Tonga; Tuvalu; Vanuatu	None (Collaboration initiated with the University of South Pacific, Faculty of Business and Economics, Suva, Fiji)

Source: ESCAP SIAP, Work programme, implementation plan and financial plan of the Institute for 2019, November 2018.

SIAP has over the years worked with several of these institutes in the development and implementation of training courses, which was often done through co-financing arrangement for regional courses. This was in line with the SIAP objective of assisting in strengthening of the training capacity in-country, which has become more relevant with statistical training institutes established in an increasing number of countries. With the lack of such institutes in the North and Central Asia Region and the Pacific, support for their establishment would seem to be an important opportunity for SIAP in terms of enhancing access to statistical capacity development in the sub-regions concerned.

However, linking with change at the organizational level in terms of statistical capacity development, in order to create longer term and lasting change, is challenging for SIAP with its focus on training of individual staff members working on statistics. This is in particular as SIAP does not have an institutional relationship at the policy level and is not setup to maintain long term relationships with the political level of the countries that it supports. In order to link with required changes at the policy level, it will need to work closely with other UN ESCAP divisions at the regional level and UNSD in terms of global issues, making use of the entry points at the policy level in the regional and global arenas of these agencies.

Box 4: SIAP partnership with KOSTAT

SIAP has cooperated over a longer period with KOSTAT in Korea and its training institute, with many of the KOSTAT staff having received SIAP training. More recently, SIAP has cooperated with KOSTAT in the organization of three 5-day international training courses for about 40 participants per course.

Topics focused on gathering and use of 'big' data and gender statistics in terms of SDG related indicators. KOSTAT has appreciated the work with SIAP in an international context as SIAP has the knowledge and processes in place to recruit international participants. Moreover, given SIAP expertise, KOSTAT prefers to works with SIAP on new topics, like SDG monitoring on gender, education, health and employment.

Other training courses of KOSTAT are primarily focused at the national level, including staff of the NSO as well as the general public, in an effort to make them more 'statistics literate'. KOSTAT organizes a total of about 100 training courses per year for about 4,000 participants in the Republic of Korea.

Support from SIAP has enabled KOSTAT to develop their national level statistical training programme and in cooperation with SIAP to provide international level training. Building capacities for training has meant that SIAP's role in Korea is less focused at the national level but has moved to cooperation at the organizational level, supporting KOSTAT to provide international level training, in addition to their national level training, in this way supporting a national level statistical training provider to respond to an international level demand for training.

Source: Interview data

SIAP is performing the secretariat function to the Network for the Coordination of Statistical Training in Asia and the Pacific, which was started in September 2013 and endorsed by the Committee on Statistics in March 2015. Countries and organisations are members of the network and discussions take place on statistical training related issues, including curriculum development, standardization and accreditation of training and training institutes. The network is meant to implement recommendations of the Working group on the Regional Coordination of Statistical Training endorsed by the ESCAP Committee on Statistics. The Network identified the following priority areas: (a) identification of training gaps in understanding, measuring and monitoring the Sustainable Development Goals, (b) development of a database of training resources compiled and accessed by Network members, and (c) development of common curricula for priority statistics in agricultural and rural statistics.³⁴ For key functions of the network see box 5 below while for a list of members of the network see Annex 5.

Box 5: Key Functions of the Network for Coordination of Statistical Training in Asia - Pacific

- Identify priorities for coordinating statistical training among training providers in the Asia-Pacific region, and agree on the appropriate approaches and processes for coordination, including for the development of common training programmes in response to the requirements of the ESCAP Committee on Statistics' key regional statistics development programmes
- Share information on the work of statistical training providers, including needs assessment, strategies, existing and upcoming programmes as well as resources available so as to facilitate cooperation among the providers and relevant stakeholders in mobilizing technical and financial resources
- Periodically review the implementation of the proposed coordination activities, and identify and implement further actions required

Source: SIAP website at <http://unsiap.or.jp/tnetwork/index.html>

The network is to conduct a regular forum on statistical training, to regularly update and coordinate training needs assessments and develop a standard questionnaire for such assessment, share information on training programmes and events and identify gaps in training opportunities and support the training component of priority regional programmes identified by the ESCAP Committee on Statistics. Network members developed a generic needs assessment tool that was tested in Mongolia and Lao PDR, with a centralized and decentralized statistical system respectively, during which testing no difficulties were observed. The tool was aligned with the 2030 Agenda for Sustainable Development and can be adjusted based on country context and specific country requirements.³⁵ Sub-groups on Training for Agricultural and Rural Statistics (2014)³⁶

³⁴ ESCAP, Report of the Governing Council of the Statistical Institute for Asia and the Pacific on its twelfth session, February 2017.

³⁵ ESCAP, Report on the Network for the Coordination of Statistical Training in Asia and the Pacific, Note by the secretariat, August 2018; SIAP, Training needs assessment tool, PowerPoint Presentation, available at SIAP website at http://www.unsiap.or.jp/tnetwork/1712_NW3.html.

³⁶ Details of the sub-group were established during the sixth workshop on forging partnerships in statistical training in Asia and the Pacific. SIAP website at http://www.unsiap.or.jp/programmes/fp_materials/fps6.html.

Gender Statistics (2018)³⁷ were established and one on Economic Statistics proposed.³⁸ Four priority areas highlighted and discussed included: SDGs, Civil Registry and Vital Statistics, Economic Statistics and Household Surveys.

Other issues included in the network's outputs:

- Establishment of a database on training resources and experts on official statistics, with the development of a concept note, beta version and testing on-going
- Development of a programme for certifying trainers and training institutes on official statistics, for which a task team to review existing certification of programmes was established. In the meeting in 2018 it was concluded that certification of training institutes was not (yet) possible given the differences in country practices and levels of knowledge of trainees making it not feasible to recommend uniform course contents for national statistical training institutions. If accreditation would be useful it might be limited to training courses³⁹
- Development of a common curriculum for priority statistical training on agricultural and rural statistics with in the meeting of 2018 the Training Needs Assessment survey on agricultural statistics presented

While SIAP, through its role as Secretariat, has been a catalyst to the activities concerned. The targeted outputs were not always fully reached, due to limited participation of countries that volunteered to facilitate the activities needed for the attainment of the outputs.⁴⁰

SIAP is, moreover, part of the Global Networks of Institutes of Statistical Training (GIST), which was established about 1.5 years ago, with the aim to enhance coordination across different statistics training institutes worldwide. Members include UN agencies, regional institutes as SIAP and five national statistics offices who provide training outside their own countries. The secretariat of GIST is conducted by the UN Statistics Division (UNSD) while the initiative is chaired by the International Statistical Institute. Members so far have developed an inventory of statistical training courses worldwide. GIST has set up three task teams, including on stock taking, needs assessment and gap analysis; exemplars of courses/best practices; innovation and technology in training and outreach, communication and statistical literacy. SIAP is involved in the task team on stock taking, needs assessment and gap analysis. GIST is primarily regarded as an information sharing platform. During the meeting of the Network for Coordination of Statistical Training in Asia – Pacific, the need for the network to integrate its work with GIST was discussed as objectives of GIST are similar, though at the global level.⁴¹

³⁷ Details of the sub-group were established during the seventh workshop on forging partnerships in statistical training in Asia and the Pacific. SIAP website at <http://www.unsiap.or.jp/programmes/fp.html>.

³⁸ ESCAP Statistics Division, Regional Programme on Economic Statistics: Training Component, Empowering Sustainable, National Training, PowerPoint Presentation, available at http://www.unsiap.or.jp/tnetwork/1712_NW3.html.

³⁹ Report of the Fourth Meeting of the Network for the Coordination of Statistical Training in Asia and the Pacific, 12 September 2018.

⁴⁰ Third Meeting of the Network for the Coordination of Statistical Training in Asia and Pacific, Progress Report of the Network Work Programme, 5 December 2017, Chiba, Japan, at http://www.unsiap.or.jp/tnetwork/1712_NW3.html.

⁴¹ United Nations Statistics Division, Global Network of Institutions for Statistical Training (GIST); GIST website at <https://unstats.un.org/gist/>.

Gender and Human Rights

Findings: Considerable headway has been made in terms of assessment of gender related indicators, informed by the inclusion of gender indicators in the Millennium Development Goals (MDGs). SIAP has successfully worked with a variety of partners to provide training on gender statistics.

There has been much less progress with human rights based indicators, including indicators in SDG 16. The inclusion of governance aspects in the SDGs is new, since these were lacking in the MDGs.

Female participants outnumbered males at the ratio of 1.4, with differences amongst the various topics of statistics training.

Training on gender statistics in SIAP goes back to 2013, with the workshop on improving Integration of a Gender Perspective into Official Statistics and 2014, with the Workshop on Gender statistics for the JICA-KFAW Training on Gender Mainstreaming Policies for Government Officers. In the period under review, two training events on gender were included: The Workshop on Gender Statistics for SDG Indicators, for five days in November 2018 and the Regional Workshop on Gender Statistics and SDG Indicators 5.a.1 and 5.a.2 for four days in December 2018.⁴² These training events were organized together with the UN Statistics Division of UN DESA in November 2018 and with the Regional Office of the Global Strategy to Improve Agricultural and Rural Statistics of FAO in December 2018. The training in November focused on gender statistics as indispensable tools to develop evidence-based policies and solutions in order to achieve gender equality and women's empowerment. The December workshop was focused on gender disaggregated agricultural and rural statistics and in particular on assessment of progress towards women's land rights.⁴³ At the time of the evaluation, SIAP was working on a training on gender statistics with UN Women.

Unlike gender, there is no specific focused attention to human rights, nor has there been specific training on some of the governance related indicators of SDG 16. Though human rights concern the basic premise of the SDGs and their targets, this remains largely implicit. Human rights is included in terms of Governance focus in SDG 16 but as this was not included as a topic in the MDGs, there has been less development of practice in terms of assessment of results. Opportunities to pay attention to human rights include aspects of methodology, like the inclusions of vulnerable groups in sampling and the ensurance of the confidentiality of data and the anonymity of respondents. Moreover, support to the assessment of the governance related indicators in SDG 16 and the enabling factors for SDG achievement in SDG 17 could be a useful approach.

Gender ratio specifies the ratio of female participants per number of male participants in each of the training courses. Overall the ratio is at 1.37. When assessed per training topic, Fundamentals of Official Statistics, National Accounts and Economic Statistics and Population and Social Statistics appear to have the highest ratio of female participants. On the other hand the ratio is lowest for Modernising national statistical systems and Enhancing multiplier effect and assuring quality. This seems to indicate that there is overall less participation of women in training on managerial aspects of statistical offices. For details see table 12 below.

⁴² The workshop in November 2018 included for participants to attend selected sessions of the Seventh Global Forum on Gender Statistics. SIAP website at <http://www.unsiap.or.jp/e-learning/e-library/gdr.html>.

⁴³ Concept notes on workshops, available at SIAP website at <http://www.unsiap.or.jp/e-learning/e-library/gdr.html>.

Table 12: Gender Ratio per Training Topic in SIAP Training Courses (2015-2018)

Training Topic	Gender Ratio (female participants per male participants)
Fundamentals of Official Statistics	1.66
Population and Social Statistics	1.58
National Accounts / Economic Statistics	1.58
Agricultural and Rural Statistics	0.97
Environment Statistics	1.36
Modernising National Statistical Systems	0.67
Enhancing Multiplier Effect and Assuring Quality	0.41
Country Specific Courses	1.04
TOTAL	1.37

Source: SIAP, Report on the Review of the Implementation of the Strategic Plan for 2015-2019, Complete Version for 2015-2018, May 2019

Conclusions

SIAP's Performance over the Past Five Year Period

SIAP has remained an important actor in the development of statistical capacities in the Asia Pacific region. The institute has been able to start adapting its training programmes to the changing requirements of the 2030 Agenda for Sustainable Development, adopted in 2015. With a focus on new topics, including environmental statistics and gender statistics and inclusion of new data sources like 'big' data and management data of line ministries, SIAP has started to adapt statistical capacity development to the requirements of the SDG era. This has added value to the continued support that SIAP has been able to provide to statistical development in the region over the past few decades and for which it is well known across the region. With statistical capacities in the region enhanced over time, SIAP has started to include more intermediate and advanced level courses, in particular for those countries with more advanced statistical systems in place. Moreover, SIAP has started with the development of e-learning courses, which can reach a wider statistical audience. In this way SIAP has remained relevant in the field of statistics and continued to transfer knowledge concerned to staff of NSOs and other stakeholders in statistics.

In a region as diverse as Asia and Pacific, with huge differences in terms of geographical conditions, demographics and economic development stages, it has proven difficult to serve all countries well, in particular when making use of the regional training approach that SIAP has been using. The regional orientation of the training programme has led to more limited attention to the specific needs and requirements of LDCs, LLDCs and SIDS. In geographical terms, a relative large number of participants to SIAP trainings came from Southeast Asia. SIAP has been less successful in adapting training to fit the specific requirements of Central Asian and Pacific countries.

SIAP has provided training to a substantial amount of statisticians, enhancing knowledge and skills of participants, which in many cases were able to apply those learnings and enhance the ways in which statistical data were gathered and made available to users. Training of trainers has been used as a means to enhance the effects of a training, which proved useful with respect to staff of national statistical training institutes, though had more limited results for regular trainees, who often proved not to become sufficiently skilled to play a role as propagator on the issues concerned.

Through the development of e-learning, the institute has managed to reach a larger number of participants than it was able to reach beforehand. However, this has come at a cost, as networking and knowledge sharing with peers prove to be important aspects of face-to-face training, not necessarily realised by all forms of e-learning. Moreover, the confidence of participants to use the learnings of the training prove to be lower for e-learners compared to trainees that received face-to-face training. Results of evaluations of trainings have been compiled on an annual basis, with further opportunities to inform results based management of SIAP's work.

In its training programme, SIAP has been able to work with a large number of partners, whom also contributed financial and in-kind resources. This has included work with training institutes that are present in some of the sub-regions and with UN agencies and other development partners. Working through partnerships has enabled the use of the capacities of these partners and through joint development of training courses, to build a common understanding on the issues concerned. This was exemplified through cooperation with FAO on the development and implementation of training on agricultural and rural statistics, which provided an effective way for SIAP to work

together on enhancement of capacities in a field that is critical to achieving the SDGs and given aspects of climate change is under rapid transformation.

Though SIAP has been providing support to the governance and managerial aspects of national statistical systems through seminars, this has been an aspect that has been less common compared to SIAP support to technical aspects of statistical capacities and sector-based statistics. Nevertheless this is regarded by national statistical offices as an important part of their statistical capacity development needs, including aspects of NSO coordination with statistics departments of line ministries in relation to managerial data on SDG indicators.

In terms of budget, SIAP has depended to a large extent on the contributions of member states, with the Government of Japan being the largest provider of financial and in-kind resources. This has provided the organization with a considerable amount of un-earmarked resources. Moreover, partner agencies have often contributed resources, by paying for part of the training expenses or providing in-kind support.

In terms of human resources, SIAP's programme has been understaffed in several periods in the timeframe under review. Viewpoints on the level of staff positions required for the Institute varied. Though lecturer/statisticians can be considered to be able to conduct the basic level SIAP-JICA training courses, for the development of more specialised and higher level courses and to enhance statistical system development capabilities and support programme management higher level staff were considered to be more suitable and have been recruited in the period of 2016 to 2018. Moreover, such higher level staff positions were considered more appropriate in terms of liaising with partners at the policy level and to support capacity development of national statistical training institutes. As the implementation of SIAP-JICA courses, a requirement of the host government, can be guaranteed with one or two lecturer / statistician positions, the filling of the remainder of the programmatic staff position(s) could become negotiable. With, moreover, the existing Director and Deputy Director positions, SIAP could get the means in place to support innovative approaches to statistical capacity development in the region.

The approach to gender in the development agenda appears to have made substantial headway, partly related to the inclusion of gender indicators in the earlier MDG framework. SIAP has successfully integrated gender statistics in its work programme in cooperation with UN DESA, UN Women and FAO.

SIAP's training has focused in particular at the regional level. This does not mean that country and sub-regional level training would not be considered useful or necessary. There appeared to be a considerable demand for country level training, more adapted to the needs of the country concerned and making use of country specific examples. Such training would, moreover, have been provided to a larger group of participants with costs reduced given that it would involve less international travel. For SIAP, however, this has proved not an option given the limited human resources of the institute. Both country and sub-regional level training were far below targets set for most of the time of the period under review.

The results of SIAP training at the level of individual trainees and its continued support at this level over decades has meant a substantial contribution to human resource capacities in the various NSOs in the Asia and Pacific region. The institutes focus on entry and mid-level statistical staff and the biennial workshop for NSO leadership has left a gap in terms of development of capacities of higher level staff in statistical offices. In addition to the leadership of the NSO, these staff in higher

level positions have considerable influence on NSO management and when trained accordingly could enhance SIAP's results at the institutional level.

Though SIAP's ongoing trainings have resulted in enhanced knowledge and skills of participants, the resulting short term changes at the country level in terms of the organizational aspects of the NSOs have been more difficult to achieve. In addition to the focus on entry and mid-level staff, institutional results of SIAP training at the country level have been constrained through the limitation of the number of staff trained on an annual basis, in particular for larger NSOs, which has been characterized in some cases as 'a drop in a bucket of water'.

With SIAP increasingly acting in a field with multiple providers of statistical capacity support, the institute often proves to be a small player. As such, SIAP training at the country level cannot be expected to be the main factor in terms of capacity development for SDG monitoring. For such a contribution to materialize, there is a need to create a multiplier effect of SIAP training. Given the high standing that SIAP has gained as a statistical capacity development supporter in the region, SIAP is well positioned to play an important role in this respect.

In terms of more sustainable results of the trainings of SIAP, it is in particular the cooperation with and support to national level statistical training providers that has proved a more systemic and lasting approach. It will be these national level training institutes that will be able to provide important part of the response to the increased demand for statistical capacity development in their sub-regions. In this respect it will be important for SIAP to support national level institutes that could play this role in Central Asia and the Pacific sub-regions as well as enhance its support to existing training institutes in other sub-regions.

An important additional enabler of results has been the partnerships of SIAP with other statistical development partners. Increased attention to the development of training materials and e-learning opportunities with partner agencies has the potential to enhance SIAP's reach and capacity building results. Over time, SIAP has been able to build an extensive network with statistics stakeholder, which provides it with an exceptional position in the Asia and Pacific region in terms of the coordinating role that it can play in statistical capacity development amongst the various stakeholders in the future.

Looking Forward: SIAP's Future Role in Statistical Capacity Development

Playing primarily a training provider role through regional trainings has served SIAP relatively well in the past. The Institute has provided such support for almost a fifty year period, in a time when statistical capacities were overall comparatively low. In the present context, however, that approach becomes increasingly less appropriate, as statistical capacities have increased in several countries and national level training institutes have come into place in some sub-regions, with emerging capacities to provide training to other countries in their sub-region.

With more organizations providing statistical capacity development support, including multi-lateral and bi-lateral agencies, it will be important for SIAP to profile itself, making use of the reputation as a high quality training provider for statistical capacity, in line with international standards. Presently, its comparative advantage is in particular perceived in terms of the comprehensiveness of its approach, its responsiveness to the international development agenda and its application of international standards and guidelines.

The need for statistical capacity development and for training in particular, is higher than ever in the SDG era, with a multitude of new SDG indicators, the addition of new data sources and the use of management data, all requiring enhanced statistical capacities in NSOs as well as statistical agencies of Line Ministries. In this context, it is timely for SIAP to adapt its approach to statistical capacity development and the role that it plays.

From being primarily a regional level training provider, SIAP has the opportunity to enhance the additional roles that it plays in statistical capacity development, to increase its support to building capacities of existing and emerging national statistical training institutes, develop statistical training materials on new topics and indicators, make use of new modes of training delivery and use its extensive relations with statistics stakeholders and its position in regional and global networks to enhance coordination of statistical capacity development, including the identification and facilitation of opportunities for south-south and triangular cooperation and learning.

Such an approach means a shift from a focus of SIAP providing training to staff of NSOs, line Ministries and other relevant statistical stakeholders, towards playing multiple roles in statistical capacity development in the region. The other functions identified as roles that SIAP could play, including strengthening statistical training capabilities, networking, partnerships and dissemination of information are all included in its statute of 2005.⁴⁴

There are, however, constraints that limit the opportunities for SIAP to take on new challenges and to expand some of the roles that it has started to take up over the past few years. An important constraint concerns the present application of management arrangements of the institute, which has affected in particular the human resource composition of the programmatic staff. The decision of the Governing Council to comply with the request of the Government of Japan to move back to four lecturer/statistician positions in term of its programmatic staff, rather than inclusion of higher level staff, with additional capabilities and competencies, has limited ESCAP in its management of the human resource composition of SIAP, in line with the requirements of the programme of its statistics division, of which SIAP is a part. This reversal to the staff composition of 2015 severely limits the programmatic innovation that one can expect from SIAP in the near future.

Thus, with the development of the new Strategic Plan of SIAP, which will outline its future path for the coming five years, the institute appears to be at a cross roads, in which SIAP could move ahead in various directions. Three scenarios will be presented (see table 13 below) in order to inform the development of the upcoming strategic plan. The scenarios are a response to evaluation findings and conclusion. Each of the scenarios provides a targeted approach as with the limited resources that SIAP has, the Institute will need to focus its activities on where it can provide most leverage. Based on the focus of the scenarios, human resource requirements for their realization are identified. Human resource propositions provided are expected to be within the present staffing budget. While each of the scenarios includes the on-going provision of SIAP-JICA regional trainings, the second and third scenarios presume the overall reduction of conduct of regional level trainings by SIAP.

⁴⁴ ECOSOC Resolution 2005/36, Statute of the Statistical Institute for Asia and the Pacific, Annex, Statute of the Statistical Institute for Asia and the Pacific.

Table 13: Three Scenarios for the Future Development of SIAP in the Period 2020-2024

Scenario 1: Business as Usual
<p>Programmatic Contents</p> <p>In this scenario SIAP would continue to do much the same as it has been doing so far, with its approach at regional level statistical capacity development with less opportunity to move to the sub-regional and the country level given limitations in human resources. SIAP would in this scenario not be able to address the gap in terms of reaching countries in Central Asia and the Pacific. Development of training courses on new topics and additional types of data would be severely limited, including limited development of e-learning and an e-learning platform for sharing of experiences amongst practitioners. Opportunity to engage with and work with new partners would remain limited with lack of staffing of sufficient capacity to initiate and manage such partnerships. Role of SIAP would primarily remain a regional or sub-regional training provider in close cooperation with partner agencies and existing training institutes.</p>
<p>Human Resource Requirements</p> <p>Four Statistics Lecturers in place, in addition to Deputy Director and Director</p> <p>Lecturers with capacities for training to statistics compilers and –analysts, including training on general statistical knowledge, analytical skills and knowledge, including the need and feasibility phase, develop and design phase, collect and process phase and the analysis and dissemination phase of the statistical process, delivery of statistical outputs and the assessment of training requirements at compiler and junior analyst levels.</p>

Scenario 2: Enhancing Governance and Management of National Statistical Systems
<p>Programmatic Contents</p> <p>In the second scenario, SIAP would enhance its focus on training of mid and higher level staff, including management level staff in NSOs and other relevant Government statistical agencies in the region, including senior analysts and supervisors, in order to enhance statistical systems through enhanced capacities of managers and decision- makers within these organizations. Capacities to be build would be defined in technical as well as governance and managerial terms. With a focus on the whole of the statistical system, training would need to include technical, financial and human resource issues and modernization of statistical business processes of NSOs as well as statistical agencies of Line Ministries. An important aspect would concern facilitation of the linkage with the use of statistical data and information, supporting analytical capacities and capabilities in sharing of information with relevant policy- and decision-makers. Development of capacities to engage in productive relationships with planning and other relevant Ministries would be important to include. Given substantial contextual and capacity differences across sub-regions, trainings concerned would be provided at the sub-regional level. Part of the training could be conducted through e-learning, in particular through a blended approach of e- and face-to-face learning. This scenario would enhance the technical as well as provide support to the organizational capacities of the NSOs and other relevant Government statistical agencies in the region. This would be done alongside the continued implementation of the long term JICA courses. The SIAP results framework and its targets would be adapted to incorporate the changes concerned.</p>
<p>Human Resource Requirements</p> <p>One Lecturer-statistician and two mid-level statistical capacity development specialists in place, in addition to Deputy Director and Director (the total within the present human resource staff budget, which would leave some funds to hire specialists as required on a part-time basis).</p>

The statistical lecturer would focus on the conduct of the JICA long-term trainings while the mid-level statistical capacity development specialists would focus on training to management level staff of NSOs and other relevant Government statistical agencies in the region, in particular senior analysts and supervisory level staff.

Mid-level statistical capacity development specialists would require capacities including: handling more complex data sets, new data sources, conduct of more complex forms of data analysis, and aspects of management including team leadership, management of risk, building productive relationships and partnerships, basic aspects of NSO human resource, financial and results management as well as assessment of training requirements at senior analyst and supervisory staff levels.

Scenario 3: Focus on capacity development of National Statistical Training Institutes

Programmatic Contents

In the third scenario, SIAP would play a more focused role in statistical capacity development, primarily working with national statistical training institutes, developing their capacity to train other countries in their sub-region, in line with international standards in statistics. This would enable SIAP to work with emerging national institutes in Central Asia and explore opportunities in the Pacific and start addressing related statistical and organizational development needs. In addition, SIAP would work with International UN and other agencies in joint statistical capacity development initiatives. SIAP would in this way enhance its partnerships and contribute through the development of training materials on emerging statistical topics, like indicators of selected SDG themes, focus on modernizing statistical business processes, coordination between NSOs and Ministries, dissemination of data and information and gathering of new types of data including 'big' data, administrative data and private sector data. Part of the training materials would be based on e-learning or make use of a hybrid approach. In this scenario, SIAP could, moreover, develop an easily accessible platform for development of a community of statistics practitioners in the region that would enable trainees of the various sub-regions to share learnings and experience. It could increasingly move towards inclusion of identification and facilitation of south-south and triangular cooperation amongst countries in the region, making use of existing capacities to support countries with less capacities, with a particular focus on countries with special needs. The SIAP results framework would need to be reconsidered and adapted to the new view of what success for SIAP would look like.

Human Resource Requirements

One Lecturer/Statistician and two high-level statistical capacity development specialist(s) in place, in addition to Deputy Director and Director (expected to be within the present human resource staff budget).

The lecturer/statistician would focus on the conduct of the JICA long-term trainings. The high level statistical capacity development specialists would focus on working with and training of staff of selected sub-regional statistical capacity development agencies, in order to enhance their institutional capacity and their ability to provide training on technical, managerial and strategic issues of statistical capacities to NSOs and other relevant statistical Government agencies in their sub-region. They would moreover, work with UN and other international agencies on the implementation of specific SDG related training courses, predominantly as sub-regional level and on the facilitation of South South and Triangular cooperation.

High level statistical capacity development specialists would require capacities including: Research methods and data modelling, responding to national development plans and their statistical implications, more complex NSO management issues, including human resource and financial management, capacity assessment of NSOs including strategic planning, managerial and technical aspects, assessment of training requirements at leadership level, supporting partnerships across NSOs, creating linkages between NSOs and policy- and decision-makers on the use of statistics at national and sub-national levels. They would have multi-disciplinary expertise and able to play a coordinating role

Recommendations

Below a set of strategic and managerial recommendations are provided. The extent to which these recommendations can be implemented would depend on the scenario for development of SIAP that would be adhered to (see the section of Conclusions above). While the first scenario provides few opportunities to apply the strategic recommendations, the other three scenarios provide more opportunities for their implementation, assuming that requirements in terms of human resources would be put in place.

Strategic Issues

For SIAP to work on a variety of approaches to bring statistical capacity development to focus more at the organizational level and to bring results to scale through adopting innovative roles in relation to statistical capacity development in the region

- a. Work with national statistical training institutions in the various sub-regions, and provide support to the development of such institutions in Central Asia and the Pacific, where presently no such institutions are operational, in order to enhance their capacities on technical as well as leadership, managerial and coordination aspects, including through peer learning and with special attention to adaptation of training to the specific needs of LDCs, LLDCs and SIDS
- b. At the regional level expand the work with UN organizations in the further development of training materials on data gathering and analysis of SDG related Tier I indicators, in particular expand cooperation with UN agencies on training materials for and training on gathering of data on the indicators that the agencies are custodian of
- c. Network amongst NSOs in the region and identify and facilitate opportunities for South-South and triangular cooperation on specific statistical issues, facilitating support in particular for countries with Special Needs in this respect
- d. Expand the focus of individual level capacity development to mid- and higher level staff positions in NSO and other relevant statistical Government agencies as these staff have substantial opportunities to inform and enhance institutional statistical systems and to adapt statistical business processes
- e. Continue to play a role in regional level statistical capacity development in terms of the leadership and management seminars conducted, and link the contents of the seminars with the capacity development initiatives that occur at the sub-regional level, providing a platform to enhance the debate on statistical capacity development in the Asia and Pacific region
- f. Enhance SIAP's own capabilities in terms of playing new roles, including engaging with the development of capacities of training institutes, and the development of an approach to such roles in the Asia Pacific region, including the engagement in relevant partnerships concerned and the preparation of an internal capacity development plan

For SIAP to further develop the approach to e-learning, making the e-courses more attractive to users and providing enhanced opportunities for interaction across participants and sharing of information

- a. Develop a range of e-learning modalities geared towards different ways of learning, including moderated and non-moderated forms of learning, making use of a diverse set of ways to transfer information

- b. Expand e-learning beyond technical statistical topics, to include governance and management issues of NSOs and other relevant statistical Government agencies as well as communication, coordination and negotiation skills needed for statisticians to successfully work with other parts of government and with non-governmental stakeholders in data gathering, dissemination and use
- c. Further develop the use of blended courses, including the use of e-learning and ensure that trainees have similar knowledge and skill levels and can be expected from the start to have the required motivation to follow-up on training, using their enhanced knowledge and skills in the practice of their work
- d. Balance the use of e-learning with face-to-face interaction within training courses as well as across all SIAP supported training
- e. Create an on-line forum for trainees as well as alumni to interact, share experiences and learnings and become part of an online community of statistics practitioners
- f. Make stand-alone e-learning continuously available online so that statisticians and others interested in the topic concerned can conduct the course at their own speed and timing; make support available through online communication, e-mail or other means and provide opportunities for peer support

For SIAP to stay informed on the developments of the SDG indicators of Tiers 2 and 3 and follow up on methodologies agreed, providing practical training to support their assessment for countries in the region, in close collaboration with UN agencies that are the custodians of specific SDG indicators

- a. Develop training materials on SDG Tier 2 and 3 indicators together with UN agencies custodian of the indicators and with other relevant government and civil society organizations and support the use of these materials in training at the sub-regional level.

Management Issues

For SIAP Governing Council, in close consultation with ESCAP, to decide on the human resource setup of SIAP in the coming strategic plan period in order to align human resources with the requirements of the programmatic contents of the strategic plan

- a. Agree on composition of the human resources of SIAP, which will secure the SIAP-JICA training courses and at the same time allow for SIAP to innovate on statistical capacity development in the Asia-Pacific region and play multiple roles at regional and sub-regional levels

For SIAP to enhance the use of results-based management in the implementation of the strategic plan as well as in all of its initiatives, identifying clear results and providing monitoring and evaluation at the level of reaction, knowledge, behavioural change and organization level, identifying when to use which level of assessment, with limited use of the latter level

- a. Develop a results framework for the new strategic plan, adapted to the changes in the roles that SIAP plays and related objectives, with a limited and realistic set of indicators, including a monitoring and evaluation plan to operationalize the framework and make use of the indicators to assess annual progress
- b. Develop a monitoring and evaluation plan for the various training and other initiatives implemented as part of the strategic plan and relate these to the overall strategic plan results framework

- c. Make available sufficient human and financial resources to implement the monitoring and evaluation aspects of the strategic plan and include these activities in annual work and financial plans

For SIAP, with support from ESCAP Strategy and Programme Management Division, to develop a resource mobilization strategy that includes, but also goes beyond requesting member states to enhance their contributions to SIAP

- a. Assess the opportunities for SIAP to mobilize resources beyond the contribution of member states, including possible partnership with UN agencies, other multi-lateral organizations, bi-lateral agencies, civil society organizations and other relevant statistics stakeholders and develop a strategy to mobilize resources, including budgeting for costs concerned, in close cooperation with the ESCAP Strategy and Programme Management Division

ANNEXES

Annex 1: Terms of Reference of the Evaluation

1. INTRODUCTION

1.1 Background of the evaluation

Evaluation at ESCAP is an important function that seeks to determine as systematically and objectively as possible the relevance, effectiveness, efficiency and sustainability of its sub programmes, projects or initiatives. Recognizing the value of an independent evaluation in guiding efforts to improve ESCAP's overall performance and effectiveness, the Commission adopted resolution 66/15 on "Strengthening of the evaluation function of the secretariat of the Commission", which requested the secretariat to ensure that its programmatic work, including the work of divisions, sub regional offices and regional institutions, is evaluated periodically.

To further reinforce the importance of evaluation, the Commission decided through resolution 71/1 on "Restructuring the conference structure of the Commission to be fit for the evolving post-2015 development agenda" to review the continued substantive relevance and financial viability of each regional institution every five years. In response to this mandate, the secretariat's biennial evaluation plan include an evaluation of each regional institution. The first round of evaluations has been incorporated in the secretariat's biennial evaluation plan for 2018-2019. The last evaluation conducted for SIAP was in 2010.

SIAP is a regional institution of the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP), based in Chiba, Japan. SIAP started operations in May 1970 and serves the 62 members and associate members of ESCAP. It is guided by the 2030 Agenda for Sustainable Development and other internationally agreed development goals, as well as, the resolutions and mandates adopted by ESCAP.

SIAP's objectives are 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, analyse and disseminate 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. The objectives are achieved by undertaking training of official statisticians, networking and partnership with other international organizations and key stakeholders and dissemination of information.

1.2 Purpose and objectives

The evaluation aims to inform the review by the Commission of the substantive relevance and financial viability of SIAP. It is designed to generate information on its achievements and results of SIAP. The evaluation is also forward looking, with a focus on providing recommendations to ESCAP member States and management on how to improve the substantive relevance and financial viability of SIAP in the context of the 2030 Agenda for Sustainable Development and the SIAP 2020-2024 Strategic Plan.

The specific objectives are:

- (i) To assess the impact⁴⁵ of SIAP training activities in two areas: (1) member States' capacity to collect, analyse and disseminate as well as to produce timely and high-quality statistics that can be utilized for economic and social development planning; (2) SIAP's capacity to assist developing countries in establishing or strengthening their statistical training capability.
- (ii) To assess the performance of SIAP against standard evaluation criteria: relevance, effectiveness, efficiency, sustainability and gender and human rights mainstreaming;
- (iii) To formulate specific and action-oriented recommendations for improving the results-orientation and performance of SIAP in the context of the 2030 Agenda for Sustainable Development and the SIAP 2020-2024 Strategic Plan.

1.3 Scope

Scope of the evaluation

The evaluation team will further refine the focus and scope of the evaluation following consultation with the evaluation reference group and selected stakeholders. The following shows the tentative questions to be answered by the evaluation under each evaluation criteria.

Evaluation criteria	Tentative evaluation questions
Impact⁴⁶ <i>Assess the achievement of objectives of SIAP</i>	<ul style="list-style-type: none"> • What are the impact of SIAP interventions in the ESCAP members and associate members? • What specific contribution did SIAP make to ESCAP members and associate members? • How and why have the impacts come about? What causal factors have resulted in the observed impact?
Relevance	<ul style="list-style-type: none"> • To what extent national statistical offices utilize SIAP training programmes and other assistance to improve their government statistical policies, programmes and systems? Highlight key examples to illustrate SIAP's relevance to the member States? Which countries have benefited the most from SIAP's training programmes and how? • How did SIAP make its training programmes and other interventions fully responsive to the needs and demands of member States? • What adjustments needed to be made to make SIAP more relevant to the member States in their efforts to implement to 2030 Agenda for Sustainable Development?
Effectiveness	<ul style="list-style-type: none"> • How effective SIAP's overall training/capacity building approach was in enhancing statistical skills and capacities of national statistical offices in member States? • What can be done to improve the effectiveness of SIAP's training programmes? To what extent new training modalities and approaches, e.g. e-learning, were applied effectively?

⁴⁵ In accordance with the ESCAP Monitoring and Evaluation Policy Guidelines, this evaluation will assess the impact of SIAP in terms of achievement of its objectives as stated in the SIAP Statute.

⁴⁶ Refer to the above definition of impact

	<ul style="list-style-type: none"> • What specific indicators could be used for measuring the effectiveness of SIAP’s training programmes and how and when should they be compiled along with methodology for data collection? • How much flexibility is available to SIAP in taking up new programmes at short notice and also generating resources for the purpose? • How effectively did SIAP leverage on its designation as a UN ESCAP regional institution?
Sustainability	<ul style="list-style-type: none"> • Is the level of contributions to SIAP from member States sufficient to keep SIAP relevant and effective over the next five years? • What could be done to increase the resources of SIAP? What other sources of resources could be explored?
Efficiency	<ul style="list-style-type: none"> • What measures could be in place to improve cost efficiency in delivering SIAP outputs? • To what extent were in-kind contributions from the host government, other member States and partner organizations were sought and received to supplement SIAP resources? • To what extent did SIAP coordinate and cooperate with ESCAP substantive divisions and other organizations in the design and delivery of its outputs? How can the coordination and cooperation be further enhanced?
Gender and human rights mainstreaming	<ul style="list-style-type: none"> • How SIAP mainstreamed gender in the design and delivery of its training programmes and other interventions? • What can be done to improve gender mainstreaming within the work programme of SIAP?

2. METHODOLOGY

An evaluation team will be recruited to undertake a rigorous evaluation. The evaluation shall yield useful information and result in action-oriented, relevant, and useful recommendations. The evaluation team is expected to produce evidence-based data and utilize appropriate and best-practice data collection methods and analysis. It will undertake a transparent and participatory evaluation process in consultation with the evaluation reference group, involving staff and, where possible, partners at all stages of the evaluation. The evaluation will be conducted in line with the ESCAP Monitoring and Evaluation Policy and Guidelines.

The evaluation methodology will cover but not be limited to the following:

1. A desk review of relevant documents, including the SIAP’s programme of work, relevant project documents and progress reports, concept notes, programmes and completed feedback questionnaires and list of participants of the capacity-building activities, relevant ESCAP evaluation reports (to be provided by the evaluation manager);
2. Missions to SIAP in Chiba and to ESCAP in Bangkok to conduct face-to-face key informant interviews/focus group discussions with staff, partner institutions and member states;
3. Missions to selected member States, subject to availability of funds. Interviews with selected focal points of SIAP Member States;
4. An online survey to all SIAP focal points, selected member States and relevant stakeholders;

5. Follow-up interviews as may be required to clarify responses provided through the online questionnaire.

Data will be disaggregated by sex and other relevant social categories. The evaluation will undertake a transparent and participatory evaluation process that will involve male and female stakeholders identified in the stakeholder analysis, including: the reference group, development partners and target beneficiaries in all key evaluation tasks.

In analysing the data, the evaluation will use qualitative and quantitative approaches, and provide charts and direct quotations. Using the data to assess evaluation against the selected criteria. Data analysis will enable useful, evidence-based findings, the conclusions and recommendations.

The following outputs will be delivered to ESCAP's management and the Reference Group through the Strategy and Programme Management Division:

1. Inception report, including an evaluation work plan and framework detailing the approach of the evaluator (see Annex 1)
2. Online survey
3. First draft and final evaluation reports
4. Summary report for submission to the Commission
5. Presentation (PPT) on the findings, conclusions and recommendations

The draft evaluation report, including preliminary findings and recommendations, will be shared with key stakeholders prior to finalization for their review and suggestions. A summary report will be submitted to the Commission and posted on the ESCAP's public and internal websites.

Annex 2: Methodology

Table: Methodologies for Data gathering and Key Characteristics

Method	Description	Objective	Comments
Desk review	Study and review of selected documents relevant to the present evaluation	To get informed on the background and context as well as documented details of the SIAP and its strategy, network and partnerships, the implementation of the SIAP programme and results achieved through secondary resources	Main learnings from the desk review were used to develop this inception report, in order to detail the approach and methodology to be used in the evaluation process
Review of SIAP monitoring data available	Assessment of the regular monitoring data gathered at the level of the outcome and output level changes as well as relevant financial monitoring data	To assess the quantity and quality of monitoring data gathered at the various levels and to inform result level changes achieved	Review of monitoring data is meant to inform both the assessment of the SIAP's results achieved as well as qualitative aspects of the monitoring system in place
Semi-structured interviews	Face-to-face interviews in Bangkok and Japan and in three selected countries and by Skype or phone with other stakeholders	To gather qualitative and quantitative data on the SIAP and its implementation	Topics for discussion informed by the desk review and guided by the evaluation matrix, quantitative data refers to secondary data
Focus Group discussions	Discussions in groups of selected participants on identified topics at country level where suitable	To gather information from selected types of stakeholders involved in the SIAP at the country level	Topics for discussion informed by the desk review and guided by the evaluation matrix
Country Case-Studies	An in-depth exploration from multiple perspectives of the results of SIAP initiatives at the level of NSOs and relevant statistical stakeholders	In-depth exploration of the results of SIAP initiatives at the country level	Selection of countries and criteria concerned to be established
Quality Assessment of SIAP events	Assessment of quality aspects of selected SIAP events making use of a tailor made tool	To assess internal consistency of the setup of selected training courses and workshops	Selection of two trainings and one seminar for assessment
E-mail communication	Focused e-mail messages	To address specific gaps in data and information to be obtained from specific persons and stakeholders	As needed

Means of Data Analysis:

Stakeholder Analysis: Identification of the stakeholders and their relationship to the SIAP. Stakeholders will be identified at the regional and the national level and assessed in terms of their involvement in the SIAP and their influence in terms of statistical capacity development.

Results Framework Analysis: Analysis of the results framework of the SIAP strategic plan, which includes a logical sequence between activities, their direct outputs, the more indirect outcome level changes for each of the four SIAP goals. This analysis provides a framework for assessing whether objectives are likely to be achieved through a stepped approach of monitoring of indicators identified at the various levels of change.

Contribution Analysis: Analysis of the contribution of SIAP to changes in the capacities of NSOs at the national level to produce and disseminate quality statistical data compared to the contribution of other stakeholder to the same capacities. The analysis makes use of the results framework of SIAP in terms of its contribution and results frameworks of other stakeholders to identify their contribution. Moreover, external and contextual factors are taken into consideration in terms of their influence on results concerned.

Analysis of Website Use: analysis of the type of users of the web based training modules and the SIAP website as well as the parts / content of the website most often used and frequency of downloading of individual files making use of google analytics

SWOT Analysis: Looking at strengths and weaknesses in terms of internal capabilities of SIAP, while looking at opportunities and threats to highlight external factors. Strengths and opportunities will be used to assess aspects to be further developed and reinforced, while weaknesses and threats will identify those internal as well as external issues that need to be address and mitigated against.

Annex 3: List of Persons Interviewed

Bangkok

1. Mr. Jongjoo Hahm, Deputy Executive Secretary, ESCAP
2. Mr. Adnan Aliani, Director SPMD, ESCAP
3. Ms. Gemma van Halderen, Director, Statistics Division, ESCAP
4. Mr. Jan smit, Senior Statistician, Statistics Division ESCAP (former SIAP staff member)
5. Mr. Srinivas Tata, Section Chief, SPMD, ESCAP
6. Ms. Rikke Munk Hansen, Section Chief, Statistics Division, ESCAP
7. Mr. Alick Mjuma Nyasulu, Statistician, Statistics Division, ESCAP (former SIAP staff member)
8. Mr. Arman Bidarbakht Nia, Statistician Statistics Division, ESCAP (former SIAP staff member)
9. Mr. Edgar Dante, Chief Evaluation Unit, ESCAP

Japan, SIAP and Skype calls

10. Mr Ashish Kumar, SIAP Director
11. Mr Makoto Shimizu, SIAP Deputy Director
12. Mr Tsumura Akira, Director for International Statistical Affairs, Office of Director-General for Policy Planning on Statistical Standards Ministry of Internal Affairs and Communications, Government of Japan
13. Mr. Katsuhiko Nagata, Director for International Training cooperation (UN SIAP), Office of Director-General for Policy Planning on Statistical Standards, Ministry of Internal Affairs and Communications, Government of Japan
14. Mr. Kinomoto Hiroyuki, Director General, JICA Tokyo
15. Mr. Moriya Takahiro, Deputy Director General for Industrial Development and Public Policy, JICA Tokyo
16. Mr. Eunkoo Lee, Statistician/Lecturer, SIAP
17. Ms. Pinar Ucar, Statistician/Lecturer, SIAP
18. Ms. Ni Thein, Training Assistant, SIAP
19. Mr. Kenmei Tsubota, Lecturer, JETRO, Tokyo
20. Mr. Matthias Reister, Chief Development Data Section, UN Statistics Division, New York
21. Mr. Kemunieli Naiqama, Deputy Government Statistician, National Statistics Office, Fiji
22. Mr Wonbo Sim, National Statistics Office, Republic of Korea
23. Ms. Jeonghee Rhee, National Statistics Office, Republic of Korea
24. Ms. Jaemin Na, National Statistics Office, Republic of Korea
25. Mr. Pravin Srivastava, Chief Statistician and Secretary, National Statistics Office, India
26. Ms. Josie Bance Perez, Chief Statistician, National Statistics Office, Manila, Philippines
27. Ms. Millicent Gay Tejada, Regional Programme Coordinator, PARIS 21

28. Ms. Sara Duerto Valero, Statistics Specialist, UN Women Regional Office, Bangkok
29. Mr. Munawar, National Statistics Office, Jakarta, Indonesia
30. Mr. Abuzar Asra, School of Government and Public Policy, Indonesia
31. Mr. Stefan Schweinfest, Director, UN Statistics Division, New York
32. Mr. Hermanus Smith, Chief National Accounts Section, UN Statistics Division, New York
33. Mr. Shigeru Kawasaki, Japan
34. Ms. Ada van Krimpen, Director, International Statistics Institute, The Hague, Netherlands
35. Ms. Vibeke Oestreich Nielsen, Inter-Regional Adviser on Statistical Training and Capacity Building, United Nations
36. Mr. Nguyen Bich Lam, Director General, National Statistics Office, Hanoi, Vietnam

Bangladesh Country Case Study

37. Dr. Bikash Kishore Das, Additional Secretary of Statistics and Informatics Division, Ministry of planning
38. Dr. Md. Mustafizur Rahman, Joint Chief, General Economics Division, Planning Commission, Ministry of Planning
39. Mr Shimul Sen, senior Assistant Chief, Planning Commission, Ministry of Planning
40. Dr. Krishna Gayen, Director General, Bangladesh Bureau of Statistics (BBS)
41. Mr. Kabir Uddin Ahmed, Director, BBS
42. Mr. M. Emdadul Haque, Director, BBS
43. Mr. Mizanur Rahman Khandker Joint Director, BBS
44. Mr. Md. Rafiqul Islam, Joint Director, BBS
45. Mr. Asraful Alam Siddiqui, Joint Director, BBS
46. Ms. Saleha Khatun, Deputy Director, BBS
47. Mr. Saddam Hossain Khan, Deputy Director, BBS
48. Mr. Md. Shafiqul Islam, Deputy Director, BBS
49. Mr. Md. Arif Hossain, Deputy Director, BBS
50. Mr. Muhammad Ariful Islam, Deputy Director, BBS
51. Ms. Reshma Jesmin, Deputy Director, BBS
52. Mr. Jahid Hasan, Deputy Director, BBS
53. Ms. Mahnuma Rahman, Deputy Director, BBS.
54. Ms. Mehenaz Tabassum, Statistical Officer, BBS
55. Ms. Nayema Rahman, Statistical Officer, BBS
56. Mr Nayan Kanti Roy, Statistical Officer, BBS
57. Mr Zunayed Bhuiyan, Statistical Officer, BBS
58. Mr. Suranjit Kumar Ghose, Statistical Officer, BBS.

Kazakhstan Country Case Study

59. Nurbolat Aidapkelov, Chairman of the Committee on Statistics of the Ministry of National Economy (CS – MNE), Republic of Kazakhstan
60. Gulnara Kerimkhanova, Vice-Chairman of the Committee on Statistics of the Ministry of National Economy, Republic of Kazakhstan
61. Madi Tazhikenov, Head of International Statistical Cooperation Division, CS - MNE
62. Gulmira Bexautova, Head of Control of Administrative Sources Division, CS - MNE
63. Asset Nakipbekov, Deputy Head of National Accounts Division, CS - MNE
64. Zaure Shigambayeva, Chief Expert of National Accounts Division, CS - MNE
65. Indira Baimuratova, Chief Expert of National Accounts Division, CS - MNE
66. Ainur Nursultanova, Chief Expert of National Accounts Division, CS - MNE
67. Gabiden Torebekov, Chief Expert of National Accounts Division, CS - MNE
68. Togzhan Bekturova, Chief Expert of National Accounts Division, CS - MNE
69. Nukusheva Sara, Chief Expert of Statistics of Services and Energy Division, CS - MNE
70. Adilova Ainur, Chief Expert of Statistics of Services and Energy Division, CS - MNE
71. Sholpan Iskakova, Chief Expert of Statistics of sustainable Development Goals Division, CS - MNE
72. Nurlan Khanzhigitov, Head of Social and Demographic Statistics Division, CS - MNE
73. Bakytkul Uteulina, Chief Expert of Social and Demographic Statistics Division, CS - MNE
74. Anar Akhambayeva, Chief Expert of Statistical Planning Division, CS - MNE
75. Aizhan Tuleutayeva, Chief Expert of Work with Users Division, CS - MNE
76. Damir Kozhanbayev, Knowledge Management Officer, UNICEF Kazakhstan

Lao PDR Country Case Study

77. Mr. Thipsavanh Intharack, Director General, Department of Data Service, Lao Statistics Bureau, Ministry of Planning and Investment
78. Ms. Thiphavanh Lattanananta, Deputy Director of Secretary and Cooperation Division, Lao Statistics Bureau, Ministry of Planning and Investment
79. Mr. Vanphong Phengsavath, Deputy Director Division
80. Mr. Bounpan Inthavongthong, Technical Officer, DD
81. Ms. Kaikhaon Duangboumy, Technical Officer, DDS
82. Ms. Vivanh Souvaunnamethy, Director Center for Agricultural Statistics, Ministry of Agriculture and Forestry
83. Mr. Phonesavanh Vanmixay, Deputy Director Center for Agricultural Statistics, Ministry of Agriculture and Forestry
84. Mr. Porha Saychovnorsoup, Technical Officer, Center for Agricultural Statistics Ministry of Agriculture and Forestry

85. Mr. Payleuth Phonboulom, Deputy Director General, Department of Planning, Ministry of Planning and Investment
86. Ms. Sengchanh Chantahsene, Associate Professor, Vice Dean National University of Laos, Faculty of Economics and Business Management
87. Mr. Somnenk Davading, Senior Economist, World Bank Lao PDR
88. Mr. Asada Yoshinori, Project Formulation Advisor, Japan International Cooperation Agency, Laos Office
89. Ms. Mariam Khan, Representative, United Nations Population Fund Lao PDR

Thailand Country Case Study

90. Mr. Ajin Jirachiefpattana, Deputy Director-General
91. Ms. Pattamavade, Thongdon-on Statistician
92. Ms. Karuna Lehmann, Statistician
93. Mr. Prawit Bunjong, Statistician
94. Ms. Yaowapa Maneechai, Statistician
95. Ms. Malida Pantaweedej, Statistician
96. Mr. Palakorn Duangkate, Statistician
97. Ms. Nittaya Pa-in, Statistician
98. Mr. Saratrai Watcharaporn, Statistician
99. Ms. Budsara Sangaroon, Statistician
100. Ms. Nantavee Hongnuson, Statistician
101. Ms. Ruayrin Brannon, Statistician
102. Ms. Somkid Thumwong, Statistician
103. Ms. Taweesap Srikwan, Statistician
104. Ms. Amphawan Chaipradith, Statistician
105. Ms. Chompoomas Wadpanom, Statistician
106. Ms. Porntip Jandang, Statistician
107. Ms. Suphaporn Manpuen, Statistician
108. Ms. Narissara Chanpet, Statistician
109. Ms. Srivalee Kaoien, Statistician
110. Ms. Thayalak Maneewathana, Computer Technical Officer
111. Ms. Angsana Petsakvong, Statistician
112. Ms. Nareerat Nanuwong, Statistician

Annex 4: Assessments of SIAP Training Courses and Management Workshop

Regional course on statistical business registers with face to face and online module at http://www.unsiap.or.jp/e-learning/3_sna/1805_SBR_MYA.html

Formulation of objectives of the training

Objectives at individual knowledge level, what is the training meant to contribute towards in terms of individual knowledge and skills	The training course is designed to assist participants in identifying practical approaches and solutions to key issues and problems in maintaining and fully utilizing SBRs that are relevant to the current state of SBR implementation in their statistical systems. Specifically, as a result of the course participants are expected to be able to: (a) Understand the purpose of SBR in terms of their role in producing quality economic statistics (b) Assess outputs, uses and users of their SBR and mechanisms for ensuring confidentiality, access and effective dissemination of SBR information (c) Assess/improve coverage, units, content and data sources of their SBRs (d) Take action to make better use of administrative data for their SBRs (e) Assess/improve maintenance procedures of their SBRs (f) Take action to better assure and measure quality of their SBRs
Objectives at individual behaviour level, what is the training meant to contribute towards in terms of individual change in behaviour, in ways in which one implements day to day work	Participants are expected to apply the lessons learned to improve the state of the SBR in their NSO.
Objectives at organizational level, what is the training meant to contribute towards in terms of organizational level issues in the NSO (if any)	The overarching objective of the course is to “help countries in the early stages of establishing statistical business registers and provide a platform for demonstrating good practices and exchanging experiences in the improvement, maintenance and use of statistical business registers.”
Are the objectives at the various levels sufficiently coherent and integrated	Yes
Comment	
The objectives are defined and appropriate. They focus on developing the knowledge of mid-ranking statisticians who have responsibility for the development and operation of SBRs. Provided these individuals are able to apply their knowledge and/or influence work programs it would be reasonable to expect that the overarching objective of “helping countries” would be met.	

Scope of the training

What topics are covered in the training	Online: Roles of the SBR Coverage and units Characteristics of units Face-to-face SBR fundamentals Use of administrative data Issues in maintaining SBRs Use of SBRs for economic surveys Issues in assuring quality of SBRs
What is the level of each of the topics included	Each topic is covered to a moderate level of detail that appears appropriate to the objective and participants
To what extent can the combination of topics and levels concerned be expected to contribute to reaching the objectives of the training	The topics are appropriate and sufficient to meet the objective of developing individual capacities to identify practical approaches and solutions to key issues and problems in maintaining and fully utilizing SBRs
<p>Comment</p> <p>Each topic is complemented by a country case study from one of the participating countries, this is a very good way to engage participants in discussion of practical issues and solutions.</p>	

Selection of participants of the training

How are participants selected for the training	Nominated by Country as per the specification that “ <i>the Workshop is designed for mid-level statisticians from national statistical offices whose main responsibilities include the development and maintenance of SBRs; preparation and use of sampling frames for business surveys; or production of statistics from SBRs.</i> ”
What are the minimum qualifications for participants	Stated in terms of level ('mid-level') and work responsibility that is SBR related, this is more appropriate than specification of educational qualifications.
Are the minimum qualifications in line with the scope of the training	Yes
<p>Comment:</p> <p>In addition to selecting individuals with appropriate levels of experience and responsibility it is also important to have a suitable mix of participants. Inviting participants from multiple countries promotes sharing of experiences, issues and solutions.</p>	

Training Format

Face-to face: class room based vs workshop arrangement;	Mixed. The course starts with self-paced eLearning on basic concepts and is followed by face-to-face sessions
Can the training format be considered relevant to reach the objectives on the topic concerned	Yes
E-learning: self-paced/independent vs instructor led/facilitated; level of interactiveness; accessibility of information; type of support available; type of e-learning (ref e-learning industry)	e-Learning is self-paced with a test at the end. The eLearning component is very simple comprising three presentations that can be viewed online or downloaded. The content is well structured and appropriate to meet the objective. There is no interactivity with the material.
<p>Comment</p>	

The mixed mode (eLearning followed by face-to-face) is appropriate. The eLearning model should promote some shared terminology and understanding of SBR fundamentals which can then be built on via the face-to-face sessions. Participants are also required to submit a country case study which is subject to expert review.

Quality of content

Relevance of training contents related to the topic and objectives of the training	Very Relevant
Quality of the training materials used including hand-outs, work assignments and reference materials	Quality of materials used in eLearning and for face-to-face sessions is good.
Level of the training materials compared to the objectives of the training	Appropriate
Level of the training materials compared to the requirements of participants to be eligible for the training	Appropriate

Assessment of training results

Type of assessment in terms of knowledge / skills gained and in terms of behavioural change in the work environment of trainees, (assessed sometime after the training) and availability of these assessments	Participants are expected to work through online materials at their own pace and complete a short final test. Completion of both the online and face-to-face modules is required to obtain a training certificate
Results of the training concerned as detailed in the assessment	Unknown
Percentage of trainees that successfully finalized the training	Unknown

Accreditation

Does (successful) completion contribute to progress towards a recognised qualification	No
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Conclusion

On coherence across training objectives, scope, selection of participants, training format, quality and results for participants	This is a well-designed course with quality materials. The mix of online and face-to-face modes is a good feature as well as the extensive use of participant-led case studies.
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Regional Course on SDG Indicators: Measuring decent work in the context of the SDGs at http://www.unsiap.or.jp/e-learning/2_population/1811_DWL_JPN2.html

Formulation of objectives of the training

<p>Objectives at individual knowledge level, what is the training meant to contribute towards in terms of individual knowledge and skills</p>	<p>To better equip and situate national and international stakeholders in the new SDGs statistical monitoring system. It is designed to enhance institutional capacity to identify, collect, analyse and disseminate labour market information and other indicators related to decent work.</p> <p>More specifically, the Course will aim to:</p> <ul style="list-style-type: none"> • Enhance understanding about the new SDG indicator framework including the link to the international system defined by the UN for national and global monitoring; • Expand knowledge on how decent work-related SDGs and targets could be monitored using existing international statistical standards; • Foster better understanding and operationalization of key international statistical standards including the 19th ICLS resolution on statistics of work, employment and labour underutilization; • Promote best practices in labour force surveys, including sample and questionnaire design; • Promote gender mainstreaming in the production of labour statistics and in the definition of the relevant SDG indicators; • Promote sound statistical data processing and analysis of indicators by demonstrating good practices in labour market information systems and SDG monitoring strategies.
<p>Objectives at individual behaviour level, what is the training meant to contribute towards in terms of individual change in behaviour, in ways in which one implements day to day work</p>	<p>Participants would be expected to apply lessons learned and insights in their work at NSOs</p>
<p>Objectives at organizational level, what is the training meant to contribute towards in terms of organizational level issues in the NSO (if any)</p>	<p>Enhance institutional capacity to identify, collect, analyse and disseminate labour market information and other indicators related to decent work.</p>
<p>Are the objectives at the various levels sufficiently coherent and integrated</p>	<p>Yes</p>
<p>Comment The course is a shortened regional version of the ILO Labour Market Statistics Academy (LMSA), organised annually in Turin by the ILO Department of Statistics and the ILO International Training Centre (ITC)</p>	

Scope of the training

What topics are covered in the training	<ul style="list-style-type: none"> • Conceptual framework of SDG decent work indicators • Data production and analysis • Way forward
What is the level of each of the topics included	Quite detailed and technical exploration of framework and indicators. Country summary presentations are high-level and brief.
To what extent can the combination of topics and levels concerned be expected to contribute to reaching the objectives of the training	Topics are well aligned with the objective

Selection of participants of the training

How are participants selected for the training	<p>Representatives of ILO member States in Asia and the Pacific (a) with existing regular data collection systems of labour statistics, such as those with labour force surveys, aiming to review and improve their data; and (b) countries with immediate plans to implement labour statistics systems or related surveys.</p> <ul style="list-style-type: none"> • Labour Statisticians from national statistical offices, ministries of labour and related institutions (such as labour observatories), other ministries or government institution in charge of SDG statistical monitoring; • Employment and development policy analysts from national statistical offices, government ministries, research and academic institutions, international organisations and donor organisations; and • Officials responsible for managing the production and dissemination of labour market statistics, particularly for the SDG national reporting.
What are the minimum qualifications for participants	Nominees should be middle-level to senior-level with the above qualifications. Nominees should have experience working on labour force statistics as survey statisticians, and/or data analysts in support of policy analysis on labour market information, and have some awareness of sustainable development goals. At most two qualified participants per country will be accepted for the training; selection will be based on the information provided in the nomination form for the course.
Are the minimum qualifications in line with the scope of the training	Yes
<p>Comment: Engaging participants from a mix of institutions (NSOs, government agencies and other institutions) will provide a range of perspectives and promote capacity across NSS</p>	

Training Format

<p>Face-to face: class room based vs workshop arrangement;</p>	<p>Face-to-face / Workshop</p> <p>The training course will cover the topics listed above. It is designed to present/review concepts and definitions and measurement methods and to discuss practical issues and possible solutions relating to their applications and use.</p> <p>The course is organized into modules; each module consists of a set of training sessions. Training activities within each training session will be a mix of expert presentations on the main topics, country-led discussions and presentations on applications, issues and lessons learned and working with-data/design small-group work.</p> <p>Preparatory Activities: Participants to the course need to prepare a summary country report that covers the following:</p> <ul style="list-style-type: none"> • Status of labour force data and statistics 1. SDG decent work-related indicators, with a focus on those for which ILO is proposed as the custodian agency 2. Presentation of time series of available SDGs decent work indicators. • Data collection programmes and plans covering SDGs decent work indicators.
<p>Can the training format be considered relevant to reach the objectives on the topic concerned</p>	<p>Yes</p>
<p>E-learning: self-paced/independent vs instructor led/facilitated; level of interactivity; accessibility of information; type of support available; type of e-learning (ref e-learning industry</p>	<p>No eLearning</p>
<p>Comment</p> <p>This course could utilise a self-paced eLearning component to cover concepts and definitions. This would allow the face-to-face workshop to focus more on issues/ solutions and plans.</p>	

Quality of content

<p>Relevance of training contents related to the topic and objectives of the training</p>	<p>Relevant</p>
<p>Quality of the training materials used including hand-outs, work assignments and reference materials</p>	<p>High quality presentations and reference materials. Some Country Summary reports provided did not address all the specified topics.</p>
<p>Level of the training materials compared to the objectives of the training</p>	<p>Appropriate</p>
<p>Level of the training materials compared to the requirements of participants to be eligible for the training</p>	<p>Appropriate</p>

Assessment of training results

Type of assessment in terms of knowledge / skills gained and in terms of behavioural change in the work environment of trainees, (assessed sometime after the training) and availability of these assessments	None
Results of the training concerned as detailed in the assessment	NA
Percentage of trainees that successfully finalized the training	NA

Accreditation

Does (successful) completion contribute to progress towards a recognised qualification	No
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Conclusion

On coherence across training objectives, scope, selection of participants, training format, quality and results for participants	<p>This is a well-designed course with quality materials and participants appropriate to the objective.</p> <p>A preparatory eLearning component could be a more effective way to cover concepts and definitions.</p>
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Thirteenth Management Seminar for the Heads of National Statistical Offices in Asia and the Pacific at http://www.unsiap.or.jp/programmes/ms_materials/ms13.html

Formulation of objectives of the training

Objectives at individual knowledge level, what is the training meant to contribute towards in terms of individual knowledge and skills	To strengthen the leadership and management capabilities of the heads of National Statistics Offices (NSOs) by providing a forum to discuss, exchange views and share experiences. To identify specific actions required by the governments in the region and by international organizations to empower and strengthen National Statistical Systems for developing capability to track progress toward SDGs by compilation and coordination of SDG global, regional and national indicators.
Objectives at individual behaviour level, what is the training meant to contribute towards in terms of individual change in behaviour, in ways in which one implements day to day work	The seminar would have provided participants the opportunity to reflect and consider their organisations capacity and they would be expected to apply lessons learned on return to their NSO.
Objectives at organizational level, what is the training meant to contribute towards in terms of organizational level issues in the NSO (if any)	Strengthened capacity of senior leadership
Are the objectives at the various levels sufficiently coherent and integrated	Yes

Scope of the training

What topics are covered in the training	<ol style="list-style-type: none"> 1. Where we stand: global and regional commitments to meet the statistics needs for the 2030 Agenda 2. Envisioning a national statistical system that delivers on the 2030 collective vision 3. Accelerating transformation efforts: Commitments needed
What is the level of each of the topics included	High-level/ strategic
To what extent can the combination of topics and levels concerned be expected to contribute to reaching the objectives of the training	Topics are well aligned with the objective

Selection of participants of the training

How are participants selected for the training	Participants were heads of National Statistical Offices in Asia and the Pacific.
What are the minimum qualifications for participants	Agency (NSO) Head
Are the minimum qualifications in line with the scope of the training	Yes

Training Format

Face-to face: class room based vs workshop arrangement;	Face-to-face
Can the training format be considered relevant to reach the objectives on the topic concerned	Yes
E-learning: self-paced/independent vs instructor led/ facilitated; level of interactiveness; accessibility of information; type of support available; type of e-learning (ref e-learning industry)	No eLearning component
<p>Comment Format (face-to-face) facilitated discussion is the appropriate format for this topic, it allows for frank exchanges between leaders of NSOs and partner agencies.</p>	

Quality of content

Relevance of training contents related to the topic and objectives of the training	Very relevant
Quality of the training materials used including hand-outs, work assignments and reference materials	High quality reference materials and presentations relevant to the topics
Level of the training materials compared to the objectives of the training	Appropriate
Level of the training materials compared to the requirements of participants to be eligible for the training	Appropriate

Assessment of training results

Type of assessment in terms of knowledge / skills gained and in terms of behavioural change in the work environment of trainees, (assessed sometime after the training) and availability of these assessments	None, assessment would not be feasible or appropriate for a management seminar of this sort.
Results of the training concerned as detailed in the assessment	NA
Percentage of trainees that successfully finalized the training	NA

Accreditation

Does (successful) completion contribute to progress towards a recognised qualification	No
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Conclusion

On coherence across training objectives, scope, selection of participants, training format, quality and results for participants	This is a well-designed management seminar with quality materials and participants appropriate to the objective. The face-to-face mode, with group discussions of presentations and break-out sessions for drafting of recommendations, is an appropriate way to engage participants.
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Annex 5: List of Members of the Network for the Coordination of Statistical Training in Asia and the Pacific

Countries	Organizations
Australia	Asian Development Bank
China	Eurostat
India	Food and Agriculture Organization of the United Nations
Indonesia	International Labour Organization
Iran (Islamic Republic of)	International Monetary Fund
Japan	International Statistical Institute
Malaysia	Partnership in Statistics for Development in the 21st Century
New Zealand	Statistical, Economic and Social Research and Training Centre for Islamic Countries
Pakistan	Pacific Community
Philippines	Statistics Division of the United Nations
Republic of Korea	University of the South Pacific
Russian Federation	World Bank
Thailand	

Annex 6: List of Documents reviewed

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