

FOR PARTICIPANTS ONLY

ENGLISH

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ECLAC

Economic Commission for Latin America and the Caribbean

Fourth meeting of the Executive Committee of the  
Statistical Conference of the Americas of the  
Economic Commission for Latin America and the Caribbean

Dallas, United States, 30 November and 1 December, 2004

## **QUESTIONNAIRE ON TRAINING AND EDUCATION**

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Questionnaire prepared by the Working Group established in the ECLAC Executive Committee's third meeting (Chile, 24th and 25th May 2004) and made up of Statistics Canada, INE – Chile, INE – Spain and the Statistics, Surveys and Censuses General Direction from Paraguay.

# Questionnaire on training and education

Questionnaire prepared by the Working Group established in the ECLAC Executive Committee's third meeting (Chile, 24<sup>th</sup> and 25<sup>th</sup> May 2004) and made up of Statistics Canada, INE – Chile, INE – Spain and the Statistics, Surveys and Censuses General Direction from Paraguay.

## Identification

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Name of the organization: \_\_\_\_\_

Country: \_\_\_\_\_

Web page: \_\_\_\_\_

### Contact Person:

Mr/Ms: \_\_\_\_\_

Position: \_\_\_\_\_

Telephone \_\_\_\_\_ Fax: \_\_\_\_\_

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## Characteristics and purpose

The purpose of this questionnaire is to collect information on statistical training and education requirements in the ECLAC countries, and to learn about the human, financial and technical resources available for the management and organization of training activities.

## A. Training centres within your institution

*Mark with a cross the box(es) which correspond.*

### A.1 Does your institution have a centre to train its own statisticians, other government employees, or the private sector?

Yes.

Name of the centre: \_\_\_\_\_

Number of staff: \_\_\_\_\_

Classroom capacity:

- Square meters: \_\_\_\_\_
- Number of students per classroom: \_\_\_\_\_
- Number of computers: \_\_\_\_\_

Brief description of its activities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

No.

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### A.2 Does your institution have a centre to train foreign statisticians?

Yes

Name of the centre: \_\_\_\_\_

Brief description of its activities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

No.

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If you answered "yes" to question A.1 and/or A.2 go on to question A.3. Otherwise, go directly to block B.

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**A.3 What is the training policy of the training centre(s)?**

- Long training programs (more than two weeks)
  - Short training programs (two weeks or less)
  - Postgraduate programs
  - University training
  - Specific programs to train trainers
  - Ad-hoc programs for official statistics
- 

**A.4 What kind of trainers provide the training in the centre(s)?**

- Internal trainers (direct supply)
  - Other national trainers (procurement of services and courses on the market).
  - Foreign trainers
- 

**A.5 What means of official announcement are employed for disseminating the courses?**

- Written notes addressed to different institutions.
  - Electronic notes (e-mail).
  - Note releases in institution's web site or others web sites.
  - Leaflets, brochures.
  - Others (specify):
- \_\_\_\_\_
- \_\_\_\_\_
- 

**A.6 Does the training centre(s) offer any distance education programs?**

- Yes.

Brief description of its activities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- No.

Notwithstanding, does the centre have financial and technical resources available to introduce a distance education program?

- Yes.
  - No.
-

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## B. Training centres in your country

*Mark with a cross the box(es) which correspond.*

**B.1 Apart from the answers in block A, does your country have a centre to train the statisticians from your institution?**

**Yes.**

Number: \_\_\_\_\_

Name of the centre(s):(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

Agency to which it reports:(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

Educational level given:

- University.
- Postgrade (masters degree and doctorate).
- Technical.
- Others. Specify:

\_\_\_\_\_

Brief description of its activities:(1) \_\_\_\_\_

(2) \_\_\_\_\_

(3) \_\_\_\_\_

**No.**

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**B.2 Does your country have a centre to train foreign statisticians?**

**Yes.**

Name of the centre: \_\_\_\_\_

Agency to which it reports: \_\_\_\_\_

Brief description of its activities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**No.**

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*If you answered "yes" to question B.1 and/or B.2 go on to question B.3. Otherwise, go directly to block C*

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**B.3 What is the training policy of the training centre(s)?**

- Long training programs (more than two weeks)
  - Short training programs (two weeks or less)
  - Postgraduate programs
  - University training
  - Specific programs to train trainers
  - Ad-hoc programs for official statistics
-

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**B.4 What kind of trainers provide the training in the centre(s)?**

- Internal trainers (direct supply)
- Trainers from the national statistical office.
- Other national trainers (procurement of services and courses on the market).
- Foreign trainers

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**B.5 What means of official announcement are employed for disseminating the courses?**

- Written notes addressed to different institutions.
- Electronic notes (e-mail).
- Note releases in institution's web site or others web sites.
- Leaflets, brochures.
- Others (specify):

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**B.6 Does the training centre(s) offer any distance education programs?**

- Yes.

Brief description of its activities: \_\_\_\_\_

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- No.

Notwithstanding, does the centre have financial and technical resources available to introduce a distance education program?

- Yes.
- No.

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**C. Financial resources**

*Mark with a cross the box(es) which correspond.*

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**C.1 Does your institution have an annual budget to finance training and education activities ?.**

- Yes.

Brief description of the annual budget's objectives: \_\_\_\_\_

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Compared to the average of the three last years budget, there have been:

- An increase.
- A decrease.
- It has remained stable.

- No.
-

**C.2 Are there other sources of external financing for training programs?**

Yes:

- Financing from national organizations.
- Financing from international organizations.
- Institutional support agreements with universities, etc.
- Bilateral memoranda of understanding with other countries.
- Other. Specify:

\_\_\_\_\_

\_\_\_\_\_

No.

**C.3 Can these funds (or part of them) be invested in statistical training in other countries**

Yes.

No.

**D. Gaps in training and education**

*Mark with a cross the box(es) which correspond.*

**D.1 Rank the importance of training in the following statistical areas:**

		Importance			
		High	Medium	Low	
<b>CENSUS AND PROPERTY ROLL</b>					
•	Population and housing census.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Municipal property roll.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Natural population movement .	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Migration.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Demographic analysis and forecasts.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STATISTICAL COORDINATION AND PLANNING</b>					
•	National statistical systems.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Coordination of government statistics services.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	National statistics plan and annual programs.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Management and modernization of statistics bureaus.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>NATIONAL ACCOUNTS</b>					
•	System of national accounts.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Quarterly national accounting.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Regional national accounting.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Tourism satellite accounts.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Environmental satellite accounts.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Culture satellite accounts.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Financial accounts.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Balance of payments.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Other macroeconomic indicators.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Importance		
		High	Medium	Low
<b>SERVICES STATISTICS</b>				
•	Structural statistics on the services sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Transportation and communications statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Tourism and hotel statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Financial statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Trade statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Science and technology statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Information and communication technology statistics (ICT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>INDUSTRIAL, CONSTRUCTION AND AGRICULTURAL STATISTICS</b>				
•	Structural statistics on industry and energy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Industry indicators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Construction statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Agricultural statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Environmental statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Agricultural census.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STATISTICS ON PRICES AND FAMILY SPENDING</b>				
•	Consumer price indexes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Purchasing power parity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Ongoing family spending survey.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Household panel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>STATISTICAL METHODS AND TECHNIQUES</b>				
•	Economic directories ( and company registers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Nomenclature and classifications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Sample design.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Quality management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LABOUR AND SOCIAL STATISTICS</b>				
•	Statistics on activities, employment and unemployment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Statistics on labour costs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Cultural and educational statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Social indicators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Judicial statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Health statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Poverty statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Disability statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Culture statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Free time statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	Ethnic groups statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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		Importance		
		High	Medium	Low
<b>OTHER STATISTICAL AREAS</b>				
• Techniques for statistical dissemination.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Budget management.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Human resources.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Statistical information	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Electoral census.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Data collection (household and business surveys)	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Data processing (screening and imputation)	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Statistical cartography.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Geographic information systems	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• International relations with other institutions.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Comments:**

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*Thank you for your cooperation*