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**SEMINAR ON HUMAN RESOURCES AND TRAINING  
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The role of international organizations in statistics training for member country officials<sup>1</sup>

Submitted by International Monetary Fund (IMF)

I. ABSTRACT

1. This paper covers the findings of a survey, carried out by IMF staff, of select international organizations on issues in statistical training of member country officials. Broadly, the findings show that most of the international organizations that responded operate on small training budgets and have either no, or only small, access to external funding. English is, by far, the dominant training language, and computer training plays a part in overall statistical training. Organizations rank courses/seminars/conferences (as a group) as the most important aspect of their training programs. The scope and number of external training programs grew fairly rapidly during 2000–05, covering a broad range of countries, sometimes with regional emphasis. Europe and, in particular, countries in Central and Eastern Europe and in the Commonwealth of Independent States (e.g., Belarus, Moldova, Russia, and Ukraine) have had sizable participation in the IMF courses in statistics. Organizations have not yet taken full advantage of the Internet's potential for training.

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<sup>1</sup> This paper has been prepared at the invitation of the secretariat.

Demand for training is generated mainly by new mandates and working projects, as well as by countries' needs for training/technical assistance.

## II. INTRODUCTION

2. This paper covers findings on statistical training of a number of international organizations surveyed recently by the IMF.<sup>2</sup> The information from this exercise has been combined with internal training data from the IMF to highlight some issues in statistical training and how European countries and institutions have benefited from the programs.

3. Broadly, the findings suggest that most international organizations operate on small training budgets. English is, by far, the dominant training language, and computer training plays a part in overall statistical training. Organizations rank courses/seminars/conferences (as a group) as the most important aspect of their training programs. This aspect covers external training targeted mostly at member country officials.

4. The scope and number of external training programs grew fairly rapidly during 2000 to 2005, covering a broad range of countries, sometimes with regional emphasis. Europe has been a major beneficiary from training in statistics, particularly at the IMF—judging by the steady increase in the number of officials who have participated in the courses.

5. The emerging issues in external training entail mainly better coordination in providing training and technical assistance to countries—that is, avoiding duplication of efforts while enhancing the complementarities of support to the countries. In addition, organizations have not yet taken full advantage of the Internet's potential for training. Further, means must be found to address the demand for training, generated mainly by countries' needs for training/technical assistance and by new mandates and working projects in the organizations.<sup>3</sup> To address the demand for training, corrective measures need to be pursued both at the international and regional levels and would benefit also from the availability of training manuals and other materials in other languages.

6. The remainder of the paper is organized as follows. Chapter II covers the broad characteristics of training programs at various organizations. Chapter III covers the external training programs, and Chapter IV summarizes the training offered by the IMF to European officials. Chapter V provides the major conclusions of the paper; Chapter VI presents some issues for discussion. Appendix I lists the IMF's external training courses in statistics during 2003 to 2006, including at the IMF and other regional training centers.

## III. GENERAL CHARACTERISTICS OF STATISTICAL TRAINING PROGRAMS

7. The majority of responding organizations specialize in macroeconomic statistics, while the rest focus on socio-demographic statistics and, to some extent, environmental statistics (Table 1). These areas of specialization are not necessarily exclusive; several organizations cover a broad range of statistical activities. However, details on further breakdown of the organizations' statistical

specialization within the specific groups are not available. These details, including the titles and content of specific training courses, could prove useful for sharing training materials among international organizations and avoiding duplicative training efforts.

8. The size of external resources currently available for training in statistics in international organizations ranges from a few thousand U.S. dollars to US\$3 million. The limited access to resources implies that, barring a major change, proposed reforms in this area should not entail large expenditures. Such reforms should focus on organizational changes, which could have a significant impact on realizing the desired outcome.

9. English is the dominant training language. It is followed somewhat closely by Spanish and French in that order. Portuguese is a distant fourth, while four other languages of instruction, namely, Arabic, Chinese, Italian, and Russian, were mentioned.<sup>4</sup>

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

11. The questionnaire solicited the views of participating organizations on their ranking of importance of type of training program. Most organizations ranked courses/seminars/ conferences (as a group) number one. This validated the subsequent details requested in the rest of the questionnaire about this type of training program, as discussed in some detail below. Coming in a somewhat close second was outside training, entailing collaboration with universities and consulting firms. This was followed by others, including distance learning. Although the questionnaire did not pursue details of these other modes of training, some potential may exist for investigating further the use of distance learning in conjunction with better utilization of the Internet for overall training activities (see more details below).

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

Respondents to survey of which: Regional organizations	14																			
	3																			
Statistical specialization	Macroeconomic	10		Socio-demographic	7	Environmental	3													
Training budget size (millions of U.S. dollars)	(0-1)	10	(1-3)	(over 3)	--	1														
Access to external budget Resources	None	4	Small	4	Medium	--	Large	1												
Training languages	English	12	Spanish	8	French	7	Portuguese	2	Arabic	1	Chinese	1	Italian	1	Russian	1				
External training																				
Training topics include computer training <sup>3/</sup>								8												
Order of importance of programs	Courses/seminars/conferences			Outside training <sup>4/</sup>		Internal mobility <sup>5/</sup>		Other <sup>6/</sup>	NA											
Rank #1	9	--	6	1	1	3														
Rank #2	--	6	--	1	--	7														
Rank #3	--	--	--	--	--	11														
Rank #4	--	--	--	--	--	12														

Source: IMF survey of Select International Organizations, July 2005.

<sup>1/</sup> The totals may not add across rows because some categories do not apply to (or there were no responses from) some organizations.

<sup>2/</sup> Some organizations reported using more than one language.

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

<sup>4/</sup> Mostly with universities and, in some cases, consulting firms.

<sup>5/</sup> Internal mobility of staff within organizations.

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

#### IV. THE EXTERNAL TRAINING PROGRAMS

12. Data coverage for the external training programs is quite good, indicating that the international organizations provide a sizeable number of training events (e.g., courses, seminars) that have reached an increasingly growing number of member country officials.<sup>5</sup>

##### A. Specifics of the Training Programs

13. During 2000–05, the scope and number of external training programs grew substantially (Table 2). Training events almost doubled, while the number of people benefiting from training increased twofold. The dominant training activity appears to have been the structured courses, which had the most events over the period and tended to last the longest; thus, these courses may have had the greatest impact on the targeted audience. Seminars were the next most active form of training in terms of events but, on the whole, had a shorter duration in terms of number of days covered. As some respondents pointed out, conferences and symposiums, although used sparingly, can and tend to reach out to larger audiences, mainly comprising senior policymakers. They also tend to be short—not exceeding one day.

14. Organizations have extended the outreach of external training programs, as evidenced by the number of regions and countries covered. The average number of countries covered by training per participating organization grew by about 20 percent between 2000 and 2005, but this figure does not fully reflect the actual expansion in country coverage. Allowing for the fact that the number of organizations that undertook training in countries increased from 6 in 2000 to 10 during 2004–05, the total number of countries covered (some with multiple training programs) increased rather substantially.

15. The European region received a sizable amount of training—reflected by the average number of countries covered per year during 2002–03 and the slight increase in such country coverage during 2004–05. Nevertheless, Europe’s participative share in training declined over the period. The overall growth benefited mostly developing and emerging countries in Africa and South and Central America. This growth was reflected in the total number of countries covered and the number of participating international organizations.

16. Participation in training programs was mostly by invitation, allowing the sponsoring organizations to target groups of officials already known to them. Admission by competitive application was an alternative mode, which evidently has been expanded since 2004. The objective of training was mostly to upgrade specific skills or build capacity, consistent with the selective access procedures. To a lesser extent, organizations also sought to provide general training—virtually all the conferences and symposia were geared to this endeavor.

Table 2. External Statistical Training  
for Select International Organizations, 2000–05<sup>1/</sup>

	2000	2001	2002	2003	2004	2005 <sup>2/</sup>
Number of conferences/symposiums with mostly external speakers	2	2	3	2	3	3
Minimum-maximum duration (days)	1	1	1	1	½-1	1
Number of seminars with mostly participant papers/discussants	22	19	21	31	36	46
Minimum-maximum duration (days)	1-5	1-15	1-9½	1-10	1-11	1-8
Number of structured courses with one or more lectures and/or homework	27	30	33	32	54	45
Minimum-maximum duration (days)	2-20½	2-18	2-17½	2-14½	½-15	½-16½
Total number of participants in courses and seminars	814	1,119	1,401	1,909	2,358	1,654
Total conferences/seminars/courses	49	51	65	65	93	94
Minimum-maximum number of participants	15-50	15-50	15-68	12-113	12-50	12-50
Number of countries of participants <sup>3/</sup>	33	35	46	54	41	39
of which:						
Africa (except North Africa)	9	11	25	26	21	23
Asia	15	12	16	18	10	12
Europe	13	13	13	12	15	15
Middle East/North Africa	16	18	13	10	9	13
North and South America	11	11	15	18	20	16
Number of participating organizations <sup>4/</sup>	6	6	7	7	10	10
	(Number of Organizations) <sup>5/</sup>					
Target audience (seminars/courses only)						
Participants						
By invitation	5	5	6	6	9	9
By competitive application process	1	1	1	1	3	3
Objective						
No. of courses/seminars on general training	2	3	3	3	3	3
No. of courses/seminars designed to upgrade specific skills and build capacity	6	6	7	7	8	8
Post-evaluation of course seminar (Yes)	5	5	6	6	9	9
On-site	3	3	4	4	7	6
Follow-up survey	3	3	3	3	5	6

Source: IMF survey of Select International Organizations, July 2005.

<sup>1/</sup> Calendar year.

<sup>2/</sup> Figures may underestimate totals, given that some organizations provided data through July 2005 rather than estimates for the whole year.

<sup>3/</sup> Average numbers of countries per participating training organization. Regional data may not add up to total because of differences in regional training emphasis of the organizations.

<sup>4/</sup> Some of the responding organizations provide only internal training.

<sup>5/</sup> Totals may not add for each group because of 'not stated' categories.

17. Essentially, all reporting organizations indicated some form of ex post evaluation of training programs. The preferred mode was on-site evaluation, but follow-up surveys have been quite important in some cases, complementing the on-site evaluation. This may indicate that feedback is an important feature for designing and implementing training activities.

#### B. Access to Training Materials

18. The distribution of training materials could be improved; only some reporting organizations have placed the materials on either the internal or external websites (Table 3). Several organizations still use only pamphlets and visual aids for distributing training materials. Very few reporting organizations indicated they have consolidated libraries or depositories for training materials, and only a few indicated they share their training materials with other international organizations.

#### C. Demand for Training

19. The organizations report that the demand for training is partly driven by the needs of member countries for training their officials. However, the main demand is reported to emanate from new work projects and changing mandates of the organizations. The new work projects are linked to internal efforts to adapt to changing circumstances, whereas the changing mandates reflect external forces that are internalized when member countries redefine the organizations' missions. The two factors may indeed be interlinked because new mandates are likely to lead to new work projects. Moreover, they are both, in turn, partly related to emerging forces unleashed by globalization and the information revolution, which have contributed to the substantial growth in the speed of access and requirements for information.

20. Organizations assess the demand for training mainly via surveys but also through focus groups and other sources—mostly human resource groups—as well as the number of course applications. More than 60 percent of respondents reported their organizations were not able to meet the training demand, and an even larger percentage (about 80 percent) of the group of organizations reported budgetary concerns as a major constraint to training.

21. Views on the nature of the training gap (the excess demand for training) vary across the organizations (Table 4). The responses were quite limited. On the whole, they appear to suggest that the gap ranges from small to medium and has a small-to-medium impact on the organizations' missions but a medium impact on the organizations' statistical missions.

22. Organizations, however, appear somewhat tentative or skeptical about the effect of internal/external efforts or the need for international cooperation in addressing the training gap.

Table 3. External Statistics Training Demand and Other Factors at Select International Organizations (Number of Organizations)

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

Source: IMF survey of Select International Organizations, July 2005.

<sup>1/</sup> Pamphlets and visual aids.

<sup>2/</sup> Related to limited national capacity and demand for technical assistance.

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

Table 4. External Statistical Training Gap<sup>1/</sup> for Select International Organizations (Number of Organizations)

	Low/Small	Medium	High/Large	NA
Size of training gap	3	3	2	6
Impact of gap on organization's mission	4	1	1	8
Impact of gap on organization's statistical mission	1	5	--	8
Likelihood gap can be met via internal effort	4	3	1	6
Likelihood gap can be met via external effort	2	4	--	8
Need for international cooperation to fill gap	3	1	--	10

Source: IMF survey of Select International Organizations, July 2005.

<sup>1/</sup> The gap is measured in terms of excess demand for training.



## V. IMF STATISTICAL TRAINING IN EUROPE

23. The IMF targets statistical training to European officials largely through (1) the IMF Institute courses, offered at both the IMF headquarters and the Joint Vienna Institute (JVI), and (2) the Statistics Department's outreach courses conducted in European countries, usually in collaboration with a local/regional training organization. During 2000–2005, a steadily growing number of officials—a total of 561 (Table 5)—have benefited from the training efforts under (1) above. Country and regional organizations (e.g., the Bank for International Settlements and the European Central Bank) have participated in the offered courses. The countries receiving the lion's share of training were mainly those in Central and Eastern Europe and in the Commonwealth of Independent States (e.g., Belarus, Moldova, Russia, and Ukraine), reflecting the JVI's mandate to train officials from the transition countries of Europe and Asia.

24. During 2003–06, the Statistics Department offered four courses per year at the JVI, covering a broad range of macroeconomic statistics. The most popular courses were in monetary and financial statistics and financial soundness indicators (FSIs, Table 6). The Statistics Department witnessed a rapid growth in its outreach program in 2004–06 (through January 2006), compared with the period 2002–03, and again the most popular courses covered monetary and financial statistics (Table 7). The recent surge in courses in monetary and financial statistics is related to three initiatives, namely: (1) the preparation of the compilation guide for monetary statistics; (2) the efforts to introduce standardized reporting forms; and (3) the outreach FSI program. The training efforts entailed with these initiatives is now winding down or has been completed, and future such training in Europe and elsewhere will be limited.

## VI. CONCLUSIONS

25. The major issues emerging from the analysis of partial information available on training is that international organizations operate on rather limited training budgets. Over time, an aggressive campaign to mobilize the desirable resources for training likely will yield benefits. In the meantime, concurrent efforts must be made to maximize the effectiveness of available resources. The rather limited use of the Internet and the limited sharing of information and training materials are obvious areas that need to be addressed.

26. Organizations might also consider a number of suggestions by respondents to the survey. These include: (1) promoting regional training centers (proximity to clients and common language facilitate greater outreach); (2) involving national statistical offices' experts in training sessions as trainers (they could then turn around and train local staff); (3) recognizing that some programs will yield results in the long run and that one-shot exercises may not solve the problem (thus, planning and implementation horizons should also focus on the medium-to-long run); and (4) developing joint e-learning facilities for international statisticians.

27. With regard to the IMF, it has not been meeting the overall training demand mainly because of resource constraints. As a result, the growth in its training program has catered mostly to developing

countries, although training in Europe has covered an increasing number of country officials, mainly those in transition countries. However, the adequacy (in terms of topics and countries covered and delivery mechanism) of the training program to European countries (indeed elsewhere) can best be judged by the recipient countries; such feedback is also critical in identifying areas of improvement.

## VII. ISSUES FOR DISCUSSION

28. Do CES members feel that international organizations provide adequate training in statistics for country officials in general and, in particular, in Europe?

29. Is the training appropriate in terms of (1) overall quality; (2) frequency; (3) coverage of topics; and (4) coverage of countries? How could training be improved?

30. Do CES members feel that there is adequate coordination among international organizations in providing training for member country officials?

Table 5. Participants from EUR in Statistics Department (STA) Courses Through the IMF Institute Training Program in Vienna and Washington, CY00–05<sup>1/2/</sup>

	GDDS/ SDDS <sup>3/</sup>	2000	2001	2002	2003	2004	2005	Total
Total		76	78	84	104	105	114	561
Albania	GDDS	5	6	3	3	3	3	23
Aruba	-	-	-	-	-	2	-	2
Austria	SDDS	1	-	-	-	1	-	2
Belarus	SDDS	3	3	5	4	6	5	26
Belgium	SDDS	-	1	1	-	-	-	2
BIS	-	-	-	-	-	-	1	1
Bosnia and Herzegovina		3	3	3	4	5	1	19
Bulgaria	SDDS	4	3	4	2	7	7	27
Croatia	SDDS	4	6	3	5	5	8	31
Cyprus		1	-	1	-	-	-	2
Czech Republic	SDDS	1	6	4	6	3	4	24
Denmark	SDDS	-	-	-	-	1	-	1
ECB		2	-	1	2	-	1	6
Estonia	SDDS	4	4	3	5	2	4	22
Finland	SDDS	1	1	1	-	-	-	3
France	SDDS	-	-	-	-	1	-	1
Germany	SDDS	1	-	-	1	2	-	4
Greece	SDDS	-	1	-	-	-	-	1
Hungary	SDDS	3	2	4	4	1	1	15
Iceland	SDDS	-	-	-	-	-	4	4
Israel	SDDS	2	1	1	-	2	1	7
Italy	SDDS	-	1	-	1	1	1	4
Kosovo	-	-	-	-	3	5	1	9
Latvia	SDDS	4	4	4	6	4	5	27
Lithuania	SDDS	3	5	4	4	3	5	24
Luxembourg	-	-	-	-	-	-	1	1
Macedonia, FYR of	GDDS	4	3	3	5	4	4	23
Malta	GDDS	1	-	2	1	-	2	6
Moldova	GDDS	3	3	4	3	6	3	22
Netherlands	SDDS	1	-	-	-	-	1	2
Netherlands Antilles	-	-	-	-	-	-	1	1
Norway	SDDS	2	-	-	1	2	1	6
Poland	SDDS	2	3	3	6	2	6	22
Portugal	SDDS	-	1	-	-	1	-	2
Romania	SDDS	3	3	3	5	4	5	23
Russian Federation	SDDS	7	6	7	9	6	8	43
San Marino	-	-	-	1	-	-	-	1
Serbia and Montenegro		1	1	3	5	9	3	22
Slovak Republic	SDDS	4	3	4	6	3	5	25
Slovenia	SDDS	3	1	2	5	2	2	15
Spain	SDDS	-	-	-	-	-	1	2
Sweden	SDDS	-	-	1	-	1	1	3
Switzerland	SDDS	-	-	1	-	-	1	2
Turkey	SDDS	2	2	3	2	2	10	21
Ukraine	SDDS	1	5	5	6	7	7	31
United Kingdom	SDDS	-	-	-	-	2	-	2

Source: IMF Institute (INSAV) Participant and Applicant Tracking System (PATS).

<sup>1/</sup> Data from CY2005 and CY2006 is preliminary. Final data for CY2005 will be available in May 2006 and for CY2006 in May 2007.

<sup>2/</sup> Participants from EUR in STA courses through the IMF Institute attended training in the following locations during the reported period: IMF Institute, Washington D.C. (HQ), and Joint Vienna Institute (JVI).

<sup>3/</sup> General Data Dissemination System participant or Special Data Dissemination Standard subscriber.

Table 6. STA Courses Offered in Europe Through the IMF Institute Training Program 2003–06 <sup>1/</sup>

	2003	2004	2005	2006
	(Number of courses)			
Joint Vienna Institute				
Balance of Payments	1	--	--	1
Data Template on International Reserves	--	--	1	--
External Debt Statistics	--	1	1	--
Financial Soundness Indicators	1	--	1	1
Government Finance Statistics	--	1	--	1
Monetary and Financial Statistics	1	2	1	--
Price Statistics	--	--	--	1
Quarterly National Accounts	1	--	--	--
Total	4	4	4	4

Source: IMF Institute (INSAV) PATS System.

<sup>1/</sup> European officials also have access to training courses offered at Fund headquarters.

Table 7. STA Courses Offered in Europe Outside of the IMF Institute Program 2002–06

	2002-03	2004-06
	(Number of courses)	
Balance of Payments	2	6
Data Dissemination	2	1
Monetary and Financial Statistics <sup>1/</sup>	6	7
Government Finance Statistics	2	1
National Accounts and Price Statistics	2	4
Total	14	19

Source: IMF Institute (INSAV) PATS System.

<sup>1/</sup> Includes Financial Soundness Indicators.

Appendix 1: STA Courses Through the IMF Institute Training Program, CY03-06<sup>1/</sup>

Year	Course Location <sup>2/</sup>	Course Number	Course ID	Begin Date	End Date	Course Title
<b>2003</b>	BT	03.03	EDS	5/12/2003	5/23/2003	External Debt Statistics
	BT	03.06	FSI	10/6/2003	10/10/2003	Financial Soundness Indicators
	BT	03.08	MFS	10/27/2003	11/14/2003	Monetary and Financial Statistics
	CT	03.04	GFS	9/15/2003	9/26/2003	Government Finance Statistics
	CT	03.01	MFS	11/24/2003	12/12/2003	Monetary and Financial Statistics
	HQ	03.02	GFS	3/3/2003	4/11/2003	Government Finance Statistics
	HQ	03.03	BPS	3/17/2003	4/25/2003	Balance of Payments Statistics
	HQ	03.14	MFS	10/6/2003	11/7/2003	Monetary and Financial Statistics
	IT	03.401	INS-STA	11/21/2003	11/21/2003	The Environment and Its Implications for the Fund <sup>2/</sup>
	JA	03.09	FSI	11/17/2003	11/21/2003	Financial Soundness Indicators
	JV	03.09	FSI	4/22/2003	4/25/2003	Financial Soundness Indicators
	JV	03.15	QNA	7/7/2003	7/18/2003	Quarterly National Accounts Statistics
	JV	03.16	BPS	7/14/2003	8/1/2003	Balance of Payments Statistics
	JV	03.18	MFS	8/11/2003	8/29/2003	Monetary and Financial Statistics
	RT	03.04	PRS	4/27/2003	5/8/2003	The Construction and Analysis of Price Indices
	RT	03.07	MFS	8/31/2003	9/16/2003	Monetary and Financial Statistics
	ST	03.21	EDS	9/22/2003	10/3/2003	External Debt Statistics
ST	03.27	PRS	12/1/2003	12/12/2003	Price Statistics	
<b>2004</b>	BT	04.05	NAS	6/14/2004	6/25/2004	Quarterly National Accounts Statistics
	BT	04.07	GFS	11/1/2004	11/12/2004	Government Finance Statistics
	CT	04.06	QNA	9/13/2004	9/24/2004	Quarterly National Accounts
	HQ	04.02	GFS	3/8/2004	4/16/2004	Government Finance Statistics
	HQ	04.03	BPS	3/15/2004	4/23/2004	Balance of Payments Statistics
	HQ	04.13	MFS	10/12/2004	11/5/2004	Monetary and Financial Statistics
	HQ	04.15	QNA	10/25/2004	11/19/2004	National Accounts Statistics
	JA	04.02	BPS	2/9/2004	2/27/2004	Balance of Payments Statistics
	JA	04.09	GFS	11/1/2004	11/19/2004	Government Finance Statistics
	JA	04.11	MFS	12/6/2004	12/10/2004	Monetary and Financial Statistics: Compilation and Reporting
	JV	04.07	GFS	5/3/2004	5/21/2004	Government Finance Statistics
	JV	04.14	EDS	7/12/2004	7/23/2004	External Debt Statistics
	JV	04.17	MFS	8/9/2004	8/27/2004	Monetary and Financial Statistics

Year	Course Location <sup>2/</sup>	Course Number	Course ID	Begin Date	End Date	Course Title
	JV	04.19	MFS	9/6/2004	9/10/2004	Monetary and Financial Statistics: Compilation and Reporting Issues
	RT	04.01	GFS	1/11/2004	1/29/2004	Government Finance Statistics
	RT	04.06	FSI	4/25/2004	4/29/2004	Financial Soundness Indicators
	RT	04.11	NAS	9/5/2004	9/16/2004	National Accounts Statistics
	ST	04.06	MFS	3/15/2004	4/2/2004	Monetary and Financial Statistics
	ST	04.12	BPS	5/31/2004	6/18/2004	Balance of Payments Statistics and International Investment Position
	ST	04.14	FSI	7/5/2004	7/9/2004	Financial Soundness Indicators
<b>2005</b>	BT	05.01	BPS	2/28/2005	3/18/2005	Balance of Payments Statistics
	BT	05.12	FSI	7/25/2005	7/29/2005	Financial Soundness Indicators
	BT	05.10	MFS	11/21/2005	12/9/2005	Monetary and Financial Statistics
	CT	05.01	HLS	1/24/2005	1/28/2005	Use of Macroeconomic Statistics for Policy Analysis and Decision Making
	CT	05.08	EDS	8/8/2005	8/19/2005	External Debt Statistics
	CT	05.02	MFS	9/12/2005	9/30/2005	Monetary and Financial Statistics
	HQ	05.02	GFS	2/14/2005	3/25/2005	Government Finance Statistics
	HQ	05.06	BPS	5/16/2005	6/24/2005	Balance of Payments Statistics
	HQ	05.09	EDS	7/11/2005	7/29/2005	External Debt Statistics
	HQ	05.14	MFS	10/11/2005	11/4/2005	Monetary and Financial Statistics
	HQ	05.16	PRS	10/31/2005	11/18/2005	Price Statistics
	IT <sup>3/</sup>	05.304	INS-	6/14/2005	6/14/2005	External Debt
	IT <sup>3/</sup>	05.305	STA	7/12/2005	7/12/2005	GFS Manual 2001
	IT <sup>3/</sup>	05.314	INS-	12/9/2005	12/9/2005	Workshop on Compiling Financial Soundness Indicators
	JA	05.03	MFS	2/28/2005	3/18/2005	Monetary and Financial Statistics
	JA	05.12	MFS	7/11/2005	7/15/2005	Monetary and Financial Statistics: Compilation and Reporting Issues
	JA	05.10	EDS	11/7/2005	11/18/2005	External Debt Statistics
	JV	05.05	DTR	2/15/2005	2/18/2005	Data Template on International Reserves and Foreign Currency Liquidity
	JV	05.07	FSI	5/9/2005	5/13/2005	Coordinated Compilation Exercise for Financial Soundness Indicators
	JV	05.14	MFS	8/8/2005	8/26/2005	Monetary and Financial Statistics
	JV	05.15	EDS	9/5/2005	9/16/2005	External Debt Statistics
	RT	05.02	BPS	1/26/2005	2/10/2005	Balance of Payments Statistics
	RT	05.06	GFS	5/22/2005	6/7/2005	Government Finance Statistics

Year	Course Location <sup>2/</sup>	Course Number	Course ID	Begin Date	End Date	Course Title
	RT	05.08	MFS	8/28/2005	9/13/2005	Monetary and Financial Statistics
	ST	05.06	CRI	3/14/2005	3/18/2005	Monetary and Financial Statistics-Compilation and Reporting
	ST	05.11	GFS	5/23/2005	6/10/2005	Government Finance Statistics
	ST	05.12	FSI	6/27/2005	7/1/2005	Financial Soundness Indicators
	ST	05.20	DTR	10/10/2005	10/13/2005	Data Template on International Reserves and Foreign Currency Liquidity
<b>2006</b>						
	BT	06.04	EDS	3/20/2006	3/31/2006	External Debt Statistics
	BT	06.08	FSI	7/3/2006	7/7/2006	Financial Soundness Indicators
	BT	06.12	GFS	10/30/2006	11/17/2006	Government Financial Statistics
	BT	06.13	MFS	11/27/2006	12/15/2006	Monetary and Financial Statistics
	CT	06.07	MBS	10/9/2006	10/13/2006	Banking Statistics on Cross-Border Flows: Compilation and Monitoring
	HQ	06.02	GFS	2/21/2006	3/31/2006	Government Finance Statistics
	HQ	06.07	BPS	5/15/2006	6/23/2006	Balance of Payments Statistics
	HQ	06.11	MFS	8/28/2006	9/22/2006	Monetary and Financial Statistics
	HQ	06.12	NAS	9/11/2006	10/6/2006	National Accounts Statistics
	JA	06.05	MFS	3/6/2006	3/24/2006	Monetary and Financial Statistics
	JA	06.07	GFS	5/15/2006	6/2/2006	Government Financial Statistics
	JA	06.12	BPS	11/27/2006	12/15/2006	Balance of Payments Statistics
	JV	06.05	FSI	5/1/2006	5/5/2006	Financial Soundness Indicators
	JV	06.14	GFS	7/24/2006	8/11/2006	Government Financial Statistics
	JV	06.20	PRS	10/23/2006	11/3/2006	Price Statistics
	JV	06.24	BPS	11/27/2006	12/15/2006	Balance of Payments Statistics
	ST	06.05	BPS	3/20/2006	4/7/2006	Balance of Payments Statistics
	ST	06.04	MFS	3/20/2006	4/7/2006	Monetary and Financial Statistics
	ST	06.08	FSI	5/22/2006	5/26/2006	Financial Soundness Indicators

Source: IMF Institute (INSAV), PATS System.

Run Date: March 1, 2006.

<sup>1/</sup> List of courses is preliminary. CY 2005 courses will be finalized in May 2006; CY 2006 courses in May 2007.

<sup>2/</sup> Abbreviations refer to the following course types: Joint Regional Training Center for Latin America, Brasilia (BT), Joint China-IMF Training Program (CT), IMF Institute, Washington D.C. (HQ), Internal Economics Training Program-IMF, Washington D.C. (IT), Joint Africa Institute (JA), Joint Vienna Institute (JV), IMF-AMF Regional Training Program (RT), and IMF-Singapore Regional Training Institute (ST).

<sup>3/</sup> IT 05.304, IT 05.305, and IT 05.314 were taught through the Internal Economics Training Program for IMF staff; all other courses were for external participants.

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<sup>2</sup> Details of the survey questionnaire are available upon request.

<sup>3</sup> Technical assistance usually requires a certain amount of training to enhance its effectiveness.

<sup>4</sup> The scope for these other languages may be significant, given the regional focus of some external training programs. Some comments highlighted that availability of training manuals, including their translation in to other languages, could be a significant way forward in several outreach training programs. Scope may exist to expand training in other languages, resources permitting.

<sup>5</sup> Since this paper focuses on external training, data for, and other information on, internal training are not covered in detail.

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