

# Regional: Implementing Information and Communication Technology Tools to Improve Data Collection and Management of National Surveys in Support of the Sustainable Development Goals

Reference Number: TCRV-2020-049  
Project Number: 49342-001  
TA Number: 9018



*Raising development impact through evaluation*

## ABBREVIATIONS

ADB	–	Asian Development Bank
CAPI	–	computer assisted personal interviewing
DMC	–	developing member country
DMF	–	design and monitoring framework
ICT	–	information and communications technology
IED	–	Independent Evaluation Department
Lao PDR	–	Lao People's Democratic Republic
MOOC	–	massive open online course
NSDS	–	National Strategy for Development of Statistics
PAPI	–	paper and pencil interviewing
TA	–	technical assistance
TCR	–	technical assistance completion report
TCRV	–	technical assistance completion report validation

## NOTE

In this report, "\$" refers to United States dollars.

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## TECHNICAL ASSISTANCE COMPLETION REPORT VALIDATION REPORT<sup>1</sup>

### 1. PROJECT DATA TA No. 9018

<b>TA Name</b>	Implementing Information and Communication Technology (ICT) Tools to Improve Data Collection and Management of National Surveys in Support of the Sustainable Development Goals	<b>Approval Date</b>	1 Dec 2015	<b>Approved (\$)</b>	700,000.00
		<b>Signing Date</b>	1 Dec 2015	<b>Revised (\$)</b>	649,818.00
<b>Country</b>	Regional	<b>Planned Completion Date</b>	31 Jan 2019	<b>Disbursed (\$)</b>	636,358.09
		<b>Actual Completion Date</b>	17 Jun 2020	<b>Undisbursed (\$)</b>	13,459.91
<b>Department</b>	Economic Research and Regional Cooperation Department	<b>TA Type</b>	TRTA ( ) KSTA ( ) PATA ( ) CDTA (✓) RDTA ( ) PPTA ( ) RETA ( )	<b>Sources of Funding</b>	Technical Assistance Special Fund – 5
<b>Sector and Subsector</b>	Public Sector Management			<b>Executing Agency</b>	Asian Development Bank

### 2. DESIGN AND MONITORING FRAMEWORK AND RESULTS

<b>Objective</b>	The TA aimed to improve the coverage, quality, and timeliness of statistical indicators produced by the national statistical systems of participating developing member countries (DMCs) through the use of technological improvements (ICT tools) in field data collection for nationally representative surveys linked to the Sustainable Development Goals (SDGs).
<b>TA Rationale</b>	<p>In many DMCs, data used for policy making are often outdated, due to the time it takes for results to be made available using traditional paper-and-pencil interviewing (PAPI). Monitoring progress toward the achievement of the SDGs depends on timely and high-quality statistics from nationally representative surveys. Data for national statistical surveys are often collected through PAPI methods and require manual data entry and cleaning before the data can be analyzed and statistics produced. The approach has significant limitations in terms of timeliness, accessibility, availability, and quality. This hinders policy makers who rely on timely and accurate data to formulate policies that support national development priorities.</p> <p>The use of ICT tools for field data collection can significantly improve data management for statistical surveys. Computer-assisted personal interviewing (CAPI) is one technique to increase the efficiency of data collection and data entry, and subsequent data analysis. Introducing ICT tools such as CAPI and transitioning away from PAPI methods requires training and investments in hardware, software, and other equipment. Organizational changes are also required, as procedural requirements for CAPI surveys are different from those for PAPI surveys.</p>

<sup>1</sup> Team members: C. Ramos-Galacgac (Initial Reviewer), J. Brann (Validator Consultant), R. Mallon (Evaluator Consultant).

	The TA was designed to address these issues by supporting a select number of DMCs to pilot CAPI approaches and strengthening their capacity to roll out CAPI more widely after successful pilots. This was to be completed by (i) increasing awareness and understanding of CAPI approaches, (ii) training DMC government staff and others engaged in national survey processes on CAPI, (iii) developing customized survey tools and reports, and (iv) procuring the necessary hardware and software to assist DMCs in rolling out CAPI approaches.
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Results Levels	Indicators	IED Comment on Evaluability of Indicators
<b>Outcome</b> Survey practices using ICT tools, such as CAPI, adopted by the participating DMCs	National Strategy for Development of Statistics (NSDS) incorporates the use of ICT tools (baseline: 0)	Not evaluable. Indicator is not SMART. The baseline value is neither timebound nor clear, and the indicator is not time-bound either. Additionally, the participating DMCs were at different stages with their NSDS undermining the usefulness of this indicator. This indicator provides no real basis for assessing the intended outcome. The target should have been revised as soon as this issue became apparent. The outcome statement provides a more useful basis for evaluation.
<b>Output 1</b> Training sessions for IT and field staff on the use of ICT tools such as CAPI in data collection for nationally representative surveys conducted	1a. Three or more workshops on the use of ICT tools, such as CAPI, conducted (baseline: NA)	Evaluable, but could have been strengthened by giving information on the participants' assessment of the value of the training workshops in applying ICT to data collection in their work.
	1b. 10 staff per country trained on programming questionnaires and 50 field staff trained on implementing surveys using CAPI in the field (baseline: NA)	Evaluable. The participants' assessments of the value of the training, and the recipient agency's feedback on the adequacy of the training in meeting TA objectives would have been useful.
<b>Output 2</b> Customized survey tools with detailed reports, documentation, and manuals on the use of ICT tools, such as CAPI, to improve data collection and management created and disseminated	2a. One handbook on the use of the ICT tools developed and shared with the participating DMCs and relevant agencies, and customized by including country-specific examples and being translated into local languages (baseline: NA)	The indicator is SMART. It is a compelling indicator. Validating this indicator as the most widely used in the field by providing a credible source or a reference material would have been useful.
	2b. One or more technical papers comparing CAPI and PAPI published (baseline: NA)	Indicator is SMART.
<b>Output 3</b> Online training program through a massive open online course (MOOC) platform on the use of ICT tools for improved survey data collection	3a. Online training program created on MOOC accessed by at least 20 users (baseline: NA)	Indicator is SMART.

Results Levels	Indicators	IED Comment on Evaluability of Indicators
and management developed		

### 3. PERFORMANCE ASSESSMENT

#### Relevance

Item	Highly Relevant	Relevant	Less than Relevant	Irrelevant
TCR Rating	✓			
TCRV Rating		✓		
IED Rationale	<p>The TA was relevant to the DMCs' and ADB's strategic priority of strengthening innovation, technology, and education. It aligned with ADB's Strategy 2020 and midterm review priority given to the more effective use of ICT for storage, retrieval, and dissemination of knowledge products and data.</p> <p>Consultations were held with DMCs and international organizations during the design. However, the results indicators did not demonstrate an understanding of the status of NSDS in the three pilot DMCs. Interactions with 27 DMCs through UN, FAO, and World Bank-organized statistical capacity-building projects confirmed the urgent need to transition to advanced data collection practices using ICT tools. The TCR noted that working with FAO resulted in "two of the most widely used CAPI platforms available—CSPRO and Survey Solutions."</p> <p>The TA results chain was generally sound, but a specific articulation in the results framework of how the major outputs were to drive results in the three pilot DMCs would have been useful. There was limited analysis of risks related to the uptake and use of the project outputs, and risks associated with staff turnover. However, efforts to strengthen NSDSs, establish a manual and a body of evidence to support CAPI approaches, develop MOOCs, and manage a large number of persons being trained all helped reduce such risks.</p> <p>The TA design was appropriate in targeting multiple approaches to introducing and upscaling ICT-supported approaches. The TCR included limited analysis of the substantive deviations from budgeted expenditures. Flexibility in adjusting budgets can be an indicator of effective management, but substantive analysis of the justification for major changes is needed.</p> <p>The rationale for this type of TA and ADB's involvement was clearly stated. The need for improvements in the quality and timeliness of national data is important to DMCs and ADB for planning and monitoring development outcomes. Sequencing of activities appears to have been aligned with national development needs and coordinated with related donor support.</p> <p>The TA was relevant to the DMCs' needs and ADB priorities. However, given the deficiencies in design and the DMF noted above, this TA is rated relevant.</p>			

#### Effectiveness

Item	Highly Effective	Effective	Less than Effective	Ineffective
TCR Rating	✓			
TCRV Rating		✓		
Evidence of Outputs Achieved	<p>The TCR provided evidence that all TA outputs were achieved or exceeded. Under output 1, the TCR reported that five training workshops were held in Viet Nam and Sri Lanka and four in Lao PDR (the indicator requires more than three). The</p>			

	<p>TCR made clear that the training program far exceeded the target and described the training workshops in each country as relevant to the intended outcomes. Attendance to each training ranged from 35 to 655. More analysis of the usefulness of the training as part of output monitoring would have helped to analyze the quality of outputs and their likely contribution to outcomes.</p> <p>The TCR included links to the electronic copy of the handbook produced (output 2). It included information about the MOOCs, including dates and number of participants who started and completed the course. However, the TCR was silent on whether the handbook was translated into local languages or not. The TCR would have benefited from more discussions on the translation and distribution of the handbook and its potential impacts.</p>
<b>Evidence of Outcomes Achieved</b>	<p>The TA outcome was “[s]urvey practices using ICT tools, such as CAPI, adopted by the participating DMCs.” The success indicator was “National Strategy for Development of Statistics (NSDS) incorporates the use of ICT tools.” It is not possible to verify that the specified success indicator was achieved. The NSDSs in pilot DMCs were at different stages of development (Sri Lanka does not have one) and it is difficult to attribute the NSDS contents to the TA outputs.</p> <p>Nevertheless, compelling evidence was provided that the TA contributed to, and is likely to continue to contribute to, the targeted outcome of effective uptake of ICT (including CAPI) in statistical surveys. The TCR analysis suggested that, while not yet generally adopted, the TA support has helped increase the likelihood of “survey practices using ICT tools, such as CAPI, being adopted by participating DMCs.” The TCR also noted that “both in-country and regional dissemination activities were conducted at the end of the project to disseminate the country reports and results of the CAPI-PAPI randomized experiments using the data from the Labor Force Survey (LFS) in Viet Nam and the Agricultural Household Survey (AHS) in Sri Lanka. The three participating countries also presented their roadmap for mainstreaming CAPI within their institutions.” Some of the links to relevant webpages provided in the TCR were no longer active.</p> <p>The TCR suggested that additional outcomes were achieved and noted that “[t]he success of these pilots led to a scale-up of CAPI by the three DMCs to nationally representative surveys and censuses since we were able to provide rigorous quantitative evidence on improvements in data quality alongside reduction in survey costs and survey duration.” This scaling up of CAPI use is a good indicator of both the effectiveness and relevance of the support.</p>
<b>IED Rationale</b>	<p>The TA met or exceeded expected outputs. Although the outcome was not solely attributable to the TA, it nevertheless made effective use of partnerships to boost results (e.g., the MOOC was implemented in cooperation with FAO).</p> <p>A highly effective rating applies if at least one key outcome is exceeded, and there are no issues with outcomes and outputs. As the targeted outcome indicator cannot be verified, the TA is rated as effective.</p>

### Efficiency

Item	Highly Efficient	Efficient	Less than Efficient	Inefficient
<b>TCR Rating</b>		✓		
<b>TCRV Rating</b>		✓		
<b>IED Rationale</b>	<p>All of the TA outputs were achieved or exceeded with less than the originally planned budget (\$636,358 disbursed versus the originally planned \$700,000). The TCR noted that the TA was “only extended by 11 months...to facilitate the incorporation of numerous additional activities which enhanced the overall impact of the TA.” ERCD clarified during interdepartmental commenting that two draft</p>			

	<p>handbooks had been completed and two different online courses had been conducted by Dec 2019 when TA activities ended, exceeding the planned outputs of one handbook and one online course.</p> <p>The TCR was silent on why some activities were completed after the 17 June financial closing. It noted, in particular, that “a second round of the online courses on CAPI has been conducted from 15 June 2020 to 7 August 2020 at minimal additional costs.” Subsequent written comments clarified that, while these courses were based on materials produced under the TA, the courses themselves were not funded by the TA.</p> <p>The TA partnership approach (e.g., with FAO) helped with cost savings. Four budget revisions were made to reallocate funding among budget lines and extend the TA. The fact that the TA exceeded planned results (with less than the planned budget) is an indicator of efficiency. Given additional clarifications about compliance with disbursement guidelines with respect to activities conducted after financial closure, the TA is rated efficient.</p>
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Criterion	Weight	Rating Value	Weighted Rating
Relevance	0.35	2	0.7
Effectiveness	0.35	2	0.7
Efficiency	0.30	2	0.6
<b>Overall Assessment</b> (weighted average of above criteria) <sup>2</sup>			<b>2.0</b>

### Overall Rating

Item	Highly Successful	Successful	Less than Successful	Unsuccessful
<b>TCR Rating</b>	✓			
<b>TCRV Rating</b>		✓		
<b>IED Rationale</b>	<p>There was no substantive design flaw, and the TA was fully aligned with the government's and ADB's priorities. The TA successfully achieved and, in some respects, exceeded planned outputs. While the specified outcome indicator could not be verified, it is highly likely that the stated outcome in the design was achieved. Indeed, the stated planned outcome is likely to be exceeded (e.g., DMCs are beginning to scale up CAPI approaches). The TA was completed under the planned budget, but with an extension of 11 months. The criteria ratings equate to a weighted average rating of 2.0, which justifies a successful rating.</p>			

## 4. SUSTAINABILITY

Item	Highly Likely	Likely	Less Likely	Unlikely	NA
<b>TCR Rating</b>	✓				
<b>TCRV Rating</b>		✓			
<b>IED Rationale</b>	<p>The TCR provided compelling evidence that DMCs are very likely to increase the use of CAPI and other ICT approaches that the project promoted. The large number of people trained via the MOOCs will continue to generate benefits. The TCR did not explicitly assess whether the handbook and MOOC will continue to be implemented and updated after TA completion, but the evidence suggests these outputs will have ongoing impacts. The potential risk of high staff turnover is mitigated by the large</p>				

<sup>2</sup> Each sub-rating is assigned a numerical value: e.g., highly relevant = 3, relevant = 2, less than relevant = 1, and irrelevant = 0. The compound criterion for performance rating is: highly successful (overall weighted average greater than 2.30), successful (overall weighted average greater than or equal to 1.65 and less than or equal to 2.30), less than successful (overall weighted average greater than or equal to 0.75 and less than 1.65), unsuccessful (overall weighted average is less than 0.75).

	numbers trained and the institutionalization of the training via the MOOCs. There is uncertainty though about the ICT approaches supported by the TA as having been institutionalized (e.g., in national statistics development strategies and resource allocations) and the capacity building as having been derived from the training. This uncertainty means that a likely rating is more appropriate than the highly likely rating proposed in the TCR.
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### Lessons Learned

(1-3 implementation, 4-7 development results, 8 others)

Criteria	TCR Self-Assessment <sup>3</sup>	IED Comment
1. Design and/or planning	The importance of focused group discussions with the implementing agencies cannot be overemphasized. Having an open communication at the onset would ensure an efficient planning of activities, budget, and timelines. With this, the IAs were able to have realistic targets and eventually accomplished the needed tasks.	<p>The TCR lesson is appropriate but could have been more clearly worded. This lesson, for example, could have been reworded, to wit:</p> <p>“Effective dialogue with implementing agencies during the design stage is critical to efficient planning of activities, budgets, timelines and performance indicators.”</p> <p>An additional lesson could have been that outcome indicators, which are measurable and relevant to all participating DMCs involved in a regional TA, should be identified.</p>
2. Implementation and/or delivery	Continuous monitoring on the delivery of outputs of the IAs should be in place. Further, constant reminder on liquidation of cash advance is necessary to make sure that all supporting documents are provided to ADB.	Useful lesson. It may have been more useful had the TCR included more specific information on the issue and how it impacted this TA. Also, targeted outcomes and output indicators should have been reviewed for relevance and/or practicality during implementation and formally adjusted if they were no longer appropriate.
3. Management (staffing, including consultants)	Management of staff and consultants requires a clear understanding of project objectives at the country level and identifying the right talent for each task. Clear deliverables with realistic deadlines and effective communication were key elements to the success of this project.	Useful lesson. It may have been more convincing though had the TCR included a specific example of the application of this lesson to the TA.
4. Knowledge building	<input checked="" type="checkbox"/> Awareness <input checked="" type="checkbox"/> Technical product <input checked="" type="checkbox"/> Adoption or uptake <input checked="" type="checkbox"/> Building institutional or system capacity <input type="checkbox"/> National or sector practice (guidelines) <input type="checkbox"/> Policy, legal standards	<p>Useful lessons.</p> <p>Additional lessons could be that:</p> <p>a. MOOCs can be effective tools for reaching a large number of people for training and knowledge dissemination. However, follow-up</p>

<sup>3</sup> Please select (using a ✓ or other indicator) relevant sub-categories and then supplement with narrative from the TCR.



Criteria	TCR Self-Assessment <sup>3</sup>	IED Comment
	<p>( ) Academic literature</p> <p>The involvement of staff from the implementing agencies in the production of reports (e.g., country report, studies) is important for effective transfer of knowledge and know-how within the agency. Supporting the IAs with capacity building activities such as training courses in Stata, data analysis and report writing would further enhance the capacity of the national statistical system (NSS). Furthermore, as envisioned, and successfully implemented in this TA, all pilot projects must be complemented with rigorous quantitative evidence on the benefits accrued across multiple dimensions such as costs, time, and quality. This would help build consensus both within participating DMCs and others.</p>	<p>analysis is needed to assess how participants apply the knowledge gained and assess the outcome impacts of such training.</p> <p>b. The effectiveness of capacity development activities can be better assessed when the target population and the learning objectives are adequately defined.</p> <p>c. When designing capacity development activities, implementation, and sustainability risks (e.g., staff turnover) should be assessed and risk mitigation measures identified.</p>
5. Stakeholder participation	<p>Stakeholders' participation is crucial in TA implementation. The participation of the Ministry of Agriculture and the Ministry of Health of Sri Lanka during the in-country inception workshop enabled the Department of Census and Statistics to effectively plan and design the questionnaire for the country's first Agricultural Household Survey. Wherever possible, links to other line ministries and agencies must be developed to facilitate transfer of knowledge and enhance stakeholder participation.</p>	<p>Useful lessons.</p> <p>Additional lessons could be that strong stakeholder participation and national ownership are also important from the project design stage to completion to promote TA sustainability. This TA was able to secure strong engagement from national government partners, and it appears that the participating DMCs are on their way to sustaining and scaling up the TA results.</p>
6. Partnership (and cofinancing)	<p>( ) Internal to ADB (✓) External to ADB (may also include ADB)</p> <p>Continue the partnership with other international agencies like FAO so as not to duplicate work being done in the pilot DMCs. Sharing of resources with other agencies would also lead to an expansion of benefits to more DMCs, as witnessed within this TA.</p>	<p>The TCR lesson is useful. Capacity development activities should look to identify opportunities to partner with other donors. This TA partnership with FAO (handbook and MOOC implementation) generated greater and more cost-effective results than would otherwise have been possible.</p>
7. Replication and scaling up	<p>(✓) Replication (✓) Scaling up</p>	<p>The TCR lesson is well developed. Implementing a potentially replicable small-scale TA with a limited number</p>

Criteria	TCR Self-Assessment <sup>3</sup>	IED Comment
	<p>Support in the form of advanced capacity building activities and provision of equipment is instrumental for scale up and replication of TA activities in any country. The pilot implementation of CAPI-related activities in Lao PDR, Sri Lanka and Viet Nam enabled the three implementing agencies to adopt CAPI in their upcoming surveys and censuses.</p> <p>Furthermore, with rapid advancement in technology and internet connectivity, the possibility of piloting other novel forms of data collection such as web-based, SMS-based and Interactive Voice Response surveys increases. The fundamental technological infrastructure of these other methods is rooted in CAPI but needs to be piloted carefully. In the case of Viet Nam, which has very good internet connectivity, data transfer was seamless. However, within the contexts of Lao PDR and Sri Lanka, given unreliable internet access, data were stored in the tablets until the teams got to a location where the internet connectivity was better to transfer the data wirelessly to the headquarters of the NSO.</p> <p>Furthermore, we recommend investing in high quality tablets with at least 7 inches screen size, rather than cheaper alternatives which may become obsolete as CAPI software platforms continuously release updated versions. There is also the need to sensitize respondents about technology through a focused campaign prior to the launch of the surveys to ensure low attrition in samples.</p>	<p>of DMCs can set the stage for cost-effective replication in other countries. This model developed under this TA is likely replicable to help build capacity in other DMCs.</p>
8. Post-TA financial resources	<p>( ) ADB ( ) Government ( ) Private Sector ( ) Other</p> <p>Not applicable</p>	<p>Analysis of any post-TA allocation (or commitment) of resources to sustain TA activities/outputs could be useful indicators of sustainability.</p>
9. Others	<p>The CAPI questionnaire design will impact the overall survey and post-survey activities such as data</p>	<p>The TCRV lessons are practical and useful for designing other TAs to</p>

Criteria	TCR Self-Assessment <sup>3</sup>	IED Comment
	<p>cleaning, validation, and processing. A survey pre-test is encouraged before the actual field implementation.</p> <p>Training a reserve set of enumerators on the use of CAPI is vital in the successful implementation of the CAPI survey. If the core set of enumerators are unable to work due to illness, family emergency or other reasons, having reserve enumerators prevents the disruption of survey activities. NSOs should also be more generally supported in future TAs to train more enumerators and supervisors on how to use tablets on a quarterly basis so that they are familiar and comfortable with using technology. This is particularly true for older enumerators who may be less comfortable with navigating through technology but, given their experience, are excellent at their job of collecting data.</p> <p>Online training courses or MOOC that allow students free access and unrestricted participation are an efficient way to disseminate information on the platforms and methodologies used in the project. MOOC also is an effective way to reach out to more students than in-person workshops and can reduce per- capita costs.</p> <p>Our TA had specific criteria for selection of the three DMCs, as per paragraph 14 of the TA report (<a href="https://www.adb.org/projects/documents/implementing-ict-tools-data-collection-and-management-national-surveys-sdg-tar">https://www.adb.org/projects/documents/implementing-ict-tools-data-collection-and-management-national-surveys-sdg-tar</a>). The selection process was therefore open to all DMCs, and the process was more demand driven. Thus, there were no pre-selected DMCs, and it is recommended that future TAs also consider this approach so that our funds, while limited, are made available to those meeting our criteria and requesting ADB's assistance.</p>	<p>support survey development and implementation.</p> <p>The first lesson could be improved by drawing on analysis of concrete examples under this TA (e.g., give examples of issues resolved via pilot testing the survey instrument prior to implementation).</p>

### TCR Quality Assessment (Reviewer's Assessment)

TCR Quality	TCRV				IED Comment
	HS	S	LS	US	
Coherence of TCR (25%)		✓			The TCR is logically articulated and coherent. Analysis in the TCR should directly link ratings to ADB guidelines on rating TA projects.
Quality of Data (25%)		✓			The TCR provides adequate data and evidence to illustrate the results and achievements discussed. Data on participants by country and gender and by years of prior experience may have provided additional insights. More quantitative data on the quality of outputs and relevance to achieving the targeted outcomes would have been useful. The TCR could have included more analysis of how budget changes (e.g., the reduced budget for equipment) impacted TA results. The TCR could have made it clearer that, while the project was extended by 11 months, financial closing was delayed by 17 months after TA closing and that some results occurred after financial closing. The reasons for completing activities after financial closing should have been discussed.
Quality of Lessons Learned (50%)		✓			The TCR provided mostly well-argued and useful lessons, but some could be more clearly articulated. Several lessons provide limited or no context to the TA, making where this lesson originated difficult to understand. Some additional lessons are suggested.
Overall TCR Quality (weighted as per performance) <sup>4</sup>		✓			Based on the assessed weighted ratings above, the overall quality of the TCR is satisfactory. The TCR provides adequate details on some of the project results, but more careful analysis of the reasons for deviations from outcome indicators and budget targets would have been useful. The TCR included some thoughtful lessons, but some lessons could have been better articulated and argued.
Further IED Action (e.g., in-depth evaluation)	Y	<u>N</u>	Reason: No further in-depth evaluation is required. The TA has potential for cost-effective replication in other DMCs.		
Other Remarks					

<sup>4</sup> Each sub-rating is assigned a numerical value: e.g., highly satisfactory = 3, satisfactory = 2, less than satisfactory = 1, and unsatisfactory = 0. The compound criterion for the TCR quality rating is: highly satisfactory (overall weighted average greater than 2.30), satisfactory (overall weighted average greater than or equal to 1.65 and less than or equal to 2.30), less than satisfactory (overall weighted average greater than or equal to 0.75 and less than 1.65), and unsatisfactory (overall weighted average is less than 0.75).

## Attachment 1: Description of the Technical Assistance

The technical assistance is described in the technical assistance completion report.<sup>1</sup>

## Attachment 2: Design and Monitoring Framework

The design and monitoring framework is in the technical assistance report.<sup>2</sup>

### Planned and Actual Achievements of the Technical Assistance

Performance Indicators	Planned	Actual	Reasons for Variance
<b>Outcome</b> Survey practices using ICT tools, such as CAPI, adopted by the participating DMCs	NSDS incorporates the use of ICT tools (baseline: 0)	<p>One of the three countries, Sri Lanka, does not have an NSDS, and did not produce one during the TA; therefore, it was not possible for the NSDS to incorporate the use of ICT tools, and the target was not achieved. According to the TCR, the “TA activities was the first time Department of Census and Statistics conducted a CAPI survey and is working towards its adoption in all surveys that will be conducted in the future.” The TCR references an online news article, which quotes the Department of Census and Statistics discussing an expected shift to computer assisted surveys.</p> <p>For Vietnam, the existing NSDS covering the period 2011–2020 was apparently not revised or updated during the TA period, and the next iteration of the NSDS was not yet produced as of the completion of the TA, so in this respect the indicator / target was also not met. The TCR states</p>	Not achieved. Although the outcome as defined in the DMF was likely achieved, the outcome indicator was not met, mainly because it was poorly constructed and did not take into account the absence of an NSDS in Sri Lanka.

<sup>1</sup> Asian Development Bank. 2020. *Technical Assistance Completion Report: Implementing Information and Communication Technology Tools to Improve Data Collection and Management of National Surveys in Support of the Sustainable Development Goals*. Manila. <https://www.adb.org/sites/default/files/project-documents/49342/49342-001-en.pdf>.

<sup>2</sup> Asian Development Bank. 2015. *Technical Assistance for Implementing Information and Communication Technology Tools to Improve Data Collection and Management of National Surveys in Support of the Sustainable Development Goals*. Manila. <https://www.adb.org/sites/default/files/project-document/178457/49342-001-tar.pdf>.

Performance Indicators	Planned	Actual	Reasons for Variance
		<p>that it is envisioned that the Government Statistics Office will incorporate ICT approaches in the next version of the NSDS. In terms of further up-scaling CAPI approaches based on TA support, the TCR states, "For Viet Nam in-country dissemination, a press release was posted in the GSO's website along with the Viet Nam's LFS-CAPI vs PAPI Report. Viet Nam also scaled up the use of CAPI to the national level for their [Labor Force Survey] after our technical assistance and implemented their Population and Housing Census 2019 using CAPI."</p> <p>For Lao PDR, the TCR is not fully clear on the initial existence of a NSDS, but states that "Lao PDR is also due to update their NSDS in 2021 and has indicated the inclusion of CAPI in its plan to EROD-SDI staff." The TCR indicates that Lao PDR does plan to increase the up-scaling of ICT-approaches in future surveys: "After the successful implementation of the Labor Force Survey in Lao PDR, the government has decided to implement the upcoming Agricultural Census using CAPI."</p>	
<b>Output 1</b> Training sessions for IT and field staff on the use of ICT tools such as CAPI in data collection for nationally representative surveys conducted	1a. Three or more workshops on the use of ICT tools, such as CAPI, conducted (baseline: not applicable)	According to the TCR, a total of 14 workshops were conducted: 5 each in Viet Nam and Sri Lanka, and 4 in Lao PDR. As stated in the TCR, "For Sri Lanka and Viet Nam, five training workshops were conducted for each of the pilot country. These are (i) CAPI training and pre-test, (ii) training of trainers, (iii) training of	Achieved, no variance.

Performance Indicators	Planned	Actual	Reasons for Variance
		enumerators, (iv) field implementation, and (v) training on Stata and Data Analysis. For Lao PDR, the first four training workshops were conducted, except the training on Stata and Data Analysis, which was not requested by the IA."	
	1b. 10 staff per country trained on programming questionnaires and 50 field staff trained on implementing surveys using CAPI in the field (baseline: NA)	The TCR does not state the total number of people trained through the various workshops. The TCR states that the workshops were attended by between 34 to 655 people, which implies that the target was met. However, this apparently includes individuals that participated in the MOOC training (TCR: "A total of 655 participants registered for the online training course..."), under output 3, so it is unclear how many people were trained through the in-person workshops conducted in the three participating countries. It would be a minimum of 476, since 34 people was evidently the minimum number attending one of the workshops, and there were 14 in person workshops (34 x 14=476). The TCR does not provide a breakdown of the number of staff trained on programming questionnaires vs. field staff trained on implementing surveys on CAPI.	Likely exceeded, but uncertain. Insufficient information is available to fully determine the level of achievement relative to the indicator/target.
<b>Output 2</b> Customized survey tools with detailed reports, documentation, and manuals on the use of ICT tools, such as CAPI, to improve data collection and management created and disseminated	2a. One handbook on the use of the ICT tools developed and shared with the participating DMCs and relevant agencies, and customized by including country-specific examples and being	Two handbooks for CSPro and Survey Solutions were prepared under the project and released in February 2020 in partnership with FAO. The collaboration with FAO yielded handbooks on two of the most widely-used CAPI platforms available—CSPro <sup>a</sup> and Survey Solutions. <sup>b</sup> These handbooks complement the	Exceeded. The partnership with FAO on this activity yielded synergies that allowed the TA to produce results that are likely to have wider dissemination than would have otherwise been feasible.

Performance Indicators	Planned	Actual	Reasons for Variance
	translated into local languages (baseline: NA)	online courses, and their use is very likely to increase over time.	
	2b. One or more technical papers comparing CAPI and PAPI published (baseline: NA)	Through the TA, the Key Indicators Special Supplement 2019—The CAPI Effect: Boosting Survey Data through Mobile Technology <sup>c</sup> was published. Furthermore, two country reports were also prepared in collaboration with implementing agencies in Sri Lanka <sup>d</sup> and Viet Nam. <sup>e</sup> Finally, an economics working paper is also in different stages of finalization.	Achieved, no variance.
<b>Output 3</b> Online training program through an MOOC platform on the use of ICT tools for improved survey data collection and management developed	3a. Online training program created on MOOC accessed by at least 20 users (baseline: NA)	Two CAPI online training courses on the use of CSPro and Survey Solutions were conducted from 28 January 2019 to 15 March 2019 using the Massive Online Open Course (MOOC) format provided by Open edX platform. <sup>f</sup> A total of 655 participants registered for the online training course with 221 enrollees for CSPro, 119 for Survey Solutions, and 315 for both platforms. Further, almost three-fourths of the enrollees were from Asia and the Pacific region, while the remainder came from Africa, Europe, North America, and South America. A policy brief was prepared outlining the lessons learned from the course. <sup>g</sup>	Achieved. The TA delivered two MOOCs instead of one and engaged approximately 100 times more users than the minimum target level (2,000 instead of 20). This is a significant positive achievement, although it is difficult to determine how significant, as there is no information available regarding the capacity of participants.

CAPI = computer assisted personal interviewing, CSPro = Census and Survey Processing System, DMC = developing member country, EROD-SDI = Economic Research and Regional Cooperation Department – Statistics and Data Innovation Unit, FAO = Food and Agriculture Organization, GSO = Governments Statistics Office, IA = implementing agency, ICT = information and communications technology, Lao PDR = Lao People's Democratic Republic, LFS = Labor Force Survey, MOOC = massive open online courses, NSDS = National Strategy for Development of Statistics, PAPI = paper and pencil interviewing, TA = technical assistance, TCR = technical assistance completion report.

<sup>a</sup> FAO and ADB. 2020. Conducting Tablet-Based Field Data Collection with CSPro: A Handbook. Bangkok. <http://www.fao.org/publications/card/en/c/CA7690EN>.

<sup>b</sup> FAO and ADB. 2020. Conducting Tablet-Based Field Data Collection with Survey Solutions: A Handbook. Bangkok. <http://www.fao.org/publications/card/en/c/CA7691EN>.



- <sup>c</sup> ADB. 2019. *The CAPI Effect: Boosting Survey Data through Mobile Technology: A Special Supplement of the Key Indicators for Asia and the Pacific 2019*. Manila. <https://www.adb.org/publications/capi-survey-data-mobile-technology.pdf>
- <sup>d</sup> Government of Sri Lanka, Department of Census and Statistics. 2019. *Mobile Devices for Statistical Surveys: A Comparison between Paper and Mobile devices for Data collecting Using Sri Lanka Agriculture Household Survey in Anuradhapura district during Maha Season 2016/17*. Colombo. [http://www.statistics.gov.lk/Agriculture/StaticallInformation/new/MobileDevicesForSurvey\\_RePort](http://www.statistics.gov.lk/Agriculture/StaticallInformation/new/MobileDevicesForSurvey_RePort).
- <sup>e</sup> Government of Viet Nam, General Statistics Office. 2019. *Dissemination workshop on the 2017 labor force pilot survey applying CAPI*. Ha Noi. <https://www.gso.gov.vn/en/events/2019/11/dissemination-workshop-on-the-2017-labor-force-pilot-survey-applying-capi/>.
- <sup>f</sup> Open edX. <https://capi.adbx.online>.
- <sup>g</sup> ADB. 2020. *ADB Briefs: Massive Open Online Courses for Building Statistical Capacity in Computer-Assisted Survey*. Manila. <https://www.adb.org/sites/default/files/publication/610696/adb-brief-137-moocs-statistical-capacity-computer-assisted-surveys.pdf>.

Sources: Asian Development Bank. 2015. *Technical Assistance for Implementing Information and Communication Technology Tools to Improve Data Collection and Management of National Surveys in Support of the Sustainable Development Goals*. Manila; and Asian Development Bank. 2020. *Technical Assistance Completion Report: Implementing Information and Communication Technology Tools to Improve Data Collection and Management of National Surveys in Support of the Sustainable Development Goals*. Manila.