1. Introduction and the need for the study

An IUSSP meeting held in Rabat, Morocco in 2007 concluded that the declining number of technical demographers, particularly in the developing world, has constrained the ability of planners and policymakers of developing countries to monitor the progress of Millennium Development Goals (MDGs), fully utilise census and other data sources, incorporate demographic variables into socio-economic development plans and implement poverty reduction programs. This conclusion prompted the IUSSP and UNFPA to conduct a survey to find out about the state of technical demographic training in developing countries of Latin America, Asia, and Africa. The present report presents the findings of a survey of centres/institutes which provide training in technical demography in Asia (excluding China).

2. Objectives of the survey

According to the terms of reference of the study, “the objective of the survey is to determine the state of training in technical demography in Latin America, Asia, and Africa, verify if the lack of technical demographers is severe and worsening as concluded at the Rabat meeting, and ascertain what an organization such as the IUSSP can feasibly contribute to improve training in technical demography – for example, training materials/distance learning materials for teaching formal demography, summer courses, etc.”

3. Demographic training centres in Asia

There was no fixed or minimum number of institutes that was set to be surveyed in each country. The idea was to identify and contact the main institutions producing trained demographers for a country or region. The Asian countries covered in this study are: Bangladesh, India, Indonesia, Pakistan, the Philippines, Sri Lanka and Thailand. India has more centres than could be contacted, so it was attempted to narrow down to 6 to 8 of the most important centres in India. Compared to this, Bangladesh, Indonesia, Pakistan, Sri Lanka and Thailand have only a few centres in each country. A list of centres to be surveyed was produced and approved by the IUSSP Council.

Each of the countries selected for this study has a history of providing demographic training through demographic training centres set up either as independent institutions or as part of existing larger institutions such as universities. The provision of long and short-term courses in demography, which included substantive (theoretical) as well as formal (technical) demography received a boost in the late 1950s to early 1970s coinciding, to a large extent with the adoption of population and family planning policies by the governments of these countries. For example, the International Institute of Population Sciences, or IIPS (formerly known as the Demographic Training and Research Centre),
Mumbai (formerly Bombay) was established in the mid-1950s, soon after the government of India adopted a population policy in 1952. The IIPS also functioned as a regional centre of demographic training for the Asia-Pacific region.

A total of 23 centres/institutes were initially selected for this survey. A list of these centres and their respective contact persons is shown in Appendix 1. These centres were selected from the current directory of CICRED and personal communications. The number of centres selected in each country and the number responding to this survey are shown in Table 1.

Table 1: Demographic Training Centres selected in each country

<table>
<thead>
<tr>
<th>Country</th>
<th>Number of centres/institutes selected</th>
<th>Number of centres/institutes which sent responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangladesh</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>India</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Indonesia</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Pakistan</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The Philippines</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Thailand</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>11</td>
</tr>
</tbody>
</table>

Source: CICRED Directory and personal communications

4. Method of enquiry and information collected

The survey was conducted via a self-filling questionnaire (Appendix 2), which was designed to answer the questions set out for the study. The questionnaire was designed to elicit as much information as possible on the following items:

- Faculty: are there sufficient qualified faculty to teach technical demography; are they junior faculty or mostly older faculty members nearing retirement, etc.;
- What technical demographic training courses are currently offered and what is their content;
- What areas of technical demography would the institution like to offer but can’t because of a lack of skilled staff?
- Training materials: what texts, software, databases, computers, internet connections, library resources, etc. are available and what are the institution’s needs in this area;
- What are the institution’s successes/strengths in demographic training;
- What are the institutions weaknesses in training that require improvement.

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1 Suggestions from Gavin Jones and Zeba Sathar are gratefully acknowledged.
2 Comments and suggestions from Mary Ellen Zuppan and Peter McDonald, and assistance of Mary Ellen Zuppan for adding electronically answerable features to the questionnaire are gratefully acknowledged.
Each of the centres listed in Table 1 was sent a questionnaire with a request to e-mail the completed questionnaires to the author of this report. A letter of introduction from the IUSSP was sent with the questionnaire (Appendix 3). Of the 23 centres, only seven returned the completed questionnaires by the requested deadline. Reminders were sent to the remaining centres, after which four more centres sent their completed questionnaires, two of these in the last few days. Thus the total number of completed questionnaires is 11, which resulted in a response rate of 47.8%, which is disappointing given the fact that these are demographic training centres which are expected to teach the value of surveys and the importance of responding to them. However, since it was not intended to achieve a complete enumeration, or cover a representative sample of all the training centres, the number of responses received from the centres should be sufficient to describe the state of technical demographic training in the Asian region.

5. Findings of the study:

5.1. Are there sufficient number of qualified faculty to teach technical demography; are they junior faculty or mostly older faculty members nearing retirement?

All but one of the 11 institutes which returned the survey questionnaires have qualified staff to teach technical demography. Seven of these institutes do provide courses in technical demography, but the three institutes which do not, have qualified staff and with refresher courses, could conduct courses in technical demography (Table 2). Senior faculty members of these institutes are due to retire in a period ranging between 3.5 and 12 years. Before retiring, these senior staff members need to train their junior colleagues sufficiently well to continue the training programs. Moreover, after retirement, senior staff members could be asked to continue to deliver training courses until the junior staff members are sufficiently trained.

5.2. What technical demographic training courses are currently offered and what is their content; what percentage of students completing the courses are able to perform demographic analysis?

Among the eight institutes that offer training courses in technical demography only one institute offers the courses at undergraduate level, three offer at both undergraduate and postgraduate levels and four offer only at postgraduate level. The courses currently offered at the institutes range from basic demographic techniques to demographic modeling. The course contents approximately correspond to the standard contents mentioned in the questionnaire, namely direct measurement of fertility, mortality migration, labour force, population growth, population concentration; indirect estimation of fertility, mortality and migration; and specific methods such as life tables, simple standardisation, cohort component methods of population projection, estimation of NRR, Brass methods and stable population theory. Most of the institutes offer complementary or supporting courses in statistics, mathematics and computer programmes. The institutes claim demographic competence among a high proportion of their graduates at both undergraduate and postgraduate levels (Table 3). It assumed, but not known with absolute certainty that such demographic competence included appropriate interpretation of demographic parameters for planning and policymaking purposes. An important question
that was not asked is whether any of the institutes provide training in monitoring and evaluation of the demographic indicators of the relevant Millennium Development Goals.

5.3. What areas of technical demography would the institution like to offer but can’t because of a lack of skilled staff?

Of the three institutes that currently do not offer courses in technical demography, one would not like to offer training and the other two would like to offer training in technical demography. However, all the institutes mentioned lack of student interest as a reason for not offering such courses but no institute mentioned lack of trained staff as the reason for not teaching technical demography. It follows that the institutes not offering courses in technical demography would respond to student interest and then recruit new staff or retrain existing staff in technical demography to provide the training in demand.

5.4. Training materials: what texts, software, databases, computers, internet connections, library resources, etc. are available and what are the institution’s needs in this area;

Table 4 shows the situation of each of the 11 institutes with respect to textbooks, computers and software, internet access and library resources.

All the 11 institutes have, in their stock some collection of textbooks and journals, but the institutes which appear to have the most up-to-date collection of textbooks and journals are the IIPS and PIDE. In this respect, there is a need to take stock of what textbooks and journals the institutes have got and try to update them. Five of the 11 institutes have reported having access to JSTOR, Eric, EJS, Econlit and Lancet. The main problem with textbooks and journals is that they tend to be expensive. Even if funds are made available to the institutes for the purchase of books and for journal subscriptions, in most cases the institutes are not able to continue with the acquisition of books and journals after the external funding stops. This has been seen with population studies centres in Southeast Asia (Jones 2005).

All the institutes surveyed have computers and software including statistical packages such as SPSS and Stata, but no institute reported having in its stock the Population Analysis Software (PAS). Only one institute reported having Mortpack. This is surprising; one might suspect that most of the institutes do have PAS and Mortpack, but perhaps regarded them as obvious software to have and not worth mentioning separately.

All the institutes responding to the survey have reported having access to the internet, seven of them via broadband and the rest by dial-up. Except three institutes (IIPS, PSU-ISI and IPSR-Mahidol) all have difficulty accessing the Internet and downloading large files. They also reported sporadic access to e-mails.

Given that more and more demographic research material and journals are going on-line, the institutes should be equipped to access such material on the internet. But this would
require the institutes to possess good quality computers with sufficient speed and memory, and high speed broadband access to the internet.

5.5. *What are the institution’s successes/strengths in demographic training; what are the institutions weaknesses in training that require improvement?*

Several of the institutes indicated the level of success of their training programs through the large number of graduates they have produced or simply by the long history of conducting the training courses. Some of the institutes (IIPS, LDUI or PIDE) claim theirs to be the only national institute of its kind. Some of the institutes indicate their strengths in their qualified staff and training resources (books, journals, computers).

In terms of weaknesses, most institutes mentioned lack of trained staff and lack of up-to-date books and reading material. One institute has even mentioned that it had had to dilute its focus on technical demography in order to accommodate students with non-technical backgrounds. In terms of constraints, most of the institutes have mentioned the lack of student demand, lack of funding and other competing courses drawing on the pool of prospective students. It has also been mentioned by one institute that it is difficult to retain qualified staff for lack of tenure.

However, many of the institutes surveyed do collaborate with government or non-governmental agencies on commissioned work. Some institutes also provide training to staff of government departments.

6. **Discussion and conclusion:**

In the 1960s it was deemed important to establish the field of demography or population studies due an increasing concern about high population growth (Jones, 2005a), but towards the end of the 20th century, when fertility rates and population growth were brought under control in most Asian countries, interest in and support for training in demography started to decline and population variables began to be marginalized from current dialogues and plans for socio-economic development. National and international agencies started focusing on very specific issues without referring to an overarching framework that includes population as one of the main factors of discussion. One of the consequences of excluding population variables from programs of national and international significance is that training in population studies and demographic analysis is being given progressively low priority by national and international agencies (Dasvarma, 2007). This has the effect of a very short supply of trained demographers in crucial government departments.

Jones (2005b) identifies three reasons for the declining priority given to population matters, namely (i) political reasons whereby international agencies and non-governmental organizations, foundations and donors want to be seen to be at the "cutting edge" issues such as HIV/AIDS, gender, human trafficking etc. and not left to deal with old issues such as population, (ii) the “perceived recession of population issue”, for which the population establishment has only itself to blame for "overselling" the population
crisis and failing to build a broader consensus on the need for good training, good institutions and good policies that would integrate population factors into all aspects of development planning, and (iii) perhaps population specialists are not engaging in enough dialogue with those who are preoccupied with particular concerns, such as globalization, poverty, injustice and environmental issues to demonstrate that population dynamics matters in development.

The present study was not aimed at surveying the full situation about the availability of technical demographers in various government agencies. Rather it was focused on a sample of institutions in Asia which provide training in technical demography and help maintain a steady supply of trained technical demographers, who would not only fill the need for technical demographic expertise for monitoring population-development programs, but would also help replace the retiring cohorts of technical demographers who were trained during the peak period of demographic training in the 1960s and 1970s in Asian countries. To that extent, this study has revealed that most of the institutes surveyed are constrained by a lack of qualified faculty, lack of up-to-date training material and a lack of the state of the art IT material. Over and above these constraints, the institutes are also faced with a declining interest among prospective students to study demography (technical or substantive) which, coupled with competing and lucrative courses in other fields such as IT and business has meant a decreased frequency or closing down of training courses in technical demography. Referring to the institutes covered in the present study, it can be seen that the Demographic Institute, University of Indonesia, which was one of the two leading institutes offering training in technical demography in Indonesia is now left with no faculty trained in technical demography, even though it offers courses in technical demography and runs a Masters program in Population and Manpower Studies for the University of Indonesia. Presumably the institute recruits on an ad hoc basis, experts working in other agencies such as Statistics Indonesia. Similarly, India’s leading demographic training institute, the IIPS has had to tone down its focus on technical demography in order to recruit students with non-technical backgrounds.

Yet, as more and more countries are embracing decentralization and regional autonomy, there is a clear need for trained demographers at the provincial and district levels for integrating population issues in development planning (Jones 2005a) and for monitoring programs towards meeting the Millennium Development Goals.

7. Recommendations:

The marginalisation of population matters from socio-economic development and health improvement programs and the consequent decline of attention given to demographic training has attracted the attention of a growing list of organizations and authors. These agencies and authors have been urging the relevant international and national agencies to help bring about the integration of population matters in development plans and a return of training in population studies/demography to the forefront (Dasvarma, 2007). International and national population associations have a special role to play in this matter. Their role can be classified in two broad categories:
1) Lobby with international organisations and government agencies about the need to include population variables in socio-economic development and health improvement programs.

- To do this, it is very important to stress that the importance of demographic variables has not declined simply because the rate of population growth has declined in most parts of the developing world, but that rather demographic variables are still important not only to deal with the changing composition of population dynamics in many countries (e.g., ageing and both internal and international migration and the overlapping epidemiological transitions are emerging as new issues in many developing countries), but also with the continuation of high fertility in many of the developing countries.

- A parallel and subsequent role would be to convince these agencies about the importance of their support for the continuation and, indeed an increase of demographic training in their respective regions.

These activities would help create the demand for jobs requiring skills in demographic techniques and enhance student interest for demographic training, which was cited by many of the centres surveyed in this study as a reason for the decline of their demographic training programs.

2) To facilitate the provision of demographic training in the developing countries in order to maintain a sufficient number of trained demographers in the central and the many administrative regions of countries, and to replace the retiring demographically trained officials so that the implementation and monitoring of programs such as the Millennium Development Goals can proceed with efficiency.

*What can an organization such as the IUSSP feasibly contribute to improve training in technical demography?*

The IUSSP can fulfill the role of lobbying for the return of demographic training at the international level and work with regional or national associations to do the same at national or regional levels. In this connection, the newly founded Asian Population Association, with individual membership from Asian, Australia and New Zealand can play an important role at the Asian regional level.

The IUSSP can facilitate the provision of demographic training in various countries by making available up to date training materials and distance learning materials for teaching formal demography, and by sponsoring summer courses in demographic techniques. However, it should be remembered that the provision of distance learning depends entirely on access to high speed broadband internet connections and high seed computers with reasonably large memory. Such facilities were found to be lacking in most of the centres surveyed in this study.
Further, the training courses mentioned above should not be one-off activities and the persons trained should represent wide areas of each country, particularly in the era of regional autonomy where provincial and district governments have stronger powers about the implementation of development plans in their particular areas. In this context, it would be necessary to first train a core group demographers at the central or main regional institute and let these trained demographers in turn train regional specialists. This process should continue as a routine.

*****
<table>
<thead>
<tr>
<th>Institute/centre</th>
<th>Provide courses in technical demography</th>
<th>Qualified staff to teach technical demography</th>
<th>Qualifications</th>
<th>Junior staff</th>
<th>Senior staff</th>
<th>Years to retirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. National Institute of Population Research and Training (NIPORT), Bangladesh</td>
<td>No. Would not like to offer due to lack of student interest</td>
<td>PhD – 2 Masters - 3</td>
<td></td>
<td>3</td>
<td>2</td>
<td>To retire soon (years not specified)</td>
</tr>
<tr>
<td>2. Population Science and Human Resource Development, Rajshahi University, Bangladesh</td>
<td>Yes</td>
<td>PhD – 5 Masters - 2</td>
<td>15 (4 on study leave)</td>
<td>5 (One on secondment)</td>
<td>One in 5 years</td>
<td></td>
</tr>
<tr>
<td>3. International Institute of Population Sciences, (IIPS), Mumbai, India</td>
<td>Yes</td>
<td>PhD – All (25)</td>
<td>4</td>
<td>21</td>
<td>5: in the next 4 years 1 in 13 years (Average: 3.6 years)</td>
<td></td>
</tr>
<tr>
<td>4. Population Studies Unit, Indian Statistical Institute (PSU-ISI), Kolkata, India</td>
<td>Yes</td>
<td>PhD - 2</td>
<td>0</td>
<td>2</td>
<td>Average 14.3 years</td>
<td></td>
</tr>
<tr>
<td>5. Population Research Centre, Patna University, India</td>
<td>No. Would like to offer.</td>
<td>PhD – 3 Masters - 2</td>
<td>4</td>
<td>1</td>
<td>12 years</td>
<td></td>
</tr>
<tr>
<td>6. Demographic Institute, University of Indonesia (LDUI)</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td>No staff is qualified to teach technical demography</td>
<td></td>
</tr>
<tr>
<td>7. Faculty of Geography, Gadjah Mada University, Yogyakarta, Indonesia</td>
<td>Yes</td>
<td>Masters - 7</td>
<td>3</td>
<td>4</td>
<td>2 years</td>
<td></td>
</tr>
<tr>
<td>8. Pusat Studi Kependudukan (Population Studies centre), University of Andalas, Padang, Indonesia.</td>
<td>No. Would like to offer.</td>
<td>PhD – 2 Masters - 2</td>
<td>1</td>
<td>3</td>
<td>Average 13 years</td>
<td></td>
</tr>
<tr>
<td>9. Pakistan Institute of Development Economics (PIDE), Islamabad, Pakistan.</td>
<td>Yes</td>
<td>PhD – 7 Masters - 3</td>
<td>2</td>
<td>6</td>
<td>Average 2 years</td>
<td></td>
</tr>
<tr>
<td>10. University of San Carlos, Cebu City, The Philippines</td>
<td>Yes</td>
<td>PhD – 1 Masters - 1</td>
<td>2</td>
<td>0</td>
<td>N.A.</td>
<td></td>
</tr>
<tr>
<td>11. Institute of Population and Social Research, Mahidol University (IPSR-Mahidol), Thailand.</td>
<td>Yes</td>
<td>N.A.</td>
<td>1</td>
<td>2</td>
<td>Average 9 years</td>
<td></td>
</tr>
</tbody>
</table>

* Junior staff are defined as those who are at Lecturer or lower level and Senior staff are defined as those who are Reader/Associate Professor level or higher.
Table 3. Courses in technical demography offered at the 8 institutes

<table>
<thead>
<tr>
<th>Institute/centre</th>
<th>Level (UG/Dip/ PG)*</th>
<th>Courses offered</th>
<th>Course contents</th>
<th>% of graduates able to perform demographic analysis</th>
</tr>
</thead>
</table>

* UG stands for undergraduate; Dip stands for postgraduate diploma; PG stands for Masters degree
<table>
<thead>
<tr>
<th>6. Demographic Institute, University of Indonesia (LDUI).</th>
<th>UG and PG</th>
<th>Basic demography, components of population growth, concept/measurement of fertility, mortality and migration, population projections.</th>
<th>Direct measurement and interpretation of fertility, mortality, migration, labour force, population growth, population projections. Indirect estimation of fertility, mortality and migration. Specific methods covered: life tables, simple standardisation, cohort component methods, estimation of NRR, Brass methods, stable population theory Complementary courses in applied statistics, research methods, population and development (interdisciplinary approach)</th>
<th>PG 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Faculty of Geography, Gadjah Mada University, Yogyakarta, Indonesia</td>
<td>UG and PG</td>
<td>Introduction to technical demography, advanced technical demography, population planning</td>
<td>Direct measurement of fertility, mortality migration, labour force, population growth, population concentration. Indirect estimation of fertility, mortality and migration. Specific methods covered: life tables, simple standardisation, cohort component methods, estimation of NRR, Brass methods, stable population theory Complementary courses in applied statistics, research methods, population and development (interdisciplinary approach)</td>
<td>UG 75%</td>
</tr>
<tr>
<td>6. Pakistan Institute of Development Economics (PIDE), Islamabad, Pakistan.</td>
<td>PG</td>
<td>Demographic methods and techniques</td>
<td>Direct measurement of fertility, mortality migration, labour force, population growth, population concentration. Indirect estimation of fertility, mortality and migration. Specific methods covered: life tables, simple standardisation, cohort component methods, estimation of NRR, Brass methods, stable population theory Complementary courses in applied statistics, research methods, population and development (interdisciplinary approach)</td>
<td>PG 100%</td>
</tr>
<tr>
<td>7. University of San Carlos, Cebu City, The Philippines</td>
<td>UG</td>
<td>Basic demographic techniques</td>
<td>Direct measurement of fertility, mortality migration, population growth, population concentration. Specific methods covered: life tables, simple standardisation, Brass methods, stable population theory Complementary courses in basic statistics, algebra, finite mathematics Would like to offer Indirect estimation of fertility, mortality and migration and population projections.</td>
<td>UG 80%</td>
</tr>
<tr>
<td>Institution</td>
<td>Level</td>
<td>Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institute of Population and Social Research, Mahidol University, (IPSR-Mahidol), Thailand.</td>
<td>PG</td>
<td>Demographic techniques; indirect techniques of demographic estimation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* UG stands for undergraduate; Dip stands for postgraduate diploma; PG stands for Masters degree
<table>
<thead>
<tr>
<th>Institute/centre</th>
<th>Training materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institute/centre</strong></td>
<td><strong>Texts</strong></td>
</tr>
<tr>
<td>2. Population Science and Human Resource Development, Rajshahi University, Bangladesh</td>
<td>International demographic text books and manuals published from 1958 to 1993.</td>
</tr>
<tr>
<td>3. International Institute of Population Sciences, (IIPS), Mumbai, India.</td>
<td>Information is not provided on the questionnaire, but this reviewer knows the IIPS has the adequate training materials in quantity and quality.</td>
</tr>
<tr>
<td>Institution</td>
<td>Library and IT Resources</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>5. Population Research Centre, Patna University, India</td>
<td>Information not supplied, but from personal knowledge, the library has a good collection (perhaps not up-to-date) of demographic and statistics text books and journals. SPSS 4 for Faculty (2 per computer). None for students. Not sufficiently equipped with software for training purposes. HP with moderate configuration. Internet connection for 2 Faculty. Limited collection of older books and journals.</td>
</tr>
<tr>
<td>6. Demographic Institute, University of Indonesia (LDUI)</td>
<td>Methods and materials of demography, old publications by Bogue, Barclay. Old journals. SPSS for Windows, Sata for Windows with time limits for use. None. Dial-up. Most students have access to internet, but many visit internet shops. Can always connect Internet but have difficulty surfing the internet and accessing large video, audio and text files. Internet connection is frequently down and access to e-mail is sporadic.</td>
</tr>
<tr>
<td>7. Faculty of Geography, Gadjah Mada University, Yogyakarta, Indonesia</td>
<td>UN Manuals. Other textbooks and reference published in 1976 to 1983. Windows PC and Linux. 140 for Faculty (0.8 per computer). 12 for students (5 per computer). 10 laptops for lectures. Not sufficiently equipped with software for training purposes. Dial-up. 70 Faculty, 12 students. Can always connect Internet but have difficulty surfing the internet and accessing large video, audio and text files. Current subscription to leading journals in demography, population studies, statistical and health sciences. Recent publications in demography. Access to JSTOR, Erie, EJS, Econlit, Lancet. Limited collection of older books and journals (published before 2000).</td>
</tr>
<tr>
<td>Institution</td>
<td>Library and IT Resources</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Pakistan Institute of Development Economics (PIDE), Islamabad, Pakistan.</strong></td>
<td>Well stocked library with books, journals, reports and manuscripts. On-line access is available to students.</td>
</tr>
<tr>
<td>Windows PC, Microsoft Office, SPSS, STATA, Eviews.</td>
<td>Faculty (1 per computer). Students (4 per computer). Computers sufficiently powerful and equipped to carry out most of required tasks. PCs, 2006-2007 vintage. 100 GB Hard drive.</td>
</tr>
<tr>
<td>Broadband. All Faculty. All students. Can always connect Internet for e-mail but have difficulty surfing the internet and accessing large video, audio and text files.</td>
<td></td>
</tr>
<tr>
<td>Current subscription to leading journals in demography, population studies, statistical and health sciences. Recent publications in demography. Access to JSTOR, Eric, EJS, Econlit, Lancet.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>University of San Carlos, Cebu City, The Philippines</strong></th>
<th>Principles of Demography (Bogue, 1969). Methods and Materials of Demography (Shryock and Siegel, 1st edition))</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows 2002 version.</td>
<td>2 for Faculty (6 per computer). 2 for students (30 per computer). Not sufficiently equipped with software for training purposes.</td>
</tr>
<tr>
<td>Broadband. Only 1 faculty has internet connection. Internet connection is frequently down and access to e-mail is sporadic.</td>
<td></td>
</tr>
<tr>
<td>Limited collection of older books and journals (published before 2000).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Institute of Population and Social Research, Mahidol University (IPSR-Mahidol), Thailand.</strong></th>
<th>Standard text books on demography (old and new), UN Manuals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows (2007), Word, Excel, PowerPoint, SPSS</td>
<td>30 for faculty (1 per computer). 30 for students (2 per computer). Computers sufficiently powerful and equipped to carry out most of required tasks.</td>
</tr>
<tr>
<td>Broadband. All 30 faculty and all 30 students have access. Can always connect Internet and downoad/upload text, video and audio files.</td>
<td></td>
</tr>
<tr>
<td>Recent publications in demography, access to online resources such as JSTOR, Eric, EJS, Econlit, Lancet etc.</td>
<td></td>
</tr>
<tr>
<td>Institute/centre</td>
<td>Strengths and successes</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. National Institute of Population Research and Training (NIPORT), Bangladesh</td>
<td>(No regular training in demography)</td>
</tr>
<tr>
<td>2. Population Science and Human Resource Development, Rajshahi University, Bangladesh</td>
<td>Produces 50 graduates per year, who are proficient in demography. It is claimed that the number and quality of graduates of the department are sufficient to meet the manpower needs of Bangladesh.</td>
</tr>
<tr>
<td>3. International Institute of Population Sciences, (IIPS), Mumbai, India</td>
<td>“The only institute in this field”. Well trained faculty. Has latest IT equipment.</td>
</tr>
<tr>
<td>Institution</td>
<td>Satisfaction with the training provided. Have organized successful training workshops.</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4. Population Studies Unit, Indian Statistical Institute (PSU-ISI), Kolkata, India</td>
<td></td>
</tr>
<tr>
<td>6. Demographic Institute, University of Indonesia (LDUI).</td>
<td>It is the only Institute is the country providing demographic training.</td>
</tr>
</tbody>
</table>
7. Faculty of Geography, Gadjah Mada University, Yogyakarta, Indonesia

- Qualified staff. Adequate availability of computers.
- Lack of up-to-date books, software. Lack of senior expertise in advanced demographic techniques.
- Same as those mentioned as weaknesses.
- No. No. No.
- The Institute has not provided demographic training for a long time. The Institute lacks in latest software.


- Not answered.
- Lack of trained staff to teach demographic techniques.
- Lack of student interest.
- No. Yes. (No details given).

9. Pakistan Institute of Development Economics (PIDE), Islamabad, Pakistan.

- Long history of demographic research. Qualified staff including several with PhDs from Australia, UK and USA. Recently started offering training (to Masters degree).
- Too early to assess weaknesses in training (only one year since starting the Masters course).
- Resource (budgetary) constrains.
- Yes. Yes. (Details not specified).
- Yes. Mainly economics oriented training. The masters course has just started. Efforts are to provide high quality training in technical demography.

10. University of San Carlos, Cebu City, The Philippines

- The institute has motivated some students to pursue higher studies in the Philippines and abroad.
- Lack of trained faculty and up-to-date materials.
- Lack of tenure discourages faculty from working full time at the institute.
- No. Demography is a compulsory subject at UG level at the University of San Carlos.

11. Institute of Population and Social Research

- The institute integrates
- Insufficiently qualified
- Same as weaknesses
- Yes. Yes. Worked with National Statistics
- Yes. There is a decline in the
and Social Research, Mahidol University (IPSR-Mahidol), Thailand.

integrates comprehensive research with teaching. Success is partly measured though extended networks.

qualified junior faculty members.

weaknesses.

National Statistics Office, Ministry of Public Health, other ministries and international agencies.

Quantitative research. Basic demographic measurement. decline in the number of academics interested in pure demography.

* The Department of Population Sciences, University of Dhaka was requested to complete the survey questionnaire, but unfortunately it did not respond even after reminders.
References:


Appendix 1

Population/demographic training centres
(From CICRED list)

BANGLADESH

1. National Institute of Population Research and Training (NIPORT)
Azimpur, DHAKA 1205, Bangladesh.
Contact person: Dr. Md. Akhter Hossain, PhD.
E-mail: drmakhter@gmail.com
TEL 880 2 8625250
FAX 880 2 8613362 / 8613865
WEBSITE Not available

2. Samatat Population Research Centre (SPRC)
Samatat Sangha Mission
P.O.Box No.-3009 Chandgaon - 4212
CHITTAGONG, Bangladesh
Contact person: Associate Professor Md. Golam Mostafa
E-mail: mgm_pops@yahoo.com
TEL 880 31 501203 / 638506
FAX 880 31 715763 / 638506
WEBSITE http://www.samatat.org

3. Research and Evaluation Division
Bangladesh Rural Advancement Committee (BRAC)
75 Mohakhali, DHAKA 1212, Bangladesh
Did not respond.
TEL 88 2 884180-7
FAX 88 2 883542 / 883614
WEBSITE http://www.brac.net/red.htm

INDIA

1. Population Centre
Health and Family Welfare Department - Government of Karnataka
2nd Cross, Malleswaram, K.C.G. Hospital Campus,
BANGALORE 560003, Karnataka, India.
Did not respond
TEL 91 80 3364541 / 3364241
FAX Not available
WEBSITE Not available
2. Indian Institute of Health Management Research (IIHMR)
1, Prahbu Dayal Marg, Sanganer Airport JAIPUR- 302011, India
Did not respond
TEL 91 141 2791431 to 34
FAX 91 141 2792138
WEBSITE http://www.iihmr.org

3. Population Studies Unit - Social Sciences Division
Indian Statistical Institute (ISI)
203 Barrackpore Trunk Road, KOLKATA 700 108, India.
Contact person: Associate Professor Arni S. R. Srinivasa Rao
E-mail: director@isical.ac.in
TEL 91 33 25753522 / 3520
FAX 91 33 25776680 / 25776032
WEBSITE

4. International Institute for Population Sciences (IIPS)
Govandi Station Road, Deonar, MUMBAI 400 088, India.
Contact person: Professor F. Ram
E-mail: director@iips.net
TEL 91 22 25563254 / 55 / 56 / 25564883
FAX 91 22 25563257 / 25555895
WEBSITE http://www.iipsindia.org
New Mehrauli Road, Munirka, NEW DELHI-110067, India
TEL 91 11 26850057 / 26855696 / 26165959/ 2616 6441
FAX 91 11 26851623 /26101623
WEBSITE http://www.nihfw.org/

6. Population Research Centre
Department of Statistics - Patna University, PATNA 800 005, India.
Contact person: Professor Arun K. Sinha
E-mail: arunkrsinha@gmail.com
TEL 91 612 670017
FAX 91 612 670017
WEBSITE http://puonline.bih.nic.in/fdep.html

7. Department of Demography
University of Kerala
University of Kerala, Kariavattom
THIRUVANANTHAPURAM 695 581, India
Did not respond
TEL 91 471 418057 / 418796
FAX 91 471 307158
WEBSITE http://www.keralauniversity.edu
8. Centre for Development Studies  
(CDS)  
Indian Council for Social Sciences Research  
ADDRESS Medical College P.O., Prasanth Nagar Road, Ulloor  
Kerala State, THIRUVANANTHAPURAM, 695011, India.  

Did not respond  
TEL 91 471 2448881 / 2448412  
FAX 91 471 2447137  
WEBSITE http://www.cds.edu

9. Center of Population Studies - Department of Statistics  
Faculty of Science - Banaras Hindu University  
ADDRESS Faculty of Science - Banaras Hindu University, VARANASI 221005  
India  

Did not respond  
TEL 91 542 307330  
FAX 91 542 317074 / 2368174  
WEBSITE http://www.bhu.ac.in/science.htm

INDONESIA

1. Demographic Institute  
Faculty of Economics - University of Indonesia  
ADDRESS Gedung A, Lantai 2 & 3, Kampus UI  
DEPOK 16424, Indonesia  
Contact person: Professor Sri Moertiningsih Adioetomo  
E-mail: pasududuk@gmail.com, pasduduk@ldfeui.org  
TEL 62 21 7872911  
FAX 62 21 7872909  
WEBSITE http://www.ldfeui.org/

2. Center for Population Studies  
Andalas University  
Contact person: Drs. Syahruddin  
E-mail: pscunand@yahoo.com  
ADDRESS Andalas University, Jin. Perintis Kemerdekaan 77  
PADANG 25128, Indonesia  
TEL 62 751 21527  
FAX 62 751 36308  
WEBSITE http://www.unand.ac.id/index.php?option=com_content&task=view&id=34&Itemid=52
3. Center for Population and Policy Studies (CPPS)
Gadjah Mada University

ADDRESS
Gadjah Mada University, Bulaksumur G-7
YOGYAKARTA 55281, Indonesia.

Contact person: Dr. Sukamdi
E-mail: geografi@ugm.ac.id

TEL 62 274 901152 / 563079 / 522127
FAX 62 274 582230

WEBSITE http://www.cpps.or.id

PAKISTAN

1. Pakistan Institute of Development Economics (PIDE)

ADDRESS
P.O. Box 1091, Quaid-i Azam University Campus
ISLAMABAD 44000, Pakistan.

Contact person: Dr. Durr-e-Nayab
E-mail: pide@pide.org.pk

TEL 92 51 9216947 / 9206610-20 / 9206622-27 / 9211857
FAX 92 51 9210886

WEBSITE http://www.pide.org.pk/

2. Reproductive Health Program
Department of Community Health Sciences -The Aga Khan University

ADDRESS
Department of Community Health Sciences -The Aga Khan University
P.O. Box 3500
Stadium Road
KARACHI 74800, Pakistan.

Did not respond

TEL 92 21 4930051 / 48594825
FAX 92 21 4934294
WEBSITE http://www.aku.edu/news/majorevents/chscourse/rephcourse.htm

THE PHILIPPINES

1. Population Institute
College of Social Sciences and Philosophy - University of the Philippines (UPPI)

ADDRESS
College of Social Sciences and Philosophy - University of the Philippines
(UPPI) P.O. Box 227
Diliman
1101 QUEZON CITY, Philippines.

Did not respond

TEL 63 2 9274166 / 9205402
FAX 63 2 9274166 / 9205402
WEBSITE http://web.kssp.upd.edu.ph/
2. Office of Population Studies  
The University of San Carlos,  
P. Del Rosario Street, Cebu City  
Contact person: Dr. Sonny S. Agustin  
E-mail: sonnyagustin@yahoo.com

SRI LANKA

1. Department of Demography  
University of Colombo,  
P.O. Box 1490  
Colombo 3, Sri Lanka  
Did not respond

TEL   94 11 2586111  
FAX   94 11 2581110  
WEBSITE   jhttp://www.cmb.ac.lk/academic/arts/demo/

Director: Professor Indralal De Silva  
E-mail: isilva84@mail.cmb.ac.lk

Thailand

1. College of Population Studies  
Chulalongkorn University  
ADDRESS   Visid Prachuabmoh Bldg.  
              BANGKOK 10330, Thailand.  
Did not respond

TEL   66 2 2187340  
FAX   66 2 2551469  
WEBSITE   http://www.cps.chula.ac.th/

2. Institute for Population and Social Research  
Mahidol University  
ADDRESS   25/25 Salaya, Phutthamonthon  
              NAKHON PATHOM 73170, Thailand.  
Contact person: Dr. Sureeporn Punpuing  
E-mail: director@mahidol.ac.th, prspu@mahidol.ac.th  
TEL   66 2 4419520 / 4419666  
FAX   66 2 4419333  
WEBSITE   http://www.ipsr.mahidol.ac.th
Appendix 2

State of Training in Technical Demography in Asia
(An inquiry undertaken on behalf of IUSSP/UNFPA)

Questionnaire

Purpose of the survey:

The International Union for the Scientific Study of Population (IUSSP) has been requested by UNFPA to conduct a survey of training in technical demography. This inquiry has been prompted by the findings of an IUSSP meeting in Rabat, Morocco in January 2007 which “concluded that a declining number of technical demographers constrained developing countries’ ability to monitor progress towards the MDGs, make full use of census and other data sources, and incorporate demographic components into government planning including poverty reduction strategies”.

As your department/centre is one of the institutions providing training in technical demography in your country, we would be grateful if you would answer the attached questionnaire to enable us to compile information about the state of affairs in technical demographic training in the Asian region.

Completing the questionnaire:

Please complete this form electronically in Word, save it and return it as an e-mail attachment to: gour.dasvarma@flinders.edu.au

- To insert text in the answer fields, simply (left-)click in the grey areas and type. The answer grids will extend automatically as you type.
- To select check boxes, left-click in the box. Left-clicking the box a second time will deselect that option. The space bar will also select and deselect check box options.
- In addition, the tab and shift + tab keys can be used to move between answer fields.

Timeframe:
Please send back your completed questionnaire by the latest on 15 November 2008.

I will follow-up with a telephone call later to collect additional data or any clarification on your answers if needed.

Questions:

If you have any general questions or comments about the completion of this form, please send an email to: gour.dasvarma@flinders.edu.au
Please provide the following information on your institution:

Name of the institution:

Address:

Telephone number (including country and area codes):

Fax number (including country and area codes):
E-mail address:
Web-site (if available):

Name and title (designation) of the person answering this questionnaire:

E-mail of the person answering this questionnaire:

Q1. Does your institute provide courses in technical demography?
[Please tick the appropriate box]

☐ Yes (→ go to Q2)
☐ No (→ go to Q3)

Q2. If the answer to Q1 is “Yes”, please state:

(i) The level of such courses
[Please tick the appropriate box(es)]
☐ Undergraduate
☐ Diploma
☐ Masters

(ii) What courses in technical demography does your institute provide?
[Please list]

(iii) From the total number of students trained at each level, what percentage, would you say, are able to perform demographic analysis upon completion of coursework?
[Please indicate the approximate percentage for each category]

<table>
<thead>
<tr>
<th>Level</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>%</td>
</tr>
<tr>
<td>Diploma</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>%</td>
</tr>
</tbody>
</table>
(iv) What demographic methods and topics are covered in these courses?

[Please tick the appropriate box(es)]

a. “Direct” measurement and interpretation of
   - fertility
   - mortality
   - migration
   - labour force
   - population growth
   - population concentration

b. “Indirect” estimation of
   - fertility
   - mortality
   - migration

c. Which of the following specific methods are covered in coursework?
   - life tables
   - simple standardization
   - indirect methods for estimating TFR
   - cohort component methods
   - methods for estimating net rate of reproduction
   - Brass methods
   - stable population theory

(v) What courses in complementary fields (e.g. social statistics/biostatistics or other) does your institute provide as a part of the curriculum in technical demography?

[Please list]

Q3. If the answer to Q1 is “No”, would you like your institute to offer courses in technical demography?

[Please tick the appropriate box]

- Yes (→ go to Q4)
- No (→ go to Q5)

Q4. If the answer to Q3 is “Yes”, what courses in technical demography would your institute like to offer?

[Please list]

Explain why these courses are currently not offered.

[Please tick the appropriate box(es)]

- Lack of trained staff
- Lack of appropriate training materials
- Lack of student interest
- Other (please describe below)
Q5. Does your institute have staff qualified to teach technical demography?

[Please tick the appropriate box(es)]

☐ Yes (→ go to Q6)

☐ No (→ go to Q7)

Q6. If the answer to Q5 is “Yes”, please state the number of qualified staff by level of qualifications:

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number with a Diploma:</td>
<td></td>
</tr>
<tr>
<td>Number with a Masters:</td>
<td></td>
</tr>
<tr>
<td>Number with a PhD:</td>
<td></td>
</tr>
<tr>
<td>Other qualifications (please explain below):</td>
<td></td>
</tr>
</tbody>
</table>

(i) How many of these staff members are junior faculty (for example Lecturer or lower level)?
Number:

(ii) How many of these staff members are senior (older) faculty members (for example Reader/Associate Professor or above)?
Number:

(iii) In how many years are the senior faculty members due to retire?
[Please state the number of years for each senior faculty member]

(iv) Would you like any of your staff members to get further/refresher training in technical demography?
[Please tick the appropriate box]

☐ Yes [→ go to Q6 (v)]

☐ No

(v) Please list any particular areas of technical demography, including spatial and multilevel analysis in which you would like your staff members to get further/refresher training

Q7. If the answer to Q5 is “No“, would you like any of your staff members to get training in technical demography?

[Please tick the appropriate box]

☐ Yes

☐ No

Q8. How many students did your institute train in the last five years at each level given below?

[Please indicate number of students by level below][Not Applicable]

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Students Trained</th>
</tr>
</thead>
</table>
(i) **What programs are students enrolled in?**

[Please tick the appropriate box(es)]

- [ ] Demography
- [ ] Public Health
- [ ] Education
- [ ] Planning
- [ ] Other [describe below]

(ii) **Where do these students come from?** Not applicable

[Please indicate the approximate percentage for each category]

<table>
<thead>
<tr>
<th>From within the country:</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>From other countries in Asia:</td>
<td>%</td>
</tr>
<tr>
<td>From countries outside Asia:</td>
<td>%</td>
</tr>
</tbody>
</table>

(iii) **Please list the primary countries of origin of your students:**

[Please list]

<table>
<thead>
<tr>
<th>Countries within Asia</th>
<th>Countries outside Asia</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Q9. Please indicate where students/recent graduates of your institute are employed?**

*Please indicate the approximate percentage employed by the following:* [Not Applicable]

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government departments:</td>
<td>%</td>
</tr>
<tr>
<td>NGOs/international organisations:</td>
<td>%</td>
</tr>
<tr>
<td>Health and family planning agencies:</td>
<td>%</td>
</tr>
<tr>
<td>Universities/ Institutes of Higher Education</td>
<td>%</td>
</tr>
<tr>
<td>Research Centres</td>
<td>%</td>
</tr>
<tr>
<td>Other [please describe below]:</td>
<td>%</td>
</tr>
</tbody>
</table>
If available, please list the organizations where graduates have recently been employed:

[Please list]

Q10. Please provide information on the quantity and quality of training materials in technical demography available at your department/centre and note areas where there is a special need. [Not Applicable]

- Text books: [Not Applicable]

Please provide a list of textbooks currently in use with Author/Title/Year of publication:

<table>
<thead>
<tr>
<th>List text books</th>
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</thead>
<tbody>
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<tr>
<td></td>
</tr>
</tbody>
</table>

(i.) Please provide information on the following:

<table>
<thead>
<tr>
<th>Computers available to faculty:</th>
<th>Total number</th>
<th>Average number of persons per computer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(ii.) Are computers sufficiently powerful and equipped with the necessary software for your training needs?

[Please tick the appropriate box]

☐ Yes
☐ No

(If no, please describe limitations of current computer facilities below)

(iii.) If possible, please provide the number of computers PC/Mac/Laptop/Desktop and their: Hard disc memory / year of manufacture:
• **Software:**

Please provide name of the software frequently installed on your institution’s computers or made available to faculty and students:
*Please include format – Windows PC/Windows Mac/DOS – and version*

• **Internet connection:** [Likely to have internet connection soon]

  (i.) Which kind of Internet connection does your institution have?  
  *Please tick the appropriate box*
  □ Broadband Internet connection  
  □ A Dial-up connection

  (ii.) How many faculty computers have an Internet connection?  
  Number:

  (iii.) How many student computers have an Internet connection?  
  Number:

  (iv.) How well does your institution’s Internet connection work  
  *Please tick the appropriate box*

  □ I can always connect to the Internet and can rapidly download and upload text,  
    video and audio files.

  □ I can always connect to the Internet for email, but have difficulty surfing the
    Internet and accessing large video, audio and text files.

  □ Internet connection is frequently down and access to email is sporadic.

• **Library Resources:**

Do students and faculty have access to a library with a full range of journals and on-line resources in population studies, social sciences and statistics?  
*Please indicate library resources by ticking the appropriate box below*

□ current subscriptions to leading journals in demography, population studies, statistical and health sciences

□ recent publications in demography

□ access to on-line resources such as JSTOR, Eric, EJS, Econlit, Lancet, etc.

□ limited collection of older books and journals (published before 2000)

□ other [describe below]
Q11. Please describe briefly below your institute’s success/strengths in demographic training.

Q12. Please describe briefly below your institute’s weaknesses in demographic training.

Q13. Please describe briefly below the constraints your institution faces in offering training in technical demography.

Q14. Is there a local demand for trained demographers by government planning and census bureaus?
   [Please tick the appropriate box]
   - Yes
   - No

Q15. Does your institute collaborate with government planning agencies, census bureaus, research institutes and/or NGO or international organisations with regard to poverty reduction, monitoring of Millennium Development Goals (MDGs), health and education?
   [Please tick the appropriate box]
   - Yes
   - No

   If “Yes”, please give details:

Q16. Does your institute provide continuing training for government agencies/NGOs to upgrade/sharpen their staff skills?
   [Please tick the appropriate box]
   - Yes
   - No

   If “Yes”, please give details of the continuing training provided:

Q17. Please provide any other information which you consider important for your institute with regard to demographic training provided by your institute.

* * *

Thank you for filling out this questionnaire.
Appendix 3

November 5, 2008

Dear Sir/Madam,

The International Union for the Scientific Study of Population (IUSSP) has been requested by UNFPA to conduct a survey of training in technical demography. This inquiry has been prompted by the findings of an IUSSP meeting in Rabat, Morocco in January 2007 which “concluded that a declining number of technical demographers constrained developing countries’ ability to monitor progress towards the MDGs, make full use of census and other data sources, and incorporate demographic components into government planning including poverty reduction strategies”.

The objective of this survey is to determine the extent to which technical demography is currently being taught and the constraints faced by training centres that provide demographic training. The results of this survey will be analyzed and presented at a meeting in early 2009, where possible follow-up activities will be proposed to strengthen technical demographic training.

Dr. Gour Dasvarma has agreed to conduct this survey on our behalf for institutions in Asia. As your department/centre is one of the institutions providing training in technical demography, I would be grateful if you would answer the attached questionnaire and return it by email to Gour Dasvarma (gour.dasvarma@flinders.edu.au by 15 November 2008).

If you have further questions concerning this survey or the results, you may contact me at Zuppan@iussp.org or Dr. Gour Dasvarma.

I thank you for your cooperation and participation in this study.

With kind regards,

Mary Ellen Zuppan
Executive Director