Module 2
The policy development cycle: an informed process

Regional Workshop on Statistical Literacy:
Increasing Effective Use of Agricultural and Rural Statistics

13-17 July 2015 Daejeon, Republic of Korea

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Module outline

1. Presentation on core concepts
   - Evidence-based policy making
   - Policy development cycle
   - Roles
   - Skills for using statistics in policy
2. Indonesia – role of statistics in agricultural and rural development policy making
3. Small group activities x 3

What is evidence-based policy making?

What is evidence-based policy?

Scientific approach

Well-informed

Analysis

Research

All available evidence

Based on facts

Responds to real needs

Efficient and effective

Why do statistics matter?

"Why do statistics matter? In simple terms, they are the evidence on which policies are built. They help to identify needs, set goals and monitor progress.

Without good statistics, the development process is blind: policymakers cannot learn from their mistakes and the public cannot hold them accountable".

World Bank (2000)

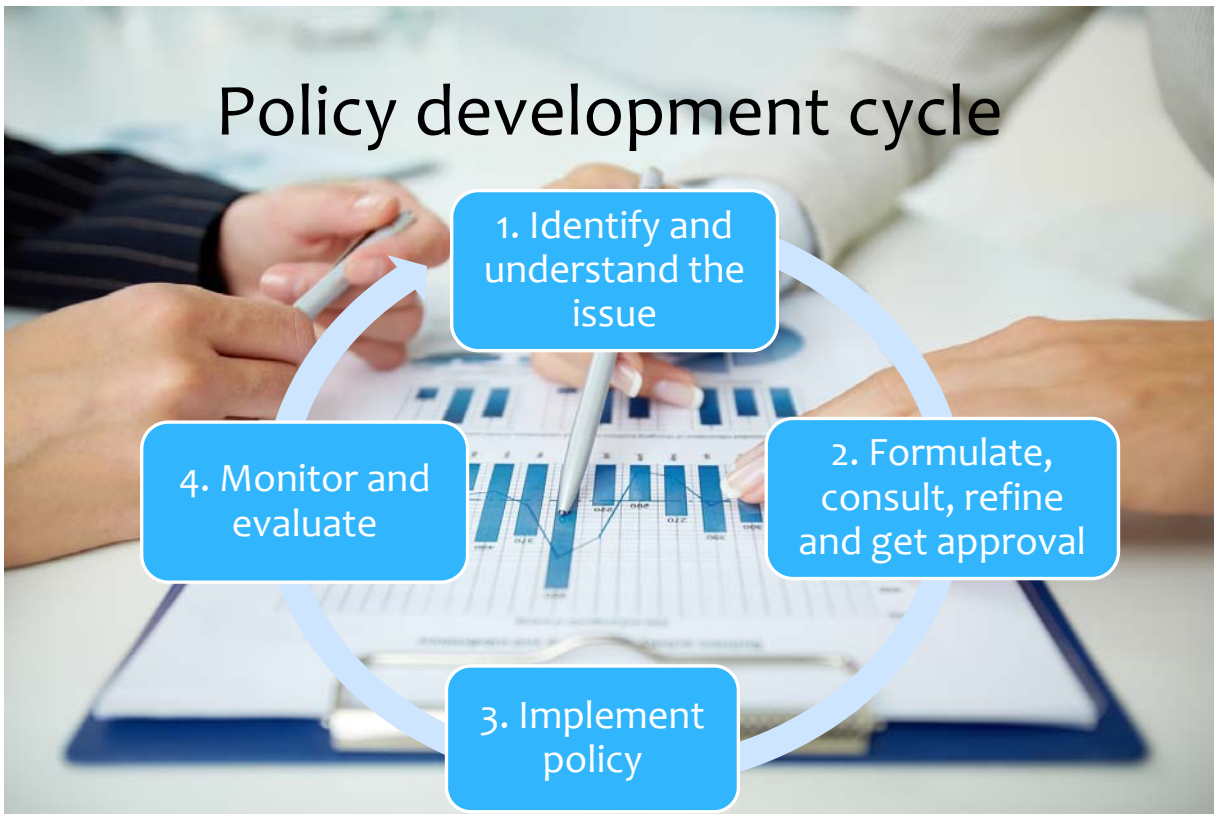
Evidence-based policy making

* Not new
* Combination of areas of expertise
* Emerging issues
  * Post-2015 development agenda
    * New measurable goals and targets
    * Increased emphasis on disaggregation
  * Changes in how statistics are produced
    * Transforming official statistics
    * New data sources (e.g. big data)

Food and Agriculture Policy Classification

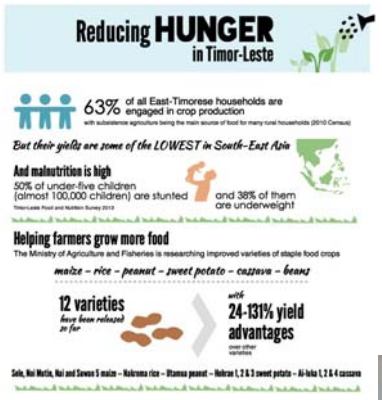
CONSUMER ORIENTED	PRODUCER ORIENTED	TRADE ORIENTED AND MACROECONOMIC
Tax	Production support	Import
Social Protection	Market management	Export
Market management	Natural resources management	Other trade and trade-related measures
Disposable income	Institutional and organisational measures	Macroeconomic policy decisions
Nutritional and health assistance		

Source: FAO (2015), Food and Agriculture Policy Classification (www.fao.org/fileadmin/templates/fapda/docs/FAPDA_policy_classification_April2015.pdf).



Reference: SIAP (2015), Regional Course on Communication and Advocacy for Agricultural and Rural Statistics. 20-24 April 2015, Beijing, China.

Case study: Timor-Leste National Seed Policy



Timor-Leste: Evolution of the value of total agriculture production and food production

	Value [Millions of 2004-2006 Int$]				Annual growth rate [%]		
	1997	2002	2007	2012	1997-2002	2002-2007	2007-2012
Total agricultural production	111	121	122	136	1.74	0.16	2.5
Food production	100	109	107	126	1.17	0.19	3.65

Source: FAOSTAT, FAO of the UN, accessed on February 4, 2015. http://faostat.fao.org/site/612/default.aspx#ancor

Timor-Leste: Index of per capita production

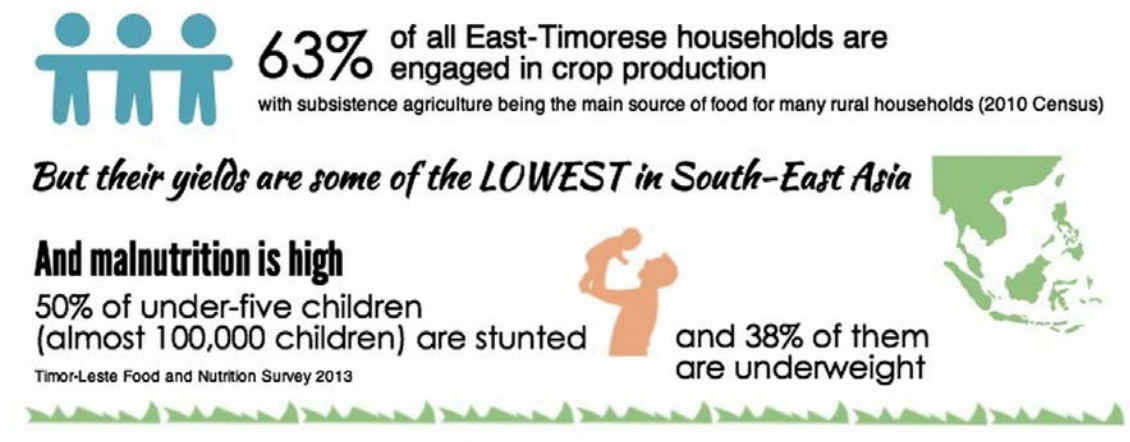
	Gross PIN [base 2004-2006]				Annual growth rate [%]		
	1997	2002	2007	2012	1997-2002	2002-2007	2007-2012
Food production per capita	113	112	97	109	0.36	-2.63	2.36
Agricultural production per capita	106	111	97	102	0.93	-2.66	1.01
Agricultural production per agricultural worker	107	116	96	99	1.98	-4.24	0.63

Source: FAOSTAT, FAO of the UN, accessed on February 4, 2015. http://faostat.fao.org/site/612/default.aspx#ancor

Timor-Leste: Evolution of production quantities for selected commodities

	[1000 t]				Annual growth rate [%]		
	1996	2001	2006	2011	1996-2001	2001-2006	2006-2011
Cereals	159	123	174	146	-5	7.16	-3.19
Oilcrops	2.26	2.66	2.84	2.66	3.47	1.17	-1.3
Meat	22.56	26.86	28.67	32.56	5.1	0.13	2.59
Coarse grain	107	69.00	119	30.67	-8.4	11.52	-23.75
Paddy rice	52.61	53.86	65.41	96.30	0.47	0.67	12.15
Coffee	10.99	14.13	14.00	8.32	5.15	-0.18	-8.86
Cocoa beans	0.06	0.11	0.18	0.16	6.58	10.35	-2.33
Wheat	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.

Source: FAOSTAT, FAO of the UN, accessed on February 4, 2015. http://faostat.fao.org/site/537/default.aspx#ancor



The 15 seed council representatives along with Seeds of Life observers at the council's first meeting

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La'o Hamutuk second submission

to the Ministry of Agriculture and Fisheries and "Seeds of Life" program

regarding Timor-Leste Draft National Seed Policy[1]

6 March 2013

Introduction

La'o Hamutuk would like to thank Timor-Leste's Ministry of Agriculture and Fisheries (MAF) and Seeds of Life (SoL) for giving us the opportunity to participate as an observer in the meetings of the national seed policy working group and to share our view on Timor-Leste Draft Seed Policy. This effort of openness and collaboration differs from the previous lack of transparency surrounding the elaboration of the draft Seed Law, which La'o Hamutuk has tried to obtain for several years in vain.

However, as we mentioned in our first submission, we regret the top-down approach followed by MAF-SoL during the elaboration process of Timor-Leste Seed Policy. MAF-SoL asked an international consultant to write general drafts supposed to include input from the working group members - none of them being farmers - and then to socialize the last draft during consultation

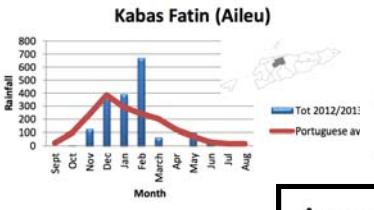


Figure 3. Rainfall (mm) at Kabas Fatin, Aileu, 2012-2013.

Table 34. Farmers preferences for different sweet potato varieties, 2012-2013

	% farmers liking the variety			
Variety	*Betano wet season*	*Betano dry season*	*Loes wet season*	*Mean*
Hohrae 2	83	64	65	71
L mutin	80	61		71
		52		68
		61	65	65
			88	63
		68	53	63
		39	71	50
		36	82	44
		43	41	42
		50	35	39
		50	18	31
			18	27
			100	100
			19	
			115	

Annual Research Report 2013

Seeds of Life Fini ba Moris

Table 80. Yield and yield components

Variety	*Yield (kg/ha)*	*Plants / m²*	
RWV 1348	243	2.1	
Mwirasi	181	3.0	4.3
Umubano	164	2.2	5.0
Local Maubisse	159	1.6	3.2
Gasilidia	142	1.8	1.9
RWV 2409	134	3.1	3.7
Yol X	123	2.8	2.2
Lokál Urulefa	109	1.7	2.8
MAC 28	103	3.2	3.3
Decelaya	85	2.3	2.3
Average	144	2.4	3.5
F Prov	*<.001*	*0.011*	*0.08*
L.S.D	*82.23*	*1.04*	*ns*
%CV	*48.1*	*37.4*	*75.2*

season.

ield	81
antage	
mean of	
ls (%)	35

There was a correlation between yield and number of pods per plant and seeds per pod (Figure 24).

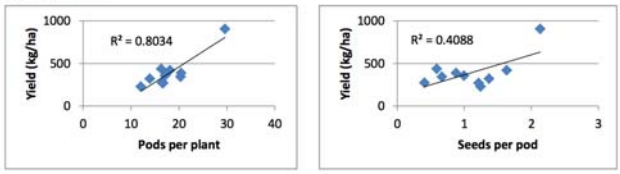
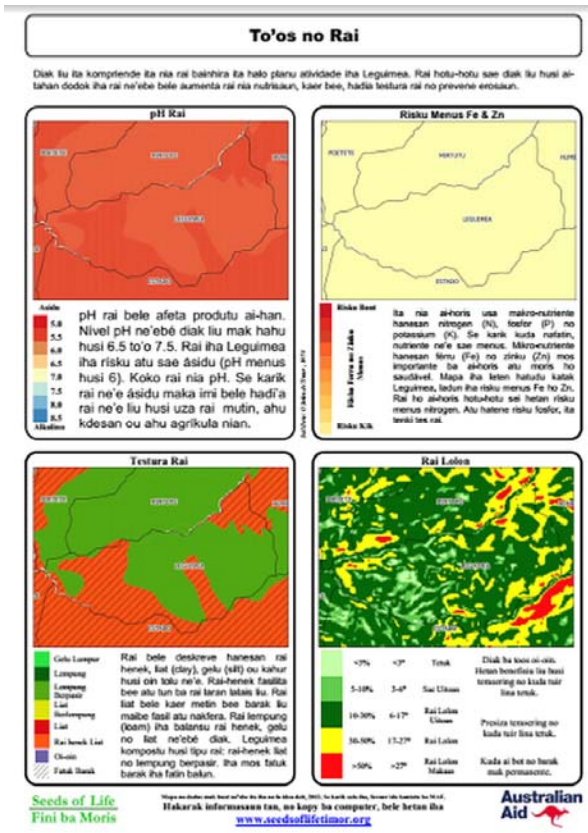
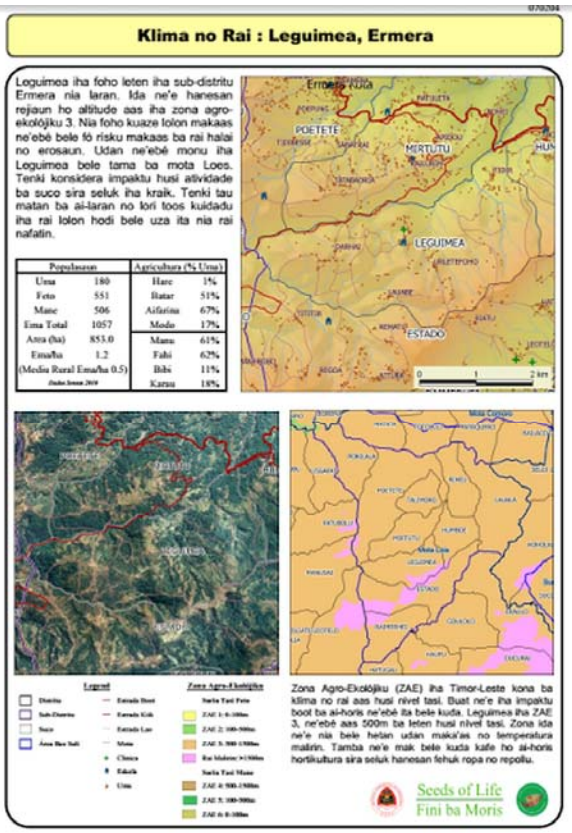
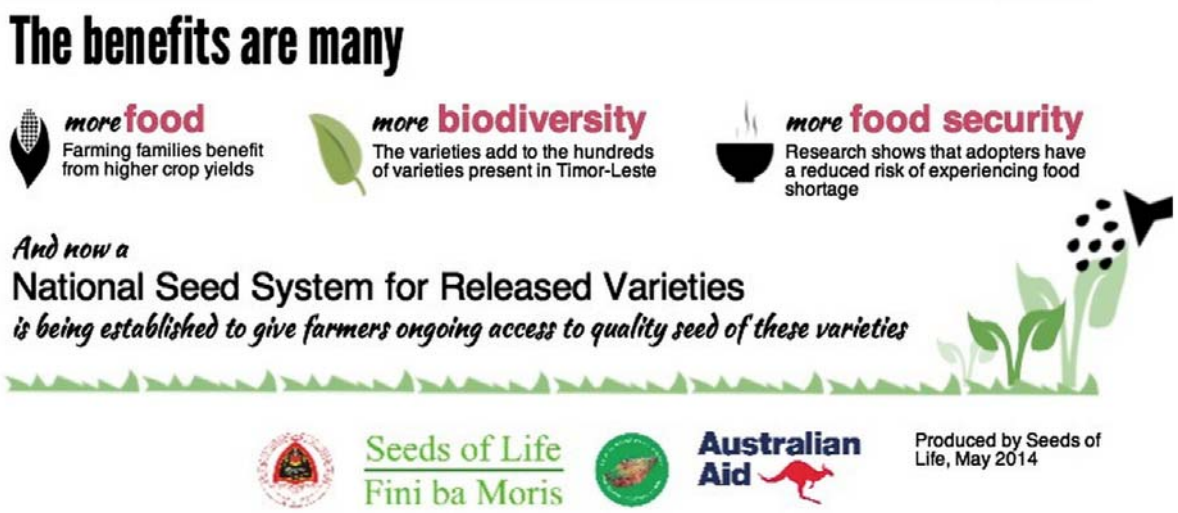


Figure 24. Correlation between yield, pods per plant and seeds per pod, 2013







Who is involved policy development?

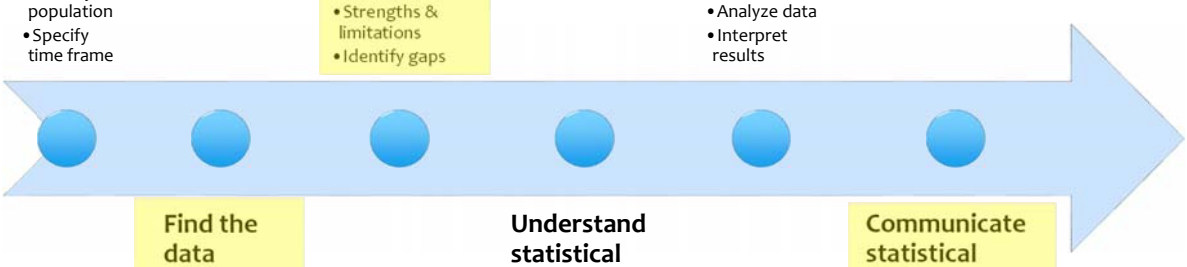
* Roles
  * Decision makers in government
  * Messengers
  * Influencers
  * more?

Skills for using statistics in policy development

Define data needs
- Articulate issue
- Identify population
- Specify time frame

Assess data quality
- Fit for purpose?
- Locate explanatory notes
- Assess quality dimensions
- Strengths & limitations
- Identify gaps

Analyze, interpret and evaluate
- Formulate questions
- Analyze data
- Interpret results



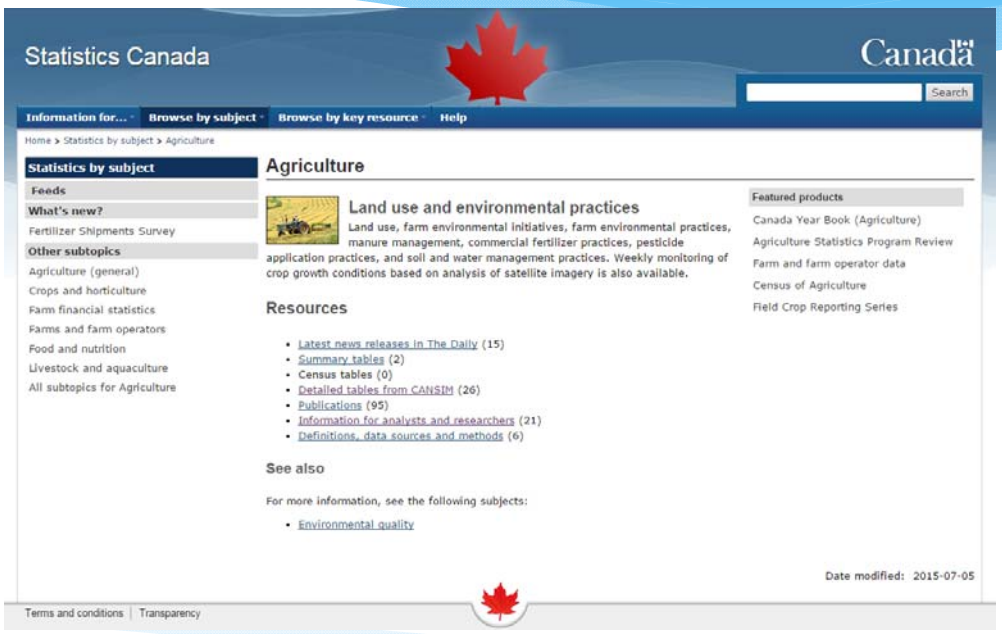
Find the data
- What data exist?
- Ask data producers
- Gather available data
- Negotiate to get access

Understand statistical concepts
- Research techniques
- Central location and spread
- Able to read tables and graphs

Communicate statistical findings
- Writing about data
- Presentation in tables, graphs & maps

Sources: Australian Bureau of Statistics (2010), "A guide for using statistics for evidence based policy" and UNECE (2012), "Making Data Meaningful Part 4: A guide to improving statistical literacy".

Gather available data

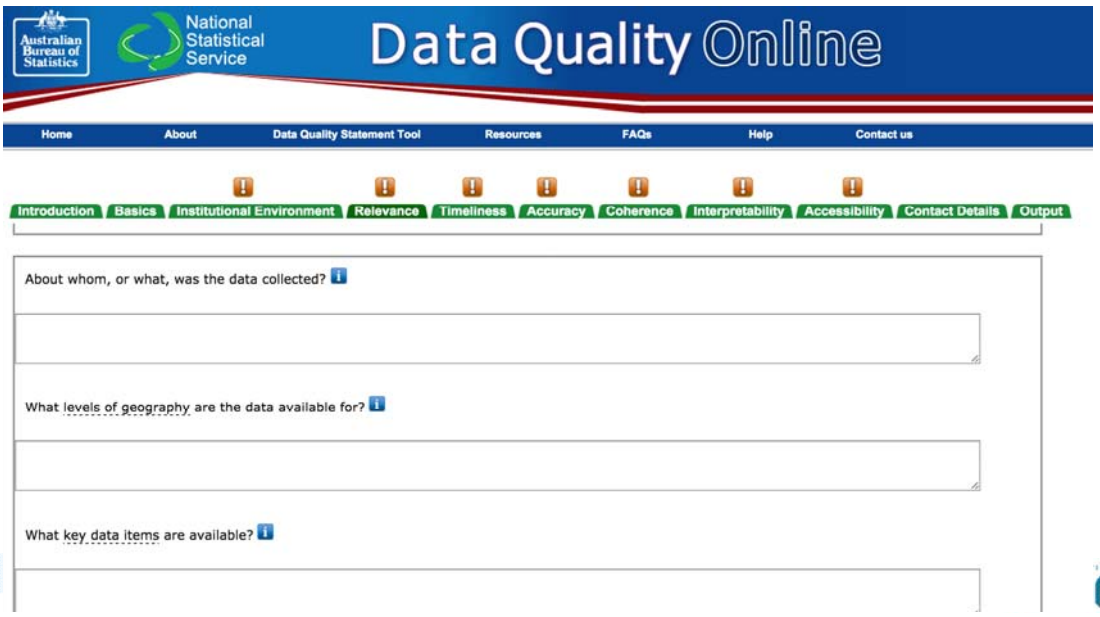


Kinds of statistical information

* Statistical reports and publications
  * Summary tables and graphs
  * More detailed thematic analysis
* Raw data set / unit record files
* Definitions and methods (i.e. metadata)
* International statistical databases
* Research papers
* Policy briefs
* Others?

Assess quality dimensions

← → www.nss.gov.au/dataquality/

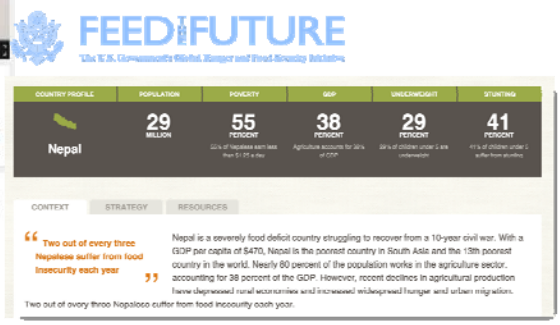


Assess quality dimensions

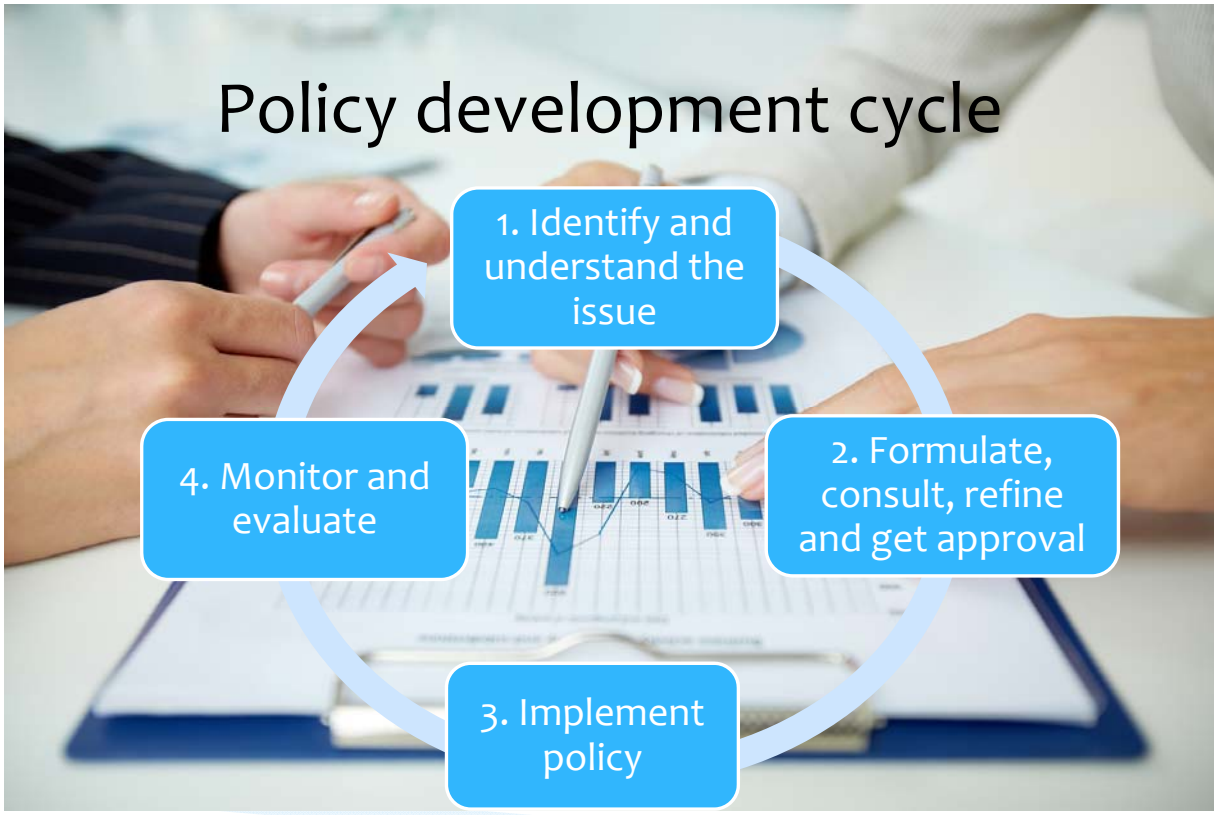
Source: Australian Bureau of Statistics Data Quality Framework (www.nss.gov.au/dataquality/aboutqualityframework.jsp)

Communicate statistical findings

Source: National Geographic



Source: www.feedthefuture.gov/country/nepal



Reference: SIAP (2015), Regional Course on Communication and Advocacy for Agricultural and Rural Statistics, 20-24 April 2015, Beijing, China.

Session 2.1

Presentation by Indonesia

role of statistics in agricultural policy

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Session 2.2

Fitting the use of statistics in the policy development cycle

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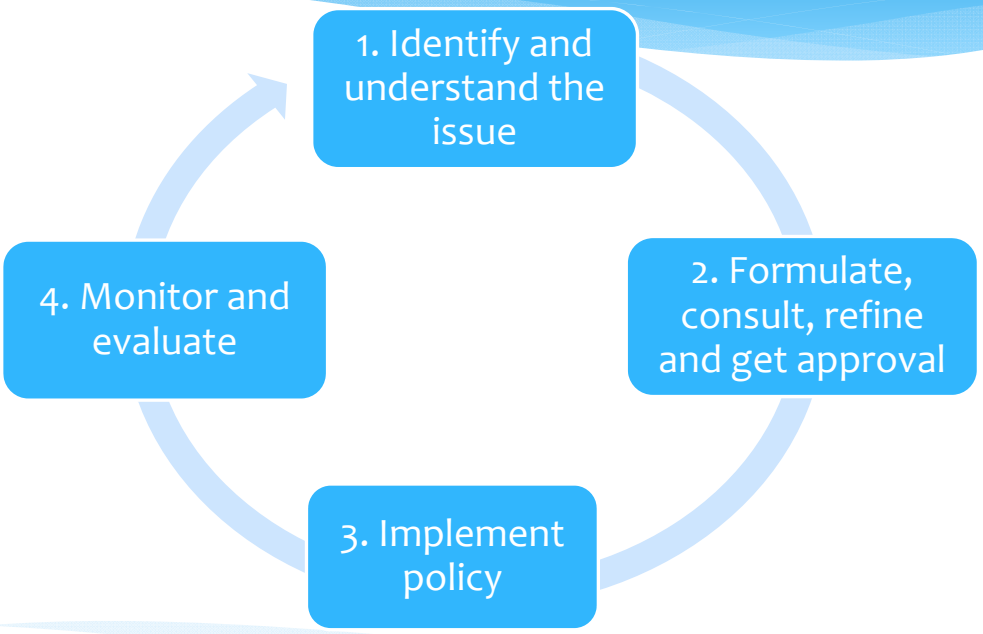
Philippine Example: Philippine Development Plan 2011-2016



Philippine Example: Philippine Development Plan 2011-2016

* Serves as a guide in formulating policies and implementing development programs for the next six years.
* One of the 10 Chapters: (pages 101-120 of PH handout)
  * Competitive and Sustainable Agriculture and Fisheries Sector

Philippine Example: Philippine Development Plan 2011-2016

1. Identify and understand the issue (pages 106-107 of PH handout)

* Declining productivity and competitiveness
* Elusive rice self-sufficiency
* Increase in food commodities prices

Philippine Example: Philippine Development Plan 2011-2016

2. Formulate, consult, refine and get approval (page 113 of PH handout)

* Goal 1: Food Security Improved and Incomes Increased
  * Strategy 1.1 Raise productivity and incomes of agriculture and fishery-based households and enterprises

Philippine Example: Philippine Development Plan 2011-2016

3. Implement policy (pages 113-115 of PH handout)

* Strategy 1.1 Raise productivity and incomes of agriculture and fishery-based households and enterprises
  * Diversify production
  * Complete the delineation of municipal waters for better fishery resource management
  * Improve rural infrastructure and facilities
  * Develop markets and sharpen regulatory competence
  * Strengthen Research, Development and Extension (RD&E)
  * Improve the sector's credit access
  * Secure food availability and affordability

Philippine Example:
Philippine Development Plan 2011-2016

4. Monitor and evaluate

- Philippine Development Plan Results Matrices
  - Depicts the results chain from the subsector/intermediate outcomes to the sector outcome, and lastly to the societal goal
  - Provides an indicator framework to the statements of results under the PDP, which would allow for subsequent assessment and performance measures

Small group discussion

Handout

Session 2.2: Fitting the use of statistics in the policy development cycle

Using the example policy you have been given, discuss the role of statistics, and the kind of statistical information needed at each stage of the policy development cycle.

Stage	Role of statistics	Kind of statistical information needed
1. Identify and understand the issue		
2. Formulate, consult, refine and get approval		
3. Implement policy		

Using the example policy you have been given, discuss **the role of statistics**, and **the kind of statistical information needed** at each stage of the policy development cycle.

Session 2.3

Identifying key players and users of statistics involved in each stage of the policy development cycle

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Small group discussion

Handout

Session 2.3: Who drives policy development?

Identifying key players and users of statistics involved in each stage of the policy development cycle

1. Brainstorm a list of key players and users of statistics involved in each stage. These are organizations or types of people who play a direct role in that stage of policy development.
2. Review the list you have come up with and identify which of them are the **decision makers in government**
3. Which of them are **key messengers** and **influencers**?

Stage	Key players and users of statistics
1. Identify and understand the issue	
2. Formulate, consult, refine and get approval	
3. Implement policy	

1. **Brainstorm a list** of key players and users of statistics involved in each stage. These are organizations or types of people who play a direct role in that stage of policy development.
2. Review the list you have come up with and identify which of them are the **decision makers in government**
3. Which of them are **key messengers** and **influencers**?

Session 2.4

Statistical competency requirements for groups of decision makers and key messengers/influencers

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Personas: a tool to help understand target groups

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Persona:	Ministry of Agriculture Senior manager

Matthew Johnson

Manager, Natural Resources Conservation

Ministry of Agriculture

Activity 2 – Role playing

Elements of a Persona

a) Persona Group (e.g. Senior management)
b) Fictional name
c) Job titles and major responsibilities
d) Demographics such as age, education
e) The goals and tasks they are trying to complete related to using statistics in policy
f) Their experience and skills in using statistics
g) A quote that sums up what matters most to the persona as it relates to using statistics in policy
h) Casual pictures representing that user group

Sources: Adapted from the Usability.gov page on Personas (www.usability.gov/how-to-and-tools/methods/personas.html)