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ECONOMIC AND SOCIAL COMMISSION FOR ASIA AND THE PACIFIC

**STATISTICAL INSTITUTE FOR ASIA AND THE PACIFIC
(SIAP)**

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

13-17 July, 2015, Daejeon, Republic of Korea
(as of 8 July 2015)

Monday, 13 July 2015	
08.30 – 09.00	**Registration**
09.00 – 09.45	**Opening Session** 1a)　　Welcome statements 1b)　　Self-introduction of participants 1c)　　Objectives and structure of the course
09.45 – 10.15	**Break and Group Photo**
Module 1– Statistical Literacy on Agricultural and Rural Statistics (ARS): *What it means and why does it matter. Why is statistical literacy needed to improve use of agricultural and rural statistics?*	
10.15 – 11.00	**Session 1.1.** Policy and data issues in the agricultural and rural sectors in the context of the minimum core data set of the Global Strategy for ARS, with focus on food security • *Presentation* • *Discussion*
11.00 – 11.30	**Session 1.2.** Statistical Capability Framework – processes and statistical capabilities required towards more effective use of ARS • *Presentation* • *Discussion*
11.30 – 13.30	**Lunch Break (Welcoming lunch by KOSTAT)**
13.30 – 14.30	**Session 1.3.** Statistical literacy - its essential components and how it improves the use of ARS • *Presentation* • *Country presentations* on how statistical literacy has improved the use of ARS (Philippines, India @ 10 mins) • *Discussion*

	Monday, 13 July 2015 (continued from page 1)
14.30 – 15.30	**Session 1.4.** Statistical illiteracy - the cost of being statistically illiterate on ARS • *Presentation/Case examples* • *Discussion*
15.30 – 15.45	**Break**
15.45 – 17.15	**Session 1.5**. The competencies required for each of the components • *Brainstorming session*: Participants will identify competencies needed for each component (and at three different levels) of statistical literacy • *Presentation* • *Discussion*
17.15 – 17.30	**Daily Wrap-up**

	Tuesday, 14 July 2015
Module 2 – The policy development cycle: An informed process - *Understanding the policy development cycle and the role of statistics in each of its stages; identifying the key players and their capacity needs towards improved use of statistics in all stages of the policy development cycle*	
09.00 – 10.00	**Session 2.1**. The policy development cycle and the role of statistics • *Presentation* • *Country presentation* on the policymaking process in a Ministry of Agriculture (Indonesia @ 15-mins) • *Discussion*
10.00 – 10.15	**Break**
10.15 – 12.00	**Session 2.2**. Fitting the use of statistics in the policy development cycle • *Small group discussion:* Brainstorming session wherein groups work on a specific policy on food security. The group will determine the role of and the kind of statistical information needed in each of the stages of the policy development cycle.

Tuesday, 14 July 2015 (continued from page 2)	
12.00 – 13.00	**Lunch Break**
13.00 – 14.00	**Session 2.3.** Identifying key players and users of statistics involved in each stage of the policy development cycle, with focus on decision makers in government and key messengers/influencers • *Small group discussion:* Brainstorming session as a continuation of the small group discussion in session 2.2. The group will identify key players and users of statistics involved in the policy development cycle, with focus on decision makers in government as well as their key messengers and influencers • *Presentation and discussion*
14.00 – 15.00	**Session 2.4.** Statistical competency requirements for groups of decision makers and key messengers/influencers to effectively use ARS in the policy development cycle • *Activity 1- Small group discussion*: To agree on a grouping of decision-makers in government, key messengers/ influencers. The grouping will be based on similarities in data needs and statistical literacy competency requirements for using data and statistics. • *Presentation and discussion*
15.00– 15.15	**Break**
15.15-16.45	**Session 2.4 (continued)** • *Activity 2- Role playing.* This activity is aimed to develop better appreciation of the training needs of decision makers in government and key messengers/influencers. Based on sessions 2.3 and agreed on groupings in activity 1, four to five personas of decision makers will be created (i.e., outlining their background, type of work, agricultural and rural issues they deal with, data needs, statistical competencies, etc.). Audience plays role of data producer to understand their training needs on awareness, understanding, analysis, and communication of ARS.
16.45 – 17.15	**Daily wrap-up**

Wednesday, 15 July 2015	
Module 3 – Assessing practices in increase statistical literacy: *Focus on needs of decision makers in government and their key messengers/influencers.*	
09.00 – 10.30	**Session 3.1.** How effective are data producers in facilitating statistical literacy with respect to raising **awareness** on ARS? *Presentation*: Expert examples; discussion on its effectiveness with respect to raising awareness on ARS using a general criteria for assessing statistical literacy *Country presentation*: Country case on existing strategy/ tool/ activity (Samoa, Bhutan @ 10-mins) *Plenary discussion:* applying the general criteria to the country case
10.30 – 10.45	**Break**
10.45 – 12.15	**Session 3.2**. How effective are data producers in facilitating statistical literacy with respect to **understanding** of ARS? *Presentation:* Expert examples *Small group discussion*: Participants will be grouped and given specific examples on strategies/tools/activities designed to facilitate understanding on ARS of decision-makers in government and key messengers/influencers. Using the general criteria on assessing statistical literacy, each group will be asked to assess its effectiveness. *Plenary discussion*
12.15 – 13.15	**Lunch Break**
13.15 – 14.45	**Session 3.3.** How effective are data producers in facilitating statistical literacy with respect to **analysis** of ARS? *Presentation:* Expert examples *Small group discussion*: Participants will be grouped and given specific examples on strategies/ tools/ activities that have been determined to be <u>not effective</u> with respect to analysis on ARS of decision-makers in government and key messengers/influencers. Using the general criteria on assessing statistical literacy, each group will identify the changes needed to make the strategies /tools/ activities effective. *Plenary Discussion*

Wednesday, 15 July 2015 (continued from page 4)	
14.45 – 15.00	**Break**
15.00 – 16.30	**Session 3.4.** How effective are data producers in facilitating statistical literacy with respect to **communication** of ARS? • *Presentation:* Expert examples; discussion on their effectiveness with respect to facilitating communication of ARS using a general criteria for assessing statistical literacy • *Country presentation:* Country case on strategy/ tool/ activity for communicating ARS (Republic of Korea @10-mins) • *Plenary discussion*: Applying the general criteria to the country case
16.45 – 17.00	Daily wrap-up

Thursday, 16 July, 2015	
Module 4 – Developing effective strategies, tools and activities to increase statistical literacy for more effective use of ARS: *Focusing on improving competencies of decision makers in government and their key messengers/influencers.*	
09.00 – 17.00	Series of four practical workshops that will improve knowledge and skills of participants in identifying effective strategies, developing and designing specific types of tools and using these for suitable activities for increasing statistical literacy. The workshops will focus on applying good practices for presenting, explaining and communicating statistics to increase awareness, understanding and analysis of ARS through effective use of: • [Workshop 1] media channels (e.g., press releases) • [Workshop 2] statistics websites • [Workshop 3] social media • [Workshop 4] training (including, a template for developing a training course)
16.45 – 17.00	**Daily wrap-up**

Friday, 17 July 2015	
Module 5– Next steps: Taking action to increase statistical literacy for improved use of ARS in the policy process	
09.00– 12.00	**Session 5.1.** Developing a training course on statistical literacy on ARS • *Small group workshop:* Using the template introduced in Module 4, formulate a training course for specific groups of decision makers in government and key messengers/users (to be assigned by group). The training design should be based on their competency requirements and training needs. {Refer to the results of the group discussions in Modules 2 and 4, in particular.}
12.00 – 14.00	**Lunch Break (Farewell Lunch by KOSTAT)**
14.00 – 15.30	**Session 5.1 (continued)** • *Presentation and discussion of group outputs*
15.30 – 16.15	**Session 5.2. Taking action in the next six months:** Country plans • *Roundtable discussion*
16.15 – 16.30	**Evaluation**
16.30 – 17.00	**Closing Ceremony**