

Module 4

Applying good practices for presenting, explaining, and communicating statistics Workshop 4 – TRAINING

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

13-17 July 2015 Daejeon, Republic of Korea



Recall...

Module 2. Sessions 2.3 – 2.4

1. Identified **key players and users of statistics** involved in each stage of the policy development cycle
2. Identified **groups of decision makers and key messengers/influencers** to effectively use ARS

Recall...

	Basic	Intermediate	Advanced
Players			
Private sector/industry		*	
Politicians	GROUP 3	*	
General public	*		
Students	*		
Media	GROUP 2		*
NGOs	*		
Activists	*		
Govt. officials	GROUP 1	M.I.	*
Communities/union leaders Institutions	*		
Famous	*	GROUP 4	



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For this exercise, we shall focus on the following key users/stakeholders:

1. Media

- They are an important means for reaching other audiences, so it's a good idea to deal with them separately
- Focus on news reporter/newspaper journalists

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For this exercise, we shall focus on the following key users/stakeholders:

2. Rural development program manager

- Individuals who provide information or services to the clients
- They work with government, private institutions, agricultural extension workers, agricultural input suppliers, traders, microfinance organization, etc.

Reference: FAO. Designing your Communication Strategy: Identify and analyse your audiences. Learners' Notes. 2011.



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For this exercise, we shall focus on the following key users/stakeholders:

3. Government policy advisers

- People that influence decisions of senior officials in government that affect the clients or the project.
- They are often the ones who prepare policy briefs/recommendations for approval of the Minister/senior officials

Reference: FAO. Designing your Communication Strategy: Identify and analyse your audiences. Learners' Notes. 2011.



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For this exercise, we shall focus on the following key users/stakeholders:

4. Secondary students

- Other people not directly concerned with the project, but should be statistically literate

Reference: FAO. Designing your Communication Strategy: Identify and analyse your audiences. Learners' Notes. 2011.



Workshop 4 – Training

Will facilitate identification of specific training needs...

1. Defining the users' characteristics

Name of audience: _____		
Characteristics	Question	Remarks
Education	What type of education do they have? In what subjects?	Literacy levels, educational level attained, subjects studied
Organization	Do they belong to an organization?	Members of farmers' associations, staff of a ministry...

Reference: FAO. Designing your Communication Strategy: Identify and analyse your audiences. Learners' Notes. 2011.



Workshop 4 – Training

Will facilitate identification of specific training needs...

2. Defining users' knowledge, attitudes and practice

Name of audience:		
	Question	Remarks
Existing knowledge	What do they know about the agriculture and rural sector?	Detailed traditional knowledge
Existing attitudes	What do they think about it?	Major concerns

Reference: FAO. Designing your Communication Strategy: Identify and analyse your audiences. Learners' Notes. 2011.



Workshop 4 – Training

Will facilitate identification of specific training needs...

3. Determining the users' current source of information

Name of audience:		
	Question	Remarks
Information sources	Where do they currently get information? What media do they use?	Informal exchange via leaders. Discussions. Print or broadcast media. Some use mobile phones in towns. NGOs provide training. Some children attend school.

Reference: FAO. Designing your Communication Strategy: Identify and analyse your audiences. Learners' Notes. 2011.



Workshop 4 – Training

Will facilitate identification of specific training needs...

4. Defining your users' interests and information needs

Name of audience:		
	Question	Remarks
Information needs	What types of information do they need?	Market prices
Name of audience: Actual and potential donors		
Information needs	What types of information do they need?	Hard data on number of beneficiaries, impact of activities, use of funding. Human-interest stories for fundraising in home country.

Reference: FAO. Designing your Communication Strategy: Identify and analyse your audiences. Learners' Notes. 2011.



Recall...

Competencies Required for Each
of the Components of Statistical Literacy

Data Awareness

Basic	Intermediate	Advanced
Read the data	Read between the data	Read beyond the data
<ul style="list-style-type: none"> • Understand the need for data to be collected. • Recognise that there is more than one way to collect data. 	<ul style="list-style-type: none"> • Understand that various factors impact on data quality. • Be aware of how bias can be introduced. • Recognise how to limit errors. • Understand which data collection method is appropriate for a specific question. • Formulate research questions. • Make decisions about the suitability of data. 	<ul style="list-style-type: none"> • Understanding of methodological issues such as sampling technique, survey design, minimising 'noise' etc. • Contextual understanding.

Source: Australian Bureau of Statistics. Statistical Literacy.
(<http://www.abs.gov.au/websitedbs/CaSHome.nsf/Home/Statistical+Literacy+Competencies.es>)



Understand Statistical Concepts

Basic	Intermediate	Advanced
Descriptive	Explanatory	Analytical/Critical
<ul style="list-style-type: none"> • Recognise basic concepts including mean and range and have some understanding of their meaning. • Understand basic graphs/tables. 	<ul style="list-style-type: none"> • Understand concepts such as variance. • Understanding of chance such as percentages, ratios etcetera. • Choose the correct statistic for the purpose. 	<ul style="list-style-type: none"> • Understanding of probability such as randomness, independence, statistical significance etcetera.

Source: Australian Bureau of Statistics. Statistical Literacy.
(<http://www.abs.gov.au/websitedbs/CaSHome.nsf/Home/Statistical+Literacy+Competencies.es>)



Analyse, Interpret and Evaluate Statistical Information

Basic	Intermediate	Advanced
<ul style="list-style-type: none"> • Summarise basic data. • Ability to read and produce graphs and tables. 	<ul style="list-style-type: none"> • Recognise relationships among and between variables. • Understand concept of errors. • Produce tables/graphs/maps of data appropriately. • Question the source of data and the methodology used. • Understand the importance of and take into account the metadata. 	<ul style="list-style-type: none"> • Understand which statistical tools are appropriate to context. • Explain more complex relationships such as trends, multi factor variance etcetera. • Predict and generalise from data. • Recognise that trends exist but may not be stable. • Understand how a third variable may explain a relationship between two others. • Assess data quality. • Identify gaps in the data.

Source: Australian Bureau of Statistics. Statistical Literacy.
(<http://www.abs.gov.au/websitedbs/CaSHome.nsf/Home/Statistical+Literacy+Competencies.es>)

Communicate Statistical information and Understandings

Basic	Intermediate	Advanced
<ul style="list-style-type: none"> • Ability to describe in words what set of data is saying. • Ability to display data in simple graphical and tabular form. • Ability to produce basic statistical summary data. For example percentages, mean etcetera. 	<ul style="list-style-type: none"> • Ability to turn data into information. • Understanding of the statistical conventions of representing data. • Ability to organise and manage data. • Use appropriate format and medium to report data. 	<ul style="list-style-type: none"> • Ability to apply statistical reasoning to support decisions. • Communicate the meaning of statistical terms and concepts to others. • Demonstrate adherence to ethical issues such as confidentiality.

Source: Australian Bureau of Statistics. Statistical Literacy.
(<http://www.abs.gov.au/websitedbs/CaSHome.nsf/Home/Statistical+Literacy+Competencies.es>)

Thank You!

