

**The Guide to Statistics in Development
cooperation**

E-learning – e-module 1

(OFFLINE version)

Contents

LESSON 1 Introduction 3

 Chapter 1.1 – Welcome 3

 Chapter 1.2 - Introduction 4

 Chapter 1.3 – Why is the Guide useful to you? 5

 End of the lesson..... 5

Lesson 2: Quality statistics – essential for good governance 6

 Chapter 2.1 – Introduction..... 6

 Chapter 2.2 – Statistics and the effectiveness of development 7

 Chapter 2.3 – Statistics at each stage of the Development Cycle 10

 Chapter 2.4 – Key messages 14

 End of the lesson..... 14

LESSON 3 – How is the *Guide* structured and how to use it efficiently? 15

 Chapter 3.1 – Introduction..... 15

 Chapter 3.2 – Presentation of the Guide 16

 Chapter 3.3 – The Guide in practice 20

 End of the lesson..... 30

LESSON 4: A first practical example: How to formulate a statistical project? 31

 Chapter 4.1 – Introduction..... 31

 Chapter 4.2 – What stands behind this question?..... 33

 Chapter 4.3 – How to use the Guide to answer that question? 35

 Chapter 4.4 – How does the Guide help you to answer the question..... 36

 End of the Lesson 40

LESSON 1 Introduction

Chapter 1.1 – Welcome

Welcome to the e-learning on the *Guide* – e-Module 1

Dear Learner, welcome in e-Module 1!

Your learning objective for this e-Module 1

At the end of the e-module 1, you will know:

- how and why the *Guide* is relevant to your working reality and your needs in your day-to-day work,
- how and when to use the *Guide* in an efficient way,
- why statistics are essential for good governance,
- how to use the *Guide* to design, implement, monitor and evaluate a project/programme in a specific sector of development.

What to expect in this e-Module 1

You will find 4 lessons in this e-Module:

- Lesson 1: Introduction to the *Guide*
- Lesson 2: Quality public statistics are essential for good governance
- Lesson 3: How is the *Guide* structured and how you can use it efficiently
- Lesson 4: How to formulate a statistical project/programme: A practical example and an appetizer for the e-Module 2

Now, you are in Lesson 1.

Learning time

The estimated learning time to work through the e-module 1 is normally between 2 and 2.5 hours.

Access to the *Guide*

[Click here to access the *Guide*](#)



Before entering into the matter, an advice!

Don't have an ambition of reading the *Guide* front to back! The *Guide* is a large document, but it is a gateway to an incredible rich amount of information related to statistics in the context of development.

You should see the *Guide* as a tool that leads you in the unknown world of statistics in development cooperation.

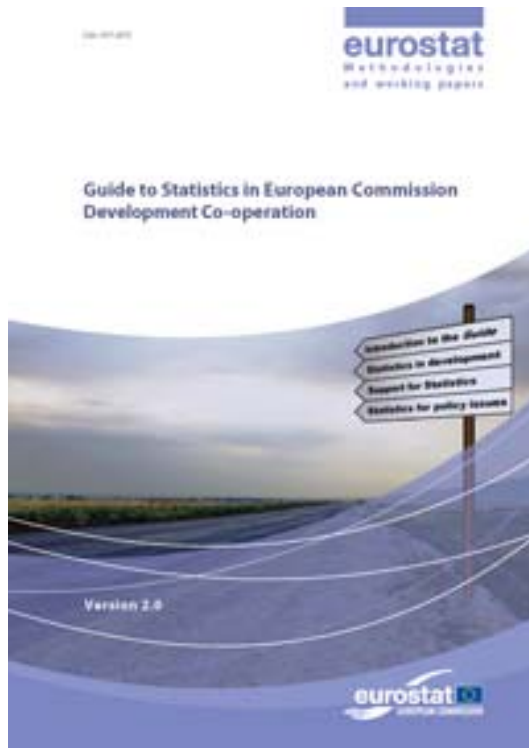
This e-learning is somehow a Guide to the *Guide*. The approach of this e-learning is to lead your way into the *Guide* and to learn how to use it efficiently. We will go step by step!

Ready to start?

Chapter 1.2 - Introduction

Content

Introduction to the *Guide*



The ambition for the *Guide* is to be an interactive tool mainly to support you, agents working in the EU Delegations, in dealing with statistics in the context of developing countries.

The *Guide* informs you about the international statistical co-operation and provides access to a wealth of information and information sources concerning public statistics and their relevance for good governance.

The *Guide* shows you when and how to deal with statistics throughout the European Commission development co-operation project and programme cycles. It suggests key elements to consider in specific situations or paths with key steps of great help to you when you need to use statistics or to support the development of reliable and relevant statistics.

The *Guide* also explains why statistics are important for partner countries development and for development cooperation.

However, the *Guide* is *not* intended to be a course in statistics and statistical methods.

Chapter 1.3 – Why is the Guide useful to you?

Why is the *Guide* useful to you?

The *Guide* explains why and how statistics are relevant to your work and what you need to do in various situations. It provides you the necessary information to:



- Use statistical indicators to design and monitor development programmes;
- Identify and develop statistical support actions;
- Advocate timely consideration of statistical issues over the Commission aid cycle.
- Promote that statistics needed for implementing, monitoring and evaluating is considered early enough in the programming, identification and formulation phases.

End of the lesson

This is the end of Lesson 1 – Introduction to the *Guide*.

We wish you a good journey through this e-learning!

Lesson 2: Quality statistics – essential for good governance

Chapter 2.1 – Introduction

Introduction

Your learning objective for this lesson

At the end of this lesson, you should know why and be convinced that statistics are important.

If you were already convinced, you will find here arguments to advocate for quality statistics.

What to expect in this lesson

First, this lesson explains why quality statistics are important for good governance and accountability for the country itself and for donors.

Then, it illustrates the role of statistics in each phase of the Project/Programme Cycle Management.

Learning time

To work through the second lesson will take you approximately 30-35 minutes.

Useful resources

PARIS21: [Measuring Up to the Measurement Problem: The Role of Statistics in Evidence-Based Policy-making](#) (short version available in [English](#) and [French](#))

PARIS21: www.paris21.org/advocacy (videos, national and regional advocacy leaflets, general advocacy materials)

Chapter 2.2 – Statistics and the effectiveness of development

Statistics and the effectiveness of development

Before entering into the matter, have a look at this short video. It explains how the EU is working to increase the impact of development policies, the main priorities and how to coordinate efforts with partners.

www.youtube.com/watch?v=6lqz8xW4fLA

Now, let's go back to statistics in this context!

If you think that **statistics are important but bread is more urgent**, please ask yourself on what information you base your answers to these questions:

'How much bread?' and **'Where is it needed most?'**

Development is fundamentally about improving people's living conditions and eliminating poverty. In order to design, implement and monitor development strategies and programmes that effectively reduce poverty and improve living standards, it is essential to assess in detail the extent of the problem, to appreciate the performance of the interventions and to measure the results achieved.

While statistics may not directly reduce poverty or hunger, they are an essential component of a complex and logical process; without adequate statistical data there is no way to be certain that the actions carried out to reduce poverty will be directed at the right problem, that they will be effective or that they will result in sustained improvements.

In low income developing countries, the national use of and interest in statistics may be low. However, promotion of evidence-based policy-making along with advocacy on the importance of statistics may raise the interest of national and international users of statistics. This, together with strategic planning in the National Statistical System, should substantially increase the interest and trust in statistics and the quality of analysis.

Statistics and good governance

Better statistical data and improved analysis can facilitate the national dialogue on the orientations of development policies and may generate a political will for changes.

There are key data such as the growth rate of the Gross Domestic Product (GDP), the Consumer Price Index, the Unemployment Rate, the Debt Ratio or the External Trade Balance that are central in the dialogue between the Government and its partners, in the national economy and in the international community. The inflation rate and the employment figures are central data in the negotiations between the Government, the business sector and the trade Unions. The level of the GDP per capita of a country sets the conditions it will receive from the Financial International Institutions (IMF and World Bank).

National Statistical Systems are the key producers of all these official statistics. Without good statistics, governments are not capable to deliver efficient administration, good management and evidence-based policy making.

Statistical capacity governs the ability to collect and to use statistics for feeding Monitoring and Evaluation systems of Governments and their partners, within the national economy and from the community of donors. Building a strong and sustainable capacity within the public sector to collect and to use statistical data will give countries better foundations for exercising their leadership in public management and more leverage for discussing their development strategies with international partners.

An effective and efficient National Statistical System, providing regular and reliable data, is an important indicator of good policies and a crucial component of good governance. Quality statistics increase transparency and promote the accountability of policy-makers by enabling media, non-governmental organisations and citizens to monitor policies implemented by the government.

A key issue is the need for good country-specific and country-owned policies and institutions. The Paris Declaration on Aid Effectiveness and the Accra Agenda for Action (AAA) encourage developing countries to set their own strategies for poverty reduction, improve their institutions and tackle corruption. National ownership of statistics implies that surveys should be carried out to first and foremost respond to the national need for data to inform policies.

Statistics and accountability

Statistical information is an essential tool for the media, non-governmental organizations, civil society and any citizen to monitor the activities of the government and participate in the public debate on development options and results. The ability to provide regular and reliable data on the economy and the well-being of the population is an important indicator of good governance and effective institutions.

When the statistical system produces quality data which is trusted by the public, transparency increases and accountability is promoted.

Statistics and the donors

It is obvious that good and reliable statistics are necessary to donors, in order to:

- - assess where aid is most needed and orient their support accordingly,
- - use their resources efficiently,
- - measure the progress made and evaluate the results achieved.

There is broad consensus that the Millennium Development Goals (MDGs) identify the desired outcomes as well as the means for measuring progress. Statistics are vital to 'Managing for Development Results' , with shared accountability and focus on results.

From the donors' perspective, statistics are also a tool for monitoring and evaluating the effectiveness of co-operation actions and therefore help them to achieve their commitments regarding the Managing for Development Results initiative and the Paris Declaration on Aid Effectiveness and the Busan commitments.

Quality of statistics at stake

The quality of the statistics is only as good as the source data on which they are constructed. The quality and the availability of data depend largely on the capacity of the institutions involved in the National Statistical System to gather reliable data and process them according to internationally agreed methods. These institutions are often undervalued, understaffed and under funded.

In the process of promoting democracy and good governance, strengthening the statistical system and the quality of its statistics enhances the accountability of decision-makers. Good statistics give a clearer and evidence-based picture of key aspects of the country's development and give parliaments, national auditors, media and citizens the chance to monitor the performance of policies.

If the national statistics of a country are lacking quality, the national development strategy should highlight the support to statistics as a priority. However, the production of statistical data should not be a target in itself but should be supported as a means towards good governance.

The [UN's Fundamental Principles of Official Statistics](#) defines the basic framework for the official statistics, covering the institutional framework (independence, impartiality, legal mandate, resources, quality commitments, confidentiality), the statistical processes (methodologies, procedures, response burden, cost effectiveness) as well as quality of the statistical output. Regionally adapted principles have been developed for [Europe](#), for [Africa](#) and for [Latin America and the Caribbean](#).

Quality aspects of official statistics are covered more in depth in section C.5.3 of the *Guide*.

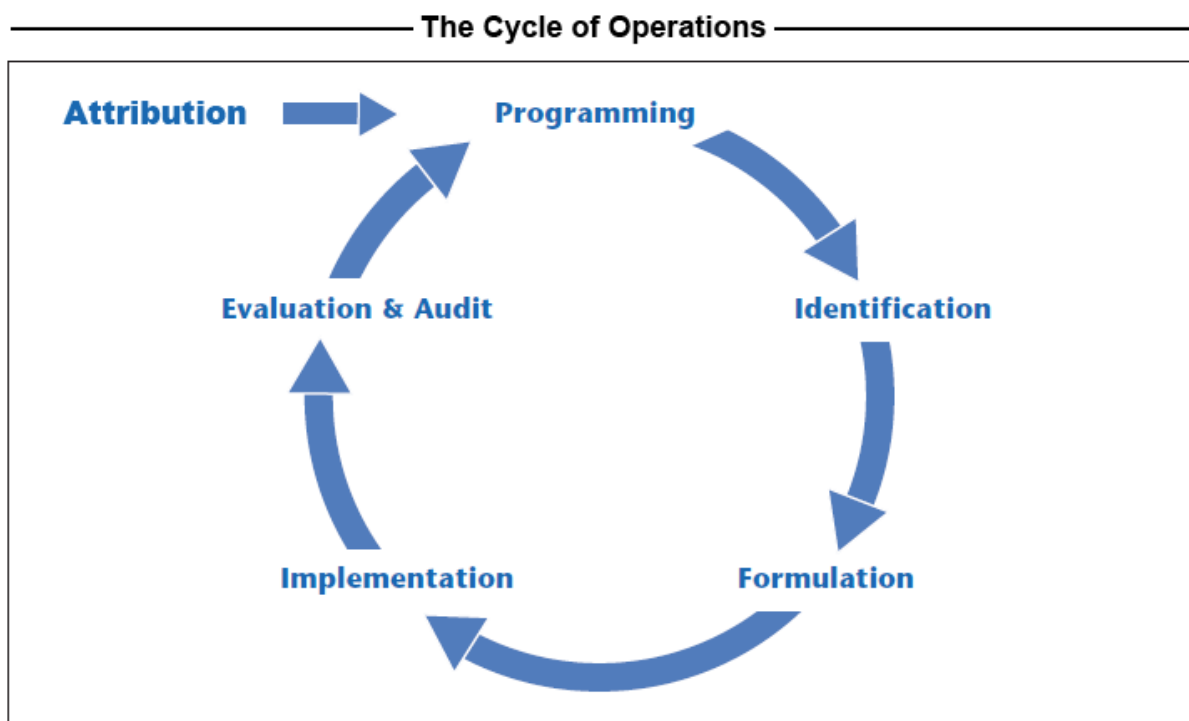
Chapter 2.3 – Statistics at each stage of the Development Cycle

Statistics at each stage of the Development Cycle

If you are still not convinced of the importance that statistics have in development, this chapter should help you. You will see that statistics are relevant to many aspects of your day-to-day work.

In this chapter, you will see why and how statistics are used at each stage of the Project/Programme Cycle Management.

Here is the cycle of operations of projects/programmes supported by the European Commission. Click on the different phases of the cycle to know more about the role of statistics in each of them.



Statistics and Development Country Attribution

The need for statistics related to a particular country arises even before the cycle of operations has started. The allocation of funds made available for cooperation by the European Commission to a country is calculated based on a number of indicators. This principle is set up in the legal instruments that constitute the basis for the cooperation between the European Commission and its partner countries. Thus, both the [Cotonou Agreement](#) and the [Development Cooperation Instrument](#) make explicit reference to the calculation of the multi-annual indicative allocations based on need and performance criteria. The European Consensus on Development also states a European Commission commitment to decide on the resources allocated to each country based on objective and transparent criteria. The [Agenda for Change](#) specifies that EU development assistance should be allocated according to:

- Country needs: assessed using several indicators, taking into account economic and social/human development trends and the growth path as well as vulnerability and fragility indicators.

- Capacities: assessed according to a country's ability to generate sufficient financial resources, notably domestic resources, and its access to other sources of finance such as international markets, private investment or natural resources. Absorption capacities should also be considered.
- Country commitments and performance: positive account should be taken of a country's investment in education, health and social protection, its progress on the environment, democracy and good governance, and the soundness of its economic and fiscal policies, including financial management.
- Potential EU impact: assessed through two cross-cutting objectives:
 - Increasing the extent to which EU cooperation could promote and support political, economic, social and environmental policy reforms in partner countries;
 - Increasing the leveraging effect that EU aid could have on other sources of finance for development, in particular private investment.

The EU should also try to further improve the effectiveness of the aid it delivers. This can be done by making sure that Member States and the European Commission jointly prepare their strategies and programmes and better divide labour amongst themselves.

If you want to know more about the aid allocation model, [click here](#).

Statistics and Programming

When setting up the cooperation strategy between the European Commission and a partner country, it is crucial to have a clear picture of the situation faced by the country in key development issues. Such information make it possible to identify the sectors and areas where Commission support is most needed or might be of particular added value. Indicators based on statistics are key information sources to obtain a clear picture of the country needs, strengths and weaknesses; dependent on the situation, both general indicators and sector indicators may be relevant.

Previously, a standard set of indicators informed the Country Strategy Papers and were used to measure progress in terms of poverty reduction and social development. These indicators have also been important information sources in the context of the mid-term evaluation of the cooperation strategy.

In 2002, the European Commission defined the basic principles for definition and use of indicators in the '[Guidelines for the use of indicators in Country Strategy Papers](#)'. These Guidelines stated the Commission's intention to be more results-oriented, therefore to focus increasingly on outcome indicators. This led to the selection of 10 key poverty indicators. These indicators were mostly drawn from the indicators defined to monitor progress towards the MDGs. They were selected on the basis of their inclusion in Poverty Reduction Strategy Papers, their use by other donors and data availability.

In parallel, the World Bank has increased the result orientation of its Country Assistance Strategies (CASs) for the countries receiving aid through the [International Development Association](#) (IDA). In "[Measuring results: Improving National Statistics in IDA countries](#)" (2004), the World Bank outlined a list of 14 outcome and impact indicators to be monitored in the CASs of each country receiving IDA loans. Of these 14 indicators, 7 are MDG indicators and 7 are additional non-MDG indicators which focus on growth and private sector development. 7 of these World Bank indicators are identical to the indicators selected by the European Commission

The African Development Bank (AfDB) measures country progress on key outcomes using an evolving list of 12 indicators, which are also used by the World Bank for IDA countries, as well as 6 indicators that reflect country specific priorities in the areas of governance, regional integration, private sector development, agriculture and information technology. For the African Development Fund countries, AfDB intends to monitor an additional indicator, EITI (Extractive Industries Transparency Initiative), bringing the overall number of indicators to 19.

You can see these different sets of indicators in the following table (Box 3.6 of the *Guide*).

Box 3.6: Comparison of sets of key indicators

Key indicators	MDG	WB	EC	AfDB
1. Proportion of population below 1\$/day in PPP ¹	•	•	•	•
2. Prevalence of underweight children	•		•	
3. Under 5 child mortality	•	•	•	•
4. HIV prevalence rate of women aged 15-24	•	•	•	
5. Proportion of births attended by skilled health personnel	•	•	•	
6. Proportion of 1 year old children immunised against measles	•		•	
7. Net enrolment ratio in primary education	•		•	
8. Ratio of girls to boys in primary and secondary education	•	•	•	•
9. Primary school completion rate	•	•	•	•
10. Proportion of population with sustainable access to an improved water source	•	•	•	•
11. Fixed lines and mobile telephone per 1000 inhabitants	•	•		•
12. Formal cost required for business start up		•		•
13. Time required for business start up		•		•
14. Public Financial Management		•		•
15. GDP per capita		•		•
16. Access of rural population to an all season road		•		•
17. Household electrification rate		•		•
18. World Governance Indicators (average score)				•
19. Global competitiveness index				•
20. Staple crop yields index				•
21. Africa's share of Global Trade				•
22. ADF countries trade with Africa				•
23. Internet users (per 1000)				•
Total number of indicators	11	14	10	18

¹ Purchasing power parity

Statistics and Identification

The use of indicators is also crucial for the project or programme identification. Indicators chosen at this stage present a closer definition of the particularities of a sector than the indicators used during the programming.

The set of indicators selected will provide measurements of the situation in the sector where the cooperation intervention is being designed. The main aim of these measurements will be to identify the needs, the strengths and weaknesses existing in the sector and to facilitate the choice of activities and targets constituting the project or programme.

In the case of budget support programmes, it is important not to confuse the indicators that will generate this crucial information on needs, strengths and weaknesses with the indicators that will be used for the disbursement of the variable tranches. Usually the disbursement indicators will be a limited subset of the sector indicators, focussing on a few main issues that are considered crucial to assess the progress of the government towards the achievement of the programme's objectives. The European Commission generally provides budget support using a combination of fixed tranches linked to eligibility criteria, and variable tranches that are also linked to progress in meeting agreed targets in for example health, education or public financial management. The European Commission's [Guidelines for Budget Support](#) were updated in September 2012, reflecting the orientations set out in the new budget support communication.

Quality statistics should be at the heart of the budget support methodology, providing an informed baseline framework, to advocate for evidence-based decision-making with the partners and to efficiently measure the performance of budget support.

Statistics and Formulation and Implementation

These are the indicators that will constitute a project's logical framework.

The same indicators that are used to support the identification of a project or programme will usually be useful for the formulation phase. However, given the greater knowledge of the field of intervention at this stage, new indicators are often added as new needs for information on specific issues are defined.

In principle, the indicators that fulfil the information need for effective project or programme formulation should be the same indicators that will be used later for monitoring the project or programme implementation.

Statistics and Evaluation & Audit

Four types of indicators correspond to four specific stages of the evaluation process:

1. *Context indicators* provide information about the changes in the country under evaluation, the location and the assistance provided.
2. *Programme indicators* detail the resources, implementation, results and (if possible) the impacts of an ongoing activity
3. *Evaluation indicators*, when examined together with the evaluation criteria, enable the evaluator to assess the programme's relevance, coherence, efficiency and effectiveness and to support answers to evaluation questions
4. *Monitoring indicators* are included in the monitoring system of programmes and are sometimes used by evaluators to assess the implementation of programmes

A specific indicator can fall into several of these indicator types and be used in a variety of situations. For example, a socio-economic indicator may also be appropriate as a programme impact indicator.

Chapter 2.4 – Key messages

Key messages

Quality statistics are crucial for the effectiveness of development policies. They contribute to good governance and to the accountability of the government.

Quality statistics are important for donors to make an efficient allocation and use of their aids.

In all phases of the Project/Programme Cycle, quality statistics are necessary.

End of the lesson

End of the lesson

Congratulations! You have reached the end of Lesson 2.

LESSON 3 – How is the *Guide* structured and how to use it efficiently?

Chapter 3.1 – Introduction

Introduction

Your learning objective for this lesson

This lesson aims to familiarise you with the structure of the *Guide*, the content of its 4 Parts and its 29 chapters. At the end of this lesson, you will be “equipped” to use the *Guide* efficiently.



Remember the advice you got at the beginning of this e-learning:

Do not focus on the number of pages. The approach of this e-learning is to progressively lead your way into the content of the *Guide*. Let's proceed step by step!

What to expect in this lesson

This lesson is oriented on the content of the *Guide*. What does that mean? It means that, from the *Guide* content, you will learn which questions you may find an answer to in the *Guide*.

The lesson starts with a presentation of the structure of the *Guide*, including a brief overview of each of its Parts.

The lesson continues with a more practical presentation of the *Guide* content. Indeed, a list of questions that may arise in your working reality has been defined in relation to each section of the *Guide*. The level of relevance of the content of each section is assessed again based on your working context.

Learning time

To work through the third lesson will take you approximately 45 minutes.

Chapter 3.2 – Presentation of the Guide

Presentation of the *Guide*

The **structure of the *Guide*** is:

- Part A: *Introduction* helps you to understand the objectives and the content of the *Guide*
- Part B: *Statistics in Development*
 - Describes the international development aid frameworks which involves statistics
 - Explains the role of statistics at different levels (international, regional, European Commission) of development aid and at the level of national development strategies
 - Shows the main indicators used by donors in their aid programmes
- Part C: *Support for Statistics* considers when and how the European Commission needs to act to make sure that good quality statistics are available to support the development goals
 -
 - Describes situations from which it could be decided to trigger an intervention to support statistics
 - Present different frameworks and different aid modalities of the EC and of other donors, that could be utilised to support statistical interventions
 - Advice on how to develop a logical framework for an intervention to develop or support statistics
 - Gives hands-on and ready-to-use solutions to prepare Terms of Reference for studies at different steps of the project/programme cycle (programming, identification, formulation, evaluation)
 - Provides information on types of statistical capacity building actions for different “horizontal” issues: training, methodological and infrastructure issues and IT
- Part D: *Statistics for Policy Issues* looks at how statistics can be used and supported to achieve European Commission policy aims in specific sector policy areas. The organisation of Part D follows the sector policy areas of the European Consensus on Development. To know more about the sector policy covered in Part D, [click here](#) .

The chapters of Part D generally follows a standard structure:

- Sector policy applications: what these data is used for;
- Concepts and definitions of the sector statistics;
- Sources of data and metadata in the sector;
- How to analyse data quality and identify problems;
- How to improve sector statistics and build a statistical action in the sector.

For a few chapters, this structure is adapted to fit specific aspects of the topic covered.

If you want to have more information on how to read the *Guide*, [click here](#).

Comments on the structure

As you can see, Part B is mainly informative. It describes the global framework of development aid and links it to the expected statistical input. You may already know much of the information contained in Part B.

Part C provides hands-on information, as well as ready-to-use solutions, for statistical interventions, e.g. for drafting terms of reference for experts to intervene in different phases of a statistical project/programme or to develop statistical elements of general or sector programmes.

Now, Part D!

Probably the scariest part of the *Guide*



Rather long and sometimes rather technical.

However, you will normally be interested in one specific sector and not *all* sectors covered by Part D at the same time. The chapter for each individual sector is generally not more than 10-15 pages – so don't let the total size put you off!

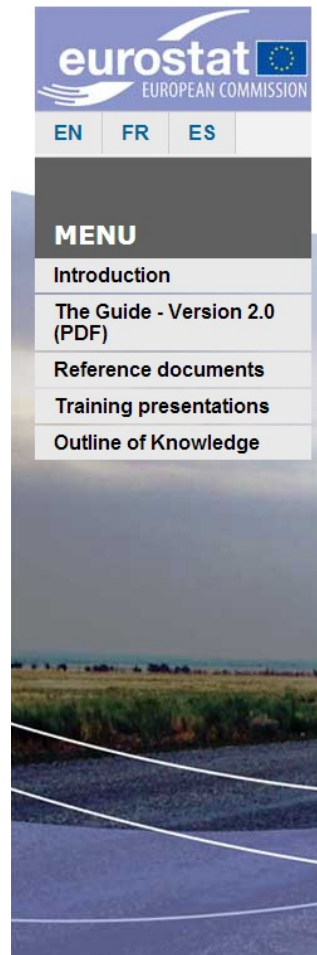


Remember, a key principle of this e-learning is to proceed step by step. We will come back to this part later on in this lesson and also in e-Module 2.

Other features linked to the *Guide*

Did you know that the *Guide* is available in 3 languages? In English, in French and in Spanish.

The *Guide* is available as paper copy, as PDF file for free download on [Eurostat's](#) website and also on the 'Portal to the *Guide*' CD-ROM.



Guide to Statistics in European Commission Development Co-operation

[The Guide - Version 2.0 \(PDF\)](#)

High-quality statistics are a pre-requisite towards achieving developing countries' goals. From these countries' perspective, governments and businesses, on the one hand, and the press and citizens, on the other, need timely and reliable information to make informed decisions about the development process and to assess governance. From the international community's perspective, reliable statistics are considered as a key element towards the better measurement, monitoring and management of the results of development assistance. The Millennium Development Goals (MDG) indicators are an example of this need.

The European Union (EU) provides over half the world's development assistance and the European Commission, together with the Member States, is a major player in the field of international statistical co-operation. For over 50 years the Statistical Office of the EU, Eurostat, has been developing high-quality statistical instruments to provide the EU institutions, governments and citizens with a set of harmonised and reliable statistics. This valuable experience further contributes to the global advocacy initiatives in international statistical cooperation and enables Eurostat to provide technical advice to countries, primarily through the Commission's external relations services and their delegations.

The "Guide to statistics in European Commission development co-operation" is the fruit of a close collaboration amongst Commission services and international stakeholders in statistical co-operation for development. It attempts to gather together the key aspects involved when dealing with and supporting statistics as part of development cooperation. It is principally aimed at supporting EU staff in the delegations, but is also relevant to others active in statistical development programmes.

The "Guide" is meant to be more than a mere handbook: its ambition is to be accepted as a dynamic interactive tool, in three languages. Eurostat is already working on the next version of the "Guide" to integrate the continuously renewed paradigms of international statistical co-operation and to extend the part on statistics in sector policies with ten new chapters.

Comments and feedback are most welcome but in the meantime I hope that this "Guide" helps you better find your path in the world of statistical development co-operation.

Walter RADERMACHER
Chief Statistician of the EU
Director-General, Eurostat

The tri-lingual '*Portal to the Guide*' CD-ROM is particularly useful if you have a slow or unstable internet connection. On this CD-ROM, in addition to the *Guide* in English, French and Spanish, you will find more materials related to the *Guide*:

Reference documents

Close to 100 key reference documents referred to in the *Guide*, as far as possible in English, French and Spanish versions. In each of the three languages, there is an interactive list of that you can just click on to go to the selected document, without having to download it over the Internet.

Outline of Knowledge

The Outline of Knowledge offers a quick and easy-to-use introduction to the core points and messages of the *Guide*.

The topics covered provide a direct entry to the related *Guide* sections for more detailed information: Coordination; Advocacy; MDG; NSDS; Supporting NSDS development; Regional statistics initiatives; Statistics in the European Commission project cycle; Improving statistical capacity; Data availability; Quality of Statistics; National Statistical Systems; Development indicators; Budget support.

The Outline of Knowledge is also being made available in [Statistics explained](#) on Eurostat's website. Statistics Explained is an official [Eurostat](#) website presenting statistical topics in an easily understandable way. Together, the articles make up everyone's encyclopedia of European statistics, completed by a [statistical glossary](#).

Training materials (e-learning) Previous versions of the '*Portal to the Guide*' CD-ROM contained training materials used in traditional face-to-face training on the *Guide*

Chapter 3.3 – The Guide in practice

The *Guide* in practice

NOW! In this section, you will go deeper into the content of the *Guide*, chapter by chapter!

Are you ready?

Perfect!

Let's start!

For *each chapter*, you will get the following information:

A **brief overview** of the content of the Chapter. You get more explicit information on the content of the Chapter. This information is presented considering your work profile and your potential needs as far as statistics are concerned. (N.B: Some chapters that are mainly informative do not appear in the table.)

A **list of questions** that may arise in your work. It gives an idea of the type of questions that this Chapter can answer. These questions don't intend to cover all your possible questions; they are there to give you a clearer idea of the content of the *Guide*. They also guide you through the *Guide*, showing you where to look, depending on your needs.

You may be concerned by specific information only in special situations. The column "**To which extent are you concerned?**" gives you an idea of the type of information contained in this Chapter. To help you to assess that, the information contained in the Chapter is categorised as:

- "*Interesting information*" for more informative and instructive content. This essentially concerns Part B.
- "*Useful information*" for hands-on content you could use in a specific situation. This essentially concerns Part C.

In the case of "*Useful information*", it is specified in which circumstances this information would be of particular use to you.

This overview over the content of the *Guide* is presented in a table format. To visualize in which part of the table you can find the different *types* of information, go over the words in bold above and the concerned part of the table below will blink.

Chapter - Section	Content	Corresponding questions you may have	To which extent are you concerned?
B STATISTICS IN DEVELOPMENT			
B.1 Statistics for development cooperation			
B.1.1 Millennium Development Goals	Take stock of the main international (MDG, PRS, PD &AAA), European (European consensus on development) initiatives which led to an increased demand for statistics	What explains that statistics are becoming so important in the last 15 years?	Interesting background information you may already know
B.1.2 National development strategies			
B.1.4 Paris Declaration on Aid Effectiveness			



Tip: You should have this table within reach when you plan to use the *Guide*. A quick option is to browse through the column "**Corresponding questions you may have**" or "**To which extent are you concerned**". By doing this, you can quickly identify the sections of the *Guide* of most interest to you.

Part B in practice

Let's start with Part B! As already mentioned, Part B is mainly informative.

Chapter - Section	Content	Corresponding questions you may have	To which extent are you concerned?
B STATISTICS IN DEVELOPMENT			
B.1 Statistics for development cooperation			
B.1.1 Millennium Development Goals B.1.2 National development strategies B.1.4 Paris Declaration on Aid Effectiveness	Takes stock of the main international and European initiatives that have led to an increased demand for statistics	Why have statistics become so important over the last 15 years?	Interesting background information you probably already know
B.1.3 Managing for Development results	Makes the link between statistics and these initiatives (see B.1.1, B.1.2 and B.1.4), in particular with the results-based management principle	What lies behind the principle of Managing for Development Results?	Interesting background information you probably will be interested in
	Shows the implications of the international initiatives on statistics and the response given by the statistical community (e.g. Marrakech Action Plan for Statistics)	What has been the answer of the Statistical Community, given this increased demand for statistics?	Interesting background information you probably will be interested in
B.2 How statistics are made			
	Explains the big machinery behind the production of official statistics	How is a National Statistical System organized and functioning? What are the basic requirements for a performing NSS?	Interesting background information if you want to know more about the organisation of the statistical system, or if you need to understand why the needed statistics are not available
B.3 Statistics and indicators in the European Commission development aid process			
B.3.2 Typology of development indicators	Presents the typology of indicators (input, output, outcome, impact)	Which kinds of indicators exist and when should I use them?	Useful information you may already know and master if you have followed the training on Performance measurement indicators

B.3.3 The indicators and statistics to use at each stage of the European Commission Development Cycle	Presents for what purposes indicators and statistics are used in the cycle of project/programme management of the European Commission (budget attribution, programming, identification, formulation, implementation, evaluation and reporting for accountability)	Which role do statistics play in the cycle of development projects/programmes of the European Commission? Which are the key indicators defined and used by the European Commission? Which indicators are used in the context of the MDG, by the World Bank and by the African Development Bank?	Useful information on how to use statistics in the different phases of project/programme cycle management: budget attribution, programming ... This content is also tackled in more detail in lesson 2 - Advocacy
B.3.4 Eurostat Indicators Database	Informs in shortl about Eurostat's website and databases and which data can be found there	Where can I find and access reliable data for the EC's key indicators?	Useful information; it shows how you can directly access Eurostat's databases
B.4 Statistics across policy sectors			
B.4.1 Millennium development goals, targets and indicators	Lists or links to the main indicators included in key contexts (Millennium Development Goals, Poverty Reduction Strategy, Performance Assessment Framework)	Which are the indicators the most commonly used by key stakeholders in different contexts (MDG, PRS, PAF)?	Useful information you may already know
B.4.2 Indicators for poverty reduction strategies			
B.4.3 Mapping European Commission policy intervention areas to statistical activities	Explains the rationale behind the structure of Part D of the <i>Guide</i> (link with policy areas where the European Commission has a comparative advantage, cf. European Consensus Development)	What are the main intervention areas of the European Commission? Where can I find data on the policy areas?	Interesting information to understand how Part D of the <i>Guide</i> is organised

Part C in practice

Let's continue with Part C!

Part C provides hands-on information, as well as ready-to-use solutions to help you in specific situations.

Chapter - Section	Content	Corresponding questions you may have	To which extent are you concerned?
C SUPPORT FOR STATISTICS			
C.5 How to decide on a statistical action			
C.5.1 The importance of National Statistical Systems	Shows a quick method to assess what a country is capable to produce in terms of quantity and quality of statistics (in particular 5.1.2, 5.1.3, see also 5.3.2)	What to look at first in order to have a clearer idea of the state of the art of a National Statistical System? What to look at to assess the quality of national data? (Box 5.1)	Useful information to quickly assess the development level of a National Statistical System and the quality of its statistical production
C.5.2 Assessing the capacity of the National Statistical System	Presents different comprehensive methods and tools to assess what a country is capable of producing in terms of quantity and quality of statistics	What are the usual difficulties faced by a National Statistical System? (C.5.2.2) Where do I find information on the statistical capacity of the partner country? (see also C.5.3.2, Boxes 5.9, 5.10) What should I look at to assess the capacity of a National Statistical System? Why is there a recurrent lack of funding to support statistical development? (C.5.2.2) What should I foresee in the terms of reference for the assessment of a National Statistical System? (Box 5.5, see also Box 5.7)	Useful information to: - get an in-depth assessment of the development level of a National Statistical System and - figure out if there is a need to an intervention Hands-on guidance on what to foresee in the Terms of Reference of a feasibility study
C.5.3 The concept of quality in	Describes the principles and criteria	Which are the criteria used by	Useful information on the key

statistics	used, as well as the related tools developed, at the level of Eurostat and of international organisations (i.e. IMF)	<p>statisticians in different international statistical organisations to assess the quality of statistics?</p> <p>What type of findings could lead to the triggering of a statistical project?</p> <p>How to treat statistics (their strengths and weaknesses) in programming and strategy development (C.5.3.2)</p>	<p>aspects of quality in statistics</p> <p>Useful information at the time of programming and drafting the strategic document</p>
C.5.4 Looking at the National Statistical System as a whole	Discusses issues to be considered when designing a statistical project, so as to increase its effectiveness and sustainability	When designing a project to support statistics, which are the elements that should be considered in order to increase its effectiveness and sustainability?	Useful information to be used as a check list when designing a statistical project/programme
C.6 How to bring assistance to statistics			
C.6.1 Statistical Strategy	<p>Discusses the relationship of the statistics strategy with the national development and poverty reduction strategies</p> <p>Presents the methodology to design and implement a National Strategy for Development of Statistics</p>	<p>What should the role of statistics be in national development strategies?</p> <p>What are the elements you should look at to assess the effectiveness of a National Statistical Development Strategy? (see C.6.1)</p> <p>Should a National Strategy for Development of Statistics be the anchoring point for donor coordination?</p>	<p>Useful information to assess the role of statistics in national development strategies</p> <p>Useful information to assess the quality and realism of a National Statistical Development Strategy and its potential use as a reference framework for the donors</p>
C.6.2 Capacity building in statistics	<p>Lists different initiatives for planning and implementing capacity building actions.</p> <p>Presents a generic logical framework for a regional statistics training programme</p>	<p>What is capacity and capacity building in statistics?</p> <p>Which are the key elements to focus on in a statistical capacity building project / programme?</p> <p>What is the ideal framework for a statistical capacity building project / programme?</p>	<p>Useful information to better understand capacity building in statistics and the ideal context to set up projects/programmes to build statistical capacity</p> <p>The issue “How to support statistical capacity building projects / programmes” will be subject to a specific lesson in e-module 2.</p>

<p>C.6.3 Coordinating with other programmes and other development partners</p>	<p>Lists financing instruments for statistical support, related conditionalities and scope of applications</p> <p>Presents channels for coordination among donors of statistical activities</p>	<p>Which are the funding instruments at international level for supporting statistics?</p> <p>What are the existing channels to ensure coordination of statistical activities among donors?</p>	<p>Interesting background information on other donors and their initiatives to support statistics</p> <p>Interesting information you may already know</p>
<p>C.7 The European Commission's support to statistics</p>			
<p>C.7.1 Objectives for statistics actions</p>	<p>Looks at how to decide whether statistics needs to be mentioned in country or regional strategies and in programme documents</p> <p>Treatment of statistics in the identification and formulation phases</p>	<p>In the diagnosis phase, what to look at to define the position of statistics in strategic development documents?</p> <p>How and why should references to statistics be included in these documents?</p>	<p>Useful information especially in the programming and identification phase</p>
<p>C.7.2 Matching outputs to objectives: the logical framework of a statistics action</p>	<p>Provides guidance and model on how to prepare a standard logical framework for a statistics project/programme</p>	<p>In general, how to formulate the global objective of statistical actions?</p> <p>In general, how to formulate the specific objectives of statistical actions?</p> <p>In general, how to formulate the outputs of statistical actions?</p> <p>How to proceed to define indicators and sources of verification?</p>	<p>Useful information especially in the formulation phase (section C.7.2 is further developed in section C.8.2)</p>
<p>C.7.3 Providing European Commission support for statistics</p>	<p>Description of the various types of instrument (project, sector-wide approach, budget support) used in European Commission development cooperation</p> <p>Description of Eurostat's role in the framework of statistical development cooperation</p>	<p>What are the instruments used by the European Commission to deliver aid for statistics and statistical capacity building?</p> <p>What is Eurostat's role in the framework of statistical development cooperation?</p>	<p>Interesting information you may already know</p>

C.7.4 European Commission types of action in statistics	<p>Describes the various categories of European Commission support for statistical intervention (system-wide support at national level, large-scale operations, sector statistics interventions and strengthening regional statistics)</p> <p>For each category, provides further information, gives examples and action points to think about when you are designing an intervention</p>	<p>In general, what are the types of actions in statistics usually supported by the European Commission?</p> <p>Which are the key points to explore to define the aid modality for an intervention in statistics?</p>	<p>Useful information especially in the formulation phase of an action</p> <p>The issue “How to formulate a statistical project / programme” is subject to lesson 4 in e-module 1.</p>
C.8 How to manage statistical actions			
<p>C.8.1 Identification / Pre-feasibility</p> <p>C.8.2 Feasibility / Formulation</p> <p>C.8.3 Implementation</p> <p>C.8.4 Evaluation step</p>	<p>Provides guidance on how to manage the various types of statistics projects/programmes throughout the project cycle</p> <p>Provides practical advice for preparing and evaluating terms of reference at each stage of project/programme preparation.</p>	<p>When preparing to hire a consultant to carry out:</p> <ul style="list-style-type: none"> - an identification or pre-feasibility study, - a design study, - an evaluation, <p>what should be included in the terms of reference?</p>	Useful information that is quick and easy to use
C.8.5 Support in strategy and management	Refers to the importance of complementarities between support to statistical methods and statistical strategy and management	How to proceed to define statistical interventions in fragile states? (box 8.4)	Useful information in particular for delegations acting in fragile states
C.8.6 Regional and sub-regional (multi-country) projects	<p>Presents the regional context of EC development cooperation and lists the statistical regional programmes</p> <p>Presents the regional organisations with a statistical mission or component</p>	What are the core principles and key issues to consider when defining a regional statistical project? (C.8.6.3 and C.8.6.5)	Useful information especially for agents working in delegations in charge of management of regional projects/programmes
C.8.7 Statistical Training	Presents initiatives regarding training in statistics in developing countries	What are the training needs in statistics?	Interesting information for orientation, inspiration, coordination and synergies of statistical training initiatives

C.8.8 Other methodological support	Presents other forms of support that could contribute to capacity building namely in infrastructure, data collection, data processing, analysis and dissemination	Which kinds of training can be supported to improve capacity in statistics?	Interesting information on the different stages of the statistical process and related necessary capacities
C.8.9 Support for IT in statistical capacity building	<p>Describes the role of ICT in a performing National Statistical System</p> <p>Describes the various components of IT for statistics</p>	What can be supported concerning IT and technical capacity?	Interesting information about IT needs and challenges in statistics in developing countries

Part D in practice

Let's finish with Part D!

Part D contains a lot of information of different kind. You don't need to use it all at once. You will normally only be concerned by one specific sector chapter of Part D, and only once a decision to support the strengthening of statistics in this specific sector is made!

Consider the information in the sector chapter as background reference information you should have in mind when discussing a sector programme/project or a statistical project in the sector, e.g. with the national statistical office or responsible national ministry, or to define the terms of reference for a pre-feasibility or design study.

In e-module 2, you will find an exercise on how to improve statistics in a specific sector. You will see how you could use the content of the relevant sector chapter(s) of Part D.

Chapter - Section	Content	Corresponding uses	To what extend are you concerned?
D STATISTICS FOR POLICY ISSUES			
D.9 Introduction to sector statistics covered by the <i>Guide</i>	<p>Explain how statistics can be used and supported for decision making and monitoring achievements, in the context of European Commission sector policy areas.</p> <p>Each chapter of Part D follows a standard structure:</p> <ul style="list-style-type: none"> - Sector policy applications: what these data is used for; - Concepts and definitions of the sector statistics; - Sources of data and metadata in the sector; - How to analyse data quality and identify problems; - How to improve sector statistics. 	<p>This part of the <i>Guide</i> is a very rich and dense source of information.</p> <p>You should not expect ready-to-use solutions. The <i>Guide</i> here:</p> <ul style="list-style-type: none"> - sets up the global picture for each sector and related statistics, - gives information on the concept and definitions agreed at international level, - gives indications on what to look at to appreciate the quality of a statistical production and - gives indications on what to consider to improve statistics in a specific sector 	<p>This section is not tailored to the specific needs of EC Delegation agents. The target for this sector is much wider. Some sections could even be of interest for the NSI of EU or developing countries.</p>
	The organisation of Part D follows the sector policy areas of the European Consensus on Development (in bold).		

The statistics activities are defined according to the UNECE Classification of International Statistics Activities.

Trade and Regional Integration

D.10 External trade and Balance of Payments

D.11 National accounts, economic accounts and the non-observed economy

D.12 Price statistics

D.19* Government finance and public sector statistics (see under 'Governance, Democracy, Human Rights and Support for Economic and Institutional Reforms' below)

D.13 Business statistics

Environment, Sustainable Management of Natural Resources

D.14 Environmental statistics

Infrastructure, Communications and Transport

D.15 Transport statistics

Rural Development, Territorial Planning, Agriculture, Food Security

D.16 Human settlements and housing statistics

D.17 Agricultural, forestry and fishing statistics

D.18 Regional and small area statistics

Governance, Democracy, Human Rights and Support for Economic and Institutional Reforms

D.19 Government finance and public sector statistics

D.20 Justice and crime statistics

Human Development

D.21 Living conditions and poverty statistics

D.22 Population and migration statistics

D.23 Education statistics

D.24 Health statistics

D.25 Income and consumption statistics

D.26 Sustainable development indicators

Social Cohesion and Employment

D.27 Labour market statistics

D.28 Social protection statistics

Key messages

The *Guide* is an impressive source of all kind of information that relate to statistics in general, to statistical development and to international statistical cooperation.

The content of the *Guide* should now be clearer to you. You now know how to better use the *Guide* to answer to questions related to statistics that may arise in your work.



Remember: the table presented in this lesson is a useful tool to find your way in the *Guide*!

End of the lesson

End of the lesson

Congratulations! You have reached the end of Lesson 3.

LESSON 4: A first practical example: How to formulate a statistical project?

Chapter 4.1 – Introduction

Introduction

Your learning objectives for this lesson

The learning objectives are twofold:

- you continue acquiring more practical experience on how to use the *Guide* in an efficient manner.
- you learn more on a specific issue related to statistics based on the content of the *Guide*.

The issue tackled in this lesson is “How to formulate a statistical project/programme”.

Particularities of this lesson

This lesson is an appetizer for the optional e-Module 2. It gives you an idea of the rationale and the approach followed in e-Module 2.



Dear learner! Remember that

- this e-learning runs for the first time; the e-Module 2 is being developed in parallel, to directly respond to your needs and questions
- e-Module 2 is meant to be users' needs oriented,
- the content of e-Module 2 is being defined based on the discussions we had/will have on the e-Module 2 Forum.

Your participation to the discussion forum is crucial to properly identify your needs and so to focus the content of e-Module 2 on *your* needs.

If you have not yet contributed to the forum, please come and join the discussion!

In the development phase of this e-learning, three questions have already been identified. Let us know if those are relevant given your working context:

- What to know and what to do when a European Union delegation is requested to support a census or a large survey?
- How to set up a sector information system that produces regular statistics necessary for the monitoring of sector policies?
- How to proceed to set up a long term (institutional) statistical capacity building support programme?



Have you also encountered these issues? Or are there others issues related to statistics that you have faced in your work? Come and share your experiences in the forum!

What to expect in this lesson

The topic addressed in this lesson is “How to properly formulate a statistical project?”

First, you will start with an introduction of the topic discussed in this lesson, explaining why this question is tackled in this e-learning. Then, you will learn how to efficiently use the *Guide* to answer that question. Finally, based on the content of the *Guide*, this lesson provides you with hands-on information and tips on how to formulate a project/programme.

Preliminary recommendations



For this lesson to be fully effective, some preliminary skills in Project Cycle Management are necessary. You may have had a training on Project Cycle Management. If not, kindly have a look below under ‘Useful resources’. There, you will find the “Project Cycle Management Guidelines” and more information on project management issues in the European Commission.

Learning time

To work through the fourth lesson will take you approximately 45 minutes.

Useful resources

[Project Cycle Management Guidelines](#), Aid Delivery Methods Programme. European Commission EuropeAid 2004

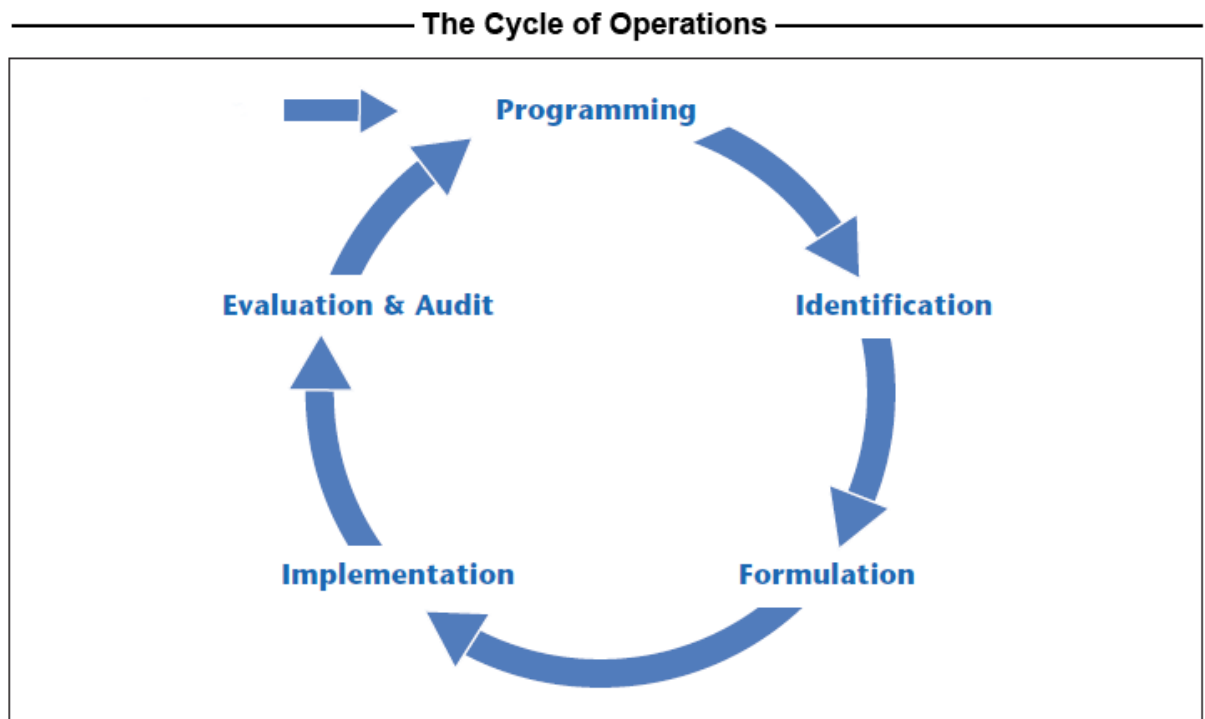
[Policy Steering – The Role and Use of Performance Measurement Indicators](#), European Commission, EuropeAid

Chapter 4.2 – What stands behind this question?

What stands behind this question?

Project/programme formulation: what is it?

This refers to the formulation phase of the project cycle. To know more, look at the illustration below and go over the word “formulation” with your mouse.



Formulation (abstract of the Project Cycle Management Guidelines, p. 33)

The purpose of the formulation stage is to:

- Confirm the relevance and the feasibility of the project idea as proposed in the Identification fiche or Project fiche;
- Prepare a detailed project design, including the management and coordination arrangements, financing plan, cost-benefit analysis, risk management monitoring, evaluation and audit arrangements; and
- Prepare a financing proposal (for individual projects) and a financing decision.

This lesson focuses more particularly on the preparation of the logical framework of a statistical project/programme. If you want to know more about the feasibility of projects, [click here](#).

Why is this question important?

In the lifecycle of a project, the formulation phase is as important as all the other phases. One of the outputs of the formulation phase is the development of the so-called logical framework or logframe.

A project logframe is the result of a wide consultation process among partners in which they agree on the objectives, the expected results, the targets, the work plan ... of the project.

By experience, donors know that a poorly formulated logframe (i.e. no direct links between activities and results, unrealistic targets to be achieved) can have disastrous consequences and lead to a weak evaluation of the project/programme. This may impact on the decision to continue the statistical support or not.

In the framework of this e-learning, one of the priorities is to pass on to you the information of the *Guide* that can help you when working on the definition of a logframe for a statistical project/programme.

Chapter 4.3 – How to use the Guide to answer that question?

Now, a tip when you are in this type of situation!

Do you remember the table presented to lesson 3? If not, [click here](#).

You have different possibilities to use this table:

With your mouse, go over the words in bold and the corresponding column will blink in the table below.

1. you go through the columns “Corresponding questions you may have” or “To which extent are you concerned?” and you look for the question “ **how to formulate ...**” in the 3rd column or “ **formulation phase**” in the 4th column .

Chapter - Section	Content	Corresponding questions you may have	To which extent are you concerned?
C.7.2 Matching outputs to objectives: the logical framework of a statistics action	Provide guidance and model on how to prepare a standard logical framework for a statistics project/programme	<p>In general, how to formulate the global objective of statistical actions?</p> <p>In general, how to formulate the specific objectives of statistical actions?</p> <p>In general, how to formulate the outputs of statistical actions?</p> <p>How to proceed to define indicators and sources of verification?</p>	<p>Useful information especially in the formulation phase</p> <p>(section C.7.2 is further developed in section C.8.2)</p>

2. you use the “Find” option and type “how to formulate” or “formulation”.

Whatever way you decide to follow, you will see, reading the **content column**, if you are in the right section of the *Guide*.

Chapter 4.4 – How does the Guide help you to answer the question

How does the *Guide* help you to answer the question

Introduction

This is the typical structure of the Logical Framework (or Logframe Matrix) as presented in the Project Cycle Management Guidelines.

Project Description	Indicators	Source of Verification	Assumptions
Overall Objective - The project's contribution to policy or programme objectives (impact)	How the OO is to be measured including Quantity, Quality, Time?	How will the information be collected, when and by whom?	
Purpose - Direct benefits to the target group(s)	How the Purpose is to be measured including Quantity, Quality, Time?	As above	If the Purpose is achieved, what assumptions must hold true to achieve the OO?
Results - Tangible products or services delivered by the project	How the results are to be measured including Quantity, Quality, Time?	As above	If the Results are achieved, what assumptions must hold true to achieve the Purpose?
Activities - Tasks that have to be undertaken to deliver the desired results			If Activities are completed, what assumptions must hold true to deliver the results?

The *Guide* informs you on:

- how to formulate the global objective (or overall objective) of statistical actions
- how to formulate the specific objectives (or purpose) of any statistical actions
- how to formulate the outputs (or results) of any statistical actions
- how to proceed to define indicators and sources of verification

Go with your mouse on the words in bold.

Remark: The terminology used in the *Guide* and in the Project Cycle Management Guidelines is slightly different. Nevertheless, behind these different terms stands the same concept. For the sake of clarity, both terminologies are systematically used: first the terminology of the *Guide* and in brackets the terminology of the Project Cycle Management Guidelines.

The project description

The **global objective (or overall objective)** of any statistics intervention is:

“To support the development partner to produce good quality statistics sustainably in order to inform decision-making”.

If you want to see an example of a logical framework for a regional statistics training programme where a similar statement is included, [click here](#).

All European Commission statistics actions in all regions of cooperation and development aim at one or more of the following three **specific objectives (or purpose)**:

1. Improve the coverage and quality of statistical information (output)
2. Improve the capacity to collect, process, analyse and disseminate statistical information (capacity building)
3. Improve the use of statistical information (use)

For example, an action to support the adoption of statistics standards in a partner country might include specific objectives that cover both output and capacity-building.

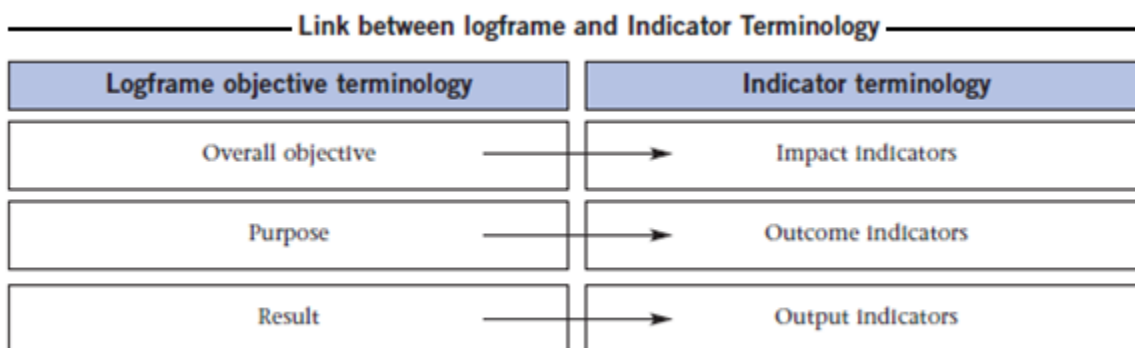
In the example used earlier ([click here](#)), the specific objective clearly falls under the capacity category.

The biggest challenge in developing a statistics activity is ensuring that there is a clear explanation of how the planned results will contribute to achieving the specific objective. This is especially important in statistics capacity building, where the impetus from worthwhile activities can easily be lost.

Six common types of **outputs (or results)** can be identified; together, these correspond to the range of statistics-related problems described in another section of the *Guide* ([section C.5.4](#)):

1. Strengthen statistics relationships with decision makers; define medium-term strategy to meet policy-oriented goals (strategy).
2. Strengthen the legal and regulatory framework, inter-institutional relationships (framework).
3. Strengthen the capacity to develop, maintain and disseminate quality statistical information required to formulate, implement and monitor policies (capacity)
4. Increase the international comparability of statistics. In some cases this requires harmonisation with or adoption of international standards (capacity / harmonisation)
5. Strengthen the capacity of stakeholders to access, analyse and interpret statistical data (users)
6. Provide direct support to produce and disseminate specified statistics (production support)

Indicators



At the level of the **global objective (or overall objective)**, we usually speak of impact indicators.

These indicators should relate to publication of statistics and metadata both at country (or regional) level and through international data sources. There should usually be specific mention of the IMF GDDS metadata website in capacity building actions (if you want to know more on GDDS, [click here](#)). For statistics users, published analyses of statistics should be highlighted.

At the level the **specific objectives (or purpose)**, we usually speak of outcome indicators.

These indicators should relate to the application of outcomes of the activity. This is particularly important in capacity building activities. For example, in the case of training in statistics: what is the plan to apply the training received, for example in changing statistical nomenclature? Have the former statistics students been employed to produce and disseminate official statistics?

At the level of the **outputs (or results)**, we usually speak of output indicators.

Output level indicators are relatively straightforward, even for capacity building actions: training materials, attendance lists, trainer's reports and student evaluations are examples.

If you want to know more about the concept of input, output, outcome and impact indicators, [click here](#). This is a table extracted from the Guide on Performance Measurement, with definitions and examples for the different type of indicators.

Indicators



To design good indicators, they have to comply with some criteria. You have probably heard about SMART or SMART+ indicators.

If you want to know more about the development of SMART or SMART+ indicators, look at the [Guide on Measuring Performance](#), in particular pages 8 to 13.

There is also a very interesting training course in relation to that Guide: "**PP II - Public Policies - Performance Management and Measurement**". In that course, there is an informing description of what makes a good performance indicator.

This description is very much valid for you when you have to develop indicators in a logframe. When you define an indicator, keep in mind the different criteria a good indicator should comply with.

What makes a good performance indicator? (SMART+)

1. Relevant

- An individual indicator should clearly measure success in achieving a particular objective/ assessment zone (input/output/outcome)
- Better to try and measure important objective/assessment zone imperfectly, than ignore it altogether

2. Attributable

- By org. – PI is something that the org. can influence
- By person – it is clear who is responsible for the PI in the org

3. Well-defined

- Easy to understand for managers and service users → ensures all have a common understanding of the information that will be generated
- Definition should clearly specify the improvement that the org. is aiming for

12

What makes a good performance indicator?

4. Timely

- PI provides data frequently enough to track changes taking place in order to take action
- Trade off bet. cost of collecting data, and the frequency of collection

5. Reliable

- All stakeholders must have confidence that the performance information from the PI is designed to represent
- A PI should be statistically valid – a measure based on a very small sample of cases may show large fluctuations
- A PI should pick up significant changes in perf., e.g. yes/no for customer satisfaction fails to register difference between satisfied and very satisfied

6. Confidential

- PI can be measured without violating the privacy or confidentiality of the respondents

13

What makes a good performance indicator?

7. Comparable

- Between current and past performance (+ other similar orgs)
- To ensure PI is comparable ensure minimal changes over time
- New measures may not initially be comparable, but they will be comparable over time

8. Verifiable

- PI can be validated independently
- Clear documentation helps to promote confidence in a PI

9. Easy to implement

- It is easy to collect data on the PI and analyse and report
- Ensure that a PI does not depend on a single individual

10. Unique

- PI provides information not duplicated by other indicators

14

Key messages

The *Guide* does not provide ready-to-use solutions to all situations and problems! This would not make sense, as problems and solutions vary from one country to another and depend on the context, the organisation of the National Statistical System and the development priorities of the country.

However, the *Guide* suggests key elements to consider in specific situations, or paths with key steps that could be of great help to you. The *Guide* is also an important source of information on the use of statistics to support the development process and on assessing the quality of statistics and of the statistical systems. It also provides a vast scope of useful references.

It is a flexible and useful tool of high relevance – when one knows how to use it efficiently!

End of the Lesson

Congratulations! You have reached the end of e-Module 1.

Do not forget to contribute to the forum discussions. See you there!