

Statistics, Knowledge and Policy: Understanding Societal Changes Communicating Statistics: with Whom and How

Statistics that are not trusted are of no use to anyone

What is news?

Looking for records - highest, lowest

Statistics and policy

Making journalist's job easier

Statistics, Knowledge and Policy: Understanding Societal Changes
Communicating Statistics: with Whom and How

Journalists are critical by nature and by duty

You are not dealing with experts in statistics

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**News
release**

**Short bulletins, Rapid
reports**

Major publications

Basic statistical data

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Adopt a journalistic approach

looking for “**stories**” and find a story,

Make the **selection** yourself, applying a
journalistic judgement

Keep It Short and Simple: KISS

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The 6 basic questions you have to ask yourself

WHO?

WHAT?

WHY?

WHERE?

WHEN?

HOW?

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The statistical news release pyramid

A pyramid diagram with three levels. The top level is a red triangle containing the text 'headline'. The middle level is a blue trapezoid containing the text 'introductory paragraph'. The bottom level is a brown trapezoid containing the text 'body text'.

headline

introductory paragraph

body text

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NEWS RELEASE CHECKLIST

- Must quickly attract the attention of journalists.
- Have good, colourful, headed paper with logo. Say it is a new release.
- Lay it out in a clear and simple way
- The headline must catch the eye
- The introductory paragraph should tell the whole story
- the six crucial questions **WHO? WHAT? WHY? WHERE? WHEN? HOW**

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Be proactive

Make yourself available

Be a conduit

Be selective

Ensure level playing-field - No favourites!

Know your media

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Prepare for the interview

- Write down the key messages.
- No jargon
- Make sure your points are clear and succinct.
- Support your message with a few examples and facts.
- Keep in mind what the public needs to know, how the topic impacts them.
- Anticipate tough questions.
- Practice delivering your message.

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Speak with authority, clarity, energy

- Offer brief background on the subject if the reporter needs it.
- Assume everything you say is on the record.
- State your position in positive terms, even if questions turn negative.
- If the reporter's questions veer off track, come back to your message.
- Stay within your area of expertise and responsibility.
- To ensure the reporter understood your points, ask him/her to repeat them.

Outline

1. What do we have/use traditionally to present our statistical data?
2. Are all these options effectively helping us to go toward our different audiences?
3. What are the new possibilities that are opening in this area?
4. Are they better suited for our targets and will they help improving communication on statistics?

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1. What do we have/use traditionally to present our statistical data?

Table B.1.3 Departures of residents going abroad for all holidays and business (1 night or more) (1 000)
Départs de résidents voyageant à l'étranger en vacances ou pour le travail (1 nuit ou plus) (1 000)

EU/UE	2000	2001	2002	2003	2004	2005	2006
BE	7 932	6 570	6 773	7 268	8 783	9 327	7 852
BG		4 321	5 122	5 404	5 934	6 350	265
CZ				7 213	6 643	6 963	6 393
DK	5 107	5 107	4 918	5 535	4 676	5 459	
DE	80 507	81 551	80 393	85 345	84 859	86 622	81 801
EE			371	376	308	421	387
IE	1 810	3 285	3 666	3 962	4 328	4 789	5 809
EL	576	577	572	662	1 155	1 368	
ES	4 265	4 209	3 869	4 091	5 116	9 491	
FR	18 024	17 293	18 308	18 591	21 124	22 270	21 785
IT	13 000	12 262	13 085	13 309	14 423	15 862	
CY			634	634	750	789	796
LV				691	659	858	1 004
LT					1 569	1 633	1 799
LU	985	971	1 316	1 241	1 350	1 451	1 349
HU						5 630	
MT							
NL	11 966	12 032	14 074	13 983	14 579	14 293	14 164
AT					8 371	8 206	10 042
PL				6 840	6 990	6 355	7 124
PT	1 159	1 073	1 176	1 030	1 487	1 559	
RO							524
SI				2 114	2 800	2 660	2 680
SK				3 241	3 101	2 987	3 149
FI	5 913	5 824	5 857	5 586	5 798	5 901	5 756
SE			2 902	2 508	2 645	2 266	
UK	43 349	44 609	45 727	46 951	44 893	47 000	48 080
EFTA/AELE							
IS							
NO							6 792
CH							
MED							
DZ	1 006	1 189	1 257	1 254	1 417	1 513	1 349
EG	2 960	4 666	4 185	4 823	5 656	7 700	
IL	3 529	3 561	3 273	3 299	3 614	3 687	3 713
JO							
LB							
MA	1 578	1 775	1 616	1 648	1 764	1 940	
PS							
SY							
TN*	1 632	1 669	1 939	2 274	2 313	2 241	2 302
TR							

Where are the data?

9.7 Infrastructures
InfrastructuresTable 9.1.1 Road and rail infrastructure
Infrastructures routières et ferroviaires

	Road network Réseau routier				Rail network Réseau ferroviaire			
	Length of road Longueur des routes (km)		Density Densité (km/1 000 km ²)		Length of track Longueur des voies (km)		Density Densité (km/1 000 km ²)	
	2000	2006	2000	2006	2000	2006	2000	2006
EU/LJE	147 121	150 567 (*)	4 819	4 932 (*)	6 095	6 291 (*)	200	206 (*)
BE	147 121	150 567 (*)	4 819	4 932 (*)	6 095	6 291 (*)	200	206 (*)
BG	..	..	..	..	..	..	..	..
CZ	130 352	130 346 (*)	1 653	1 653 (*)	16 494	..	209	..
DK	72 604	..	1 685	..	..	..	..	..
DE	..	..	..	..	74 978	..	..	..
EE	51 837	54 165 (*)	1 186	1 240 (*)	1 504	1 587 (*)	34	36 (*)
IE	96 553	96 513 (*)	1 374	1 373 (*)	1 919	..	27	..
EL	..	..	..	..	2 739	..	21	..
ES	163 557	164 574 (*)	324	326 (*)	..	..	..	..
FR	989 096	998 001 (*)	1 801	1 818 (*)	48 949	49 063 (*)	89	89 (*)
IT	..	..	..	..	22 130	..	73	..
CY	11 141	12 059 (*)	1 204	1 304 (*)	..	..	..	..
LV	58 768	59 249 (*)	910	917 (*)	2 622	2 583 (*)	41	40 (*)
LT	77 007	81 001 (*)	1 179	1 240 (*)	2 502	2 200 (*)	38	34 (*)
LU	2 853	..	1 103	..	..	..	..	..
HU	..	162 772 (*)	..	1 750 (*)	12 739	12 735 (*)	137	137 (*)
MT	..	..	..	..	..	..	..	..
NL	..	133 141 (*)	..	3 206 (*)	2 802	2 811 (*)	67	75 (*)
AT	108 874	109 449 (*)	1 298	1 305 (*)	5 563	..	66	..
PL	378 583	385 508 (*)	1 211	1 233 (*)	41 960	38 781 (*)	134	124 (*)
PT	..	..	..	..	3 579	..	39	..
RO	..	..	..	..	..	..	..	..
SI	39 032	39 077 (*)	1 925	1 928 (*)	2 162	2 193 (*)	107	108 (*)
SK	19 015	19 316 (*)	388	394 (*)	3 662	3 660 (*)	75	75 (*)
FI	106 064	108 131 (*)	314	320 (*)	8 705	8 596 (*)	26	25 (*)
SE	144 212	144 723 (*)	320	353 (*)	11 631	..	26	..
UK	418 608	417 431 (*)	1 717	1 712 (*)	34 661	33 000 (*)	142	136 (*)
EFTA/AELE	..	..	..	..	..	..	..	..
IS	12 998	13 028 (*) *	126	125 (*)	..	..	..	..
NO	97 985	92 706 (*)	302	286 (*)	4 413	4 334 (*)	..	..
CH	72 508	..	1 756	..	..	..	..	..
MED	..	..	..	..	..	..	..	..
DZ	104 450 (*) *	109 452 (*) *	44 *	46 *	3 973 (*)	3 572 (*)	1,7	1,5
EG	71 799 *	106 854 *	71 *	106 *	4 693	5 128	4,6	5,1
IL	16 449	17 686	803	863	858 (*)	905 (*)	41,9	44,2
JO	7 245	7 694	81 *	86	622	622	7,0 *	7,0 *
LB	6 769 (*) *	6 970 (*) (*) *	648 *	667 (*) *	0	0	0,0	0,0
MA	32 511 (*) *	32 697 (*) (*) *	46 *	46 (*) *	1 907	1 907 *	2,7	2,7 *
PS	4 924 (*)	5 147	818 (*)	855	0	0	0,0	0,0
SY	44 575 (*)	51 967 (*)	241	281	2 796 (*)	2 833 (*)	15,1	15,3
TN (*)	19 115 *	19 275 *	116 *	117 *	2 169 (*)	2 153 (*) (*)	18,2	13,1 (*)
TR	..	..	..	..	..	..	..	..

(*) Data 2005 / Données 2005.

(**) Data 2004 / Données 2004.

(***) Data 2003 / Données 2003.

(***) Data 1999 / Données 1999.

(*) Including non paved sections which may be used by non motorised vehicles. / Incluant certaines sections non asphaltées dont l'usage premier peut être destiné à des véhicules non motorisés.

(**) Paved roads / Réseau routier revêtu.

(*) Standard gauge - Narrow gauge / Ecartement standard - Ecartement étroit.

(**) 2000 length of railway line includes non active railway line for standard gauge with active sidings, 2006 includes only active railways and sidings. / 2000 la longueur des voies inclut les voies non actives à écartement standard et les voies de garage actives, en 2006 seules les voies et voies de garages actives sont incluses.

(***) In-use and not in-use lines / Voies exploitées et non exploitées.

Foot notes? Do you really said foot notes?

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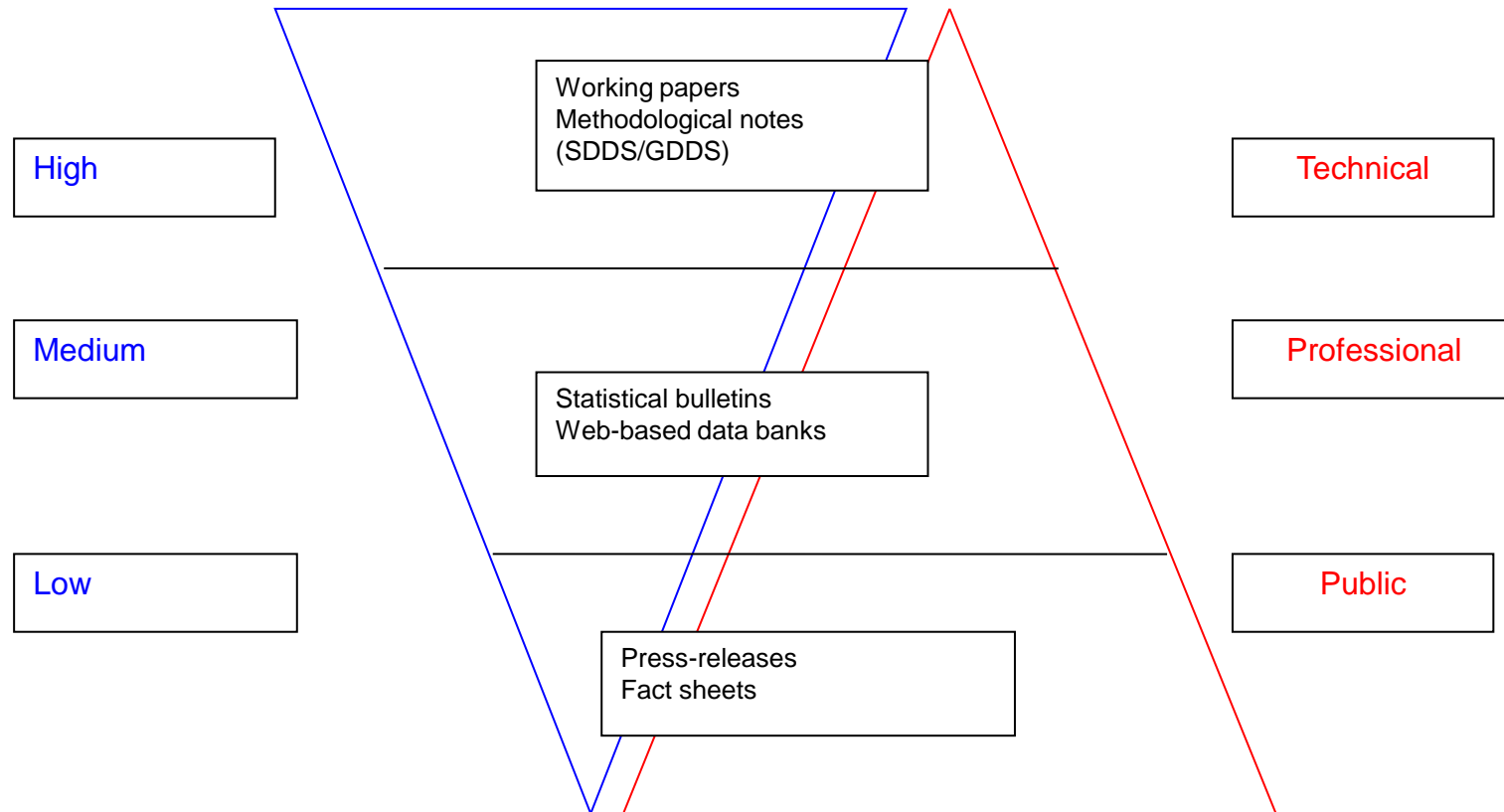


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2. Are all these options effectively helping us to go toward our different audiences?

What: Amount and complexity of data



To whom: Size of audience

3. What are the new possibilities that are opening in this area?

Charts, Tables and graphs

<http://www.fusioncharts.com/Gallery.asp?gMenuItem=3>

<http://www.gapminder.org/>

Vidéos and animations

<http://fr.youtube.com/watch?v=NtubPRxTMB0>

(animation on the net: Poverty on YouTube)

- <http://www.worldonfire.ca/>
- <http://www.chrisjordan.com/>
- <http://radar.zhaw.ch/>

Some good practcies

<http://www.imf.org/external/datamapper/index.php>

www.oecd.org/document/62/0,3343,en_21571361_34374092_34420734_1_1_1_1,00.html

<http://stats.oecd.org/OECDregionalstatistics/>

Mapping for politics: a lesson for statisticians?

<http://edition.cnn.com/ELECTION/2008/map/polling/>

<http://www.lemonde.fr/web/vi/0,47-0@2-829254,54-1100729,0.html>

4. Are they better suited for our targets and will they help improving communication on statistics?
- <http://docs.google.com/?hl=en&tab=wo#folders/folder.0.d941c4eb-5c0f-46e1-bde7-269b2e8dfc6a>