

Workshop on Data and Statistics For Evidence-based VNRs

*Leveraging tactical approach to address
measurement gaps that impede monitoring
of national policies*

9-12 December 2019, UNIDO, Vienna Austria





Entertainment

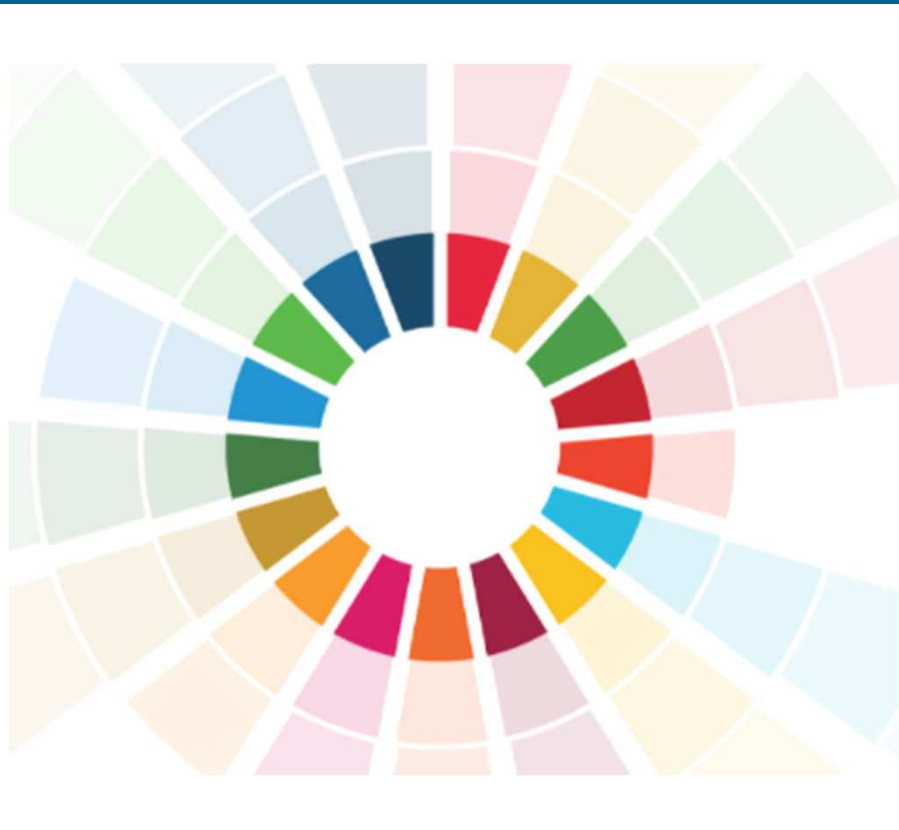
<https://www.youtube.com/watch?v=D9zmfsYX1L8>

In Brief

What is StaTact and when it can be used



SDG Implications for National Statistical Systems



Reporting on a **broad scope of topics**

High-quality disaggregated data required for accurately measuring progress

Importance of data and **national official data sources** as the foundation recognized in the 2030 Agenda

National indicators need to **reflect national realities** while aligned with global indicators to the extent possible

Need for **strengthened governance** to address data availability and utilization

Dialogue between data producers, data users and data holders (incl. non-traditional data sources)



StaTact

What is StaTact

StaTact means: Statistical Tactics & Action

Developed by UNITAR and the UNSD as a problem-solving approach to an issue in the national measurement agenda in light of the 2030 Agenda for Sustainable Development.

It is designed to provide planners, data producers and decision-makers with a **tactical approach** to solving a measurement problem considered a national priority



StaTact



Key words...



Action oriented



Tactical



Consultative



StaTact already used by 28 countries

GBV data

Educational results

Disaster impact

Undernourishment data

Environmental data

Trade statistics

Disability statistics

GDP production

Migration statistics

Hardship data



ACTION PLAN BRIEF
 Timeline: 15/03/2019 – 21/09/2019 Total budget: 200,000 USD

Zalamba
 Insufficient return of the annual statistical questionnaire

Measurement problem:
 Less than 10% of the educational institutions return the annual statistical questionnaire by the stated due date and the effects the ability of the Ministry of Education to make timely data-driven decisions.

Business case:
 The timely submission of reliable, and relevant data will aid the proper allocation and distribution of resources to support the activities of all stakeholders.

Relevant SDG indicators:

4.3.1 – Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex
 4.5.1 – Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on the list that can be disaggregated
 4.6.1 – Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

Main data sources:
 Annual Education Statistical Questionnaire

How exactly will the plan contribute to addressing the measurement problem?
 Overall indicator of achievement: Response rate of educational questionnaires
 Target: 90%

Implemented by:
 Working Group: Educators
 Lead agency: Ministry of Education

Other members:
 National Statistical Office

Champion organizations:
 Ministry of Education
 Schools Association

Key challenges:
 1. The questionnaire is too long and too technical.
 2. Questionnaire sent and deadline set during the busiest time of the year.
 3. Varying levels of interest and differences in interpretation of some among those who are tasked to complete the questionnaires.
 4. Lack of coordination between the Ministry of schools.
 5. Lack of awareness among school heads to better respond to the questionnaire.

Action plan

Solution	Activity	Lead	Start/End	Target
Solution 1 Questionnaire received by the Ministry of Education with support from NSD	Activity 1 Number of variables reduced to 30	Ministry of Education with NSD	15/03/2019 – 02/06/2019	Target: 30
	Activity 2 In-house staff time	Ministry of Education	15/03/2019 – 02/06/2019	
	Activity 3 Share of updated or improved variable descriptions	Ministry of Education with NSD	15/03/2019 – 02/06/2019	Target: 75
Solution 2 A more appropriate timeline for the questionnaire set by the Ministry of Education and Schools Association to ensure higher response rate	Activity 1 In-house staff time	Ministry of Education with NSD	15/03/2019 – 02/06/2019	Target: 30
	Activity 2 Working meeting	Ministry of Education with NSD	15/03/2019 – 02/06/2019	Target: 100
	Activity 3 Share of updated or improved variable descriptions	Ministry of Education with NSD	15/03/2019 – 02/06/2019	Target: 75
Solution 3 Portion of the new timeline for the 2019-2020 questionnaire approved based on feedback	Activity 1 In-house staff time	Ministry of Education with NSD	15/03/2019 – 02/06/2019	Target: 100
	Activity 2 Working meeting	Ministry of Education with NSD	15/03/2019 – 02/06/2019	Target: 100
	Activity 3 Share of updated or improved variable descriptions	Ministry of Education with NSD	15/03/2019 – 02/06/2019	Target: 75

- 38 action plans
- with 9-12 months timeline

Introduction to StaTact

Methodology



Strategy and tactics



StaTact



- What is the difference between tactic and strategy?
- Tactical adjustments for
 - Flood years
 - Drought years
 - Unforeseen objects in the river
 - Etc.



When is StaTact useful?



An overall strategy has not been implemented



An impasse or obstacle has presented a problem in the course of implementing a strategy



An unforeseen new opportunity or challenge exists in the Data Ecosystem and requires quick action to correct or capitalize



Simply have a consultative exchange on a measurement issue



Statact design

Now it is a web-based version



Develop a focused action plan



The tool was originally designed in Excel to help a working group systematically approach a measurement problem



Uses problem tree analysis to identify problems in:

- Data ecosystem processes
- Institutional arrangements



Key word is **Nimble**:
You are a working group set up to solve a problem and implement a solution





Stages of StaTact

5 stages to step through a problem solving process during workshop

Stage 1

Develop a problem statement and business case



Stage 2

Link policies and leverage SDGs

Stage 3

Evaluate institutional arrangements using the GAMS0

Stage 4

Data Ecosystem Evaluation using the GSBPM

Stage 5

Define an action plan

New stage

Monitoring Stage

Develop a monitoring plan and monitor



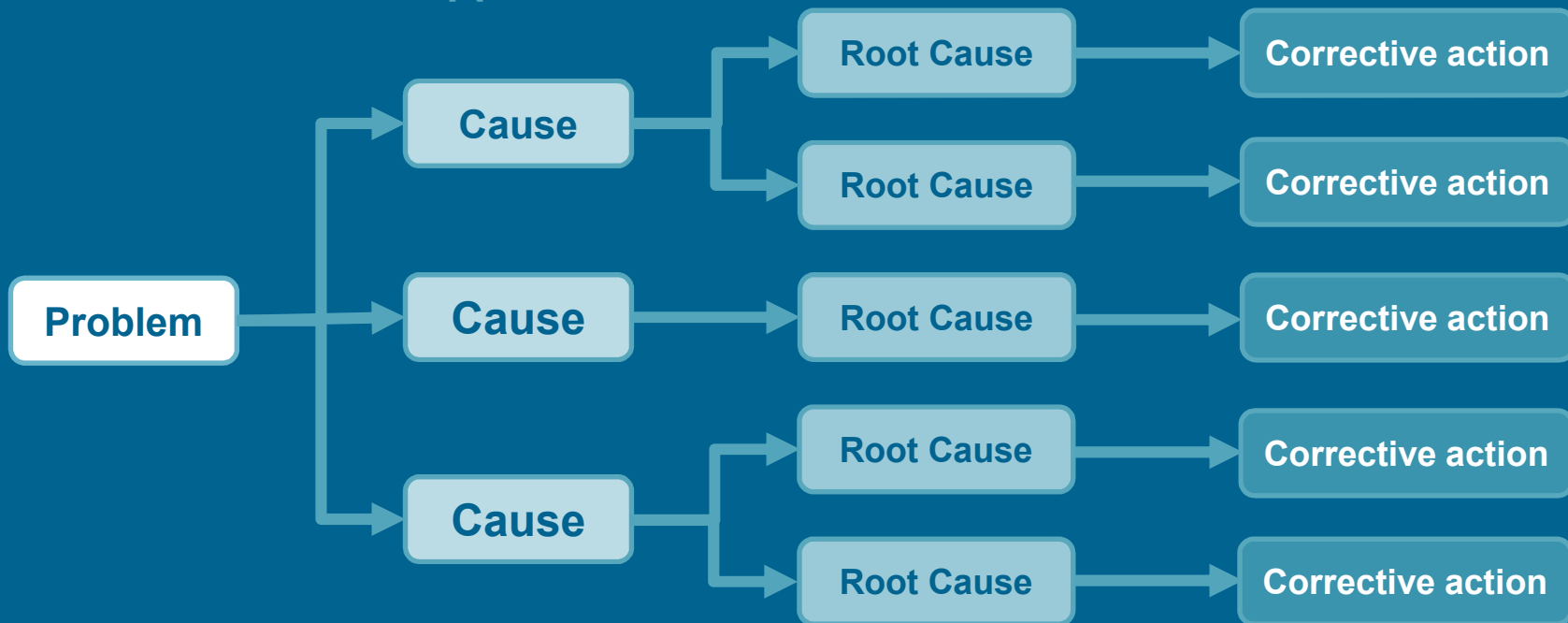
StaTact – Methodology I

- **Builds a business case for addressing a measurement problem**
 - **Applies two conceptual models**
 - **Institutional:** Generic Activity Model for Statistical Organization (GAMSO)
 - **Output process oriented:** Generic Statistical Business Process Model (GSBPM): Data Ecosystem
- ! The GSBPM is actually part of the GAMSO



StaTact – Methodology II

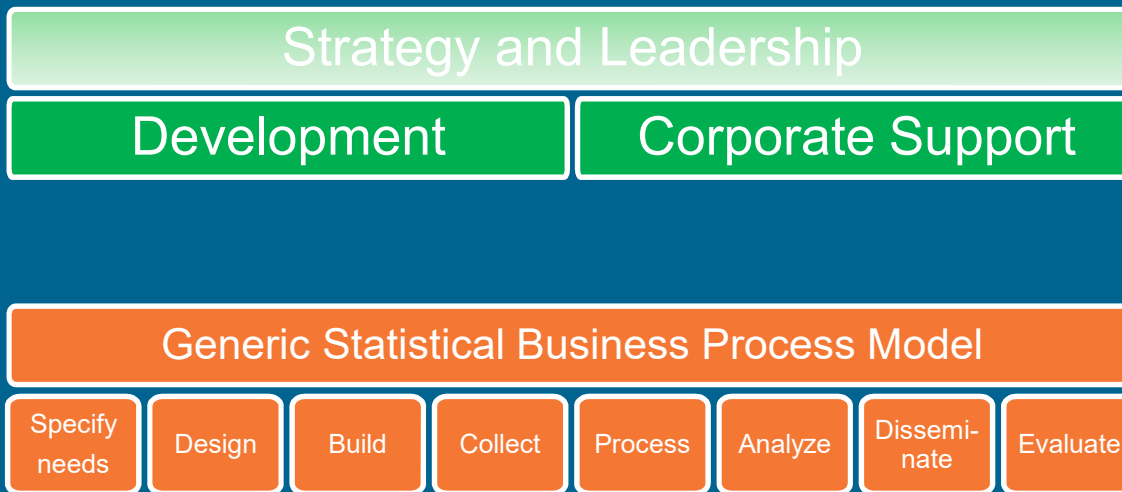
Problem tree approach



Consultative process



Stages of StaTact



Stage 3

Evaluate institutional arrangements using the GMSO

Stage 4

Data Ecosystem Evaluation using the GSBPM



Output: Develop an Action Plan

A series of actions designed to mitigate a problem:

Specific actions that can be:

- Assigned responsibility
- Report progress
- (performance objectives/indicators)
- State resources required and secure
- Process of realizing the actions (timeline)

RESPONSIBILITY
EPORTING
ESOURCES
EALIZATION



Final keywords or concepts

A

C

T

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N

Action
oriented

Consultative

Tactical

Institutional
Arrangements:
GAMSO

Output
process:
GSBPM

Nimble:
Working
group



StaTact is task oriented

With an ever-changing environment, unforeseen challenges and opportunities require setting up of focused **working groups** that can foster change through effective action plans. These tactical actions can sometimes realign a strategy that has been lost or can help make strategies more relevant to the current climate without compromising the original intent.





Group around problem statement

Examples of areas in which problem statements were defined





Deployed in 28 countries

More than 38 action plans developed





THANK YOU!

<https://statact.unitar.org/en>

