EUROPEAN STATISTICAL SYSTEM

SPONSORSHIP ON COMMUNICATION

GUIDELINES

for designing focused websites for teaching statistics

TABLE OF CONTENTS

I INTRODUCTION

The *European Statistical System* (ESS) is the partnership comprising Eurostat, National Statistical Institutes and other national statistical bodies responsible in each Member State for producing and disseminating European statistics. Its mission is to "*provide the European Union and the world with high quality information on the economy and society at the European, national and regional levels and make the information available to everyone for decision-making purposes, research and debate." (The mission of the European Statistical System).*[1]

One of its methods to work on issues of strategic importance is the *sponsorship model* – a form of high-level cooperation which seeks to identify relevant solutions to all ESS actors on horizontal issues, within a specified timeframe[2].

The mandate of the Sponsorship on Communication, is to enhance the cooperation in the domain of communication and dissemination in order to increase the visibility and credibility of the ESS and to extend the use of European statistics.

One of the projects under the Sponsorship on Communication was to provide guidelines for designing focused websites for teaching young people about statistics and supporting their teachers. This project was seen as contributing to raising "statistical literacy" among the general public, especially for young people and teachers.

Developing focused websites for young people and teachers meets the current reality, when everything is expressed in figures; such websites help to start the process of educating everyone in the culture of statistics. Thus, through a gradual process, each person will become familiar with key concepts that will be useful in understanding their society through statistics.

These guidelines will contribute to enhancing the visibility of the ESS by addressing the knowledge needs of a group of users less targeted so far, by trying to reach a basic level of statistical culture for tomorrow's statistical services and information users.

[1] http://epp.eurostat.ec.europa.eu/portal/page/portal/quality/documents/DECLARATIONS.pdf
[2] http://epp.eurostat.ec.europa.eu/portal/page/portal/pgp_insite/insite_news/insite_news_detail?id=55878285&pg_id=835&cc=ESTAT_EUROSTAT

II Background and the objective of the guidelines

The Guidelines for designing focused websites for teaching statistics have been created within the "Sponsorship on Communication Group", led by INE, Spain and Eurostat.
The Guidelines were developed by the statistical offices of Bulgaria, Lithuania and Romania with valuable contributions from all EU Member States and Eurostat.

The aim of these Guidelines is to define a set of recommendations (best practices) to be considered and applied in designing new dedicated websites or for improving the existing ones, to promote statistical literacy for children and students. Such websites are referred here as "web-schools".

The recommendations included in these Guidelines were drawn up keeping in mind the following 10 "SMART-SMART" criteria:

i. *Specific* - each recommendation should address one specific issue only;
ii. *Measurable* - the statistical offices and/or the monitoring organizations should be able to correctly assess whether or not and to what extent a recommendation has been implemented. The recommendation should be designed in such a way as to make this evaluation as easy as possible.
iii. *Achievable* - any recommendation should seek to be feasible. Being based on international standards, recommendations should highlight what should be done from the reasonable point of view and taking into account cost-benefit analysis.
iv. *Results-oriented* - actions suggested in the recommendation should be designed to lead to a concrete result or identification of state of affairs.
v. *Time-bound* - including a realistic time-frame for implementation assists the institutions in prioritizing their response. Timing may be expressed in terms of months or years or for "immediate" implementation.
vi. *Solution-suggestive* - recommended actions should be concrete and precise but should include relevant technical details to avoid wrong implementation.
vii. *Mindful of prioritization, sequencing and risks* – the institution may identify the issues that require action. Reserving less pressing recommendations may be useful in enabling the implementing institutions to focus on more urgent ones. Some recommendations may be useful if they analyze risks that may arise from implementation in terms of a negative impact.
viii. *Argued* - recommendations should be based on best practices that complement their content and gathered from experienced countries in designing this kind of websites.

ix. *Root–cause responsive* - monitoring should seek to identify the root-causes of problems that need to be solved or modified to mitigate risk factors. Recommendations as a result should be directed at these aspects and not the symptoms.

x. *Targeted groups* – the particular actors there are young people (children/students in secondary schools and universities) and teachers.

Taking these criteria as a starting point, the Guidelines describe the general requirements for implementation of a web-school. They are intended for use by the EU Member States and other interested countries when implementing such web-schools.

The **general objective** of the Guidelines is to outline the main directions for designing a web-school, considering the experiences of countries that already have this kind of tool and also the interest expressed by other countries that want to develop such a web-school, which could be a section on their official website, or a separate website.

The **specific objectives** are as follows:

- to meet the need to build a communication tool able to enhance the understanding of statistics – including European statistics - and also the possibility of exploiting statistical information in ways which correspond to the age and the knowledge level of young people, with appropriate language, examples and case studies;
- to make some of the statistical resources more readily understandable and available for teachers and pupils;
- to design a tool that could increase the interest in finding and acquiring knowledge about statistical concepts, for example: sample techniques, steps in developing a survey, etc;
- to teach people to understand properly statistical information and to make them familiar with the basic statistical concepts or how to apply statistics in their current life;
- to bring in the experience of teachers, encouraging them to feed the web-school with educational products and to participate in forums and in compiling FAQs.

The following **actions** supported the preparation of these Guidelines:

- a survey among all EU NSIs, Statistics Norway and the European Central Bank and the candidate countries. The questionnaire comprised 7 items, covering issues like: purpose and usefulness of creating this kind of tool, opportunity and importance, content (which is the content already developed by countries who have similar tools and what else this kind of web-school should contain based on countries' opinions). The countries were also invited to provide their free comments concerning the

advices that can be treated as recommendations and issues that should be included or avoided in designing of web-schools;

- analyzing survey results;
- drafting the Guidelines based on the experiences of the countries.

III Recommendations for designing web-schools

The recommendations were drawn from each question of the survey.
Analyzing the results of the survey and based also on the other countries' opinions and advices the following recommendations could be formulated.

III.1 Specific recommendations

1. **Name** - a website that will be dedicated to learning statistics has to have clear, meaningful and inspiring name and should change the opinion of young people and general public about statistics from something like boring and formal science to something useful as main and official source of socio-economic information. This web-school can be created as a section dedicated for learning statistics integrated into the general official statistical website of an NSI or other official statistical organisation.
2. **Role** - the role to be played by this tool should be tailored according to the users' needs, abilities and the knowledge level of how they really want to work with web-school.
3. **Accessibility** - for the users within a country, it is essential for a web-school to be in the national language(s) and is an advantage to providing also at least an English version, or at least some searchable pages in English; this would make it easier to find via search engines and it would also help the exchange of best practices among ESS partners.
4. **Promotion** - to be successful it is essential to promote this tool among teachers and educational authorities in the country to become a useful and applied tool for teaching in order to be transformed into a device for learning.

The Target Group

5. **It is very important when designing a website with educational content, to establish for what type of users are dedicated.** Attention has to be paid when talking about "different type of users", because this could seem more a matter of statistical literacy than learning statistics, so it is obvious that this will influence the layout, the content and the offered functionalities of web pages. Some sections of the website may be dedicated just to one type of users. It should also be recognized that the behavior and needs of a group

of users may change over time. Therefore, the maintenance of a website has to take such problems into account.

6. **This type of web-school can be dedicated to teachers mainly and to children/students in secondary schools and universities.** The section for teachers may need more and deeper attention based on studies which show that children themselves never go to learn something if this is not requested by a teacher. Young people will not come to visit a web-based school on a specific topic on their own initiative or desire for information only if they are students and need to apply for their school projects statistical methods, formulas or data or if a teacher asks them to do this for a homework.

   It is more recommended to develop a website for teachers and secondary and tertiary students and with on-line classrooms/lessons to attract young people in secondary schools, to educate and increase their interest in statistics.

7. **The website might have separated sections for teachers and students for different school levels and ages** - it should be taken into account that a clear user policy is a prerequisite for success (from accessibility point of view, the website content will be of interest to a wide audience while in terms of content is addressed to a specific segment of users. According to these aspects can be established the layout, the content and the functionalities of web pages.

The Content

8. When designing such a website should consider that *general statistical literacy* covers various issues:

- statistical theory with its basic concepts;
- being able to understand and calculate basic concepts like median, mean, etc.;
- organization of a statistical survey (set up methodology, the questionnaire, indicators, sample size, the outputs, etc.);
- being able to analyze a survey results; create statistical tables, graphs, maps and texts; to know how to read and interpret them;
- knowledge about basic indicators used in official statistics (GDP, unemployment, etc.);
- necessity to make distinction between publications of statistical data released on the general website and publications devoted to specific users as teachers and students;
- being able to find, download and use data.

9. **The content** should consist of:
   - functions to help users understand basic statistical concepts, by using a simple

language, providing key figures;

- data should exist, both national and European statistics for comparison purposes;
- and the figures should come together with information about data and where appropriate storytelling, graphs, maps and other visual presentation methods (games, video, cartoons…);
- on the level of statistical domains the website content should comprise information according to the visitors' knowledge level (figures for professionals, stories or simple portraits for laymen). A system like "Statistics Explained" (set up by Eurostat based on the MediaWiki application used for Wikipedia) could be implemented.

10. **Design interactive lessons** - according to the established target groups for the web-school, it is recommended that the web-school should contain interactive learning lessons with clear and simple examples broken down by: age, knowledge level of users (students, teachers), statistical domains, statistical domains accompanied by data sets that can be experimented with.

11. **Functionalities** - lessons can be made more interesting if there are implemented functionalities for generating graphs or embedded quizzes.

    Users' interest in the website will increase if they can create their own simple visualizations (graphs, maps) with chosen statistical indicators.

12. **Use GIS** - an application to show statistical data related to a chosen area (simplified GIS applications) can be also useful.

13. **More information** - for providing an efficient service in learning statistics, the web-school should contain sections like: **"Concepts and definitions"**, **"Statistical fact sheets", "Glossary"** (*Glossary of terms relevant to specific age and user group*) and also the category **"Steps in running a short survey"**. These sections should be elaborated in a simple, friendly and understandable language, especially for secondary and tertiary students providing clear explanations for issues like: what statistics deal with, basis of statistical methods, sampling methods, advantages and disadvantages of different methods, why is important to respond to a statistical survey, etc.

    In order to prevent the risks of losing interest and of overloading other parts of the web-school with statistical information available in the usual statistical website, these sections do not have to replicate the statistical publications or methodologies, they do not have to use a formal or professional definitions and they should avoid the uploading of too much theory, with too professional, complicated, voluminous texts and tables. Each of these components - even definitions - should be done in a very simple and understandable manner.

14. **Help, data sources** - depending on the users' requests, could be also included help in learning statistics, resources for economic geography lessons, source of latest data, or fully developed case studies that are often demanded by teachers for using in classrooms.

15. **Contacts** - it is recommended to give contact persons from the NSI by statistical domains, who can provide some help and more explanations to the users.

16. **Feedback form** - it would be very helpful to collect users' opinions on the website content. This reserved space for the users' suggestions and comments will contribute to the website improvement.

17. **Select the subjects** - focus the subject of the website mainly on statistical topics that are the most relevant for the NSI.

18. **Usability testing** – while developing the website content, usability tests are recommended, even with very simple tools without heavy costs incurred. Usability studies provide an essential feedback that permits improvement of the website and, in the long term, reduces costs necessary for redesign. Usability testing is the most useful way to assess whether or not your website has its intended effect, disseminates important information, and whether or not people understand what your website is presenting. When you spend time, effort and money on your website you will want to take every step possible to make sure that it's going to be worth it in the end.

19. **Helpful Materials for Teaching Statistics -** it is recommended to include in the web-school an **"Electronic library"** covering statistical publications, methodologies, handbooks, guidelines, links to other institutions specialized in various statistical domains, for the user, not to waste time searching on other websites (or links to the entire NIS website, publications' section); these will aid users in a deeper learning in this area.

20. **Tests for Self-Evaluation –** at the end of the lessons, the users can fill in **tests for self-evaluation** through which they attempt to answer correctly to a couple of questions. This brief assessment will prove how well the information received through on-line lessons has been acquired by the users to measure their growth in knowledge, abilities, and/or skills.

21. **Form** for course evaluation - it is recommended to design a funny one, with an attractive design, and expressed in an understandable way for children.

22. **Quiz** - it is also suggested to use instead of "test" the term "quiz" that is not too formal and is more attractive and familiar to pupils. The "quiz" could be scored in points and could be designed to determine a winner from a group of users - the participant with the highest score.

23. **FAQs** (Frequently Asked Questions) - it is recommended to prepare a section with FAQs and to update it regularly with new questions from users of these pages.

This section is considered useful by the users because it avoids duplication of questions that already have been asked and users can find answers to their questions very easily and without wasting time.

24. **What's New? -** a "News" section can be included in the web-school which announces users on the latest updates: fresh information, case studies, exercises, publications, etc. The "What's New" section should be prominent on the entry page of the web-school.

25. **Games, Videos, Photo gallery** - being a website dedicated to learning statistics and targeting young people it should present the statistical information and learning lessons in an accessible and attractive way for this category of user. A **funny section with games, videos, photo gallery** can capture the users' attention. In this lively section, a suite of interactive learning tools accompanied by examples and explanations will be designed thus to help teachers to introduce statistical concepts in the classroom and at the same time the interactive games and videos will allow students to explore (not in a boring way) the statistical concepts themselves. Implementing such a section needs high professional expertise which can be outsourced, as not all NSIs have the regular staff able to develop this tool. This is an area where exchange of products among ESS partners could be very useful.

What To Be Avoided

When you are define the content for the web-school it is recommended to avoid:

1. too complex and sophisticated lectures appropriate rather for researchers than students - the courses must be easy and encouraging to continue;
2. complicated definitions and boring tasks;
3. too much theory;
4. complicated presentation of statistics, as well as boring design of the website;
5. to be a copy of an ordinary statistical office website;
6. overload of information or repeating lessons learned at school;
7. trying to cover all complex aspects of statistical literacy which can lead to very perplexed presentations not suitable for learning any aspect properly. Making a specialized website and at the same time covering everything in a way that is suitable for everybody - these things exclude each other by default;
8. long texts without images.

9. repetition of manuals and other materials for learning statistics, which should be available in the "Electronic library" of the general website;

10. even if the section „Forum" could promote and develop a debated area of a great interest - forum to encourage gathering and exchange of opinions on statistics is hard to be carried out and also manage or maintain; could appear difficulties in communications risen due to language barriers; moderators for children's questions or on a specific topics cannot provide instant answers and this will lead to decreasing the interest; then the problem of lack of human resources should be kept in mind – the NSIs need to have behind a person to assure this interactive communication regarding raised questions on specific topic.

11. when designing the website it is important to avoid the parts that need to be updated manually and with a heavy structure and content. The web-school's contents for teaching in statistics should be easy to update not kidnap long time;

12. acronyms: avoid acronyms as far as possible, and if they are used, make sure that the user can easily discover what they stand for.

III. 2 Recommendations for design a website for children

When designing a website targeted towards children it is recommended to keep in mind the following trends, elements and techniques helpful in keeping children's interest and motivating them:

1. **Humans are mentally stimulated by a number of factors**, and this is especially true with children. Successful children's websites implement a number of elements and design principles that create an environment suited for a child's personality and interests.
2. **Attempts to reach the minds and hearts of young**, easily influenced persons through an on-line experience, is a weighty responsibility. Children are fragile and easily affected by what they see, hear, and touch. There are certain factors that need to be addressed on every child's website, to ensure no harm is being brought to the children.
3. **Make the web pages attractive** using extruded shapes, shadows, landscapes, beveled effects, shiny gradients or floating objects.
4. **Use nice colors, bright and vivid** which will easily capture and hold a child's attention for long period of time. Although the color choice is a primary factor in designing any layout of website, this is especially true when designing a website for children since colors make a big impression on children's young minds. The choice of colors and their combination may be welcomed and can be appreciated or not when designing a typical website for

children. Do not use too many colors and the used ones need to be bright and vivid that will visually stimulate in and make unforgettable images.

5. **Large design elements** have proved to be effective in all types of web design, demonstrated by the fact that large typography, large buttons, and large call-to-action areas have become common place in modern design. Because children are naturally drawn to simple, obvious, and recognizable objects, websites designed for children will increase their effectiveness through the use of large design elements.

6. **Changing the cursor**: this is absolutely viewed as a bad practice in standard web design, but can be a fun, and effective way of adding a playful element to a web-based school on this theme. This can be done using dynamic HTML, but is more often done via Flash.

7. **Use animation**: large, animated images and characters are a fascinating and captivating way to grab and hold a child's attention; many sites designed for children use this element effectively.

8. **Include animation and sound**: the effects created with Adobe Flash are discouraged in typical modern web design, but on children's sites there is almost no other option. It's true that JavaScript animation and effects have come a long way because of the many JavaScript libraries available, but the ease with which complex animations can be created with Flash makes this method the first choice for many commercial websites designed for young people.

9. **Include video**: television is known to captivate child audiences for hours, which is why it is also recommended to use videos.

11. **Include games**: One of the most effective ways to entertain, educate or otherwise occupy a child on a website is to include a "games" section. Almost all the websites include games that educate, stimulate, and allow direct interaction, while also incorporating many of the design elements already discussed.

12. **Promote education**: an attractive design made by animation, videos, games and other interactive elements should be created not just to promote the NSI's brand and identity, but to help the educative process and train young minds in a beneficial and positive way. Promoting education through games and activities will show that the NSI cares about the user and how their online experience might affect them in the future.

13. **Use printable elements**: children like to have something tangible to take with them, to help them remember their experience. Printable pictures and coloring pages allow them to have a keepsake of their experience, while giving website owners an opportunity to enhance and promote their brand outside of the computer screen.

14. **Navigation and call-to-action**: in any website design, these areas should be the focal point. Children's website designers can oversimplify these areas so that children can navigate easily. Text-based navigation on children's websites would not be as effective as large buttons and graphics, because they would lack visual focus on a page.
15. **Include elements that allow a child to interact** with the site somehow. Children do not want to do intense reading or research; they want to reach quickly what they are searching. On a typical website, certain design elements are viewed as distracting, unusable and cumbersome. On a child's website the same elements are viewed as an effective means of attracting users.

III.3 General recommendations for developing websites

Some general recommendations could be drawn for designing an attractive, friendly **and high quality** web-school:

1. **Data visualization**: it is recommended to use simple software – preferably open-source – to facilitate maintenance.
2. **Editor-in-chief**: it is useful to have somebody appointed for checking of resources and for further development.
3. **Simple and easy navigation**: ensuring an easy navigation of links within the site which plays a big role in determining the "stickiness" and in providing shortcuts to reach the desired information.
4. **Simple layout**: use a simple layout, keep a good balance between the whitespace, images and text. Try to focus on your statistics content. Use two or three type of fonts with not complicated faces and ensure they are available on all computers to prevent the site looking messed up; do not use too many colors, create the own-website scheme color and background pattern and use them in all web pages; keep in mind readability and visibility; do not create too long or too wide web pages (to avoid scrolling adjusts the web page size to the size of computer screen);
5. **Use CSS** (Cascading Style Sheets): to offer accessibility, reusability and considerable reduction of the file size apart from giving greater control over the look of the website the world is moving away from tables based websites to CSS.
6. **Optimize the load time for a webpage**: make sure the loading time is not high.

   Actions to be considered:

   - **minimize graphics, flash and scripts:** make text as short as possible; avoid content that might easily look outdated if not edited continuously; do not include too much

information, voluminous texts, tables, graphs and maps – they hugely increase your file size.

- **optimize HTML and script code:** make sure that the site does not have any unwanted tags or unused scripts.

7. **Design for all screen resolutions**: a site that is easy-to-use always encourages visitors to stay and read your content. For sites with long pages of content this is very important as the amount of scrolling required is reduced. Suppose your site does not look good for a particular resolution it is very probable that the visitor will leave immediately feeling that the web page is not for their viewing. Designing stretch layouts that fit any screen resolution ensures that you know all the visitors see a visually appealing and professional site.
8. **Ensure web site scalability**: make sure the code and design are scalable. As technology advances and configuration of computers & their monitors keep increasing and varying it is impossible to test the site in all screen sizes and platforms.
9. **Cross browser compatibility**: make sure you check that site works with all common browsers: different versions of **Internet Explorer, Mozilla Firefox, Opera, Safari and Google Chrome** constitute 95% of the world's browsers.

A web designer who has worked on a children's website would likely say that it was one of the most fun and interesting projects he had the privilege of working on.

Finally, we express the hope that the Guidelines will be useful as advice to those who wish to build up a web-school – or improve an existing website - for learning about statistics or as material for teachers, based on the current practices of several countries in this field.

IV. References

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7. http://www.unece.org/oes/nutshell/2009/11_Stats.pdf BLOGS, WIKIS AND OFFICIAL STATISTICS: New perspectives on the use of Web 2.0 by statistical offices

8. http://en.wikipedia.org/wiki/Official_statistics

V. Annex 1– The Survey Results

- From the 30 countries questioned and ECB, 18 countries and ECB have answered.
- Around half of respondents (8 countries + ECB) who answered to the survey have such a kind of website corner inside their official website. Most of them addressed this focused website to secondary school students, tertiary students and to the teachers.
- From the 8 countries + ECB that already have a dedicated website for learning statistics or a section into the main statistical website dedicated to students and teachers, 6 considered that the purpose of creating the website was to enhance the possibility of exploiting statistical information by different type of users (young persons, beginners...) using an appropriate language, examples, case studies etc., corresponding to the age and the knowledge level and have seen this website like a communication tool to captivate a new segment of users, especially young persons (pupils).
- Related to their website content, the answers of 8 countries +ECB outlined that these include: *national data and texts* (9 answers from 9 for each of them), *EU data* (7 answers from 9), graphs (8 answers from 9), maps, tests and metadata (6 answers from 9 for each of them), games/video/cartoons (5 answers from 9); regarding the software used, for web development were specified: basic HTML, CSS; Zope; html, Flash; CMS developed by outsourced company Prewise; HTML and Active Server Pages (tailor-made); Flash technologies and for databases: PC-AXIS; Microsoft Access, Oracle.
- From the all respondents, 17 appreciated that this website is an opportunity and useful - 50% viewed the creation of this website "Important" and 39% considered it "Very Important".
- Related to the **target group**, **(94% from respondents)** considered that the website should address students from **secondary (9-12 grades, aged 15-18 years)**, **83%** was for **teachers** too, and only **61%** considered that the website could address to **lower-secondary (5-8 grades, aged 11-14 years)**.
- Concerning the compulsory section of the website, **78%** of respondents appreciated that: **interactive lessons with clear and simple examples** should be by: **knowledge level of users, statistical domains accompanied by data set that can be tested and case studies** and only **72%** appreciated that these could be by **age group and statistical domain**, as well.
- The section **"help in statistics"** should include **"Concepts and definitions", "Statistical fact sheets" and "Glossary"** (**89% from respondents** agreed for each of this component) and **„Steps in running a short survey" (83%).**
- **72% from respondents** considered that specialized freeware, software for demo, tutorials should be used.
- The respondents considered that the website should have a section regarding **the feedback form (89%)**, **one for FAQs (83%), a funny section with games, movies, videos, photo gallery (78%)**, **tests for self-evaluation (78%)**, and components like **links to different educational institutions (72%)**, **an "Electronic library" with statistical publications, methodologies, manuals, handbooks, guidelines** etc. "**What' s new in statistics"** (61%) were viewed as less important to be included in the website.

Annex 2 - Examples of specialized websites for statistical education

	NSI, country or institution	Title	First language version	English language version
1	Australia (Australian Bureau of Statistics)	Education services		http://www.abs.gov.au/websitedbs/cashome.nsf//Home/?opendocument#from-banner=GT
2	Canada (Statistics Canada0	Students and teachers – Welcome to learning resources / Ressources selon la matière scolaire	French http://www.statcan.gc.ca/kits-trousses/edu05_000-fra.htm	http://www.statcan.gc.ca/edu/index-eng.htm
3	Czech Republic (Czech Statistical Office)	Vybrali jsme pro Studenty / Selected for Students	Czech http://www.czso.cz/csu/redakce.nsf/i/studentum_us	http://www.czso.cz/eng/redakce.nsf/i/students
4	ECB (European Central Bank)	ECB Educational Inflation dashboard	22 languages	http://www.ecb.int/ecb/educational/html/index.en.html http://www.ecb.int/stats/prices/hicp/html/inflation.en.htm
				ECB's educational game €CONOMIA - The Monetary
				ECB's new educational game - Inflation Island
5	Estonia (Statistics Estonia)	Koolinurk (School corner) Statistikakoolitus / Statistics training courses	Estonian	http://www.stat.ee/files/koolinurk http://www.stat.ee/statistikakoolitus
6	Eurostat	1. Statistics explained 2. Country profiles	German, French	http://epp.eurostat.ec.europa.eu/statistics_explained http://epp.eurostat.ec.europa.eu/guip/introAction.do?prof=eurind&lang=en
7	Finland (Statistics Finland)	Verkkokoulu / eCourse in statistics	Finnish http://tilastokeskus.fi/tup/verkkokoulu/index.html	http://tilastokeskus.fi/tup/verkkokoulu/index_en.html
8	France (INSEE)	Apprendre avec les données de l'INSEE /	French http://www.statapprendre.education.fr/insee/	http://www.insee.fr/en/publics/default.asp?page=educne

		Teachers – Students Educnet: learning with INSEE data		
9	Ireland (Central Statistics Office Ireland)	Students' corner	Gaelic http://www.cso.ie/gaeilge/studentscorner/default_ga.htm	http://www.cso.ie/studentscorner/
10	ISLP (International Statistical Literacy Project)			http://www.stat.auckland.ac.nz/~iase/islp/
11	Italy (ISTAT)	For Students / Per gli studenti	Italian http://www.istat.it/servizi/studenti	
12	Latvia (Central Statistical Bureau)	Statistika skolēniem un skolotājiem	Latvian http://www.csb.gov.lv/dati/statistika-skoleniem-un-skolotajiem-28317.html-0	
13	Lithuania (Statistics Lithuania)	E. mokykla / Statistics for schools. eSchool	Lithuanian http://mokyklele.stat.gov.lt/index.php?id=74	
14	Luxembourg (STATEC)	Espace éducation	French http://www.statistiques.public.lu/fr/espace-edu/index.html	
15	Malta (National Statistics Office)	eCourse in statistics	English	http://www.nso.gov.mt/site/page.aspx?pageid=566
	Netherlands (Statistics Netherlands)	CBS Interaktief / Interactive infographics	Dutch	http://www.cbs.nl/en-GB/menu/publicaties/webpublicaties/interactief/default.h
16	New Zealand (Statistics New Zealand)	Schools corner	English	http://www.stats.govt.nz/tools_and_services/services/sc spx
17	Norway (Statistics Norway)	SSBs skolesider / Statistics Norway school pages	Norwegian http://ssb.no/skole	
18	Portugal (Statistics Portugal)	ALEA	Portuguese http://www.alea.pt/index.htm	http://www.alea.pt/english/
19	Spain (INE)	Un dia en cifras / A day in figures Le estadistica official en la filatelia mundial / Official statistics in world philately	Spanish http://www.ine.es/diamundesta/diamundesta_video.htm	http://www.ine.es/en/diamundesta/diamundesta_video_
20	Sweden (Statistics Sweden)	Klassrummet The Class room	Swedish	http://www.scb.se/klassrummet