Introduction

In the scope of official statistics, there is an ever-present concern that the information produced be widely used in decision-making by all those involved in social issues. As well as producing statistics, many offices have carried out projects in order to broaden society's statistical knowledge, and support the development of the knowledge society. This is the case of the National Statistics Institute of Spain, and its Statistical Literacy Portal named Explica.

In 2010 with the celebration of the World Statistics Day, the INE started to work on this initiative with the objective of helping people to become familiar with some basic concepts that are handled in the statistical work. Besides, we wished to raise awareness of the statistical activity undertaken by the INE. We've attempted to do this in a way so that everybody can understand it through simple activities, games, videos and applications. In developing this website, our aim has been to increase statistical literacy among people and therefore promote the proper use of statistical information.

Little by little, with a few people working on Explica, we were developing different parts of its content, like Statistics as a science, How INE-Spain works, Fun data and games, History of statistics, Statistics in others spheres: philately, Explanatory videos and so on.

Some of the characteristics of our statistical literacy portal are that it is addressed to teenagers and adults, that there is no distinction between teachers and pupils and that this is a newborn project open to new sections and contents.

Regarding the videos, we started with only 3 videos (A day in figures, Consumer Price Index and Labour Force Survey) and now we have 31, being some of them available in English too. The videos explain complicated concepts of official statistics, such as the European Statistical System, the CPI or the GDP, so that everyone from the youngest to the oldest can easily understand them. Users can get access to this content directly on YouTube via the INEdifusion channel or in Explica, the statistical literacy section on the INE website.
The fact that users have shown great interest in our videos (180,000 hits) encourages INE Spain to further invest in this project, as it has proven to be a useful tool to develop a better understanding of our contribution to the society we serve.

The largest contribution to this figure comes from the video dedicated to the Population and Housing Census 2011, which accounts for more than 50,200 views. Videos focusing on other statistical operations, such as the Gross Domestic Product, the Consumer Price Index or the Labour Force Survey also generated great interest among users. Another kind of videos like "A Day in figures" and "If Spain were a village" try to show the usefulness of official statistics in reflecting the society in which we live.

In some occasions, videos produced by other statistical offices have been very useful to inspire our own creations.

When, three years ago, the INE created this new channel of dissemination, several objectives were kept in mind. Some of them were to reach new users, to increase the visibility of the statistical operations carried out by the INE and to enhance statistical literacy among the general public by using this visual tool.

Three years later, INE wants to foster its video portfolio, because we know there is an interest on audio-visual statistical content and that this format is a good dissemination and literacy tool. Because of that, we continue working on this project and we have just launched a new section: Statistical pills.

What is a statistical pill?

It is a micro video (of less than 60 seconds) which shows certain knowledge related to a Statistical topic.

Why do we consider the videos in a Statistical literacy website to be important?

When trying to explain statistical concepts, there are other possibilities, such as short publications, infographics, and audios. Although we are aware that the video is not the best option for everything, we consider that it serves this purpose, because a good video can teach the most important ideas in a very fast way.

There are many advantages related to the use of a video project:

- 90% of the information that our brain receives is visual. Nowadays, instead of reading, people prefer to watch brief explanatory audiovisual content, which directly gives them the information they are interest in.

- In social networks and websites in general, users share more videos than other information. For search engines, a video is more valuable (audiovisual content represents 40% of the overall Internet traffic). YouTube is the world’s second largest search engine, after Google.
• Research has shown that more than 79% of people who use the Internet frequently watched various videos. This makes video content a powerful instrument, and if it is well packaged and used effectively it can work wonders for any institution.

People understand and demand this new language of communication, through which users, enterprises and institutions are able to communicate with their environment at levels that would have been unthinkable a few years ago. The ability of this language to convey messages that provide a more human and close image implies greater credibility among the audience. It allows us to reach high levels of dissemination at a very low cost and investing a reasonable amount of time and resources.

Less is more

Our interest on shorter videos is based on some studies on attention span, as the degree of attention on video usually decreases the longer the video is.

According to statistics:

- After a minute watching a video, 56% of the audience is gone.
- The average length of time a video on the Interest is watched is only 2.7 minutes.
- The average advertisement length has been reduced to 15-30 seconds in recent times.

Even if, obviously, our videos are not commercial, Youtube Analytics shows that 50% of the users of our Youtube Channel INEdifusion stop watching our videos after 2 minutes. Therefore, this data proves that, in order to achieve our goal, our explanatory videos need to be both short and clear, as short videos are more likely to be watched entirely by the audience.

Why did we decide to work on statistical pills?

The interest of offering such small doses of statistical knowledge on audiovisual format rests on several aspects:

Firstly we know that our videos could sometimes be too long for some people. They last 3 or 4 minutes whereas people prefer to watch something shorter than 2-3 minutes. However, it was difficult to prepare shorter videos explaining a statistical operation. As you can imagine, it is not easy to explain the GDP in 2 minutes. Consequently, once we have this kind of videos, we would like to offer other kinds of products to the users.

On the other hand, as it is not easy to explain what the GDP or the CPI is in 3 minutes, obviously there are things that we could have told in the video that we didn’t tell, so the use of statistical pills allows us to do so.

For example, talking about the Labour Force Survey, in a Statistical Pill we can explain the difference between economically active or inactive persons, employed or unemployed persons, etc. Or for example in another Statistical Pill we would like to explain the difference between the Consumer Price Index and the Harmonised Index of Consumer Prices (HICP).

Therefore, the main purpose of our videos is to explain in a clear and simple manner:

- Basic statistical concepts, such as proportions, variation rates, index numbers, etc.
- Official Statistics definitions and procedures, such as the concept of economically active population or that of statistical confidentiality
**How do we produce the videos?**

There are 5 people working in our Statistical Literacy Portal (Explica). All of us work have other tasks and Explica is not our main project, so it is difficult to measure, for example, the number of hours devoted to the creation of videos. The Head of the Unit is involved in every step of the project as well, making comments, improvements, etc... In general, we work as a team, so everyone is involved in a way or another.

First, we think about a video that we would like to prepare. All of us give ideas and finally we choose a subject (for example, GDP). Then, we start writing the content of the video. Usually one of us writes it and the others check it and provide feedback.

When we consider that we have a good script for our video, we send it to the Subject Matter Unit (for example, we would send the GDP script to the National Accounts Unit). For us it is very important that they can check the script, because as we are not the experts on the subject, maybe we could have made a technical mistake. Usually they change very little. Sometimes they would like to add more content, but we don't allow it, because if the video lasts more than 4 minutes it could become boring. (If it is a general theme, like the Statistical Pill on Statistical Secrecy, we don’t have to check with the Subject Matter Unit).

Having the OK of the Subject Matter Unit about the script of the video, we start with the production. Firstly we record it. We choose people from our unit with a good voice for recording. Initially, we used specific software to record it (like the Audacity software, that is free and can be downloaded from Internet), but now we manage really well with a mobile phone.

One of the students that works with us edits the video, using Adobe Premier. We give her/him ideas all the time, such as what kind of picture could suit on each stage of the video, a graph to include, whatever we consider useful to improve the understanding. We are aware that they know the software, but not the subject. Finally, we insert the music.

Once the video is finished, we check it within our unit. Therefore, several people watch it and make comments. Sometimes they detect a spelling mistake, sometimes people don't like the music, the voice recording ... We have several students working with us as trainees, so it is very useful for us that they can check the videos, because they are not experts on statistics. They are real users. Therefore, their opinion is of great interest for us.

At the beginning, the preparation of a video lasted a month. Now the process is quicker.

In some cases we decide to translate the script into English, record it in English and edit the English version. In this case, the whole process is faster.

All in all, the different stages are:

1. Choosing the topic
2. Writing the script
3. Recording the audio
4. Editing the video
5. Checking it
6. Uploading it on YouTube
**Next steps**

As we have previously mentioned, we have just started this project, and currently there are just 6 statistical pills available in our website, namely "Statistical Secrecy", "Linked population" and 4 devoted to "Relative measures".

However, since we believe this initiative has great potential for the dissemination of statistical information, we are already working on new ideas concerning various statistical topics such as:

- The purchasing power parities and purchasing power standards
- Economically active/inactive persons; employed/unemployed
- the difference between the Consumer Price Index and the Harmonised Index of Consumer Prices (HICP),
- the process of seasonal adjustment of short-term indicators
- the GDP versus GNI.