The **High School Statistical Club Competition** is designed to engage secondary school students in the practical use of statistics to understand issues affecting their schools, communities, and society. The competition will provide students with an opportunity to develop their statistical literacy, data interpretation, problem-solving, critical thinking, and communication skills through a series of practical and engaging challenges.

The competition will also introduce students to the importance of using evidence and data to understand real-life issues, while encouraging them to explore water and sanitation challenges within their schools or communities in line with the 2026 continental theme, **“Institutionalizing Water and Sanitation Statistics for Sustainable and Climate-Resilient Development in Africa.”**

ELIGIBILITY:

The competition will be open to the **35 recognized secondary school Statistical Clubs.**

The competition will encourage participation from students with an interest in statistics, mathematics, science, environment, agriculture, technology, and community development. Schools are encouraged to ensure balanced participation and to promote the involvement of female students.

TEAM COMPOSITION

Each participating school will form a team of **two (2) students for each team**.

COMPOSITION FORMAT

The competition will consist of four main stages, designed to progressively assess students' knowledge, analytical abilities, practical skills, and communication capacity.

Stage 1: Statistics Quiz

The Statistics quiz will provide an initial assessment of students' statistical knowledge and it will done at School level by the Trained teachers/mentors to select the 5 teams to participate on stage 2.

Questions may cover different areas like:

- Data types and sources
- Tables and graphs
- Percentages and averages
- Trends and comparisons
- Basic interpretation of statistical information
- Understanding official statistics

Stage 2: Data Interpretation Challenge

The selected 5 teams from stage one will provided with selected statistical information, such as tables, charts, graphs, maps, or simple datasets, and will be required to interpret the information. This will also be done at School level by the Trained teachers/mentors to select the 2 teams to participate on stage 3.

The challenge will assess their ability to:

- Identify key findings and trends
- Explain what the data shows
- Identify unusual patterns or differences
- Draw appropriate conclusions from the evidence
- Communicate statistical findings in simple language

Stage 3: Practical Data Challenge

The selected 2 teams from every school will represent their school. They will identify a relevant water, sanitation, environmental, or community issue within their school or surrounding community and use basic data to investigate the issue. NISR staff will go to every school to assess the project and provide marks. The first 4 teams across all statistical club will be rewarded.

The assessment will focus on the students' ability to **explain their project, communicate their data and findings, defend their conclusions, and propose practical solutions.**

Students may be required to:

- Identify a problem or question.
- Determine what information is needed.

- Collect or use available data appropriately.
- Organize and analyze the data.
- Identify key findings.
- Develop conclusions based on the evidence.
- Suggest practical recommendations or solutions.

For example, students could investigate:

- Access to safe drinking water at school
- Availability and use of sanitation facilities
- Handwashing practices
- Water conservation practices
- Waste management
- Water availability during dry periods
- Effects of flooding on sanitation
- Students' knowledge of hygiene and sanitation

The objective is not to conduct a complex statistical survey but to demonstrate students' ability to use data to understand a real-life problem and propose evidence-based solutions.

EVALUATION CRITERIA

No.	Evaluation Criteria	Description	Detailed Scoring Guide	Marks
1	**Problem Identification and Relevance**	Clearly identifies a real and relevant water, sanitation, environmental, or community problem and explains why it matters.	**15 marks:** **5 marks: Clear problem:** Clearly identifies a specific and understandable problem or question. **5 marks: Relevance:** Demonstrates that the problem is relevant to the school or surrounding community. **5 marks: Importance:** Clearly explains why the problem matters and who is affected by it.	**15**

2	**Understanding of the Data Needed**	Demonstrates an understanding of what information is required to investigate the identified problem.	**10 marks:** **4 marks: Identifying information:** Clearly identifies the type of information needed to investigate the problem. **3 marks: Relevance of information:** Shows that the information collected or selected is directly related to the problem. **3 marks: Purpose:** Explains how the information will help answer the research question or understand the problem.	**10**

3	**Data Collection and Use**	Uses available data or collects simple data appropriately and responsibly.	**15 marks:** **5 marks: Appropriate data:** Uses data that is relevant to the identified problem. **5 marks: Correct collection/use:** Collects or uses the data appropriately, using simple methods such as observations, counting, questionnaires, interviews, or existing records. **5 marks: Reliability and responsibility:** Demonstrates care in recording information and avoids deliberately changing, inventing, or misrepresenting data.	**15**

4	**Data Organization and Analysis**	Organizes and analyses information using simple methods such as counts, percentages, comparisons, tables, or charts.	**15 marks:** **5 marks: Organization:** Data is presented in an organized and understandable manner, such as tables or categories. **5 marks: Analysis:** Correctly uses simple calculations, counts, percentages, comparisons, or other appropriate methods. **5 marks: Appropriate visuals:** Uses suitable charts, graphs, or tables to help explain the data.	**15**
5	**Identification of Key Findings**	Clearly identifies the most important findings from the data and explains what they show.	**15 marks:** **5 marks: Identification:** Clearly identifies the main findings or important patterns in the data. **5 marks: Accuracy:** Findings are correctly supported by the data and do not contradict the evidence. **5 marks: Explanation:** Clearly explains what the findings mean in relation to the original problem.	**15**

6	**Evidence-Based Conclusions**	Draws reasonable conclusions based on the evidence rather than assumptions or personal opinions.	**10 marks:** **4 marks: Evidence:** Conclusions are directly supported by the data collected or used. **3 marks: Logical reasoning:** The conclusion logically follows from the findings. **3 marks: Connection to problem:** Clearly connects the conclusion back to the original problem or question.	**10**
7	**Practical Recommendations and Solutions**	Proposes realistic solutions that directly respond to the findings and identified problem.	**10 marks:** **4 marks: Relevance:** Recommendations directly address the identified problem. **3 marks: Practicality:** Proposed solutions are realistic and possible to implement in the school or community. **3 marks: Evidence-based:** Recommendations are clearly linked to the findings from the data.	**10**

8	**Creativity and Teamwork**	Demonstrates creativity in investigating or presenting the issue and effective collaboration among team members.	**10 marks:** **4 marks: Creativity:** Uses an interesting or original approach to investigate the issue or communicate findings. **3 marks: Team participation:** Team members contribute meaningfully to the project. **3 marks: Collaboration:** Demonstrates cooperation, sharing of responsibilities, and respect among team members.	**10**
	TOTAL	**Overall assessment of the project.**	**Maximum possible score: 100 marks.**	**100**

PRINCIPLES FOR JUDGES

The evaluation should **not reward complexity for its own sake.** A team should not receive higher marks simply because it uses advanced statistical terminology, complicated calculations, or sophisticated software.

The strongest team should be the one that can demonstrate a clear chain:

Real problem → Relevant data → Simple analysis → Key finding → Evidence-based conclusion → Practical solution

9. USE OF AI RESPONSIBILITY FOR DATA INTEGRITY

Participants may use AI and other digital tools to support their learning, analysis, visualization, or preparation. However, the use of such tools must not compromise the integrity and originality of their work.

The following principles will apply:

- All statistics and information must be verified against the original source.

- Data, findings, or evidence must not be fabricated or manipulated.
- Official data sources must be properly acknowledged and cited.
- Students and their teams remain responsible for the accuracy, interpretation, and originality of their submissions.
- Plagiarism or deliberate misrepresentation of another person's work will result in disqualification.
- AI-generated content should be reviewed and verified by the participants before submission.
- Where personal information is collected, students must respect privacy, consent, and responsible data-use principles.

The teacher or Statistical Club patron may guide students on ethical and responsible use of data and technology, while ensuring that the students' own work, understanding, and participation remain central to the competition.

10. IMPLEMENTATION TIMELINE

Activity	Date	Applies to
Publication of announcement and call for entries	**28 August 2026**	All four area of competition
Institutional engagement, awareness and mobilization	**20-30 September 2026**	All four area of competition
Submission deadline	**30 October 2026**	Infographic & Data Storytelling
Screening and selection of finalists	**1–5 November 2026**	Infographic & Data Storytelling
Infographic and Data Storytelling Boot Camp	**22-28 November 2026**	Infographic and Data Storytelling
High School competition rounds and presentations	**01 November–10 December 2026**	High Schools
African Statistics Day, exhibition and awards	**18 December 2026**	All Four

11. PRIZES AND VALUE ADDITION

The competition will provide both recognition and professional development opportunities.

HIGH SCHOOL COMPETITION

- Four Winning teams will receive laptop for each team
- Certificates and professional recognition for all 4 teams members
- Selected works may be shared with partners

The African Statistics Day 2026 National Data Visualization, Data Storytelling and Statistical Literacy Competition will engage young people in understanding, analyzing, and communicating official statistics.

It will focus on the theme **“Institutionalizing Water and Sanitation Statistics for Sustainable and Climate-Resilient Development in Africa.”**

The initiative will promote statistical literacy, data skills, innovation, and the use of official statistics for evidence-based decision-making.

Through the competitions, participants will transform statistical data into infographics, stories, and practical solutions addressing water and sanitation challenges.

The initiative will culminate in a public exhibition and award ceremony on 11 December 2026, showcasing outstanding work and recognizing the achievements of participants.

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