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Educational, Scientific and
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Education
2030

UIS light DQAF for administrative data and other UIS CD tools

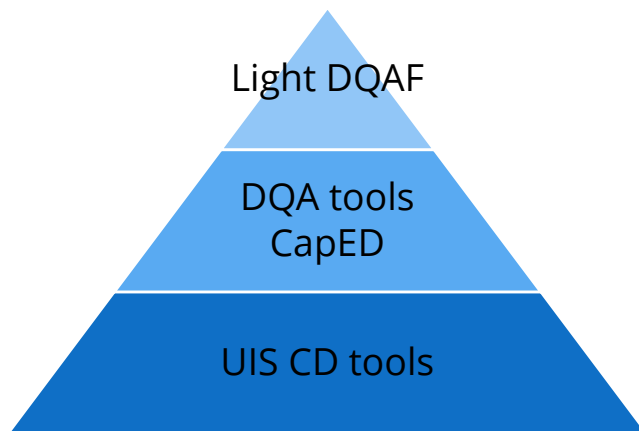
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Summary content



UIS Light DQAF for administrative data

Rational

Characteristics

UIS DQA tools for the CapED program (capacities assets
and needs)

Data mapping

Admin data (Light DQAF)

Household Surveys

Learning assessments

Finance data

UIS Capacity Development Tools

Across the full CD cycle

UIS Light DQAF for administrative data: Rational

Institutional environment	Statistical procedures	Statistical results
Prerequisites of quality	Methodological soundness	Serviceability
Integrity	Accuracy and reliability	Accessibility

A DQAF is a tool to assess the context in which data are produced

Verifies how data are produced against fundamental principals of official statistics and internationally accepted standards

Based on UIS DQAF long experience

Initially developed by IMF for economic data

Adapted to education data by UIS and World Bank

Series of improvements

Contextualisation to a country-led assessment process

Part of the UIS Capacity development approach

Training

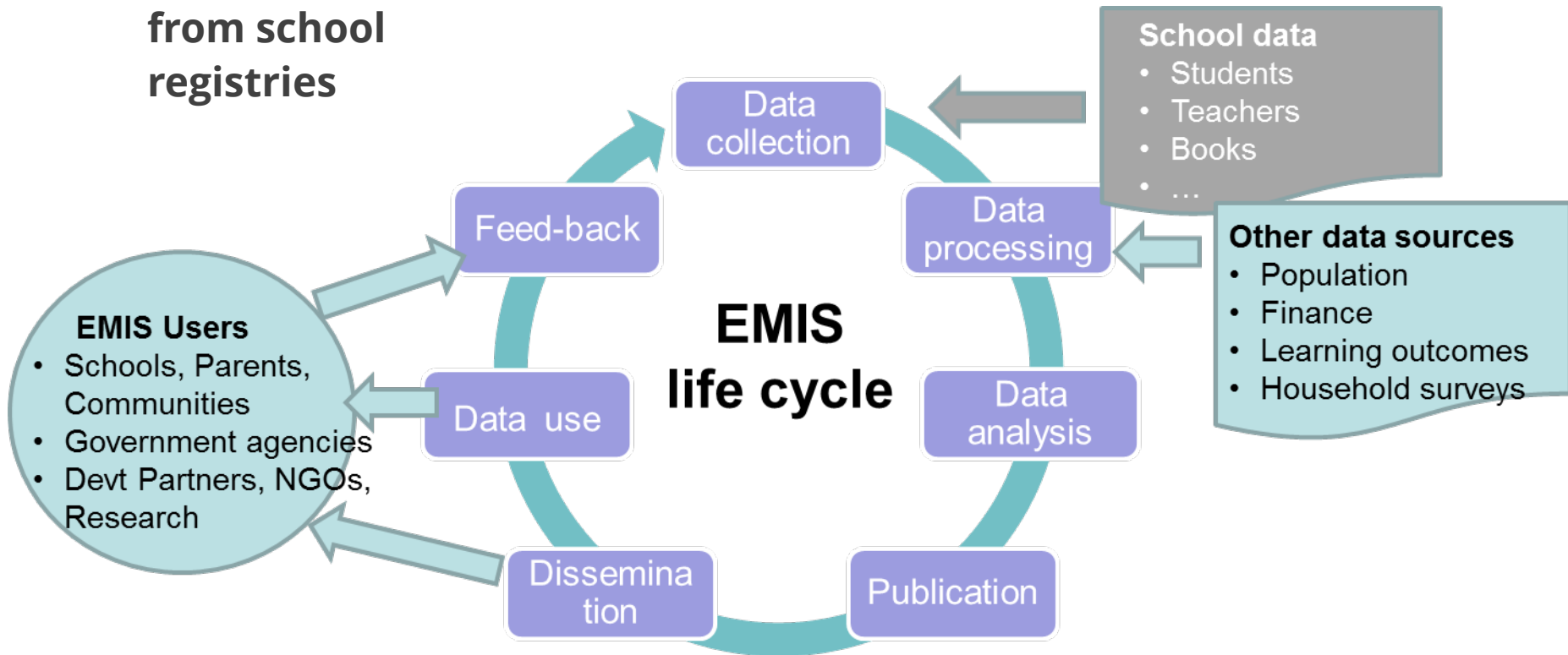
Learning by doing

Strengthening country ownership

One only data source type

Administrative data (classically coming from school registries)

One only data source type: administrative data from school registries



UIS Light DQAF for administrative data: Characteristics

Institutional environment	Statistical processes	Statistical outputs
Policy and legal framework	Sound Methodology	Periodicity and timeliness
Adequacy of resources	Accuracy and reliability	Consistency
Relevance		Accessibility and clarity

Restructuring

Same basic framework hierarchy (Dimensions, Sub-dimensions, items) scoring
3 pillars (according to Fund principles & CoP)

Streamlined

Eliminate duplicates (merge similar concepts e.g.: Basis for recording and Archiving of source data) – from 140 to 45 items
Non ambiguous – evidence led (Kept only items which can clearly be assessed upon evidence)
Provide scoring guidance to reduce subjective scoring
Extract data gaps outside the framework (data mapping tool / scope)

Additional tools to assess the consistency of available data (among data sets, data sources and historical series)

Part of a tool kit

Within the DQAF itself (user manual, scoring guidance, interview guides, resources inventory, consistency check tools)

Within the SDG 4 context - Developed in the context of the CapED project (national indicator framework, data mapping, other data sources DQA)

The CapED DQA tool kit

SDG4 indicators framing tool

Helps countries analyse their ESP in light of SDG4
Identify gaps and make recommendations for alignment
Identify existing and potential indicators

Data mapping / data source mapping

Helps identifying data gaps, possible improvement in planned data collection and suggestions for new data collections exercises

DQA existing data source

School administrative data
Learning assessments (GAML): Assessment of Data Quality Processes (ADQP)



Household surveys

Finance data



Institutional environment	Statistical processes	Statistical outputs
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Institutional environment	Statistical processes	Statistical outputs
Relevance	Sound Methodology	Periodicity and timeliness
		Accessibility and clarity

UIS Capacity Development Experience



Based on field and HQ teams experience

Statistical Capacity Building (SCB) program

Under EU funding

CB for EFA

11 countries

Posting regional and cluster advisors in UNESCO Offices

Up to 18 staff in Arab states, SSA, LAC, Asia

Continued projects under UNESCO Offices management, UIS scientific orientations and oversight, funding by partners / countries

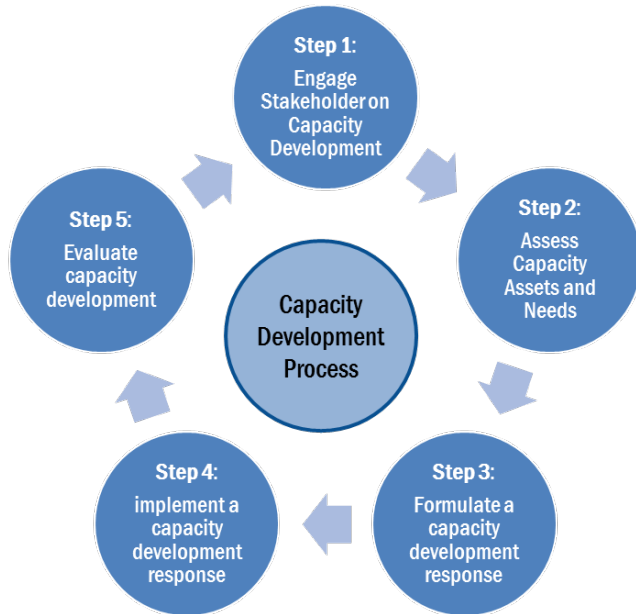
Pacific Capacity Building Project

Under DFAT funding

6 countries DQAF + action plans for fund mobilization

Web-based lighter DQAF for other countries

UIS Capacity Development Approach



UNDP CD five-step process cycle

Step 1: Engage Stakeholder on Capacity Development

Institutionalization of processes;

CD governing principles: National Ownership, Separation between decision making and implementation (Fundamental Principle of Master plan), Coordination of partners and with existing initiatives

Step 2: Assess Capacity Assets and Needs

Policy review and indicators needs;

Data mapping and Data quality assessments

Step 3: Formulate a capacity development response

Produce recommendations from assessments;

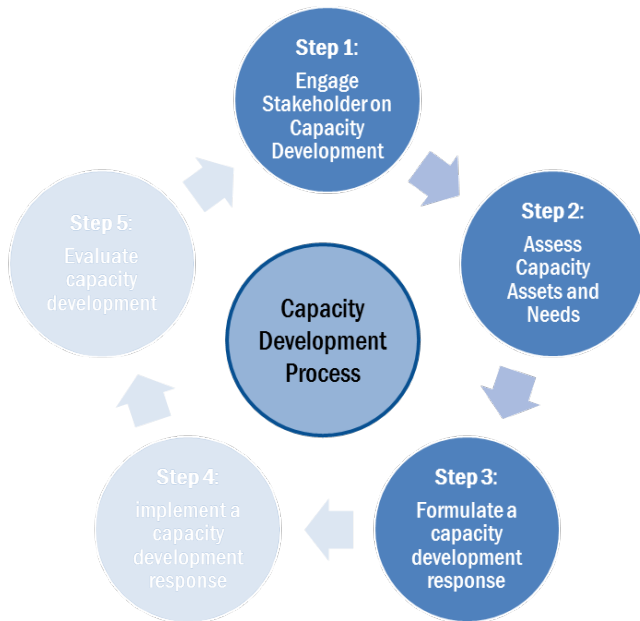
Develop national CD strategy

Step 4: implement a CD response

Institutional; Organizational; Technical; Individual capacities needs response

Step 5: Evaluate capacity development

UIS Capacity Development Tools



Step 1: Engage Stakeholder on Capacity Development

Education data platform (TOR, inter-ministerial note)
Integration in NSDS

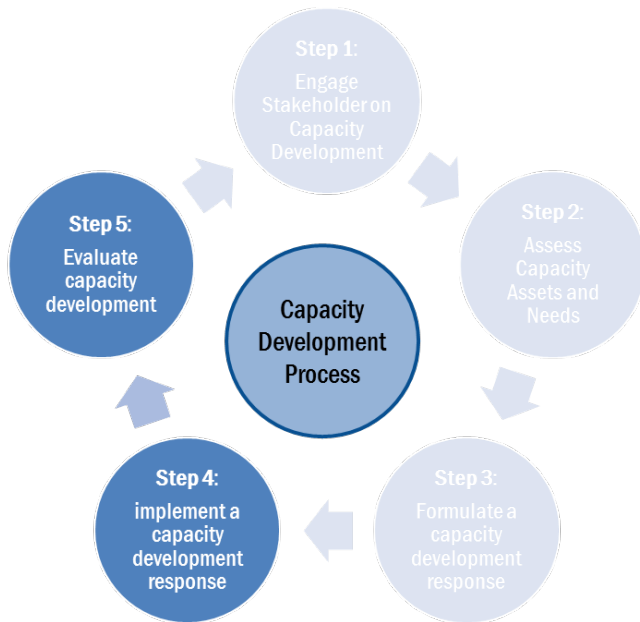
Step 2 : Assess Capacity Assets and Needs

Indicators framing tool
Data mapping tool
DQA for admin data, HHS, Finance data
Assessment of Data Quality Processes (ADQP) for learning assessments

Step 3 : Formulate a capacity development response

Guidelines for developing a NSDES
Draft NSDES structure

UIS Capacity Development Tools (Cont.)



Step 4: implement a CD response

Institutional:

Examples / good practices: EMIS Policy, Statistical acts

Organizational:

EMIS life cycle management and quality assurance

Technical:

Software development

Individual :

Data collection form design

Database modelling and system design

Data quality control

Statistical reports design and production

Support to international reporting

Education finance data analysis and National Education Accounts

Comparing and combining administrative data and other data sources

Step 5 : Evaluation

RBM tools imbedded in NSDES

Role of the education data platform



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Thank you!