UIS light DQAF for administrative data and other UIS CD tools

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3rd SDG 4 TCG meeting

Montréal, 1st June 2017
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
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

EMIS life cycle

EMIS Users
- Schools, Parents, Communities
- Government agencies
- Devt Partners, NGOs, Research

Data collection
- School data
  - Students
  - Teachers
  - Books
  - ...

Other data sources
- Population
- Finance
- Learning outcomes
- Household surveys

Data processing

Data use

Feed-back

Data analysis

Dissemination

Publication
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
- Policy and legal framework
- Adequacy of resources
- Relevance

### Statistical processes
- Sound Methodology
- Accuracy and reliability
- Accessibility and clarity

### Statistical outputs
- Periodicity and timeliness
- Consistency
- 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
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
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
UIS light DQAF for administrative data and other UIS CD tools

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Thank you!