Education Data Quality Assessment in the Pacific Islands Region

Sustainable Development Goals (SDG)

Given the complexity of the required SDG data, and the need to improve availability and quality, the implementation of a quality-driven data framework to monitor SDG 4 will present a challenge for number of low and middle-income countries. The UIS is fully engaged to enable appropriate efforts to strengthen national statistical capacities development through an inclusive approach articulated around the mobilization of the national commitment, the donor support as well as the national and regional partnership.

The approach will be driven by countries' needs and demands with a clear definition of the policy priorities from which a National Indicator Framework (NIF) with a strong involvement and engagement of national education stakeholders can be derived. This would build synergies amongst data providers and users as well as foster the national ownership.

The Ed-DQAF is an engagement model toward the implementation of its capacity building support. The dialogue engaging the stakeholders, development partners and policy decision makers in the national capacity building, constitute a strong prerequisite to its ownership and sustainability.

SPC and UIS will be using the Ed-DQAF through its Code of Practice to assist countries toward the improvement process of the quality of their national data production chain. The tool should be used to assess the quality of Administrative data, Household Survey data, and the Finance data that contribute to learning outcomes. Those assessments will nourish the UIS supporting strategies towards strengthening the national capacities for the monitoring of SDG4.

Collaborating Partners

The Pacific Community (SPC) in collaboration with the UNESCO Institute for Statistics (UIS) and with the support of the Australian Department of Foreign Affairs and Trade (DFAT) are currently reinforcing their support to education statistical capacity in the Pacific.

Recognizing the importance of diagnosing the needs and identifying issues encountered by Pacific Member States, the SPC/UIS are starting a series of national assessments to discuss data quality issues and establish a roadmap for statistical and technical capacity support to countries for the upcoming years. The roadmap is expected to be used as the basis for national initiatives aiming at improving the monitoring of education.

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Introduction

Education Data Quality Assessment is an in-depth and education sector wide assessment of the national data production chain and will help develop a sectoral strategy for the development of statistics.

The purpose of the Data Quality Assessment is:

- Investigate the data production chain and provide a diagnostic of the state of the collection, production, use and dissemination of the education data;
- Assess national capacity needs and develop recommendations for support and resources required for the improvement of the monitoring of the Education sector.

Fact-finding Mission

In a close collaboration with the national technical team, a joint UNESCO Institute of Statistics (UIS) and the Pacific Community (SPC) fact finding mission will be undertaken to assess the quality of the data production chain through a consultative process with key stakeholders in the education sector. The team involved will review documentations on the production and use of education statistics, including:

- policies and regulations
- technical documents
- statistical publications
- data user feedback

Assessment Framework

The team assesses the institutional environment, statistical processes and outputs according to the UIS principles of data quality in the Education Data Quality Assessment Framework (Ed-DQAF).

Framework	UIS' Code of Practice	
	PRINCIPLES	
ENABLING ENVIRONMENT Pre-requisite of Quality Integrity (INSTITUTIONAL ENVIRONMENT)	1	Policy and legal framework
	2	Adequacy of resources
	3	Relevance
STATISTICAL PROCESSES Methodological Soundness Accuracy and reliability (PRODUCTION)	4	Sound Methodology
	5	Accuracy and reliability
STATISTICAL OUTPUT Periodicity-Consistency Accessibility (DISSEMINATION AND USE)	6	Periodicity and timeliness
	7	Consistency
	8	Accessibility and clarity

Quality Indicators

The team considers whether quality standards have been met using the following indicators:

Institutional Environment

- Responsibility for data collection mandated
- Confidentiality of data used for statistical purposes only
- Qualified & skilled staff allocated for EMIS
- Computing, office facilities, and funding
- Regular consultations with data users

Statistical Processes

- Standard statistical frameworks used
- Sector-wide scope of data collection

- Classification systems meet standards
- Storage of source data & statistical reports
- Data sources are adequate for statistics
- Data sources are validated and verified

Statistical Outputs

- Statistical reports are produced annually
- Statistics are consistent over time
- Statistics are consistent with the dataset
- Statistics are consistent with other datasets
- Statistics are presented clearly & concisely
- Forms of data dissemination are adequate
- Technical assistance and support to users

Way forward

- National Education Data Quality Report
- National Strategy for the Development of Education Statistics
- Data Quality Improvement Plan