Summary template for household survey DQA tool results

A. Overview and instructions

This summary outline provides a structure and a series of checks for the use of the DQA tool, and for the review of results from the tool. This summary is also designed to guide reflections on the interpretation of the DQA results. Part B of this summary offers an outline for summarizing results, using the guidance in Part A.

1. Background information:
- Note: No scoring applies in this section.
- Check that all fields are completed with relevant information.
- For i, data limitations (Describe any other data limitations not captured in principle 3, statistical processes), cross-check information against information in principle 3 on sample selection, population coverage, to ensure that data limitations are underscored.

2. Statistical processes:
- Perform the same checks as for the previous section, on scores filled out, scores ranging from 1 to 4; and sum up scores for each indicator and principle.
- Identify areas of strength and for improvement, and note patterns by indicator and principle. Principle 3, accuracy and reliability, is especially critical for data quality.
- Take note of the indicators in principle 1, on the relevance of the data. If, as is the case with many multiple-topic surveys, the survey under review is not specifically designed to cover education, point this out in the summary of the DQA, as it is a structural limitation of the survey type rather than a quality measure that can be remedied.
- Indicator 3.2, household survey data are assessed and validated, is also of great importance, including systematic and rigorous measures to ensure data quality (checks on fieldwork to ensure that it is being done consistently and in keeping with guidelines; checks on data entry to identify errors and worrisome patterns). Low scores for this indicator may point to insufficient technical support and oversight, or to insufficient measures of data quality (including missing data), which affect the confidence in survey results.
- Indicator 3.3, statistical techniques, is also critical to quality. Household surveys should pilot instruments and procedures in the field, assess their effectiveness, and make modifications (in procedures; in question wording, translations, answer categories, and the like) before going to the field for the main data collection. Survey implementers need to assess their confidence in the validity of the measures – whether they measure what they intend to measure. If a question on school attendance during the current school year, for instance, is not clearly worded, and so is not understood to mean attendance during a particular school year, that variable is not a valid measure of what it intends to capture. Another aspect of quality statistical measures is the ease of use of survey instruments, both in the field and for data entry. And finally, the question of how a data file

with incomplete or inconsistent data is handled, is key. Whether the survey has and describes its approach to editing data and imputing missing values, is important in ensuring that there is a data file that accurately reflects the population and may be used for analysis.

3. Statistical outputs:
- Perform the same checks as for the previous section, on scores filled out, scores ranging from 1 to 4; and sum up scores for each indicator and principle.
- Identify areas of strength and for improvement, and note patterns by indicator and principle.
- Principle 4 (periodicity and timeliness) mainly captures information on the frequency of the household survey program, which is important for undertaking time series. Principle 4 also gets at whether data are disseminated according to plan, which is important for timely access to data.
- Principle 5 addresses consistency and comparability with other data sources, which help guide the interpretation of results. If a household survey has been done twice in a country, and provides data on participation, but defines participation quite differently in each of those surveys, the utility of the data is diminished.
- Principle 6 (accessibility and clarity) includes measures of the user-friendliness of the statistics that are disseminated, the ease of access to data and statistics; the availability of metadata to facilitate interpretation and use of the dataset; and data users' access to technical support. These measures are important in ensuring access to accurate statistics and raw data.

4. Overall:
- Total the scores across the 6 principles and 27 measures; note that the total cannot exceed 188 (27 measures * level 4 maximum score) and cannot be lower than 27.
- A key consideration in the overall assessment of a household survey is whether data quality is sufficient for the data to be used for estimating education statistics, or whether there are enough substantial quality concerns to recommend not using the data from a particular household survey. Only if there are major issues with the following areas, should the team consider not using the household data source:
  1. Because of problems with sampling and representativeness, and the population covered by the survey, there is little confidence that the data reflect population characteristics.
  2. Important education concepts and definitions in the survey are inconsistent with standard definitions, and cannot be fixed.
- As noted above, some measures are more amenable to improvement (such as improving support for data users) than others (such as whether a household survey is designed to collect education data). In addition, some measures are more critical in determining the confidence in the data, and the usefulness of the data for reporting on SDGs and other reporting needs. The soundness of the sampling frame, and insights provided into the quality of implementation (data quality checks and so on), are particularly critical.
- In the brief summary of findings from the DQA (see part B, below), teams reviewing household survey data quality should prioritize recommendations and the categories for improvement. Considerations in prioritization include:
  3. Importance: which changes will have the greatest impact on data quality and on confidence in the results.
  4. Feasibility: whether it is likely that recommendations will be taken on board by decision makers for the given household survey; and whether there are the necessary resources to make improvements.
  5. Timing and coverage: which changes can be made with immediate effect on the most recent survey (such as improving support for data users), versus those to be addressed in the next round of the survey programme (such as conducting a pilot test of instruments).

Summary template for NSO Institutional Environment Assessment results

This template follows the same pattern as that for the household survey DQA, but applies to the institutional level assessment for the organisation responsible for the household survey data collection overall, rather than to each survey done. These questions are covered in a separate tool, to be administered only once in the quality review process because it applies to all surveys.

Institutional environment:
- Check that there is a score for each element in this section, that the score has been recorded in the 'score' column, and that the scores range from 1 (level 1) to 4 (level 4).
- Sum up the scores for each indicator and for each principle.
- Identify areas of strength (perhaps 1.1, responsibility for data collection, and 1.2, data confidentiality, are very strong, level 4, across the indicators); and areas for improvement (perhaps for 2.1 through 2.3, human and other resources, there are challenges in budgeting and receiving resources, and in staffing fully-qualified personnel). Note these patterns across the indicators and principles.

B. Outline for summarizing results of the Household Survey DQA (and, separately, the NSO Institutional Environment Assessment)

Household Survey DQA tool

Using the guidance in part A, and referring to the DQA spreadsheet, address the following topics.

1. Background information
In this section of the template, note any narrative critical to an understanding of the survey. For instance, explain data limitations in greater detail than the space in the spreadsheet allows. Refer to the Background Information tab in the Household Survey DQA tool, where the relevant information was collected.

2. Statistical processes
a. Scores
b. Strengths
c. Weaknesses
d. Recommendations for improvement, with priority areas

3. Statistical outputs
a. Scores
b. Strengths
c. Weaknesses
d. Recommendations for improvement, with priority areas

4. Overall assessment
a. Scores
b. Strengths
c. Weaknesses
d. Recommendations for improvement, with priority areas

NSO Institutional Environment assessment

1. Institutional environment
a. Scores
b. Strengths
c. Weaknesses
d. Recommendations for improvement, with priority areas