



## **UNESCO Institute for Statistics**

### **Code of Practice for education statistics produced from household surveys**

Credible education statistics are vital since they are essential to the design, formulation, monitoring and assessment of education plans and programmes. Education statistics are produced from different data sources (administrative data, assessment data, household surveys, and population censuses). Household surveys may be education specific, though most are multiple-topic surveys, covering other social sectors, income and expenditures, and other topics, in addition to education. Some household surveys with useful data on educational attainment, participation rates, and other topics are done as part of regional or international survey efforts – such as the Multiple Indicator Cluster Survey (MICS), the Demographic and Health Survey (DHS), or the Living Standards Measurement Study (LSMS). At country level, statistics offices often are responsible for statistics produced from household surveys, sometimes in collaboration with line ministries.

Education data from nationally-representative household surveys can provide data to complement data from administrative sources. For instance, many household survey datasets can be used to estimate net and gross attendance (participation) rates by household wealth and other characteristics, which data from administrative sources do not allow. The UIS Code of Practice (CoP) for household survey data on education aims to provide two tools: a) the household survey data quality assessment tool, to assess the relevance of data produced; the accuracy, reliability, and consistency of the statistics; and the periodicity and timeliness of the statistics from household surveys; and b) the national statistics office (NSO) institutional environment assessment tool.

The household survey DQA includes 6 principles covering statistical production processes and statistical outputs. The national statistics office (NSO) institutional environment assessment tool includes two principles, capturing policy and legal framework, and adequacy of resources. A set of indicators for each of the principles provides a reference for reviewing the implementation of the Code.

The CoP is a technical instrument containing practical rules for ensuring the credibility of statistics using household survey data. It is intended to serve as a guide for improving the quality of statistics produced at national, regional and global level, and for building trust in users by encouraging the application of the best international methods and practices in statistical production and dissemination.

## A. Household Survey Data Quality Assessment (DQA) Tool

Preceding the principles in this CoP, the household survey data inventory captures background information on the household survey under review, including: the name of the survey, agencies responsible for its implementation, the data collection period, and any additional information (beyond what is captured under principle 3) on data limitations.

The remaining sections of the CoP, described below, are very similar to the CoP for administrative data, with wording for household surveys. The more substantial differences between the approach for administrative and household survey data are found in the questions themselves (see the Household Survey Data Quality Assessment Tool). For instance, the Household Survey DQA tool includes a number of questions on sampling and on the utility of the education data for producing education statistics, while this section of questions is not relevant for the administrative data quality assessment.

### Statistical processes

#### Principle 1: Relevance

Education statistics meet the needs of users.

**Indicators:**

- 1.1: Data are relevant to education needs.
- 1.2: There is appropriate contact with users on data needs.

International standards, guidelines and good practices are fully observed in the processes used to organise, collect, process and disseminate data. The credibility of the statistics is enhanced by a reputation for rigorous methodological approaches (including sample design), good management, and efficiency.

#### Principle 2: Sound methodology

The methodological basis for education statistics follows internationally accepted standards, guidelines, and good practices.

**Indicators:**

- 2.1: Classification systems are documented and consistent with international standards and good practices.

#### Principle 3: Accuracy and reliability

Data sources and statistical techniques are sound and education statistical outputs sufficiently portray reality.

**Indicators:**

- 3.1: Household survey education data are adequate for compiling education statistics.
- 3.2: Household survey data are assessed and validated.
- 3.3: Statistical techniques employed conform to sound statistical procedures, and are documented.

## Statistical outputs

Available statistics meet users' needs. Education statistics comply with international quality standards and serve the needs of international institutions, governments, research institutions, business concerns, and the general public. Statistics are released as planned, are consistent internally and with other comparable data sources, and data are clear and accessible.

### Principle 4: Periodicity and timeliness

Education statistics are collected on schedule and release of data follows the intended timeline.

**Indicators:**

4.1: Periodicity and timeliness follow the intended schedule.

### Principle 5: Consistency

Released education statistics are consistent within a dataset and over time, and with other major datasets.

**Indicators:**

5.1: Final statistics are consistent or reconcilable over a reasonable period of time.

5.2: Final statistics are consistent or reconcilable with those obtained through other surveys and data sources.

### Principle 6: Accessibility and clarity

Education statistics and metadata are easily available in a clear and understandable manner, and there is adequate user support.

**Indicators:**

6.1: Statistics from household survey are presented in a clear and understandable manner, and forms of dissemination are adequate.

6.2: Up-to-date and pertinent household survey metadata are made available.

6.3: Prompt and knowledgeable technical support to users is available.

## B. National Statistics Office (NSO) Institutional Environment Assessment

These two principles apply to NSO institutional and organisational factors, as an organisation overall, since they affect the reception of statistics from the agencies responsible for producing statistics. Note that these principles are covered by a separate instrument, the NSO Institutional Environment tool, rather than by the household survey data quality assessment tool. The latter is designed to be applied to each household survey, while the NSO tool is to be used only once, at the organisation level.

A number of factors influence the confidence in the statistics produced and the extent of their use, including the extent to which there is a clear mandate for the production of the statistics, collaboration with line ministries, and the safeguarding of data. Also key is having sufficient human and other resources for

carrying out the survey programme, and the extent to which the education data are relevant for education statistics needs, and the nature of contact with data users on their requirements.

### **Principle 1: Policy and legal framework**

The legal and institutional environment governing education statistics from household surveys have a strong influence on the credibility of education statistics from those surveys.

**Indicators:**

- 1.1: The responsibility for collecting, processing, and disseminating statistics is clearly specified.
- 1.2: Respondents' data are kept confidential and used for statistical purposes only.

### **Principle 2: Adequacy of resources**

The agency in charge of the household survey ensures that resources are sufficient, commensurate with the statistical programmes, personnel, facilities, equipment, technology, training and financing of their household survey efforts.

**Indicators:**

- 2.1: Staff and their qualifications are consistent with household survey needs and policies for staff retention are in place.
- 2.2: Computing resources and physical facilities are adequate for household survey needs.
- 2.3: Financial resources are adequate for household survey needs.