

EDUCATION MANAGEMENT INFORMATION SYSTEMS

EMIS

NORMS and STANDARDS

ASSESSMENT FRAMEWORK



• FOR THE SADC REGION •



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PREFACE

A key challenge facing the SADC Region's ability to report on its human resource development achievements and challenges is information gaps or "data blanks". This is a problem of inadequate data coverage of all education institutions (both public and private) and all sub-sectors in the education system. In other cases, it is the structural arrangements for the management of education in the absence of a policy and norms and standards for the management of education information. Some countries have more than one Ministry responsible for the delivery and management of education and therefore each Ministry collects its own data and information. Issues of duplication, varying definitions and poor coordination of sector wide data arise and thereby affect the quality and availability of education statistics. These issues are compounded when comparisons are made across countries. As a result few Member States are reporting comprehensively on all the required global education indicators. This tends to lead to a number of problems in monitoring and evaluating the performance of an education and training sector in countries and across the region.

Ministers of Education in the SADC Region have placed importance on effective planning; policy making based on sound information and rigorous monitoring and evaluation of the performance of education systems by prioritising Education Management Information System in their regional agenda. To facilitate that all countries in the Region are able to effectively report on all agreed set of statistics and indicators and to ensure cross-country comparison, minimum norms and standards for Education Management Information System are essential. The minimum EMIS norms and standards were intended to guide countries in developing or improving and maintaining national appropriate, comprehensive and sustainable education management information systems. In addition, they are intended to facilitate harmonisation of education management information systems to contribute towards the development of regional and continental EMIS networks.

There are 17 minimum Norms and Standards covering policy and legal frameworks, resource availability and utilization, statistical processes and education information reports. This code of Norms and Standards was adopted by SADC Ministers of Education at their annual meeting in Kinshasa, Democratic Republic of Congo, in March 2010 and by doing so, committed themselves to adhere to these Norms and Standards, thereby improving their education management information systems.

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ACRONYMS

ADEA	Association for the Development of Education in Africa
AU	African Union
CSO	Central Statistics Office
DQAF	Diagnostic Quality Assessment Framework
EMIS	Education Management Information Systems
ICT	Information and Communication Technology
ISCED	International Standard Classification system of Education
MDGs	United Nations Millennium Development Goals
MIS	Management Information Systems
MoE	Ministry of Education
NESIS	National Education Statistical Information Systems
NFE	Non Formal Education
NSO	National Statistics Office
OECD	Organization for Economic Cooperation and Development
OVCs	Orphans and Vulnerable Children
REC	Regional Economic Community
SADC	Southern African Development Community
Stats SA	Statistics South Africa
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute for Statistics
UN	United Nations

DEFINITION OF TERMS

1. **Administrative Data**- the set of units and data derived from an administrative source.
2. **Administrative sources** – refers to data and statistics generated internally by government.
3. **Aggregated data** – The result of transforming unit level data into quantitative measures for a set of characteristics of a population.
4. **Benchmark**- a recognised standard, or a reference point, that forms the basis for assessment or comparison.
5. **Data Dictionary** – refers to a reference book on the standardized concepts, definitions and classifications used by the Ministry in the production of its education statistics.
6. **Data providers** – refers to all bodies and agencies that produce statistics. These include education and training institutions, households, enterprises, administrations and other respondents.
7. **Coherence** - The degree to which data can be successfully brought together with other data within a broad analytical framework and over time.
8. **Education and training institutions** – refers to schools, colleges, universities, centres or any formal and non formal education and training provider that occupies an institution and provides a recognised education programme.
9. **EMIS** – refers to a System for collection, processing, analysis, publication, dissemination, and rendering of Information services for the Management of Educational resources and services.
10. **Guidelines** – directions or principles used in the development, maintenance and application of rules. They may or may not be mandatory, but are provided as an aid to interpretation and use of rules.
11. **Imputation** – refers to the process of identifying missing data from a census survey and taking steps to adjust or modify the data accordingly.
12. **Individuality** – a single person or institution.
13. **Learner** – refers to any pupil or student or person enrolled in an education and training programme.
14. **Metadata** – is information on the underlying concepts, definitions, and classifications used, the methodology of data collection and processing, and indicators or measures of accuracy of the statistical information.
15. **Ministry of Education** - the singular term “Ministry of Education” is used synonymously with its plural form “Ministries of Education” to include all those government Ministries responsible for the various levels of education and training in a country.
16. **Protocols** - is a set of guidelines or rules.
17. **Preliminary data** - results that have not been verified sufficiently to be published.
18. **Scope**- coverage or sphere of what is to be observed. It is the total membership or population of a defined set of people objects or events.
19. **Statistical authority** – shall mean, at national level, the national or central statistical office (CSO, NSDS, or Statistical authority) and other statistical bodies in charge of producing and disseminating African statistics.
20. **Statistical Value Chain** – refers to the statistical process from the source of data to the final statistical output. For example, it concerns the collection of information in school records, the compilation of an annual census survey, the collection and verification at lower

levels of governance (circuit, district, regional, provincial), the inputting of the data, the data cleaning and imputation and the generation of statistical tables and reports.

21. **Secondary data** – refers to data collected by someone other than the user. Examples are data obtained from research, studies and surveys produced outside of the Ministry of Education.
22. **Special needs** – refers to learners under difficult conditions that are vulnerable, marginalised and/or with disability.
23. **Structures** – refers to various sub-units of the Ministry responsible for education administration by area of specialisation and geographic distribution.
24. **Sub-Sectors** - pre-primary education, primary education, secondary education, Technical and Vocational Education, Teachers' training education, Non-formal education, Higher and tertiary education.
25. **Validity** - correctness and reasonableness of data - findings truly represent the phenomenon you are claiming to measure.
26. **Verification** - the process where data accuracy and inconsistencies are checked.

1. INTRODUCTION

Effective country capacities in Education Management Information Systems (EMIS) is one of the priority areas in SADC's Regional Education and Training Implementation Plan and the African Union's Plan of Action for the Second Decade.

Ministries of Education in the region face a number of challenges with regard to their education statistics. There is a policy and institutional gap in terms of the legal mandate to compel compliance of education and training institutions to supply accurate and comprehensive information. There is an information gap in terms of relevant statistics for planning, budgeting and monitoring purposes. It is also evident that there are quality gaps in terms of common standards, including concepts, definitions, and methodologies. A capacity gap in terms of both human resources and infrastructure also exists. In the light of these, SADC Ministers of Education in July 2008 directed the SADC Secretariat to develop and harmonise statistical norms and standards for the region in order to address the challenge of benchmarking capacities and evaluating progress towards effective information management systems.

A set of EMIS Norms and Standards were collaboratively developed by member states, and the 17 principles and their standards produced were adopted by Ministers of Education at their SADC Meeting in Kinshasa, March 2010. Subsequently, SADC with the assistance of ADEA's Working Group on Education Management and Policy Support (WGEMPS) and SADC's EMIS Technical Committee elaborated an assessment framework to benchmark member states' performance against the agreed EMIS Norms and Standards.

The EMIS Norms and Standards code of practice has four areas of focus:

- A. Policy and Legal Frameworks,
- B. Resource Availability and Utilization
- C. Statistical Processes
- D. Education Information Reporting

The first two areas of focus – Policy and Legal frameworks, and Resource Availability and Utilization – are the prerequisites or fundamental conditions that impact on the environment in which EMIS operates. There is the issue of ensuring that the institutional and legal environment, and the availability and use of human, financial and technological resources support a well functioning EMIS. The second two areas of focus look at the methodology and processes that need to be in place to produce quality statistics and information, as well as the appropriateness and timeliness of the products and outputs produced by the process. Each area has a set of Norms that commit Ministries to an expected position or way of producing education statistics. A set of standards of good practice for each of the Norms provides a reference for reviewing the implementation of the code.

2. PURPOSE OF THE NORMS AND STANDARDS

The main purpose of the EMIS Norms and Standards is to have a set of criteria and measures for advocating best practice and benchmarking countries capabilities in being able to produce relevant, accurate, timely and comprehensive education statistics and information. Adopting these Norms and Standards ensures countries will have sustainable, comprehensive and appropriate education management information systems in harmony with international and regional systems and practices.

This Norms and Standards Assessment Framework can be used for:

- Self assessment by producers of education statistics.
- Advocacy tool in debates for ensuring adequate EMIS resourcing and infrastructure for appropriate Ministries of Education.
- Reviews performed by SADC in assessing regional capacity in EMIS and country compliance with the framework.
- SADC accreditation for quality and acceptable statistics.

3. QUALITY OF STATISTICS

Underpinning the Norms and standards is a principle of the Quality of Statistics which is defined as 'fitness for use'. The Quality of Statistics has eight dimensions of quality, namely, relevance, accuracy, timeliness, accessibility, interpretability, coherence, methodological soundness and integrity. Five of these eight quality dimensions are also covered in the Data Quality Assessment Framework of the International Monetary Fund (IMF) and the UNESCO Institute of Statistics.

The *relevance* of statistical information reflects the degree to which it meets the real needs of users. It is concerned with whether the available information sheds light on the issues of most importance to users.

The *accuracy* of statistical information is the degree to which the output correctly describes the phenomena it was designed to measure.

The *timeliness* of statistical information refers to the delay between the point to which the information pertains, and the date on which the information becomes available. It considers the frequency and punctuality of release.

The *accessibility* of statistical information refers to the ease with which it can be obtained. The cost of the information may also be an aspect of accessibility for some users.

The *interpretability* of statistical information refers to the ease with which users can understand statistical information through the provision of metadata. This information normally includes the underlying concepts, definitions and classifications used the methodology of data collection and processing, and indicators or measures of the accuracy of the statistical information.

The *coherence* of statistical information reflects the degree to which it can be successfully brought together with other statistical information within a broad analytical framework and over time. The use of standard concepts, classifications and target populations promotes coherence, as does the use of common methodology across surveys.

Methodological soundness refers to the application of international, national or peer-agreed standards, guidelines, and practices to produce statistical outputs. Application of such standards fosters national and international comparability.

The *integrity* of statistical information refers to the values and related practices that maintain users' confidence in the Ministry producing statistics and ultimately in the statistical product.

These dimensions of quality are overlapping and interrelated. Failure to comply with any one dimension will impair the usefulness of the information.

4. USING THE ASSESSMENT FRAMEWORK

A key strategy in modern education management is measurement – and a key feature of measurement is using quantitative indicators as both early warning measures of system dysfunction as well as benchmarks against which progress is assessed.

The assessment framework was created in a manner that makes it possible for country self assessment and peer ranking. Each of the 17 Norms are broken down into a number of components. Components are high level descriptors of a number of Standards. The degree of implementation of a Standard associated with a Norm is measured on a 4 point assessment scale. The ideal Standard is embedded in “Quality Statistics” (Level 4).

Steps to follow in scoring country performance:

- Review the Norm and the associated Standard; and then assess which level (Level 4 to 1) closely approximates the Standard characterized by your EMIS systems.
- In the associated column, score a 4 for a system whose implementation of a standard is characterized by Level 4, similarly score a 3 for Level 3 etc.
- List evidence or provide justification for the scoring. Collect evidence if there is any for later review by the external Norms and Standards Assessment Team.
- The Standards are independent of each other making it possible for an EMIS system to be assessed as Quality Level 1 for one standard and to have Quality Level 3 for the next standard.
- An average score can be calculated for each Norm so as to give an indication of which areas need further improvement. Insert the average score on the Table in Annexure A (see page 31)
- Average the score for each focus area:
 - A. Policy and Legal Framework.
 - B. Resource Availability and Utilization
 - C. Statistical Process
 - D. Education Information Reporting

The overall ranking of an EMIS system will be obtained by averaging all the scores for all the 84 standards. The overall country ranking of the EMIS system will be based on the table below. An overall assessment of greater than 3.3¹ indicates that this country has an EMIS system which produces quality statistics. Similarly,

an overall average score of between 2.6 and 3.3 classifies the country as having acceptable statistics. An average score below 2.6 indicates the country has questionable or poor statistics.

	Range
Quality Statistics	3.4 to 4.0
Acceptable Statistics	2.6 to 3.3
Questionable Statistics	1.8 to 2.5
Poor Statistics	1 to 1.7

The Process of Engagement

The steps of engaging in this process are as follows:

1. The Ministry of Education writes a formal application to the SADC Secretariat expressing their wish to have an EMIS Norms and Standards Assessment. The SADC Secretariat will formally respond outlining the steps and conditions for an assessment.
2. The SADC Secretariat appoints an EMIS Norms and Standards Assessment Team (ENSAT) made up of 3 members (2 of these from other SADC member states and possibly an external expert). The members of the ENSA Team will be drawn from the pool of countries whose EMIS has an overall score above 2.6. This is a Peer Assessment Team.
3. The Ministry of Education undergoes training facilitated by the SADC Secretariat on the Assessment Framework.
4. The Ministry of Education creates an internal national Review Team which will undertake the assessments and produce an Assessment Report. This should not take more than two weeks.
5. The ENSA Team independently assesses the EMIS system with the evidence provided by the national team. (The external Team will not view the national country assessment at this stage).
6. The Ministry of Education Team and the external Team engage in joint discussions and reach a consensus on the scoring of standards. In cases where the country assessment and the peer assessment differ significantly and no consensus on scoring is reached the two scores shall be averaged with the country score constituting 45% and the ENSA Team 60%.
7. The Peer Team formulates the final assessment report with scores, findings and recommendations.
8. This is shared with the senior officials of the Ministry for their concurrence on measures for improved data quality.
9. A date for the next assessment is agreed upon.
10. The publication of the assessment findings is subject to confidentiality agreements.
11. The statistics for the Ministry of Education can be published with a SADC seal of quality assurance for an EMIS system that has an overall ranking of Quality Level 4 or Quality Level 3.

5. LIMITATIONS OF THE ASSESSMENT FRAMEWORK

A single-valued, aggregate data quality measure is subject to all the deficiencies associated with widely used indexes like the Consumer Price Index. Many of the variables and implicit weightings are likely to be subjective. There is a perspective that some assumptions in the framework bias the scoring against countries with fragile

economies. The framework may not sufficiently take into account the specific country or institutional contexts which may make it difficult for some countries to meet the ideal standards outlined under Quality Level 4. The methodology which largely rests on country self assessments may also limit the usefulness of the framework. There is a tendency for the data producer to rate their data quality highly while the consumers of the statistics will perceive the data to be less credible, timely and free of error. There is not much engagement with the consumers of the statistics in this assessment framework. But if the assumptions and limitations are understood and the index is interpreted accordingly, such a measure can help countries assess data quality status. From the practitioner's viewpoint, such an index helps to succinctly communicate the state of data quality to senior management in Ministries and provide comparative assessments over time. Experience suggests a "one size fits all" set of standards is not a solution. Rather, assessing data quality is an on-going effort that requires awareness of the fundamental principles underlying the production of timely, relevant, accurate statistics.

6. THE EMIS NORMS AND STANDARDS ASSESSMENT FRAMEWORK

In these Norms and Standards, the singular term “Ministry of Education” is used synonymously with its plural form “Ministries of Education” to include all those government Ministries responsible for the various levels of education and training in a country. These Norms apply to all levels of education including Early Childhood Education, Primary, Secondary, Tertiary, Non-Formal and Technical and Vocational Education with the recognition that the Ministry managing the Basic Education level has the primary responsibility for co-ordinating education and training statistics for the sector.

A. Policy and Legal Framework

Policy and legal frameworks governing education statistics have a significant influence on the effectiveness and credibility of a Ministry of Education to produce and disseminate education statistics. The relevant issues are a mandate for data collection from all education institutions and bodies, clarity on roles and responsibilities, registration of pupils and institutions, commitment to quality, reporting accountability, statistical confidentiality, impartiality and objectivity. All education statistical policy frameworks come under the umbrella of national statistical policy.

NORM 1. MANDATE FOR DATA COLLECTION FOR THE EDUCATION SECTOR

The Ministry of Education must have a clear legal mandate to collect information from all education and training institutions and bodies, both public and private, for educational statistical purposes

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Legal mandate	1.1.1	Legal mandate to collect information for educational statistical purposes. ²	There is a law or legal instrument on collection of information for production and dissemination of education and training statistics.	There is policy to mandate the collection of information for the production and dissemination of education and training statistics.	There are official documents on the collection of information for production and dissemination of education and training statistics.	There are no laws or policies or documents on collection, production and dissemination of education and training statistical information.		
	1.1.2	The usage of the legal mandate.	The legal mandate is utilized to cover all sub-sectors sector (including training).	The legal mandate document is sometimes utilized.	The legal mandate document is rarely utilized	The legal mandate document is not utilized.		
	1.1.3	Legislation on the use of administrative records for statistical purposes.	Legislation authorizes the Ministry access to use administrative records for statistical purposes.	Legislation grants partial access to administrative records for statistical purposes.	Legislation is silent about the use of administrative records for purposes of education statistics but statistical authorities may be granted access to such records.	There is no legislation in place allowing the use of administrative records for education statistics. It is difficult for officials to gain access to such records.		

² This could be part of any policy document or separate legal document.

	1.1.4	Compliance of education institutions to provide education information.	Failure to respond to such requests has consequences for education institutions. ³	Failure to respond to such requests does not always have consequences for education institution.		There are no consequences for non compliance. ⁴		
Mandate to coordinate EMIS processes	1.2.1	Mandate ⁵ to collect and integrate data from the different sub-sectors and various government agencies, institutions and structures of relevant departments, ministries and civil society.	The Ministry of Education has the mandate to collect and integrate data from the different sub-sectors and various government ministries and agencies of education and training, some institutions and relevant structures of other departments, ministries and civil society.	The Ministry of Education has the mandate to collect and integrate data from some of the sub-sectors of education and training.	The Ministry of Education has the mandate to collect and integrate data from some of the different sub-sectors of the Ministry of Education only.	The Ministry of Education has no mandate to collect and integrate data from the different sub-sectors and various government agencies dealing with education and training.		
	1.2.2	Strategy to collect and integrate data.	The Ministry of Education has a strategy to process data across other sub-sectors within the Ministry and with other Ministries and various government agencies. ⁶	The Ministry of Education has a strategy to process data across the sub-sectors within the Ministry of Education only. ⁷	The Ministry of Education has a strategy for some sub-sectors involved in education and training.	The Ministry of Education has no strategy to process data across other sub-sectors within the Ministry and with other Ministries and various government agencies and civil societies involved in education and training.		

³ Institution heads are charged, disciplinary action or a school is deregistered.

⁴ Institutions view the process as voluntary and response rates are low as there are no consequences for non compliance.

⁵ This could be part of any policy document or separate legal document.

⁶ The EMIS is integrated with administrative records in finance and personnel among others. One Ministry needs to be identified as the responsible party as in some instances more than one Ministry may be involved in education and training.

⁷ Unlike Quality Level 4 there is no clarity on which Ministry has overall mandate but Ministries involved in Education collect data for their sub-sector.

	1.2.3	Information sharing across the Ministry of Education sub-sectors and government agencies.	Comprehensive measures are in place to ensure that there is information sharing across sub-sectors and across government agencies. ⁸	Some measures are in place to ensure that there is information sharing and flow of data among sub-sectors occasionally other government agencies.	Measures are in place but are not clear to ensure that there is information sharing across sub-sectors and government agencies.	There are no measures in place to ensure that there is information sharing across sub-sectors and government agencies.		
	1.2.4	Timeliness of information sharing across Ministry sub-sectors and government agencies.	Very timely sharing of information across Ministry sub-sectors and government agencies.	Regular sharing of information (with acceptable delays) across Ministry sub-sectors and government agencies.	Irregular sharing of information across Ministry sub-sectors and government agencies. Information sharing is often delayed.	No sharing of information across Ministry sub-sectors and government agencies.		
	1.2.5	Memorandum of Understanding (MoU) between Ministry of Education and the National Statistics Office.	There is a MoU between the Ministry of Education with the national statistical office (Statistical authority) on all information related to their needs ⁹ .	There is an agreement between statistical authority and Ministry which recognizes the Ministry's representation on its National Statistical Body.	Ministry of Education and statistical authority collaborate on an ad hoc basis.	There is no collaboration and information sharing between the two organizations.		
	1.2.6	Defined missions, structures and roles of the Ministry of Education and Educational Institutions on EMIS.	The Ministry has clearly spelt out the roles and responsibilities of education institutions and structures in the collection, compilation, distribution and sharing of educational information with users. These exist as administrative guidelines and	There is a general understanding of the roles and responsibilities of education institutions and structures in the collection, compilation, distribution and sharing of educational information with users. These exist as administrative guidelines and are	The roles of the Ministry and education Institutions are not clearly specified. There are no guidelines in place.	The Ministry has not clearly spelt out the roles of education institutions nor has it set up structures for collection, compilation, distribution and sharing of educational statistical information. There is no clarity in terms of which organization is responsible for which activity which often leads to duplication of		

⁸ Information sharing should be systematic and move across sub-sectors, various directories (HR, Finance), flow right back to the schools as well as information sharing with other Ministries, agencies and departments.

⁹ The MoU can be with the Central Statistics Office

			are widely used in practice.	usually used in practice.		efforts and/or the neglect of essential steps.		
NORM AVERAGE								

NORM 2: QUALITY COMMITMENT

The Ministry of Education commits itself to work and cooperate according to the norms fixed in the quality declaration of its national statistical systems and in other international statistical frameworks.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Policy and Procedures to ensure quality statistics.	2.1.1	Policy and procedures to ensure quality.	Policy frameworks specify processes Ministry of Education will use to promote and ensure quality in the statistical value chain taking into account national and acceptable international quality standards.	Existence of a framework specifying processes the Ministry uses to promote and ensure quality in statistical value chain. However it is not linked to national and international quality standards.		There is no framework to guide the Ministry on how to promote and ensure quality.		
	2.1.2	Processes to monitor and ensure data quality.	Processes are in place to monitor and ensure the quality of the data collection, processing, and dissemination of statistics. These include processes of information verification and validation. ¹⁰	Processes are in place to monitor and ensure the quality of data. The processes include random information verification and validation. These processes are adhered to most of the time.	There are no processes to monitor and ensure the quality of data at various stages. Though random checks might be made.	There is no outlined process to monitor quality. There is minimal verification and validity.		
NORM AVERAGE								

¹⁰ Results are compared to those from other surveys and there are checks to ensure statistical data is consistent over time.

NORM 3: STATISTICAL CONFIDENTIALITY

The Ministry of Education guarantees the privacy of data providers' individuality, the confidentiality of the information they provide and its use for statistical purposes only.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Statistical Confidentiality	3.1.1	Policy outlining measures to safeguard individual data confidentiality and usage.	The individual data confidentiality is well stated in the policy document and implemented once every 12 months. Measures ¹¹ are in place to ensure that individual data are kept confidential and used for statistical purposes only. ¹²	The individual data confidentiality is well stated in the policy document but seldom implemented. Checks are in place to ensure only aggregated data is publicly available.	There is a statement in the policy document on data confidentiality. There are limited checks established and compliance is ad hoc.	Individual data confidentiality is not mentioned anywhere in the policy document.		
	3.1.2	Protocols for external users accessing data and usage.	Necessary protocols apply all the time to external users accessing statistical data.	Necessary protocols apply to external users accessing statistical data. However, protocols are disregarded in some instances.	No protocols apply to external users accessing statistical data. Though some efforts are made to safeguard individual data confidentiality.	Minimal efforts are made to safeguard the confidentiality of individual data and there are no protocols in place.		
NORM AVERAGE								

¹² Among these measures should be clear procedures on how to archive records, a policy on how long records are kept and a strategy to safely dispose or destroy the records.

NORM 4: REPORTING ACCOUNTABILITY

The Ministry of Education adheres to a policy of timely and accurate reporting to the statistical information requirements of national, regional, continental and international education frameworks.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Statistical reports	4.1.1	Production of statistical reports.	Annual reports on statistics on education and training institutions are produced and disseminated widely within 12 months of data collection.	Annual statistical reports are produced regularly and published. However, the reports are delayed in dissemination beyond 12 months of data collection.	Annual statistical reports are produced but not published.	Some reports are not produced.		
	4.1.2	Obligation to report education performance annually.	The Ministry has an obligation to report on all information related to education by law.	The obligation to report is indicated in the statistical code of practice.	The obligation to report is indicated in the plan or administrative document.	. The Ministry does not have an obligation to produce analytical reports on education performance.		
Report of education statistics to international organizations	4.2.1	Responsiveness of a country to international reporting requirements.	The country supplies complete education statistics to SADC, the African Union, and other international agencies as per required.	Reports to international organizations include most of the required information.	Country reports are characterized by large data gaps and delays; sometimes reports are not submitted. ¹³	The country does not supply the required information to international organisations.		
NORM AVERAGE								

¹³ As evidenced by the huge data gaps in publications such as Global Education Digest, AU Reports and SADC Report

NORM 5: IMPARTIALITY AND OBJECTIVITY

The Ministry of Education must produce and disseminate education statistics respecting scientific independence and in an objective, professional and transparent manner in which all users are treated equitably.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Impartiality and objectivity.	5.1.1	The compilation of education statistics is based on scientific and statistical considerations only.	Statistics are compiled on a scientific basis determined by statistical considerations only.	The compilation of statistics is largely based on statistical consideration but there is a minimal degree of external interference.	The compilation of statistics is largely based on statistical consideration but there is considerable degree of external interference.	The compilation of statistics is largely influenced by other external forces and disregards statistical and scientific considerations. Results are either suppressed or/and manipulated.		
	5.1.2	Corrections of errors are published.	Errors discovered in published statistics are corrected at the earliest possible date and publicized.	In most instances errors discovered in published statistics are corrected within a reasonable timeframe and publicized.	Errors discovered in published statistics are corrected but the corrections are rarely publicized.	Errors in statistics are not corrected.		
	5.1.3	Data revisions and/or updates are publicized ¹⁴ .	Revisions of data and/or updates of information are always publicized.	Revisions of data and/or updates of information are mostly publicized.	The revision of data and/or the update of information is publicized in some instances.	The revision of data and/or the update of information is not publicized.		
	5.1.4	Information on the methods and procedures for statistical production used by the Ministry is publicly available.	Information on the methods and procedures used by the Ministry is publicized and routinely disseminated.	Information on the methods and procedures used by the Ministry is sometimes disseminated.	Information on the methods and procedures used by the Ministry is only made available to the public upon request.	Information on methods and procedures used by the Ministry is not available to the public.		
	5.1.5	The release of statistics is made in an impartial and objective manner.	All statistical releases and statements made in the media are objective and non-partisan.			Statistical releases and statements made in the media tend to be biased and partisan.		

¹⁴ Publicize means to bring to the public's attention – make something known – this can be done using various forms of media such as an advert in the newspaper or use of bulletin boards.

	5.1.6	Staff is aware of professional and ethical conduct.	There are guidelines in place to ensure professional independence and ethical behavior by staff. A clear strategy ¹⁵ to ensure staff is conscious of acceptable conduct is in place.	Professional and ethical guidelines exist but lack clarity or/and are not adequately imparted to all staff.	There are no systems in place to guide staff on acceptable ethical and professional conduct. Personnel, however, are not implied in irregular practices.	There are no systems in place to guide staff on acceptable ethical and professional conduct. Staff is involved in irregular practices.			
	5.1.7	Conditions under which policy makers can access data before its release are outlined in the dissemination policy.	Conditions under which policy-makers, specifically government, may have access to data before its release are published and is available for public scrutiny.	Policy makers have access to the data. The conditions, along with the reasons for their access, are published and not adhered to.	Policy makers have uncontrolled access to data, the conditions along with their reasons for their access, are not published.	There are no policy measures preventing policy makers' access to data before its release and publication.			
NORM AVERAGE									

NORM 6: REGISTRATION OF INSTITUTIONS

All education and training institutions must be compelled to register with appropriate education Ministries if they are to operate as an education and training institution.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Registration of Institutions.	6.1.1	All public and private education institutions are registered with Ministries of Education or relevant government authority.	More than 90% of education institutions are registered with a unique number by the Ministries of education.	Less than 90% and more than 80% of education institutions are registered with a unique number.	Less than 80% and more than 50% of education institutions are registered with a unique number.	Less than 50% of public and private education institutions are registered by Ministries of Education and have a unique number.		

¹⁵ Such a strategy may include induction and orientation of new staff, circulating professional guidelines and codes or constantly training staff on managing professional and ethical questions that may arise.

	6.1.2	Ministries of Education have an up to date directory of all education and training institutions.	The appropriate education Ministry has a complete directory of all education and training institutions (public and private) which is updated on a yearly basis. There is a procedure for updating the list and it is implemented.	The appropriate education Ministry has a directory of institutions and a procedure for updating exists but it is not implemented annually and the list is partial.		The appropriate Ministry has directory of institutions but it is not updated annually. There is no procedure for updates.		
NORM AVERAGE								

NORM 7: REGISTRATION OF LEARNERS

All learners are required to present their birth certificate/records in any given year at any education and training institution.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Availability of learner data by age	7.1.1	All education institutions report on the age of their learners according to valid birth registration documentation	The Ministry reports accurate and comprehensive age by grade education statistics for all institutions. ¹⁶	The Ministry reports partially on the age of learners for some education institutions.		The Ministry does not report age by grade education statistics for any education institutions.		
	7.1.2	The Ministry has appropriate consultation with the Ministry responsible for universal registration of births to ensure widespread practice.	All learners are able to present their birth certificates/records on entry to education institutions.			Very few learners are able to present their birth certificates/records to education institutions.		
NORM AVERAGE								

¹⁶ Enrolment by age is collected and published.

B. Resources Availability and Utilization

Adequate resources and their effective use in managing an education management information system has a major impact on the quality of education statistics.

NORM 8: ADEQUATE RESOURCES

The Ministry of Education ensures that resources are commensurate with the statistical programmes, personnel, facilities, equipment, technology, training and financing of their education management information systems.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Finance	8.1.1	Allocation of an appropriate budget for EMIS.	The Ministry of Education allocates a ring-fenced ¹⁷ adequate percentage of its national education budget for the production of accurate, relevant and timely statistics.	The Ministry of Education allocation of its national education budget for the production of education statistics is sufficient to cover most of the EMIS census and is received within a reasonable timeframe.			There is no specific amount allocated for EMIS purposes. The funding for various activities is on an ad-hoc basis or sustained by external funding.	
Personnel	8.1.2	There are sufficient qualified personnel in key EMIS positions.	There are sufficient qualified personnel in all key EMIS positions; with the minimum number comprising of an EMIS specialist, education statisticians , system analyst, programmers and education planners	Over 80% of the key EMIS positions are staffed with qualified personnel. At a minimum there is a statistician and programmer and EMIS specialist.	More than 60% of EMIS posts are staffed by qualified personnel with at least one of whom is a statistician.		Less than 60% of EMIS posts are occupied by qualified staff and certain functions are outsourced to external partners	

¹⁷ secured funding that cannot be moved to other budget lines

			and data capturers at the national level.					
	8.1.3	The existence and implementation of professional development strategy ¹⁸ in place for EMIS staff.	The Ministry promotes and implements regular professional development and upgrading through training programs and on-site technical assistance to ensure progress and continuity of EMIS work. District Officers sufficiently trained to manipulate and analyze their local databases. ¹⁹	There is a plan and strategy in place and there is training taking place but seldom reaches beyond the national level.	There is a plan in place but there is no training taking place.	There are neither training programs nor strategy in place.		
	8.1.4	There is a strategy in place to retain scarce specialist skills.	There is a strategy in place to attract and retain specialist staff in areas of scarce skills by either offering additional incentives and / or performance contracts outside the normal salary post levels.	There is a limited strategy in place to retain scarce specialist skills. Staffs are on the normal salary postings	There is a strategy in place to retain scarce specialist skills but no implementation is occurring.	There is no strategy in place to attract and retain specialist skills.		

¹⁸ Internal and external training programs which include computer programming updates, database management skills, survey administration, planning and budgeting skills, analytical report writing, etc.

¹⁹ Professional development initiatives are across all sub-sectors.

	8.1.5	Participation and interaction with international networks of EMIS experts.	EMIS personnel annually participate in regional/international networks and conferences of EMIS experts in order to learn and share best practices. The Ministry EMIS experts are recognized as regional resources in EMIS expertise and to improve their expertise.	EMIS personnel occasionally participate each year in EMIS conferences.		EMIS staff seldom attend conferences on EMIS related topics. ²⁰		
Equipment	8.1.6	Adequate information technology (IT) equipment and communication tools and other necessities.	EMIS unit has access to quality IT equipment, with modern communication tools ²¹ of adequate processing and storage capacity at all administrative tiers ²² .	Only a few key EMIS staff has access to information technology and communication equipment that has sufficient processing and storage capacity.		EMIS unit has inadequate access to quality IT equipment and tools.		
NORM AVERAGE								

²⁰ Tendency for participation to be assigned to inappropriate person.

²¹ Internet, Wide Area Network and Local Area Network. Access to such ICT facilities should not only be at Head Offices but even at Provincial and District Offices

²² Head Office, Region, Provinces and Districts.

NORM 9: COST EFFECTIVENESS

Resources must be effectively used.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Utilization of Resources.	9.1.1	Monitoring of resource utilization	There are internal and external mechanisms in place to monitor the use of EMIS resources ²³ .	Mechanisms are in place to monitor some areas of resource utilization.	Control mechanisms are weak and poorly adhered to.	No mechanisms are used.		
Technology	9.2.1	Utilization of technology.	Information and Communications Technologies (ICTs) are optimized for essential operations in implementing the statistical value chain. ²⁴	ICTs used in most essential operations in the statistical value chain. Their usage enhances productivity.	Use of ICTs is - only limited to data capturing and data processing.	ICTs are not used productively.		
Human Resources Management	9.3.1	Management of human resources	EMIS staff used 90% on their core business in line with their job descriptions.	EMIS staff work on many other activities outside of EMIS, particularly in the areas of IT support troubleshooting and exams.		There are no dedicated EMIS personnel.		
Finance	9.4.1	Utilization of EMIS Funds	EMIS finances are used specifically for EMIS activities and functions. Resources received are effectively used.	EMIS finances are allocated to EMIS but the absorption capacity is limited.		EMIS funds are diverted to other programmes.		
NORM AVERAGE								

²³ (e.g. Performance Assessments Frameworks, Audits)

²⁴ Some processes are automated. The productivity potential of ICT is being optimized for data collection, processing and dissemination. Active use of website, CD's, E-mails etc.

C. Statistical Processes

SADC's Protocol on Education and other international standards, guidelines and good practices must be fully observed in the process used by Ministries to organise, collect, process and disseminate official statistics. The credibility of the statistics is enhanced by a reputation for good management and efficiency on statistical production processes. The relevant aspects are sound methodology, appropriate statistical procedures, definitions and classifications of internationally acceptable practices and non-excessive burden on respondents.

NORM 10: SOUND METHODOLOGY AND APPROPRIATE STATISTICAL PROCEDURES

Sound methodology must underpin quality statistics. This requires appropriate statistical procedures throughout the entire statistical value chain.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Data collection, processing, publication and dissemination methodology	10.1.1	Methodology follows international /national standards or peer agreed standards.	Standardized methodology used which includes a data collection and processing methodology; monitoring of the statistical chain; Definitions of terms and concepts are documented; a standard system for data processing; and necessary user and technical manuals are available.	Standard methodology to most areas of the statistical value chain are in place but not documented.	Standard methodology to some areas of the statistical value chain are in place but not documented.	Methodologies do not follow accepted standards.		
	10.1.2	Piloting and testing	Data collection instruments are piloted prior to administering them. Data entry and database structures are piloted and tested.	Data collection instruments, data entry and database structures are, most of the time (but not always), piloted before their administration.	Piloting may occur but changes are seldom incorporated.	Piloting and testing is not practiced.		

	10.1.3	Verification processes	Data verification processes in place include the following: internal control tables in the survey questionnaire; physical checks of the questionnaires by receiving officers; missing data identified and estimated; current enrolment figures and indicators are checked against previous year's results.	Data verification processes are built into the statistical value chain but there are certain key steps missing.	Data verification processes is done occasionally.	There is no data verification.		
Specialised survey methodology	10.2.1	Survey designs	Survey designs, sample selections and weights follow standard methodology and are properly documented.	Survey designs and sample selections are used but there is no proper documentation.	Survey designs, sample selections are occasionally used but there is no documentation.	No survey designs or sample selections used.		
	10.2.2	Definition of standard concepts and terms are available' documented and used.	Procedures are in place to ensure that standard concepts, definitions and classifications are consistently applied in the statistical value chain	Standard concepts, classifications and definitions are mostly documented and used.	Standard concepts, classifications and definitions are documented but do not satisfy accepted standards.	No documented concepts and definitions exist.		
	10.2.3	Availability of questionnaires for sub-sectors	There is a standard data collection instrument for each subsector (formal and non-formal education).	There is a standard data collection instrument for most subsectors (at least 4).	There is a standard data collection instrument only for some subsectors (less than 4 sub-sectors)	Only ad-hoc data collection instruments are used.		

Record Systems	10.3.1	Compatibility of institutional records	Standardized ²⁵ institutional records ²⁶ compatible with the information needs of the Education Census.	School records are standardized but often not compatible with the information needs of the annual education census instrument.	School record keeping covers a few areas of school management. It is not compatible with the annual education census.	Institutional records not standardized and not compatible with the Annual Education Census.		
	10.3.2	Imputation of missing data	Appropriate automated editing and scientific imputation systems are used and regularly reviewed, revised or updated as required.	Scientific manual methods are used to calculate some of the missing data.	Non scientific methods are used to calculate the missing data.	There is little effort to calculate the missing data.		
	10.3.3	Data Revisions	Revisions follow standards and well established and transparent procedures.			Revision methods used do not follow accepted standards, sets of guidelines or transparent practices.		
	10.3.4	Source of population statistics ²⁷	The latest survey or census population estimates and projections obtained from the Statistical authority (CSO/NSO) are used to calculate education indicators.		The latest population figures and institution age breakdown, sometimes obtained from Statistical authority (CSO/NSO) and other times from international sources outside of Statistical authority.	Population estimates are obtained from unauthorized sources.		
NORM AVERAGE								

²⁵ Standardised in terms of uniformity and quality; there has to be a glossary of standard concepts.

²⁶ Includes all institutions – schools, colleges, universities, etc.

²⁷ This is to make sure that there is one source of population statistics –Central Statistics Office.

NORM 11: NON-EXCESSIVE BURDEN ON RESPONDENTS

The reporting burden should be proportionate to the needs of the users and should not be excessive for respondents. The Ministry of Education monitors the response burden and set targets for its reduction over time.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Essential minimum	11.1.1	Core information needs.	The range and detail of education statistics demands is limited to what is essential.	The range and detail of education statistics collected exceeds their demand by users.		Education statistical surveys are overloaded with detail or do not address the minimum needs of users.		
	11.1.2	The burden of response.	The burden of responding to questionnaires is spread as widely as possible over survey populations through appropriate sampling techniques in instances where a census of education institutions is not being undertaken.			No sampling is done other than census.		
	11.1.3	Sources of data.	Administrative sources ²⁸ and secondary data are used whenever possible to avoid duplicating requests for information.	Secondary data and administrative records are sometimes used.		No secondary or administrative records are used.		
	11.1.4	Collaboration on education surveys.	The Ministry's EMIS unit is the coordinating and registering body of internal education surveys in collaboration with the national statistical office. This ensures that	Most of the time, EMIS monitors all internal educational surveys. The EMIS unit collaborates with all producers of education surveys.	Sometimes EMIS monitors educational surveys.	EMIS does not monitor other education surveys except education surveys by the Ministry.		

²⁸ Includes EMIS data

			they arbitrate the quantity, quality and standards of surveys undertaken in education and training institutions.						
NORM AVERAGE									

D. Education Information Reporting

Published and disseminated education statistics must meet users' needs. Education statistics need to comply with international quality standards and serve the need of African institutions, governments, research institutions, business concerns and the public generally. The important issues concern the extent to which the statistics are relevant, accurate and reliable, timely, coherent, comprehensive, comparable, over time, across regions and countries and readily accessible by users.

NORM 12: RELEVANCE

Education statistics must meet the needs of users.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
User needs	12.1.1	Identification of user needs.	Key users ²⁹ of data have been identified with their most recent contact details.	Key users have been identified with some of the contact details but it is not up to date. The list is more than two years old. It is not current.	Attempts have been made to create a user list. Some user data and their contacts are known, but no proper list exists. The list is not complete or regularly updated.	No attempt has been made to create a user list.		
	12.1.2		Processes ³⁰ are in place to regularly consult users on their needs, monitor the relevance and practical utility of existing statistics in meeting their needs, and advise	Processes are in place but users are sometimes not consulted. There are institutional processes in place but consultation happens in 80% of the time.	Processes are in place but consultations are on an ad hoc basis. There are no institutional processes in place.	No consultations or processes on user needs in place.		

²⁹ Key users are civil society, development partners, researchers; senior policy makers, government and teachers.

³⁰ Includes a responding to priorities in a register of user requests, a memorandum of understanding between users and producers, annual user satisfaction surveys on publications; annual engagement with key stakeholders in the refining census questionnaires – at least two should be in place to score quality statistics.

			on their emerging needs and priorities. ³¹					
User and producer feedback	12.2.1	Feedback reports.	Institutional data reports are sent back to all institutions and different administrative levels for feedback and to allow schools to make comparisons. Follow-ups are made.	Institutional data reports are sent back to all institutions and different administrative levels for feedback. There is some follow-up.	Institutional data reports are sent to some institutions and some administrative levels. There is little or no follow-up.	There is no feedback provided to the institutions and/or administrative levels.		
Feedback collection	12.3.1	A User Satisfaction Survey is conducted among users.	There is a user satisfaction survey or other formal arrangements are conducted annually to collect feedback from users and producers of the information ³² , in particular those institutions who are involved in the collection, compilation and reporting of educational information.	There is no user satisfaction survey but there are other informal arrangements in place to collect feedback.		There are no user satisfaction surveys and no arrangements in place.		
Appropriateness of EMIS strategies	12.4.1	EMIS Strategic Plan	There is an EMIS strategic plan in place that covers all subsectors and addresses the Ministry's policy objectives. ³³	The EMIS strategic plan exists but only covers a few subsectors.	There are annual Ministry plans that include EMIS but no separate Strategic Plan for EMIS. It only deals with some sub levels of the education system.	No plans in place.		

³¹ Availability of dissemination, briefing, distribution of outputs etc.

³² Refers to institutions, different administrative levels and other line Ministries.

³³ Existence of a documented strategy.

	12.4.2	Indicators in Annual Statistical publications	Key indicators are analysed and tracked to measure performance of the entire education system. International and regional comparisons of indicators are widely used.	Analysis of indicators in annual statistical publications largely measures certain levels of the education system. Occasionally international and regional indicators are compared.	There is use of indicators to measure the performance of education. The indicators are limited to national goals with little international comparisons.	Analysis and tracking of statistical indicators are infrequent. No effort is made to make comparisons with internationally comparable indicators.		
Data utilization	12.5.1	Key data users are trained to use data effectively.	Annual training programmes take place.	Few training programmes are undertaken.	Ad-hoc arrangement for participation in other training programmes.	No training is held.		
NORM AVERAGE								

NORM 13: ACCURACY AND RELIABILITY

Education statistics must accurately and reliably portray reality. The accuracy of the statistical information is the degree to which the output correctly describes the phenomenon it was designed to measure.

Components		Standards	Assessment levels					Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics			
			Level 4	Level 3	Level 2	Level 1			
Assessment of coverage of data collection in comparison to the target population	13.1.1	Coverage of the school ³⁴ census.	There is a complete and updated schools master-list which is used to determine the size of the target population. All private and public schools are listed and updated annually.	There is a complete list of public schools which has been updated within the year. The list of private schools is less reliable as updating is more difficult.	There is an incomplete national list of public and private schools which was last updated over a year ago. Comparisons are made with the population size of the previous year.	There is an incomplete national list of schools which is updated irregularly on an ad hoc basis.			

³⁴ Includes preprimary, primary and secondary (junior and senior) schools and technical vocational schools at the secondary level.

	13.1.2	Coverage of post secondary (non tertiary) institutions census	There is a complete and updated institutions master-list which is used to determine the size of the target population. All private and public institutions are listed and updated annually.	There is a complete list of public institutions which has been updated within the year. The list of private institutions is less reliable as updating is more difficult.	There is an incomplete national list of public and private institutions which was last updated over a year ago. Comparisons are made with the population size of the previous year.	There is an incomplete national list of institutions which is updated irregularly on an ad hoc basis.		
	13.1.3	Coverage of higher and tertiary institutions census	There is a complete and updated institutions master-list which is used to determine the size of the target population. All private and public institutions are listed and updated annually.	There is a complete list of public institutions which has been updated within the year. The list of private institutions is less reliable as updating is more difficult.	There is an incomplete national list of public and private institutions which was last updated over a year ago. Comparisons are made with the population size of the previous year.	There is an incomplete national list of institutions which is updated irregularly on an ad hoc basis.		
Assessment of response rates to the census.	13.2.1	Response rate to the school census.	There is over 95% response rate from both private and public institutions in returning their census questionnaires. Response rates and the assumptions on missing institutions are clearly indicated in statistical reports.	There is 80-94% response rate from public and private institutions in returning their questionnaires. Response rates are sometimes reported.	There is between 50 - 79 % of institutions responding to the census questionnaire. Response rates are not published with the reported statistics.	There are less than 50% of institutions responding to the census questionnaire. Response rates are not reported annually.		
	13.2.2	Response rate to the post secondary (non tertiary) census.	There is 80% or above response rate from both private and public institutions in returning their census questionnaires. Response rates	There is 60% - 79% response rate from public and private institutions in returning their questionnaires. Response rates are sometimes reported.	There is between 40 -59 % of institutions responding to the census questionnaire. Response rates are not published with the reported	There are less than 39% of institutions responding to the census questionnaire. Response rates are not reported annually.		

			and the assumptions on missing institutions are clearly indicated in statistical reports.		statistics.			
	13.2.3	Response rate to the higher and tertiary census.	There is over 95% response rate from both private and public institutions in returning their census questionnaires. Response rates and the assumptions on missing institutions are clearly indicated in statistical reports.	There is 80-94% response rate from public and private institutions in returning their questionnaires. Response rates are reported.	There is between 50 - 79 % of institutions responding to the census questionnaire. Response rates are not published with the reported statistics.	There are less than 50% of institutions responding to the census questionnaire. Response rates are not reported annually.		
Improving sample surveys	13.3.1	All non sampling errors are calculated ³⁵ .	There are no non - sampling errors (put technique here).	There are minimal non-sampling errors.	There are numerous non-sampling errors.	Data unusable.		
	13.3.2	Measures of sampling errors for key variables are calculated e.g. Standard error, coefficient of variation.	Measures of sampling errors must be calculated for the main variables. They must be available for the other variables on request.	Measures of sampling errors are published for the main variables. Measures of other variables are not available even on request.	Measures of sampling errors are available on request for the main variables only.	Measures of sampling errors are not calculated.		
Triangulation of Data	13.4.1	Data consistency.	Annual School Education Census data is regularly compared with other sources of data - Household Survey data and other data sources.	This occasionally happens when you identify a possible error.	This seldom happens.	This never happens.		.
NORM AVERAGE								

³⁵Poor responses to survey questionnaires either deliberately or due to lack of comprehension or poor conceptualisation by the surveyors.

NORM 14: TIMELINESS AND PUNCTUALITY

Education statistics must be disseminated in a timely and punctual manner.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Statistics publication	14.1.1	An Annual Statistical report is published.	Annual statistical report is published within the academic year of collection.	Annual statistical report is published within 2 years.	Annual statistical report is published in more than 2 years.	Annual statistical report is not published at all.		
A calendar of publication of data	14.2.1	Guidelines on frequency and release dates for data in place.	Clear guidelines are in place stating the frequency of releasing statistics, and setting out a time frame for their release.	Guidelines on frequency exists but are only adhered to in some instances, with some release dates missed.	Though guidelines on frequency and release dates are in place, they are often disregarded.	No guidelines exist for the frequency of release and release dates. Most of these decisions are left at the discretion of the relevant directorate/department head.		
Punctuality of release	14.3.1	Guidelines on frequency and release dates for data in place.	Clear guidelines are in place stating the frequency of releasing statistics, and setting out a time frame for the release of statistics.	Guidelines on frequency exists but are only adhered to in some instances, with some release dates missed.	Though guidelines on frequency and release dates are in place, they are incomprehensive and often disregarded.	No standards or guidelines exist for the frequency of release and release dates. Most of these decisions are left at the discretion of the relevant directorate/department head.		
	14.3.2	Deviation from the dissemination schedule publicised.	Any divergence from the dissemination schedule is publicised in advance, explained and a new release date is set.	Delays in the dissemination of statistics are occasionally published in advance.	Notifications of delays are scarce.	There is no clarity on release dates of data and no justification for delay in data publication is given.		

	14.3.3	Preliminary data disseminated in accordance to set timeframes.	Guidelines exist making it possible to release preliminary data. High quality preliminary data is disseminated according to the recommended timeframes.	Guidelines exist making it possible to release preliminary data. Preliminary data is disseminated but often fails to be within the set timeframes.	There are no guidelines in place ensuring the release of preliminary data. Preliminary data can be made available upon request on an ad-hoc basis.	No preliminary statistics are made available to users.		
NORM AVERAGE								

NORM 15: COHERENCE, CONSISTENCY, COMPARABILITY AND INTEGRATION

Education statistics should be coherent and consistent , over time, and comparable between regions and countries; it should be possible to combine and make joint use of related data from different sources

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Coherence³⁶ and consistency³⁷ of data	15.1.1	Statistics are compiled on the basis of established common standards.	Statistics are always compiled on the basis of common standards – information on statistical procedures and data dictionary is available ³⁸	Statistics are compiled, most of the time, on the basis of common standards.	Statistics are compiled, occasionally, on the basis of common standards.	No consideration is given to the compilation of statistics on the basis of common standards.		
	15.1.2	Statistics are consistent over time.	Statistics use the same principles and procedures over time ³⁹).	Statistical consistency is mostly checked and comparison of datasets	Sometimes statistical consistency is checked. Errors are found in	Statistical consistency is hardly checked and reported.		

³⁶ It reflects the degree to which data sets are logically connected and complete. The degree to which statistics can be brought together with other information

³⁷ The same definitions and procedures are used over time.

³⁸ with respect to scope (same parameters such as institutional profile, facilities, teacher and learner information, etc), definitions, units of measure and official classifications in the different surveys and sources.

³⁹ Refer to Accounting consistency which is reconciliation across years (missing data is taken into account) and arithmetic consistency is where subtotals add up to totals

				reflects missing data. There are minimal errors and they are reported..	comparing data across years and within the data set.			
	15.1.3	Statistics are coherent over time.	Statistics are coherent or reconcilable over a minimum of five years.	Current year statistics are comparable to the previous year statistics in most cases.	Current year statistics are sometimes compared to the previous year statistics for coherence.	Current year statistics are hardly compared to the previous year statistics for coherence.		
Compatibility	15.2.1	Statistics from different ministries can easily be compared based on . Regional codes, . Schools codes, . location coordinates etc	Statistics are compatible with other government databases (such as central statistical office and other government ministries) through unique identifiers.	Statistics from different sources can and are, in some cases, compared.	Statistics from different sources can be compared, but with great difficulty as it is seldom done.	Only statistics on administrative locations can be compared. Databases stand alone and have little or no links.		
Comparison with other systems	15.3.1	Statistics are compared with other statistical systems.	Comparisons are made with household surveys and the like when they are appropriate. Cross national comparability of the data is ensured through frequent comparisons with other international statistics (UIS, AU Outlook Database) and regional assessments of country statistics.	National statistics are occasionally reconciled with other national surveys and sometimes involved in international and regional comparisons.	National statistics are seldom compared with other statistical systems.	National statistics are compared with other statistical systems at no time.		

Interpretability	15.4.1	Time series data to allow for effective interpretation	Five years of data is available for effective interpretation.	Two years of data is available for effective interpretation.		Available data makes it difficult for effective interpretation.		
NORM AVERAGE								

NORM 16: ACCESSIBILITY AND CLARITY

Education statistics should be presented in a clear and understandable form, disseminated in a suitable and convenient manner, available and accessible on an impartial basis with supporting metadata and guidance.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Clarity of education statistics	16.1.1	The statistics are presented in a clear and understandable manner.	Statistics are analyzed and presented in a form that facilitates proper interpretation and meaningful comparisons.	Statistics are clearly presented but some limited analysis.	Statistics are clearly presented but without analysis	Statistics lack clarity and there is no analysis.		
Dissemination	16.2.1	Annual Statistical reports disseminated utilizing various methods.	Dissemination services use modern information and communication technology tools ⁴⁰ and traditional hard copy.	Statistics are distributed using modern technology mainly with hardcopy reports in limited numbers.	Limited distribution using modern information and communication technology and hardcopy reports.	Statistical reports not disseminated.		
	16.2.2	Regular dissemination strategy in place.	Ministry establishes an information desk to cater for users and customizes its dissemination of annual publications to meet needs of diverse target groups.	Most of the time there is an arrangement to provide information to users but the dissemination is seldom customized to their needs.	There is no established arrangement to provide information to users. However, it is common to cooperate and provide information.	There is no arrangement to provide information other than distribution of annual statistical reports.		

⁴⁰ Web sites, internal shared drives, online storage sites, CDs and email.

	16.2.3	Users are informed about the statistical processes and outputs.	Users are kept informed through provision of metadata on the methodology of statistical processes and the quality of statistical outputs.			Users are not informed about the statistical processes and statistical outputs.		
	16.2.4	Analytical reports provided to lower structures.	Lower levels ⁴¹ of government structures receive official or published annual summary statistics (both actual and indicator statistics) appropriate to their area.	Lower levels of government structures receive annual summary statistics most of the time.	Lower levels of government structures receive annual summary statistics sometimes.	Lower levels of government structures do not receive annual summary statistics		
	16.2.5	Regular training given for EMIS personnel on analytical reporting.	Annual training on analytical reporting is provided to all levels of EMIS personnel	Annual training on analytical reporting is provided to EMIS personnel at headquarters and the next lower level of the Ministry only.	Ad hoc training on analytical reporting is provided to some levels.	No training on analytical reporting is provided.		
Metadata	16.4.1	Documentation on metadata exists.	Meta-data documentation exists on the database and documentation includes a data dictionary and information on how the statistics are	Some level of documentation on metadata is available but not complete.	<i>There is no formal documentation on the statistical processes and database but it can be explained verbally by EMIS personnel.</i>	No metadata is documented and no explanation is available.		

⁴¹ Regions, provinces, districts and schools

			collected, produced and stored.						
NORM AVERAGE									

NORM 17: COMPREHENSIVENESS

Education statistics and information are reported on for all sectors of education and training.

Components		Standards	Assessment levels				Score	Comments
			Quality Statistics	Acceptable Statistics	Questionable Statistics	Poor Statistics		
			Level 4	Level 3	Level 2	Level 1		
Comprehensive statistics	17.1.1	Education statistics collected on all education sub-sectors are reported on.	Statistics are reported on all sub-sectors of education and training.	Statistics are obtained for sub-sectors under the Ministry of Education but not sub-sectors from other ministries who provide education and training.	Statistics are collected on most sub-sectors of education but tends not to cover private institutions.	Statistics are obtained only on one or two sub-sectors.		
	17.1.2	There are statistics on quality indicators ⁴² in the annual statistical reports.	Statistics within education and training institutions that impact on the quality of education are reported annually.	The annual statistics report(s) include some statistics on quality.	The annual statistical reports include very few statistics on quality.	The annual statistical reports include hardly any statistics on quality.		
	17.1.3	Statistics are disaggregated by gender.	Gender is disaggregated across all levels of education	Distinctions are made by gender in most levels of education but not all.	Gender disaggregation occurs only in basic education and not in the other levels.	No gender disaggregation is found		

⁴² Quality indicators are debatable but at the minimum should include graduation rates and at least three other indicators of efficiency - completion rate, promotion rate, repetition rate, drop out rates, pass rate, educator/learner ratio, textbook pupil ratio disaggregated by gender.

Statistics on learners with special needs education ⁴³	17.2.1	Statistics on learners with special needs education is integrated with other education statistics.	Statistics on learners with special needs to be collected at all sub-sectors of education. These are reported in annual statistical publications.	Statistics on special education is collected for the primary and secondary sub-sectors and reported in annual statistical reports.	Statistics on special education is collected for some sub-sectors but not reported in annual statistical reports.	Statistics on special education are hardly collected and reported.		
Statistics on rural/urban characteristics	17.3.1	Statistics are disaggregated by rural and urban.	Distinctions are made between rural and urban characteristics (as defined by national statistical offices) of learners and institutions where possible.	Distinctions are made between urban and rural. However, this is not in accordance with national statistical office.	Separate statistics on urban and rural are only collected occasionally.	Distinct statistics on urban and rural are not collected.		
NORM AVERAGE								

⁴³ Learners who are either gifted or have physical or mental challenges to learning.

ANNEXURE A: SCORING MATRIX

Country.....

Date of Assessment.....

Please Tick where appropriate

External Peer Team Assessment

Country Assessment

Other

Focus Area A. Policy And Legal Framework	Norm Average Score
Norm 1. Mandate For Data Collection	
Norm 2: Quality Commitment	
Norm 3: Statistical Confidentiality	
Norm 4: Reporting Accountability	
Norm 5: Impartiality And Objectivity	
Norm 6: Registration Of Institutions	
Norm 7: Registration Of Learners	
Focus Area Average	

Focus Area B. Resources Availability And Utilization	Norm Average Score
Norm 8: Adequate Resources	
Norm 9: Cost Effectiveness	
Focus Areas Average	

Focus Area C. Statistical Processes	Norm Average Score
Norm 10: Sound Methodology And Appropriate Statistical Procedures	
Norm 11: Non-Excessive Burden On Respondents	
Focus Area Average	

Focus Area D. Education Information Reporting	Norm Average Score
Norm 12: Relevance	
Norm 13: Accuracy And Reliability	
Norm 14: Timeliness And Punctuality	
Norm 15: Coherence, Comparability And Integration	
Norm 16: Accessibility And Clarity	
Norm 17: Comprehensiveness	
Focus Area Average	

Overall Average of all Standards

Add each score per standard and divide by 84 (total number of standards)

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ANNEXURE B: EXTERNAL PEER RATING TEAM AND COUNTRY SCORING MATRIX

The Ministry of Education and Peer Review Team engage in joint discussions and reach a consensus on ranking. In cases where the country assessment and the peer assessment differ significantly and no consensus on scoring is reached the two scores shall be averaged with the country score constituting 45% and the Peer Review Team 60%.

Focus Area A. Policy And Legal Framework	Country Score	Peer Review Team Score	Average Score
Norm 1: Mandate For Data Collection			
Norm 2: Quality Commitment			
Norm 3: Statistical Confidentiality			
Norm 4: Reporting Accountability			
Norm 5: Impartiality And Objectivity			
Norm 6: Registration Of Institutions			
Norm 7: Registration Of Learners			
Focus Area Average			

Focus Area B. Resources Availability And Utilization	Country Score	Peer Review Team Score	Average Score
Norm 8: Adequate Resources			
Norm 9: Cost Effectiveness			
Focus Areas Average			

Focus Area C. Statistical Processes	Country Score	Peer Review Team Score	Average Score
Norm 10: Sound Methodology And Appropriate Statistical Procedures			
Norm 11: Non-Excessive Burden On Respondents			
Focus Area Average			

Focus Area D. Education Information Reporting	Country Score	Peer Review Team Score	Average Score
Norm 12: Relevance			
Norm 13: Accuracy And Reliability			
Norm 14: Timeliness And Punctuality			
Norm 15: Coherence, Comparability And Integration			
Norm 16: Accessibility And Clarity			
Norm 17: Comprehensiveness			
Focus Area Average			

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