DQAF findings for Botswana

Background

1. Assessment conducted in February 2011.
2. This is the first DQAF implementing the Cape Town meeting recommendations (in particular, where several sources of data / data producers are separately assessed).
3. UIS met with:
   - Botswana Examinations Council
   - Botswana College of Distance and Open Learning
   - Botswana Training Authority
   - Central Statistics Office
   - Department of Out of School Education and Training
   - European Union
   - Ministry of Local Government
   - Ministry of Education and Skills Development
   - Tertiary Education Council
   - Teacher Training and Development
   - 1 region (Katleng), 2 primary schools, 1 senior secondary school
4. Report was shared with MoESD in April 2011.
5. Final version (October 2011) incorporates feed-back.

Positives

6. Strong awareness of data quality issues by the Ministry—mainly timeliness and reliability.
7. Political will exists to improve the situation: development of the Education Management Information System (EMIS) is a priority and there are plans to elevate the Division of Planning, Statistics and Research to department level.
8. Mandates and functions of the departments in the Ministry are governed and guided by relevant legislation and related policies.
9. High levels of commitment throughout the education system, at the institutional, regional and national level.

Areas to strengthen

10. Data needs for planning are not clearly expressed.
11. There is no framework that allows for the coordinated and sustainable development of education information systems.
12. No dedicated budget and slow financial procedures, has an impact on the implementation of planned activities regarding data collection.
13. Ad hoc and uncoordinated data collection processes are conducted in parallel.
14. There are different lists of institutions, and that these are not maintained or updated at one central place.
15. Education officers receive little if any training in data collection methods.
16. Share of responsibility between the Education Statistics Unit (consisting of staff seconded from CSO) and the EMIS unit is not clear and there is no EMIS presence at the regional level.
17. The existing information system is outdated and there is no capacity to update it.

**Recommendations**

18. Implement the existing plans of restructuring the Monitoring and Evaluation function and provide more autonomy to DPSR in controlling its own funds.
19. Staff the EMIS Unit at central and regional level.
20. Clarify and reinforce relations between CSO, MoE and other data producing bodies and develop an EMIS Policy that will define data collection processes and data dissemination procedures.
21. Develop a modern integrated information system.
22. Update and maintain the master list of all educational institutions.
23. Design and implement a capacity building strategy based on the national needs and objectives.
24. Develop an Action Plan that will identify and prioritise a set of actions needed to address the weaknesses identified by the diagnostic study.
DQAF findings for Malawi

Background

26. UIS met with:
   - CHINSAPO LEA Primary School
   - Lilongwe LEA Primary School
   - Tsabango Community Day Secondary School
   - Lilongwe Teacher Training College
   - National Statistics Office
   - ECD Ministry of Gender, Children and Community Development
   - Development Partners
27. Report was shared with MoEST in November 2011.
28. Final version (November 2011) was endorsed by the Ministry of Education, Science and Technology (MoEST) in April 2012.

Positives

29. A strong policy agenda and strategic direction recognize the important role that statistics play in strategy and policy choices, monitoring and evaluating education system.
30. EMIS Unit is the only section that collects data in the MoEST and it is also acknowledged as such by other departments in the ministry.
31. In preparation for dissemination of the questionnaire, labels are printed and applied to the forms.
32. A briefing session is organized in April between EMIS Unit and staff at decentralized level on questionnaire completion, verification and validation and calendar.
33. High levels of commitment throughout the education system, at the institutional, regional and national level.
34. Staffs from NSO are posted in the Ministry and support data collection and production.

Areas to strengthen

35. Collaboration between the MoEST and NSO should be strengthened. They should work on the same concepts and definitions and compare data and indicators produced.
36. Data collection and compilation in all subsectors should be harmonized for all Education’s subsectors included ECD.
37. An additional training should be organized for head teachers and instruction on the questionnaire should be improved also.
38. Data processing schedule should be optimized. Data capture should start as soon as questionnaires are returned at central level without waiting for the all forms to be returned.
39. Lack of dedicated budget has a direct influence on data collection and affects the quality of data.
40. Communication between department in the ministry and generally all data users about specific aspects of data such as timeliness, data cross-checking (HRMIS) and data details.
41. Data audits should be done on regular basis in order to build trust and increase the integrity and the reliability of data.

**Recommendations**

42. The Education Act should be revised in order to include the statistical responsibilities and MoEST mandate in terms of the scope and periodicity of the production of educational statistics.
43. Set up a consultative structure including MoEST, ECD, NSO and development partners to define a strategy to develop an integrated information system (EMIS policy).
44. Terms of reference (ToR) should be developed for an integrated information system that adheres to the functionality that is required within the MoEST and at sub-national levels, with a medium-term perspective of decentralisation down to the institution level if required.
45. Develop standardized procedures to complete school registers and questionnaire at institutional level.
46. Improve documentation and transparency by developing EMIS cycle procedures and metadata documentation. Documentation developed should be available to public.
47. Establish a School Registration Unit in the Policy and Planning department to maintain and update the master list of institutions. Procedures for opening and closing institutions should be developed and included in the Education Act.
48. Develop an Action Plan that will identify and prioritize a set of actions needed to address the weaknesses identified by the diagnostic study.
**DQAF findings for Mauritius**

**Background**

1. Assessment conducted in May 2011.
2. UIS met with:
   - Central Statistics Office (CSO)
   - Human Resource Development Council
   - Mauritius Examination Syndicate (MES)
   - Mauritius Institute of Training and Development (MITD)
   - Ministry of Education and Human Resources (MoEHR)
   - Ministry of Technology Information and Telecommunications - Central Information Systems Division (CISD)
   - Mauritius Qualifications Authority (MQA)
   - Tertiary Education Commission (TEC)
   - University of Mauritius
   - UNESCO National Commission for Mauritius
   - United Nations Development Programme (UNDP)
   - Public and state pre-primary, primary and secondary schools in Mauritius
3. Report Compilation and Dissemination: the report was shared with all the national stakeholders that UIS met with in addition to the UNESCO National Commission channel in October 2011.

**Positives**

4. Data quality is well appreciated by all education data producers in Mauritius.
5. Education statistics data producers in Mauritius are committed to providing, up-to-date statistics on their respective sectors.
6. Mauritius has a well-organised centralised information system division to support government agencies to capture data.
7. The MoEHR is committed to providing quality education to all Mauritians, and strives to ensure that a continual process of collecting data to measure efficiency of the system.
8. The MoEHR has made substantive efforts at the central and zonal levels of administration to ensure that multiple sources of data to respond to requests.
9. There continued to be a growing demand for statistics in Mauritius. The MoEHR should be commended for its exemplary efforts to respect timeliness.
10. The MoEHR (Statistics Section) has made substantive efforts to ensure that data collection instruments are as comprehensive as possible.
11. Education Statistics data producers (MoEHR, TEC, and MITD) provide to the public reports on the performance of their respective sectors of education.

**Areas to strengthen**

12. The Central Statistics Office (CSO) has a stronger role to play in encompassing all education statistics data producers in revision to the national strategy for the development of statistics.
Recommendations

23. Explore modalities to improve data coverage from private institutions, to reduce response burden at the zonal level, and to mitigate duplication of efforts between data providers.
24. Track changes to methodology, concepts and definitions, and disseminating such changes to the public – e.g. produce and disseminate sector-wide education statistics guide, document deviations from international norms, produce documents on metadata.
25. Formalise national classification of education levels to capture multiple TVET providers.
26. Introduce minor changes to the survey form to ensure accuracy in reporting e.g. age data.
27. Improve national data coverage through integrating estimates from existing data sources, conduct sample surveys to determine reasons for non-response in private institutions.
28. Improve collaboration with the CSO and the MoEHR to set official standards for data validation/assess data reliability, establishing codes of practice etc.
29. Conduct periodic site visits to institutions to conduct data quality audits, training of zonal directors etc.
30. Promote the integrity of data releases in (TEC, MITD and MQA) which release annual publications independently.
31. Adopt education statistics development strategy (ESDS) and capacity building plan - establishing a technical coordinating committee. Automate data consistency checks to reduce workload experienced by the MoEHR.
32. Publish annual sector wide separate documents on education statistics e.g. brochures, harmonised reports etc.
33. Design process to examine the relevance and feasibility of a national programme of assessment. This would serve to complement Mauritius participation in international assessments.
34. Increase the pace of modernising the data processing platforms e.g. online data capture etc.
35. Establish technical committees, ensuring that education statistics development strategies address quality concerns.
DQAF findings for Namibia

Background

49. Assessment conducted in October 2011.
50. UIS met with:
   - Central Bureau of Statistics
   - Ministry of Gender Equality and child Welfare
   - Polytechnic of Namibia
   - National council for Higher Education
   - National Training Authority
   - Namibian College of Open Learning
   - Millennium Challenge Account Namibia
   - Education development partners
   - 2 regional offices and 1 circuit, 3 primary schools, 2 secondary schools, 2 combined schools

51. Report was shared with MoBE in February 2012.

Positives

1. The recognition of EMIS as a unique source of data shows that MoE acknowledges the importance of quality data by providing EMIS the required institutional recognition to avoid duplication of data collection processes.
2. At central level, the EMIS Unit deploys important efforts to maintain good quality practices: prefilling of the data collection instrument, for instance, contributes to a strict maintenance of the master list of schools; systematic controls of erroneous and missing data are in place.
3. At sub-national level, proximity support is conducted by circuits and regions’ teams and trainings are provided by EMIS staff.
4. At school level, standard registers and guidelines for data quality controls are nationally used and the data collection instruments are self-explanatory.
5. Verification of the coherence of data trends is presented in management meetings through discussions around list of schools with high enrolment gain / loss.
6. High level of professionalism on examinations practices and national standard tests are regularly conducted to assess education quality.

Areas to strengthen

7. Lack of a dedicated budget and slow financial procedures impacts the implementation of planned activities regarding data publication.
8. There are important data gaps for some sub-sectors (i.e. Vocational Education and Training (VET), Higher Education (HE), Early Childhood Development (ECD)) and no publication of financial data.
9. User-friendly query tools (in particular to access raw data) are missing, existing statistical publications would benefit from some improvements and an additional publication with analytical content is recommended.

10. The use of secondary data sources needs to be promoted for understanding the phenomenon impacting on education performance (e.g. dropouts, population mobility, research on Orphans and Vulnerable Children (OVC), etc.) and for comparison with the aim of improvement of data quality.

11. EMIS is understaffed and challenges with staff retention are seriously putting system sustainability at risk.

12. At central level, the Monitoring and Evaluation (M&E) function should be given more importance (its hierarchical positioning is not adequate) and a culture of using data for decision making should be encouraged.

**Recommendations**

13. Clarify the institutional arrangements between CBS and MoE on the one hand and MoE and NCHE, NTA and the MoGECW on the other hand and establish a quality committee comprising of the main data users.

14. Staff the EMIS Unit, especially at central level.

15. Allocate a dedicated budget to EMIS and improve procurement and funding to ensure that the printing of EMIS publications is efficient.

16. Develop an EMIS policy document and an EMIS activity calendar including the public release of preliminary data to improve transparency.

17. Develop the following documents, make them available on-line (i.e. intranet or Internet depending on the content) and refer to them in the publications:
   a. Documentation on metadata, indicators and methodology (e.g. explaining coverage percentage estimation and processes);
   b. Documentation on the database structure for sustainability and maintenance;

18. Provide different kind of publications for different publics (e.g. researchers, public, decision makers, etc.) and administrative levels and automate the production of abstracts.

19. Envisage the decentralisation of the system for more participation at the lower administrative levels and provide feedback to schools in the form of report cards.

20. Build capacity on database querying, reporting and education finance indicators.

21. Develop an Action Plan that will identify and prioritise a set of actions needed to address the weaknesses identified by the diagnostic study.
DQAF findings for Zimbabwe

Background

52. Assessment conducted in January 2010.
53. DQAF produced before the implementation of Cape Town meeting recommendations.
54. UIS met with:
   - Harare District Office
   - Ministry of Education, Sports, Arts and Culture (MoESAC)
   - Ministry of Higher and Tertiary Education (MoHTE)
   - UNESCO Office in Harare
   - UNICEF
   - World Bank
   - Zimbabwe National Statistics Agency (ZIMSTAT)
   - 2 schools in Harare
55. Report was shared with MoESAC in April 2010.
56. Final version incorporating feed-back available since July 2010.

Positives

57. The main questionnaire for education, the ED 46, seems quite effective and efficient. The same can be said for the (recently revised) data collection instruments of the MoHTE.
58. As to performance of the education system (including access, enrolment, progression, completion, and student learning achievements), basic data on such main variables are available.
59. Questionnaires for data collection are in accord with international standards.
60. Globally, the physical model implemented in the main database seems effective. It uses the nomenclatures (modalities of variables) systematically and this allows for easy running of relevant queries via SQL.
61. Statistics derived from the administrative school census are disseminated within 6-12 months after the beginning of school year.

Areas to strengthen

62. There exist significant challenges in terms of staffing, recruitment and fulfillment of crucial positions in key units relating to educational statistics. For example, neither EMIS Unit, whether it is in MoESAC or MoHTE, counts statisticians among its staff.
63. A lack of equipment was noted at all levels (which was less severe at the central level), including computers, printers and paper.
64. Severe challenges with access to computers, mainly at the provincial and district levels.
65. MoESAC does not seem to use education data resulting from household surveys produced in the country, thus depriving itself of a very important comparison tool for data quality improvement.
66. No information is compiled on coverage or non-response. The percentage of missing data is not calculated and no imputation method is used.
67. No systematic processes are in place to monitor data errors and omissions, and to generally address data problems.
68. Zimbabwe has not published educational statistics since 2003.
69. Metadata, including information on concepts, definitions, classification and other methodology, data sources, and statistical techniques, are not made available to the public.

**Recommendations**

70. Promote the emergence of an independent statistical culture, e.g. emphasize in the Census and Statistics Act the independence of ZIMSTAT and its freedom from political interference.
71. Widen the scope of data collection to all sub-sectors (i.e. early childhood care and education, adult and non-formal education, vocational training and correspondence schools).
72. Redesign the database, observe standard modeling rules, and develop professional documentation to be used as training material for designated staff.
73. Population projections produced by ZIMSTAT should be smoothed.
74. The administrative school code needs to be harmonized and shared with all concerned entities. Procedures leading to a master list of schools management (including private schools) and data quality control have to be developed and implemented at all steps of the school census.
75. It is strongly advised that Zimbabwe link its different databases, with a common identifier for educational establishments, to begin with.