Work - Justice - Solidarity

Programme of Statistical Capacity Building for Education (PSCBE)

Diagnosis of the System of Collection, Processing, Analysis and Distribution of Statistics in the Educational Sector

National Technical Committee for Capacity Building in Education Statistics in collaboration with the UNESCO Institute for Statistics

Conakry, November 2003
INTRODUCTION

Generalities

1. Within the framework of the programme for statistical capacity building financed by the European Union, the Republic of Guinea has conducted, with the help of the UNESCO Institute for Statistics, an extensive diagnosis of all the chains of production and the use of statistics in the domain of education.

2. This diagnosis will lead to a global plan of action concerning equipment, training and functional restructuring of the full range of statistical activities of the four departments concerned and will contribute to a good mastery of the indicators required as much for follow-up of Education for All as for the guiding of plans for the development of the educational sector.

3. The diagnosis has made possible an analysis of the practices and methods implemented in the area of collection, processing, distribution, and use of the statistical data on education by the four departments involved (MEPU-EC, MET-FP, MESRS and MASFPE).

4. The quality of statistical chains has been analysed through a standardised form for questions\(^1\) that quantifies global execution of the processes being studied by level of instruction.

5. The four departments being studied have unequal levels of performance in the three essential steps, namely, collection, processing, and dissemination of results.

6. Instruction at the primary level, which has benefited for several years from the technical and financial assistance of the NFQE project, is the most advanced level of instruction in the area of school statistics.

7. Secondary instruction, which has enjoyed less support, suffers more from a methodological deficit in the area of statistics, as much in the design of tools for data collection as in the use of the data.

8. The collection of data pertaining to preschool education is at an embryonic stage and provides few reliable indicators in this subsector. There is practically no analytical treatment that leads to annual publications.

9. Higher instruction has no systematic data collection. The process in place is disorganised; moreover, there is practically no analytical treatment that leads to annual publications.

10. The fields of technical and professional instruction do collect data, but in a centralised and irregular manner. There is practically no systematic treatment that leads to annual publications.

11. Globally, apart from primary education, the other sectors of education lack the means to finance the statistical campaigns that they would be capable of achieving. In particular, the state offers hardly any budgetary commitment to these processes, which essentially depend on external funding.

12. No reliable data, much less analysis or publication, exist on informal education.

\(^{1}\) (Data Quality Assessment Framework)
Findings and recommendations

The processes of data collection

13. Primary education and, to a smaller extent, secondary education have systems of data collection that are relatively well adapted to the annual school census questionnaires.

14. Primary education has recently revised its questionnaire in order to integrate the notion of an instructional group. This questionnaire now constitutes a coherent tool for data collection, even if some of the information is still redundant.

15. The questionnaire on general secondary education makes it possible to collect the most important basic information. However, the collection of certain information has hampered numerous transversal analyses. A fundamental and proper harmonisation with that of primary school is needed. The implementation of a single means of modelling data at these levels is clearly recommended.

16. For the other levels of education, all the tools of investigation should be reformulated and procedures for systematic data collection should be established.

17. New tools for data collection have already been developed for preschool education, technical and professional education and general secondary education by the Comité Technique National de Renforcement des Capacités Statistiques.

Data processing

18. The data on primary education are structured in a database dedicated to this level of education. The modelling of the data is relatively complete but rigid. In particular, it is not possible for several chains of identification to coexist in a single school (for example, the administrative chain coming from the apportionment of administration to territories such as prefectures, or the pedagogical chain connected to the ministry of national education). In addition, the database does not run over a period of years, which fact makes the production of indicators from data over several years difficult. Although limited, this structure nevertheless makes possible the production of coherent indicators. The editing of synthetics reports from this database is not completely automated and necessitates significant manual intervention.

19. For general secondary education, the modelling of data is less advanced. This restructuring seems to be necessary in order to arrive eventually at a unique conceptual model at the heart of MEPU-EC.

20. Data-entry operations at the primary as well as the general secondary level are not sufficiently decentralised and do not sufficiently involve national officials; yet the decentralisation of these operations constitutes a strong catalyst for the improvement of the quality of data and a better appropriation of the statistical chain by regional officials. These operations do not exist at other levels of education.

21. Globally, for primary education, the production of indicators for EFA is assured, with the exception of those related to expenditures for education. For general secondary education, the production of reliable indicators is limited. For the other levels of education, it is all but non-existent.

The dissemination and use of statistics on education

22. The distribution of the statistical results of annual data collection concern only primary and secondary education, which are the only levels where a regular chain of organised data production exists. For these levels of education, this distribution is carried out essentially in the form of yearbooks and brochures.

23. This distribution never reaches the level of the establishment, even for secondary education, although the directors of the establishment are the primary actors in the decentralised management of the educational system.

24. The effective availability of statistical results, i.e., publication and distribution, is never assured before the end of the school year. These delays make the results obsolete for the purpose of preparing for the following school year.
In a general way, the culture of statistics has not yet taken root in the ministerial departments in charge of education in Guinea. The use of published raw data and the production of transversal studies or analyses are uncommon.

In a general way, a policy for disseminating statistical indicators and data should be instituted. This policy should be accompanied by a large campaign of awareness/training in the use of these tools that is aimed at all people involved in education.

Secondary or exogenous data are used little, if at all. In particular, household surveys of the DHS² type go unused by the departments in charge of education; yet these data are essential to the analysis of the demand for education.

Demographic data are little understood, in particular the models connected to projections for periods between censuses that create often significant differences among indicators such as the rate of school attendance and the rate of admission calculated with projected data from the United Nations Population Division and those calculated at the national level.

Conclusion

Globally, the results of the evaluation of the quality of the statistical chains are varied. They are very negative for preschool and technical/professional education, but much less so for primary and general secondary education. If, for these last two levels of education, the fundamental activities (collection and processing of data) are carried out well, they nevertheless suffer from significant methodological and logistical deficiencies, among others.

The accessibility of the data and of the statistical results is weak and thus bodes ill for the possibility of decentralised management of the Guinean educational system. With respect to primary and general secondary education, the reliability and the relevance of statistical results are good for the full range of quantitative aspects connected to students and teachers, but insufficient for infrastructure, educational expenditures and demographic data³.

Even if the functionality of the chain of production of statistics contains great contrasts, we note in particular at the levels of preschool and technical and professional education a great weakness from the point of view of the relevance of the collected data, their coherence and their currency and periodicity. Moreover, there are no clearly defined practices for the review of data at any level of education.

The delays in publication are often too long: in the best of cases, publications are not available until 9 or 10 months after the school year, causing the use of these tools to lose its relevance, as much for direction-setting as for the management of the education system.

Co-ordination of the statistical chains of the different levels of education is indispensable to achieving a systemic approach with the tools for direction-setting of the Guinean system of education. It could be formed around the methods and tools instituted by the MEPU-EC. This will be possible only if all participants in education at all administrative levels are involved in the building of understanding of responsibilities as well as awareness and training.

With regard to the prerequisites of data quality, although in general the legal and institutional environment exists, personnel, financial resources and computer resources are insufficient and are inadequate for the efficient execution of the required tasks.

The technical tools and the underlying models connected to the production of statistics should be robust, capable of development and reliable. In order to achieve these objectives, a major effort of data modelling should be undertaken. Complete mastery and standardisation of tools that precede the production of statistics should be assured. These objectives cannot be achieved without a large-scale plan for training all participants in the chain of production of statistics, from the head of the establishment to the administrators at the central level.

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² Demographic and Health Survey

³ Although the censuses are not the responsibility of the ministries in charge of education, demographic data are an important component of calculations of the many indicators in the sector of education.
The first step of this diagnostic phase should lead to the establishment of a plan of action that responds to all of the recommendations presented in this report. This plan will integrate a schedule and some estimates for the cost of implementation. These items will be more precise for activities through 2005; they will be indicative for activities to be implemented between 2005 and 2007.

### DETAILED EVALUATION\(^4\) OF THE QUALITY OF THE DATA

<table>
<thead>
<tr>
<th>0.</th>
<th>Prerequisites to quality</th>
<th>Preschool</th>
<th>Primary</th>
<th>General secondary</th>
<th>Technical and Vocational</th>
<th>Maximum Weight</th>
</tr>
</thead>
<tbody>
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<td>0.1</td>
<td>Legal and institutional environment</td>
<td>3</td>
<td>10</td>
<td>8</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>0.2</td>
<td>Resources</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>0.3</td>
<td>Quality awareness (the quality of data is crucial for statistical work)</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

| 1. | Integrity | 4.5 | 15 | 15 | 6 | 16 |
| 1.1 | Professionalism | 3 | 8 | 8 | 6 | 9 |
| 1.2 | Transparency | 0 | 5 | 5 | 0 | 5 |
| 1.3 | Ethics | 1.5 | 2 | 2 | 0 | 2 |

| 2. | Validity of the methods (The methodological basis for the statistics follows international standards) | 3.5 | 14 | 12 | 3 | 17 |
| 2.1 | Concepts and definitions used correspond to the standard statistical framework. | 2 | 4.5 | 5 | 0.5 | 6 |
| 2.2 | Scope (The scope corresponds to the norms, guidelines and practices recognised on an international scale). | 0.5 | 5 | 4 | 2.5 | 6 |
| 2.3 | Classification/sectorisation | 0 | 1.5 | 1 | 0 | 2 |
| 2.4 | Bases for recording (The data are recorded in a way that corresponds to the norms, guidelines and practices recognised on an international scale). | 1 | 3 | 2 | 0 | 3 |

| 3. | Accuracy and reliability (The raw data and the statistical techniques are valid, and the statistical products paint a sufficiently complete picture of reality). | 2 | 8 | 6 | 5 | 17 |
| 3.1 | Sources of data (The sources of data available for compilation of statistics are adequate) | 1 | 2 | 1 | 1 | 5 |
| 3.2 | Statistical techniques | 0 | 2 | 1.5 | 0 | 4 |
| 3.3 | Evaluation and validation of raw data | 0 | 2 | 1.5 | 2 | 3 |
| 3.4 | Evaluation et validation of intermediate data and statistical products | 1 | 2 | 2 | 2 | 3 |
| 3.5 | Examination of revisions | 0 | 0 | 0 | 0 | 2 |

| 4. | Functionality: The statistics are relevant, up to date, coherent and subject to a pre-established policy of revision. | 2 | 12 | 10 | 2 | 18 |
| 4.1 | Relevance: The statistics cover relevant areas of the domain | 0 | 3 | 2.5 | 0 | 4 |
| 4.2 | Currency and periodicity: The currency and periodicity of the data follow international standards for distribution | 0 | 2.5 | 2.5 | 0 | 3 |
| 4.3 | Coherence | 2 | 6 | 5 | 2 | 7 |
| 4.4 | Policies and practices of revision: The revision of data is periodic and follows a regular and transparent procedure | 0 | 0 | 0 | 0 | 4 |

| 5. | Accessibility: Users have ready access to the data and the metadata, and adequate assistance is provided to them. | 1 | 7 | 5 | 0 | 14 |
| 5.1 | The statistics are presented in a clear and comprehensible manner, the methods of distribution are appropriate and the statistics are distributed in an impartial manner. | 1 | 2.5 | 3 | 0 | 6 |
| 5.2 | Accessibility of metadata | 0 | 3 | 1.5 | 0 | 5 |
| 5.3 | Assistance to users | 0 | 1.5 | 0.5 | 0 | 3 |

**SCORE**

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Primary</th>
<th>General secondary</th>
<th>Technical and Vocational</th>
<th>Maximum Weight</th>
</tr>
</thead>
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<tr>
<td>16</td>
<td>65</td>
<td>56</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

\(^4\) Owing to the unavailability of data collected at the level of higher education, no evaluation has been conducted.
List of acronyms

- EFA: Education for All
- DQAF: Data Quality Analytical Framework
- PEPT: Programme Education pour Tous
- IGEPU: Inspection Générale de l'Education
- DNRST: Direction Nationale de la Recherche Scientifique et Technique
- DNDPPE: Direction Nationale du Développement des Programmes Pédagogiques et d’Enseignement
- DNEPPE: Direction Nationale de l'Education Préscolaire et de la Protection de l'Enfance
- DNFPPP: Direction Nationale de la Formation et du Perfectionnement Pédagogique des Personnels
- SNA: Service National d’Alphabétisation
- DAAF: Division des Affaires Administratives et Financières
- IRE: Inspection Régionale de l'Education
- DPE: Direction Préfectorale de l’Education de Kindia
- CFP: Centre de Formation Professionnelle
- ENSAC: Ecole Nationale de Secrétariat, d'Administration et de Commerce de Conakry;
- MEPU-EC: L’Enseignement Pré-Universitaire et l’Education Civique
- MET-FP: L’Enseignement Technique et la Formation Professionnelle
- MESRS: L’Enseignement Supérieur et la Recherche Scientifique
- MASPFE: Le Ministère des Affaires Sociales, de la Promotion Féminine et de l’Enfance
- CEC: Centre d’Encadrement Communautaire
- BEP: Certificat d’Aptitude Professionnel
- CAP: Certificat d’Aptitude Professionnel
- BTS: Brevet de Technicien Supérieur
- PASE: Programme d’Ajustement Sectoriel de l'Education
- PADES: Programme d'appui au Développement d'Enseignement Supérieur
- GIS: Geographic Information System
- GTZ:
- SSP: Service Planification et Statistique
- BAC: Baccalauréat
- SECS: Service Etude Statistique et Carte Scolaire
- SPS: Service Planification et Statistique
- DPSP: Délégué Pédagogique de sous-préfecture
- DPC: Direction Pédagogique Communale
- DSEE: Délégué scolaire Enseignement élémentaire
- NFQE: Niveaux Fondamentaux de Qualité et d'Equité
- PPA: Programme au prêt Adaptable
- USAID
1. INTRODUCTION

1. The assessment of Education for All in the year 2000 demonstrated that sub-Saharan Africa, South Asia, and West Asia are the regions farthest behind in terms of school attendance and literacy. Indeed, among the 113 million children not in school in 1998, four children out of five live in these regions. Meanwhile, the literacy rate for adults hovered around 57% for sub-Saharan Africa and 58% for South and West Asia.

2. The poor level of performance in these areas is due not only to financial resources, which are certainly far from sufficient for the needs of development in the region, but also to the lack of capacity for managing the educational system, as much in the area of planning as in the area of follow-up and evaluation. The persistence of chronic gaps in the data reveals the necessity of undertaking considerable efforts in this domain. No progress will be possible in the absence of political decisions based on objective and reliable data. Follow-up of the progress of EFA should therefore be based on an information system capable of regularly producing the information needed to measure progress and to establish observed and projected tendencies.

3. The European Union has financed a programme for building the capacities of collection and use of statistics for the follow-up of Education for All; eleven countries, including the Republic of Guinea, are among the pilot countries. These countries were chosen from the group of “Fast-Track Countries” identified by the World Bank as countries first in line for support in order to meet the objectives of EFA.

4. The UNESCO Institute for Statistics has been charged with implementing this programme, of which the principal objective is to help the recipient countries to assure a statistical follow-up of their progress towards the realisation of the objectives of EFA. More concretely, it involves adapting the existing information systems to the requirements and conditions agreed upon within the scope of the new objectives of the EFA that were formulated in the World Education Forum in Dakar in April 2000; but it involves just as well the building of the national capacities of statisticians responsible for the collection and analysis of data.

5. Furthermore, within the scope of the execution of this programme, the Institute for Statistics has conducted several missions in the Republic of Guinea, the first having been, on the one hand, for the presentation of the project to the educational authorities as well as the community of technical and financial partners involved in the area of education, and, on the other hand, for the installation of the Technical Committee charged with follow-up of the programme. The second and third missions pertained to the diagnosis of the chain of production of statistics and of indicators for all levels of instruction.

6. The present report presents in its first part the structure of the educational system in the Republic of Guinea; in its second part, it discusses the positioning of the services of the statistical information system at the heart of the organisation chart of the ministries in charge of education. The third part introduces the diagnosis of the chain of production of school statistics, while the fourth part discusses the production of indicators and the analysis of data quality. In the fifth section, the general summary of the diagnosis and the proposals/recommendations are presented. Finally, the conclusion appears in section six.
2. ORGANISATION OF THE SYSTEM OF EDUCATION IN THE REPUBLIC OF GUINEA

7. The Guinean educational system is managed by four ministerial departments, namely:

- L'Enseignement Pré-Universitaire et l'Education Civique (MEPU-EC);
- L'Enseignement Technique et la Formation Professionnelle (MET-FP);
- L'Enseignement Supérieur et la Recherche Scientifique (MESRS) and
- Le Ministère des Affaires Sociales, de la Promotion Féminine et de l'Enfance (MASPFE);
- Non-governmental organisations (ONG/OSC) such as Plan Guinée, Aide et Action, World Education etc., which play an important role in the development of the educational system in the Republic of Guinea.

8. The structure of the educational system in the Republic of Guinea includes:

- Preschool education;\(^5\)
- Primary education;
- General secondary education, which includes collèges and lycées;
- Technical education and professional training;
- Higher education and scientific research;
- Informal education (literacy centres and NAFA centres).

Nevertheless, other ministries, such as the Ministère de la Santé and the Ministère de la Fonction Publique et de l'Emploi are involved in education and/or professional development.

2.1 Missions of the departments in charge of education and training

2.1.1 Ministère des Affaires Sociales, de la Promotion Féminine et de l'Enfance.

9. Preschool education includes nursery schools, kindergartens, crèches and Centres d'Encadrement Communautaires (CEC). The objective of this level of education is to make early-learning programmes universal for children from 0 to 6 years of age. Preparation for real life at school is for the age group between 3 and 6 years. This level is integrated in the programme of development of the educational system of the Republic of Guinea.

10. On the organisational front, the MASPFE is endowed with a department of statistical study and control, the role of which is to collect, process and distribute information at the core of this subsector. The current challenges of this subsector in the area of statistics are at the levels of organisation, logistics and education.

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\(^5\) Comes under the Ministère des Affaires Sociales, de la Promotion Féminine et de l'Enfance: nursery schools, kindergartens, crèches etc.
2.1.2 Ministère de l'Enseignement Pré-Universitaire et de l'Éducation Civique.

11. The Ministère de l'Enseignement Pré-Universitaire et l'Éducation Civique (MEPU-EC) has under its management:

- elementary education, for which the official age of entry in the first year is 7 years for a period of study of 6 years;
- general secondary education, which includes a first period of four years called collège, which leads to the BEPC, and a second period of three years called lycée, which leads to the Baccalauréat part 1 (end of the 12th year) and part 2 (end of school);
- informal education consists of literacy centres and NAFA centres, or “second-chance schools”. Literacy centres are concerned with the literacy of adults for professional purposes, while NAFA centres allow young people of 10 years of age and more who are not in school to acquire professional skills that will enable them to earn income and that orient the best students toward formal education after three years of instruction.

12. The MEPU-EC designs, develops, supervises and implements the policy of the Government in the domains of elementary and general secondary education, civic education and illiteracy. It is thus charged with, among other things, designing and following up on the execution of literacy programmes and developing elementary and general secondary education.

13. On the organisational front, it is endowed with the Service Statistiques et planification (SSP), which plays the role of a support service and a hierarchical level equivalent to that of a division of the central administration. The SSP has as its mission the collection, processing, analysis, distribution and preservation of all the data pertinent to pre-university education, as well as the development of plans and programmes for the development of this area.

To this end, it is charged in particular with:

- Analysing the efficiency and the cost of the educational system, carrying out studies to forecast the evaluation of its needs in human, material and financial resources;
- Identifying, formulating and evaluating public assistance projects in the domain of pre-university education and civic education;
- Proceeding with studies for a quantitative and qualitative analysis of the development of pre-university education.

2.1.3 Ministère de l'Enseignement Technique & de la Formation Professionnelle

14. The Ministère de l'Enseignement Technique et de la Formation Professionnelle (MET-FP) has under its management the Centres de Formation Professionnelle (CFP), the specialised Centres de Formation Professionnelle, the Écoles de Soins de Santé Communautaires (ESSC), the Écoles Normales d'Instituteurs (ENI), the specialised Écoles Nationales and the training institutions (ONFP?, CEPERTAM8). The duration of the period of training varies from 18 months to 3 years. Recruitment is done by means of a competitive exam. The candidates are holders of the BEPC² for level A (Brevet + 3) and of the Baccalauréat for level B (BAC + 3). Completion of studies is confirmed by the Brevet d'Études

6 BEPC: Brevet d'Études du Premier Cycle
7 Office National de Formation et de Perfectionnement Professionnel
8 Centre de Perfectionnement en Technique Automobile
Professionnelles (BEP) or the Certificat d’Aptitude Professionel (CAP) for type A and the Brevet de Technicien Supérieur (BTS) for type B.

15. The ministry has as its mission the development of professional competence in the areas of initial education, continuing education and improvement of skills, apprenticeship and support of the informal sector. These training programmes are offered at the Ecole Normale Secondaire de l’Enseignement Technique (ENSET), the Centre de Perfectionnement en Technique Automobile (CEPERTAM), the Office National de Formation et de Perfectionnement Professionnel (ONFPP) and the Centre National de Perfectionnement à la Gestion (CNPG).

16. On the organisational front, it created the service “Etudes, Statistiques et Carte Scolaire” (SESCS) at the central level, which has as its mission the collection, processing, analysis, distribution and preservation of all statistical data pertinent to technical education and professional training, as well as the development of plans and programmes for the development of this area.

2.1.4 Ministère de l’Enseignement Supérieur & de la Recherche Scientifique.

17. The Ministère de l’Enseignement Supérieur et la Recherche Scientifique (MESRS) designs, develops, co-ordinates, supervises and implements the policy of the Government in the domain of higher education and scientific and technical research. It is charged with the following responsibilities, among others:

- Assuring the availability of education and training at all levels of higher education;
- Establishing objectives for short-, medium- and long-term development of higher education and scientific research;
- Promoting scientific and technical research;
- Assuring the implementation, follow-up and development of programmes of higher education and of scientific and technical research.

18. On the organisational front, this department has a Service de Planification et des Statistiques (SPS), which has as its mission the collection, processing, analysis, distribution and preservation of all statistical data pertinent to the different subjects of training and/or research in this subsector.

2.1.5. Other institutions involved in the production of data pertinent to education.

19. The Bureau National des Statistiques produces essentially demographic census data and “household surveys”, some sections of which concern education and literacy. These census data are the primary base of information on the population in general and on the school-age population in particular; they are taken into account in the calculation of a number of indicators of the educational sector, such as rates of school enrolment and their breakdown by sex, region, prefecture etc. The irregularity of these censuses (taken at best every 10 years) makes it necessary to resort to models, the reliability of which remains questionable because they are based on questionable hypotheses.

20. These forecasts very often differ from the forecasts made by the United Nations Population Division, and they explain the differences that one often notices in the rates of school enrolment published by the country and those published by UNESCO (UIS)\(^9\).

\(^9\) The data published by UNESCO on rates of school enrolment use the projections of population made by the United Nations Population Division.
2.2 Perspectives of the development of education in the Republic of Guinea

21. Reassured by the very significant results obtained over the previous years, with the programme Education for All (PEPT), the Government of the Republic of Guinea has, in the scope of the fight against poverty, undertaken a vast reform of the educational system that was begun with the following programmes:


22. The programme Education for All (PEPT) has as its objective the promotion of expanded and equal access to high-quality education in Guinea. The 12-year-old programme, supported by external support with three main elements:

- **The component L’Accès à l’Education**, the objective of which is to increase the number of children in local primary and secondary schools, with a special emphasis on initial enrolments in the first grade. It will help all communities to develop objectives of school enrolment through control of the school map process. Particular attention will be given to disadvantaged regions and populations as well as children needing special education. In addition, support will also be provided for improvement of access to initiatives concerning early childhood, secondary school, professional school and literacy programmes.

- **The component La Qualité de l’Education**, the objective of which is to assure that all children have access not only to school enrolment but also to genuine learning. Emphasis will be placed on individual attention by teachers and by schools, with the promotion of different initiatives at the school level that will aim to assure that the team of educators shall have the authority, knowledge and instructional materials to take appropriate decisions on the means of improving the learning experiences of all students.

- **The component Gestion Décentralisée**, the main objective of which is to help the system to support the school staff and to assure that the team of educators shall have regular access to the required resources. It aims to undo the hierarchical style of access to information in a way that will improve the capacity of the educational system to furnish high-quality educational services through (i) a continued substantial increase in resources and an improvement of financial management; and (ii) the building of the capacity for planning and administrative management of this sector in order to maintain an open dialogue among the different actors/partners, traditional or otherwise, of the education sector.\(^{10}\)

23. Within this vast endeavour of renovating the educational system, information and communication gradually grow as the PEPT develops. Within this framework, the service responsible for statistics and planning of each ministry will establish the form of follow-up and evaluation for its department. The SSP of the MEPU-EC will co-ordinate integrated follow-up and evaluation by instituting a systematic means of follow-up and reporting of the inputs, outputs and results of the programme.

24. One dimension of the Geographic Information System (GIS) will be outlined with the support of USAID and connected to the multi-sector GIS developed by the Ministère du Plan in collaboration with the

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\(^{10}\) The UIS Statistical Capacity Building Programme for Education falls under this framework.
GTZ. The system of follow-up and evaluation will be decentralised at the regional and prefectural levels during EFA1.

25. One of the objectives of follow-up and evaluation is to provide common tools and indicators to measure the progress of the constituents instituted with the help of different partners and to harmonise their approaches with that of the government.

26. To face its responsibilities, the SSP/MEPU-EC, just like the services responsible for statistics and planning of the other departments, must be equipped with qualified staff in the different domains. A mechanism for the co-ordination of the different data-processing operations and the production of indicators of follow-up and evaluation of the EFA programme will also be created.

3. DIAGNOSIS OF INSTITUTIONAL AND INFRASTRUCTURAL SUPPORT

3.1. Organisation and responsibilities of the statistical services

3.1.1 Organisation

27. The services in charge of statistics are at the level of the central structure of the different ministries. The services most directly concerned with the information systems of the ministries in charge of education are:

- the “Etude et Statistique” section for preschool education;
- the Service Statistique et Planification, for pre-university education;
- the Service “Etudes Statistiques et Carte Scolaire”, for technical education and professional training;
- the “Service Planification et Statistiques”, for higher education and scientific research.

28. It must be pointed out that the statistical services of the various ministries do not all have agents at certain ranks at the level that has been decentralised, like the SSP (MEPU-EC), which has them at all levels of the chain, and whose agents work at the level of the Inspections Régionales de l'Education (IRE/DEV-C) and at the level of the Directions Préfectorales de l’Education (DPE/DCE).

29. The statistical services of the Ministère des Affaires Sociales, de la Promotion Féminine et de l'Enfance, the Ministère de l'Enseignement Technique et de la formation Professionnelle and the Ministère de l'Enseignement Supérieur exist only at the central level. (See Table 2, below.)

30. The process and the chain of collection, processing and distribution of statistical data are influenced by the positioning of the services in charge of the collection and processing of statistics, at the central and peripheral levels of the service. The decentralisation of the statistical services is expected to contribute to better coverage and better follow-up of the inquiry procedure on account of the proximity to of the agents responsible for these inquiries to preschool establishments, schools and universities. Even if the decentralisation of the SSP at the level of pre-university instruction is not at present accompanied by all the necessary logistics in terms of tools for data processing and analysis, it nevertheless makes possible the assurance of better co-ordination of the collection of school-related statistics at the primary and general secondary levels.
3.1.2 Responsibilities of the services

### Table 2: Positioning of the statistical services

<table>
<thead>
<tr>
<th>Department</th>
<th>Central Level</th>
<th>Regional Level</th>
<th>Prefectorial Level</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministère des Affaires Sociales de la Promotion Féminine et de l’Enfance</td>
<td>Section Statistique</td>
<td>Non-existent</td>
<td>Non-existent</td>
<td>Management of Preschool Institutions</td>
</tr>
<tr>
<td>Ministère de l’Enseignement pré-Universitaire et de l’Education Civique</td>
<td>Service Statistique et de la Planification (SSP)</td>
<td>Service Statistique et de la planification inspection régionale de l’éducation</td>
<td>Section Statistique et planification direction préfectorale/Communale de l’éducation</td>
<td>Management of establishments</td>
</tr>
<tr>
<td>Ministère de l’Enseignement Technique et de la Formation Professionnelle</td>
<td>Service études Statistiques et carte scolaire (SESCS)</td>
<td>Non-existent</td>
<td>Non-existent</td>
<td>Management of establishments</td>
</tr>
<tr>
<td>Ministère de l’Enseignement Supérieur et de la Recherche Scientifique</td>
<td>Service de la Planification et Statistique (SPS)</td>
<td>Non-existent</td>
<td>Non-existent</td>
<td>Institutions of higher learning</td>
</tr>
</tbody>
</table>

31. The primary responsibilities of the services involved in the statistical information system fall under the following categories: collection, entry, processing, analysis, distribution and preservation of statistical data. In the context of the present organisation of the ministries in charge of education, some of these responsibilities are assumed at the central level and others at the regional and/or prefectorial level. (See Table 3.)

32. At the preschool level, as at the level of technical and professional education and higher education, the tasks of collection, entry, processing, analysis, and publication of data are carried out at the central level, while pre-university education, data collection and the school map fall to the prefectorial level and data entry, to the central level and, starting a year ago, to the regional level.

33. These responsibilities, assumed at different levels of administration according to the level of instruction, indicate the existence of two distinct systems in the Guinean sector of education:
   - A central type of system in effect in preschool, technical and professional training and higher education;
   - A system of the “partially” decentralised type (though this remains to be completed) in effect in pre-university education.

11 The grey areas of the table indicate non-existence.
3.2 Human Resources

34. In preschool education, there are two specialists (a mathematician and an educational psychologist) and ten educators who support on-site data collection. At the decentralised level, the 8 regional inspectors and the section heads responsible for children’s affairs in the prefectures contribute to data collection, even if they are not specifically assigned to this sort of work.

35. For primary and general secondary (pre-university) education, there are 19 agents at the central level at the heart of the Service Statistique et Planification (SSP), including 5 officers in the statistical section, 3 officers in the school-map section, another 3 officers in the investment section and 3 officers in the study and planning section. At the level of each regional inspectorate (8) and prefectorial department of education (38), there are two officers in charge of statistics, for a total of 92 agents. This subsector enjoys the support of the 340 delegates from schools who are broadly involved in data collection within schools, although not belonging to the SSP from an administrative point of view. In terms of professional qualifications, there are at the central level 7 statisticians, 4 economists, 5 teachers and 3 others (secretary-typists, office boy); at the decentralised level, 46 of the 92 agents are statisticians and the same number are teachers. At the central level, there are 14 agents with a (BAC+4) or higher and 5 with less than a BAC; at the peripheral level, of a total of 92 agents, 50 have a (BAC+4) or higher, 30 have between a BAC+1 and a BAC+3 and 12 have a BAC.

36. With regard to technical and professional education, 11 agents are involved in the production of statistical data; among these, 8 are officers and 3 are support staff. Among these officers, there are 2 economists and 6 instructors, of whom 3 are teachers, 2 are BTS and 1 is an instituteur.
37. At the central level of the planning and statistical service for higher education and scientific research, 16 officers and 6 staff are involved in the production of statistical data. At the institutional level, there are 19 agents, all of them officials in charge of statistics.

38. In all, although the services involved in the statistical information system are statistical services, there are many more teachers than agents who can be called statisticians. Moreover, there are very few qualified computer scientists involved in the design and effective management of information systems. This situation would certainly explain in part the level and quality of the current production of statistics in the educational sector. There is a real need for training of agents at the level of the different statistical and planning services, even if this need is much more pronounced at the levels of preschool, technical and professional training and higher education.

3.3 Technical Infrastructure

<table>
<thead>
<tr>
<th>Services involved in the SIS</th>
<th>Central Level</th>
<th>Regional Level</th>
<th>Prefectural Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of computers</td>
<td>Number of functional workstations</td>
<td>Number of servers</td>
<td>Number of functional printers</td>
</tr>
<tr>
<td>Preschool Education</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>General Primary and Secondary Education</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Technical and Professional Education</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Higher Education and Scientific Research</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

39. The data on primary education are structured in a database dedicated to this level of instruction, the physical model of which is supported by MS Access. The modelling of the data is relatively complete but rigid, making difficult any future adaptation thereof. This difficulty is exacerbated by insufficient functional and technical documentation, making the maintainability of the full range of applications and underlying data structures difficult.

40. One of the critical points of the model implemented is the absence of a generic atlas that would enable in particular the coexistence of several chains of identification for a single school described in multiple administrative environments. This aspect, besides the fact of guaranteeing good adaptability of the

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12 For primary education only

13 Acquisition conducted since 1998.
system, is also indispensable from the perspective of decentralised management of the system of education.

41. The database does not cover multiple years. It is therefore difficult to produce indicators using data over several years, such as those that pertain to the internal productivity of the system of education.

42. To generate customized tables from this database require significant manual intervention: the tables are produced one by one, correct page numbering is not guaranteed, and many tables cannot be easily customized.

43. Secondary education also has a database at its disposal in the same environment, but its structure is different. This database is less advanced. The data-entry interfaces are not yet completely developed.

3.4 Current Financial Resources and External Support

44. For several years, preschool, technical and professional education and higher education have suffered from a lack of the financial resources necessary for the systematic collection of data at the national level. The regular production of school data at the primary and general secondary levels is connected to the external financial support that these two levels of education enjoy.

45. In the absence of financing provided in the national budget, the collection of statistical information is still dependent on technical and financial partners.

46. The Government of the Republic of Guinea, with the experience of programmes and projects such as PASE I-II and PADES, has obtained the support of development partners for the implementation of the programme Education for All (PEPT). This programme, which is in progress, takes into account all the concerns of the educational system, from preschool to higher education. Some kinds of support come in the form of the supply of computer equipment (computers etc.), others take the form of technical assistance and still others take the form of training of the agents of the ministries. (See Table 5.)
<table>
<thead>
<tr>
<th>Levels</th>
<th>Equipment</th>
<th>Technical assistance</th>
<th>Training</th>
<th>Supplies/ Maintenance</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Education</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>World Bank, USAID</td>
<td>USA</td>
</tr>
<tr>
<td>Primary and General Secondary Education</td>
<td>World Bank, USAID, GTZ</td>
<td>World Bank, USAID</td>
<td>World Bank, USAID</td>
<td>World Bank, USAID</td>
<td>EU</td>
</tr>
<tr>
<td>Technical and Professional Education</td>
<td>CIDA</td>
<td>None</td>
<td>World Bank, USAID: None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Higher education and scientific research</td>
<td>World Bank, UNESCO</td>
<td>World Bank, UNESCO</td>
<td>UNESCO, World Bank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

47. In the area of support of the ministries in charge of education, the World Bank and USAID are the most active partners. This support is directed primarily at the MEPU-EC; it is for the process of data collection and processing. The participation of USAID is carried out through the project “Fundamental Levels of Quality and Equity” (Niveaux Fondamentaux de Qualité et d’Équité [NFQE]).

3.5 General Recommendations:

48. The funding of the collection of statistical information still depends very heavily on technical and financial partners. It is also important and desirable, in view of the importance of school statistics in the management and running of the educational sector, that the national budget take into account the funding of the chain of data collection in the different subsectors of education.

49. In addition, the existence of many technical and financial partners makes imperative the establishment of a permanent dialogue among the different participants in the sector of education for the purposes of: better co-ordination of their activities, better orientation of their efforts, sharing of experiences and avoidance of the installation in the country of parallel or concurrent subsystems that will ultimately lead rather to inefficiency and “wasting” of resources.

4. Diagnosis of the Chain of Production of Statistics

50. In general, there are three types of educational statistics collected (beginning-of-year reports, annual surveys and year-end reports) for each educational level. These collections meet the specific needs of the educational system at different times of the school year. They are conducted at three times during the year: when students go back to school in September/October, three months later, and at the end of the year in July (See Table 6).
### Table 6: Type of data collection

<table>
<thead>
<tr>
<th>Period</th>
<th>Type of Collection</th>
<th>Task Manager</th>
<th>Task Owner</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Beginning-of-year report</td>
<td>School directors or heads of establishments</td>
<td>Ministerial cabinets</td>
<td>DPE/DCE IRE/DEV; IRAS School directors or heads of establishments</td>
</tr>
<tr>
<td>November</td>
<td>Annual survey</td>
<td>School directors or heads of establishments</td>
<td>SSP departments</td>
<td>SSP departments</td>
</tr>
<tr>
<td>July</td>
<td>Year-end report</td>
<td>School directors or heads of establishments</td>
<td>Ministerial cabinets</td>
<td>DPE/DCE IRE/DEV; IRAS School directors or heads of establishments</td>
</tr>
</tbody>
</table>

51. The primary collection instruments include (i) detailed patterns of the information to be collected at the beginning and end of the school year, (ii) an annual questionnaire used as the basis for the production of studies, (iii) the various statistical yearbooks and other reports on the situation of educational establishments.

52. Beginning-of-year reports as well as year-end reports are produced on the basis of information provided by the directors of educational establishments to inspectors, following the plan outlined in the patterns. These reports summarise the situation by providing statistics on the number of enrolments compared to the previous year, average enrolment per class, teacher shortages and infrastructure or equipment problems, so as to allow authorities to take the necessary measures and to make adjustments, if applicable.

53. Report timetables are not mastered. Even when school directors or heads of establishments send the information in to inspectors on time, summarising it at the inspection and regional levels takes time. For example, the speediest inspections only produce beginning-of-year reports by the end of the first term, with most not being produced until the second term. Delays in the production of reports, particularly beginning-of-year reports, limit their operational scope. This instrument does not therefore meet its primary objective, which is to summarise the situation to allow authorities to rapidly take corrective action.

54. The national survey is the source of the statistical data and indicators published in the yearbooks and various educational sector study reports. Questionnaires go through the following process:

1. Collection
2. Data entry
3. Processing
4. Analysis and production of report or documents
5. Diffusion of information
4.1 Description of the statistical data collection process: Instruments and Strategies

55. There is a statistics collection process in place for each educational level within the departments involved in the statistics information system. This four-stage process starts with the central design and dissemination of annual questionnaires by type of educational establishment (September), launch of the campaign, then distribution of the forms (November) for collection in the different educational establishments.

56. Data collection relies on actors wholly or partially affiliated with the ministries' various decentralised services. These actors are more or less well organised.

4.1.1 Preschool Education

57. Data collection in this subsector is annual; it is based on a questionnaire that provides the details on enrolment by age and gender as well as by public or private institution.

58. This form is administered by the Statistical Studies and Regulations section of the Ministère des Affaires Sociales, de la Promotion Féminine et de l'Enfance. This section is in charge of designing and distributing the forms through educators in nursery schools, kindergartens, daycares, and community support centres. The low number of educators per institution, distributed throughout the country, does not allow a good coverage of the preschool subsector.

59. Collection in the preschool sector does not cover all the prefectures. For the 2002–2003 school year, it only covered the five communes of Conakry that had dedicated eight educators to this operation. A project for extending collection to other prefectures is currently under study by the Ministère des Affaires Sociales.

60. Current geographic coverage of data for the preschool sector is approximately 60%. Collection is not systematic for a variety of reasons including a lack of decentralisation in the subsector, trained personnel, and reliable data collection tools. Current data does not provide a clear picture of the preschool situation, despite increased interest in light of this subsector's new role of better preparing children for school.

4.1.2 Pre-University Education

61. Data is regularly collected in the primary and general secondary education subsector of the Republic of Guinea. Each year, it covers primary schools, general secondary schools, NAFA (second-chance schools), and literacy centres.

62. The collection process is based on annual questionnaires, which are centrally designed by type of school. These questionnaires cover the following indicators for primary and general secondary schools: situation of teaching, administrative, and service personnel; infrastructure, equipment, and manuals; enrolments by year of study, gender, and age; number of new students; education of girls; and zone (urban/rural), etc.
63. The primary school questionnaire includes 14 tables that provide the basic information required to calculate EFA performance indicators, among other things. Although EFA now includes the notion of an educational group in order to capture both students and teachers, it still contains some redundant information, such as the names of the teachers (Tables 2 and 3) or even the number of students (Tables 2 and 6). These duplicated items are a potential source of errors and incoherence in the data. As for the questionnaire for general secondary schools, the collection of certain information has hampered numerous transversal analyses. Its structure should be revisited. A fundamental and proper harmonisation with that of primary school is needed in order to facilitate joint analyses of the two levels. The implementation of a single means of modelling the data is clearly recommended.

4.1.3 Technical and Vocational Education

64. The technical and vocational education subsector collects two questionnaires; one in the first semester and one at the end of the school year (see Appendix 3). These two centrally designed questionnaires are sent at the same time to the various establishments of technical and vocational education. They provide information on the number of enrolments by age, gender, field, and year of study as well as on teaching and contract personnel by branch, speciality, and function; infrastructure and equipment; financial situation, etc. These questionnaires have little structure.

65. The most recent collection of statistical data for technical and vocational education is from the 2001–2002 school year. As opposed to the pre-university education subsector, the actors involved in this collection process are fewer in number, even though such entities as the Direction Nationale du Développement des Programmes Pédagogiques d'Enseignement (DNDPPE) and the Direction Nationale de la Formation et du Perfectionnement Pédagogique des Personnels (DNFPPP) are sometimes involved in the process of data collection in order to meet their specific needs. The primary actors working in the subsector of technical and vocational education are:

- the Ministry's Service Études Statistiques et Carte Scolaire (SESCS);
- the Technical and vocational establishments.

66. Questionnaires are distributed from the central Service Études Statistiques et Carte Scolaire (SESCS) to the various establishments (see Chart 1). Because of the distance between the central service and the establishments where the data is collected, the risk of incomplete geographic coverage in this subsector is great. Moreover, there is no systematic tracking measure of questionnaires in place.

67. Completed questionnaires are sent back through the same channel (establishments, SESCS). Data entry and processing are done centrally. Data collection for the technical and vocational education subsector is not systematic, because organisation and awareness of the producers at the establishment level is not always a given. One of the reasons for this is the lack of human as well as financial resources.

4.1.4 Higher Education

68. The Service de Planification et Statistiques (SPS) is in charge of collecting and processing statistical data within the higher education subsector. The collection tool is based on a questionnaire distributed by SPS to higher education and research institutions and documentation, information, and central administration centres.
These questionnaires provide information on student enrolment by age, gender, major, and year of study; teaching and contract personnel by chair, faculty, speciality, and function; as well as on infrastructure and equipment; real estate and financial situation, etc. ...

The Ministry's Service de Planification et Statistiques unit has had a database since 1998, but lack of financing has prevented it from being tested and installed in the various institutions of higher education and scientific research.

The collection process is conducted as follows: Questionnaires are sent from the Service de Planification et Statistiques to the various institutions of higher learning and sent back through the same channel. As is the case for technical and vocational education, there is no systematic tracking measure in place.

Data is collected from SPS/MESRS missions, from the production of university beginning-of-year report and year-end reports, from institutions' strategic development plans, and also during Directions Nationales de l'Enseignement Supérieur et de la Recherche Scientifique et Technique missions. In certain institutions, these activities are spearheaded by the departments.

Currently, data collection in higher education covers only public institutions. After an interruption of several years, the service of planning and statistics has just proceeded to collect data on the years 2001, 2002 and 2003, although these cover only 7 institutions out of 19.

4.1.5 Synthesis

Chart 1 below shows the breakdown of questionnaires, from the central level to the level of preschool establishments, schools and universities. It also shows the actors involved in the process. At the pre-university level, the breakdown is carried out of by the managers in charge of statistics and planning at the level of the Directions Régionales de l'Education (IRE/DEV-C) and of the Directions Préfectorales et Communales de l'Education (DPE/DCE). This diagram shows the questionnaires going from the central level down to the schools and institutions and coming back up to the central level.
Diagram 1: CIRCULATION OF INFORMATION FROM THE EDUCATION SECTOR’S STATISTICS COLLECTION SERVICES

Legend
- Downward flow of information
- Upward flow of information

75. The use of questionnaires entails a long process of data processing and data entry that delays the production of school statistics and the availability of decision-making tools to the actors in the system.

Table 9: Estimate of Time Required for the Data Production Process

<table>
<thead>
<tr>
<th>Period</th>
<th>Data Collection</th>
<th>Data Entry</th>
<th>Data Processing</th>
<th>Yearbook Production</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov.</td>
<td>Dec./Jan</td>
<td>Feb./March</td>
<td>April/May</td>
<td>After the school year in question</td>
</tr>
<tr>
<td>Length</td>
<td>1 to 2 weeks</td>
<td>2 months</td>
<td>2 months</td>
<td>1.5 month</td>
</tr>
<tr>
<td>Time to produce yearbook from collection stage</td>
<td>Between 6 and 7 months (24–28 weeks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time to produce yearbook from time students go back to school</td>
<td>Between 9 and 10 months (36–40 weeks)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.2 General Recommendations

76. The time to produce the yearbook and all other statistical publications should be significantly reduced. Solutions must be sought at all stages of the educational statistics production process i.e. data collection, entry, and processing.

- **Timely production** of all statistical information, performance indicators, and results for the availability to all actors in the development of the various educational subsectors. The availability of data and indicators before the end of the school year in progress is indispensable for preparation for the following year. Currently, this is not the case in Guinea: the figures for primary school for the year 2002/2003 have not yet been released, even though the year 2003/2004 has already started.

- A breakdown of tasks between the central level and decentralised services is called for; both levels should have different tasks. Collection, macro analysis, and all global estimation procedures and analyses of data quality should be done centrally, whereas data entry and simple verification procedures such as micro analyses should fall under the decentralised services.

- **Implementation of automated data processing and decentralised data entry procedures and reinforcement of the structures** in charge of producing the statistics and indicators through the provision of appropriate equipment (computer equipment, logistics and modern communications methods) and associated personnel training.

5. PRODUCTION AND USE OF DATA AND INDICATORS

77. The educational system in Guinea produces data on system access, coverage, efficacy, quality of education, resources, and costs. More specifically, these various data allow the evaluation of the Education for All (EFA) programme and policy making relative to the educational system. They are generally produced in the form of statistical yearbooks, which unfortunately have a low analytical scope, due to a lack in available skills and/or analytical tools in the various units in charge of the production and use of educational statistics.

78. Good tracking of the progress towards Education For All, as well as effective piloting of the educational system, require that the data collected meet sector needs, be reliable, available on time, and updated regularly.
## 5.1 Availability\(^{15}\) of indicators at the preschool, primary and general secondary levels

### Table 10 A: Availability at the preschool, school, and general secondary levels

<table>
<thead>
<tr>
<th>LEVEL OF EDUCATION</th>
<th>Indicator Category</th>
<th>Indicators</th>
<th>Calculation Method</th>
<th>School Year Available Since 1990</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Region</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prefecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sub-prefecture</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Urban/Rural</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Semi-Automated</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Specific Application</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Manual</td>
<td></td>
</tr>
</tbody>
</table>

- Gross intake rate
- Net intake rate
- % new students in Grade 1 with prior schooling
- % new students of legal age

### Preschool and Primary School

#### Access

- Gross enrolment rate
- Net enrolment rate
- % of students schooled in private
- \(D(2)\) Total enrolment (year \(n\) / year \(n-1\)) public + private (in %)
- \(D\) Total enrolment (year \(n\) / year \(n-1\)) public (in %)
- \(D\) Total enrolment (year \(n\) / year \(n-1\)) private (in %)
- \(D\) Enrolment of new students in Grade 1
- Promotion rate
- Repeat rate
- Dropout rate
- Survival rate
- % of students repeating per year of study
- % of success on final exams
- Survival rate to Grade 5
- % of Grade 4 students mastering basic skills

\(^{15}\) Availability here means published and distributed.
<table>
<thead>
<tr>
<th>LEVEL OF EDUCATION</th>
<th>Indicator Category</th>
<th>Indicators</th>
<th>Level of Disaggregation</th>
<th>Calculation Method</th>
<th>School Year Available</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Region</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prefecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sub-prefecture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Urban/Rural</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Automated/Manual</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Semi-Automated/Specific Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary Education</td>
<td>% of schools with drinking water</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Primary Education</td>
<td>% of classrooms with durable materials (walls and roof)</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Primary Education</td>
<td>% of classrooms in good shape</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Primary Education</td>
<td>% of double-shift classrooms</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Primary Education</td>
<td>Number of students per seat</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Primary Education</td>
<td>Number of students per schoolbook</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Quality of Education</td>
<td>% of teachers with required academic title</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Quality of Education</td>
<td>% of teachers with required teaching qualifications</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Quality of Education</td>
<td>Number of students per teacher</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Quality of Education</td>
<td>% of students schooled in double shifts</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Quality of Education</td>
<td>% of students schooled in mixed-grade classes</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Quality of Education</td>
<td>% of students attending an all-grade school</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Quality of Education</td>
<td>% of students attending a school &gt; 3 km from their homes</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Quality of Education</td>
<td>% of students with x years of lateness per year of study</td>
<td>X X X X X X</td>
<td></td>
<td>X X X X X X X X X X X X X X X X X X</td>
</tr>
<tr>
<td></td>
<td>Resources and Costs</td>
<td>Teaching load (weekly)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prim. &amp; Gen. Sec.</td>
<td>Public current expenditure on primary education as a % of total public expenditure on education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prim. &amp; Gen. Sec.</td>
<td>Public current expenditure on primary education as a % of GNP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prim. &amp; Gen. Sec.</td>
<td>Public current expenditure on primary education as a % of GNP per capita</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prim. &amp; Gen. Sec.</td>
<td>Unit cost per student</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
79. The quantity of data collected and the available indicators is not the same for the various levels of education. Tables\textsuperscript{16} 10A and 10B show the availability of indicators and their level of disaggregation by level of education. Indicators are grouped by category (access, coverage, quality of offering, resources and costs).

80. This table provides a general overview of the strengths and weaknesses of the educational system, in terms of the availability of data and indicators. There is a great amount of data available \textbf{for the primary and secondary education} levels. This data allows the management of the main indicators useful for tracking performance of the Education for All (EFA) programme\textsuperscript{17}, but also for policy making relative to the educational system in Guinea, even if it must be acknowledged that certain indicators used to follow up on EFA cannot yet be calculated in a satisfactory manner (see Tables 10A and 10B). Most of the available indicators are broken down by type, region, prefecture, sub-prefecture and urban/rural. Data on resources and costs, on the other hand, are scarce for all levels of education.

81. At the SSP level, the collected data feed a database used for the production of the yearbooks and all other statistical documents and reports. This is in contrast to other subsectors, where a structured database does not exist and where there is little organisation of the collected data.

5.2 Data use and distribution

82. The collected data is generally published in statistical yearbooks. The publication of yearbooks is irregular at the preschool, technical and vocational, and higher education levels. These subsectors are handicapped by the lack of financing required to produce the statistical data. Only the primary and general secondary levels, which benefit from external financial and technical aid, regularly publish yearbooks, which are not, however, available before the end of the year in progress.

5.2.1 Diffusion of statistical data

83. MEPU-EC's various publications (yearbook, statistical brochures, study reports) are distributed primarily to the different ministries in charge of education, and to the main organisations (national and international) and NGOs intervening in the education sector (See Table 11).

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\textsuperscript{16} The Xs in the tables represent the availability of the indicators.

\textsuperscript{17} These indicators appear in the grey-shaded part of the table.
Table 11: Recipients of the publications of MEPU-EC

<table>
<thead>
<tr>
<th>Main Users</th>
<th>Type of Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yearbook</td>
</tr>
<tr>
<td>Ministries</td>
<td>X</td>
</tr>
<tr>
<td>National Organisations</td>
<td>X</td>
</tr>
<tr>
<td>NGOs</td>
<td>X</td>
</tr>
<tr>
<td>IRE/DEV-C</td>
<td>X</td>
</tr>
<tr>
<td>DPE/DCE</td>
<td>X</td>
</tr>
<tr>
<td>Schools and School Establishments</td>
<td>No</td>
</tr>
<tr>
<td>External</td>
<td>X</td>
</tr>
</tbody>
</table>

84. The diffusion of these publications is not systematic. The method of diffusion lacks clearly defined procedures (periodicity, follow-up, etc.) and strategies. Users do not always receive the publications at the same time, with some even receiving them through “informal” channels.

5.2.2 Use of statistical data

85. The educational system in Guinea, specifically the pre-university subsector (primary and general secondary), produces a large quantity of data (see Tables 10A and 10B). Unfortunately, this data is little used by either the producing services or the various ministries in charge of education. This low use of statistics is due to a host of factors including a weak culture in the use of educational statistics and a low analysis capability by officers of the statistics and planning services in charge of the collection and production of statistical data. In addition, the delay in the production and diffusion of statistics does not help matters.

86. The departments in charge of education do not take advantage of household surveys of the DHS type. Yet these data are essential to the description of effective demand. Moreover, demographic data, in particular the models connected to projections for the years between censuses, are poorly mastered.

5.2.3. General recommendations concerning the distribution and use of statistics:

- Implement a coherent diffusion policy within the services that produce statistical information, such as SSP, and define a publication strategy that integrates the "communication" element with the main users of data in the educational sector.

- Identify new diffusion strategies that make use of new technologies e.g. Web, etc.

- Promote the use of educational statistics by stimulating awareness of actors and training them in data analysis and interpretation and by increasing the accessibility of “simple” analysis tools such as SPSS, Statistica etc....
6. **DIAGNOSIS AND ANALYSIS OF DATA QUALITY**

87. In this chapter will be respectively presented: a “mapping” of the various educational programs with the International Standard Classification of Education (ISCED), used in the various reports by the Institute for Statistics for the purpose of international comparisons; a general overview of the relative reliability of the information collected, the data quality by type of and a quality general analysis sheet\(^\text{18}\).

6.1 **Relative reliability of the data collected**

88. Some of the data collected, such as the distribution of students by student and age, the number of teachers responsible for courses, furnishings, number of manuals per subject and per level and the expenses, can be more or less reliable depending on the nature of the preschool, school or university facility in which the data was collected (cf. table 12).

**Table 12: Status of the institution and difficulties of collecting data**

<table>
<thead>
<tr>
<th>TYPE OF INFORMATION</th>
<th>Public institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution of students by level and by age</td>
<td>No civil status files, administrative records poorly maintained.</td>
</tr>
<tr>
<td>Number of teachers assigned to classes</td>
<td>Problems of changing of assignments</td>
</tr>
<tr>
<td>School enrolment</td>
<td>Problems of frequent transfer in urban areas</td>
</tr>
<tr>
<td>Expenditures</td>
<td>Lack of data on expenditures in the questionnaires</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TYPE OF INFORMATION</th>
<th>Private institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution of students by level and by age</td>
<td>No civil status files</td>
</tr>
<tr>
<td>Number of teachers assigned to classes</td>
<td>Problems of changing of assignments</td>
</tr>
<tr>
<td>School enrolment</td>
<td>Problems of frequent transfer in urban areas; Problems of identifying unlicensed private schools and community schools</td>
</tr>
<tr>
<td>Furnishings</td>
<td>Those in charge of the institutions do not appreciate the usefulness of providing this information to the state.</td>
</tr>
<tr>
<td>Number of textbooks by subject and by level of education</td>
<td>Those in charge of the institutions do not appreciate the usefulness of providing this information to the state.</td>
</tr>
<tr>
<td>Expenditures</td>
<td>Expenditures pertain only to supplies for students, the purchase of equipment, investments in infrastructure and recurrent expenses such as salaries, water, electricity, telephone, and maintenance. Those in charge of the institutions do not always maintain their accounts in a way that would enable them to provide this information accurately. Sometimes they are very hesitant to provide the information.</td>
</tr>
</tbody>
</table>

\(^{18}\) The complete sheet is presented in the document .......
<table>
<thead>
<tr>
<th>TYPE OF INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribution of students by level and by age</td>
<td>No civil status files</td>
</tr>
<tr>
<td>School enrolment</td>
<td>Problems of transfer</td>
</tr>
<tr>
<td>Number of textbooks by subject and by level of education</td>
<td>Those in charge of the institutions do not appreciate the usefulness of providing this information to the state.</td>
</tr>
<tr>
<td>Expenditures</td>
<td>Expenditures pertain only to supplies for students, the purchase of equipment, investments in infrastructure and recurrent expenses such as salaries, water, electricity, telephone, and maintenance. Those in charge of the institutions do not always maintain their accounts in a way that would enable them to provide this information accurately. Sometimes they are very hesitant to provide the information.</td>
</tr>
</tbody>
</table>

89. Phenomena such as the late transfer of students, the practice of late enrolments and the late transfer of teachers are unfortunately still common in the Republic of Guinea. Although not the only cases of inaccuracies in terms of data on student numbers and teachers, these phenomena nevertheless do affect the quality of data produced by school, province and region.

90. As for the distribution of students by level and by age, the improper keeping of administrative books in many schools, coupled sometimes with the non-existence of civil status files as required student documents, contribute in making the data collected in the schools on the distribution of students by level and by age not very reliable.

6.2 General quality of data “groups”

91. Four groups of data are collected through the national survey sheets: data on student numbers, teacher numbers, infrastructures and expenses. Apart from these data categories, the school-aged population represents an important category used in calculating the main indicators of the education sector. For each of these categories, table 13 provides a general overview by level of education.
The data collected on student numbers, as well as those pertaining to teacher numbers are of relatively good quality in primary and general secondary education. School directors and heads of establishments supply these data relatively well. On the other hand, data on expenditures are not well supplied; and those pertaining to the school-age population, because they come from “old” censuses of the population, are unreliable, especially when they are used on disaggregated levels (prefectures, regions) to calculate the rate of school attendance or of admission, for example.

It would also be a good idea to seek the means to improve the quality of this data, most particularly the data on expenses and the school-aged population. In this last category, the main difficulty lies in the population projections, on the basis of which the gross and net schooling rate is calculated by region, prefecture, and urban or rural region. This projection is made based on the last census that dates back to 1996 and the projection hypotheses used by the Secrétariat d’Etat au Plan, 2000. The age of the census and the hypotheses used render the quality of the school-aged population projection fragile and consequently also the reliability of the indicators involved in the calculation of this variable.

How can tools adapted to the collection of data on expenses made in the education sector be put in place? How can the school-aged population be estimated and/or projected to better appreciate the various schooling or literacy rates? The search for answers to these questions requires collaboration between the UNESCO’s Statistics Institute, the Bureau National de Recensement (BNR) and the organizations that have had some experience in population projections.
6.3 General data quality evaluation grid

95. The tool used in assessing the quality of the data collected stems from a methodological document developed by the World Bank and the UIS. This instrument is based on six main dimensions considered as pertinent for an evaluation of data quality. These dimensions are:
- The prerequisite conditions to quality;
- Integrity;
- Methodological soundness;
- Accuracy and reliability;
- Serviceability
- Accessibility.

96. The taking into account of all these dimensions in the evaluation makes it possible to provide a global vision of the data quality in the education sector. Although it does not pretend to be an exact science, this evaluation can be very useful in guiding the efforts of countries in the strengthening of the statistics system, insomuch as they provide an analysis framework making it possible to identify the strengths and weaknesses of the system as well as the fields to improve for which assistance from the technical and financial partners is useful and could be necessary.

97. Use of the analysis framework facilitates the identification of fields in which particular attention must be given; at the same time it makes it possible to define an action plan and the resources necessary to the strengthening of national capacities in education statistics.

98. This methodology, applied in each education subsector, gave the results in Table 14. This table presents the results obtained by level of education with the exception however of Higher Education, for which the officials, busy with data collecting during the years 2001, 2002 and 2003, were not able to participate in the evaluation mission.

99. Based on the results presented in table 11, it can be noted that the dimensions focussing on the accuracy of the statistical data and the reliability of the gross data, and the serviceability as well as the dimension dealing with the accessibility of the users to data have the lowest results, even though for primary and general secondary education, the results obtained are relatively better. These levels of education are in fact those for which the data collected are of better quality, particularly in terms of the concepts and definitions used. In fact, for these two levels of education, the concepts and definitions used respect relatively well the guidelines and practices recognized internationally, which does not seem to be the case for the pre-school, technical and professional and higher education levels. For these, an effort within the establishment towards correspondences between the courses of instruction and the levels of International Standard Classification of Education (ISCED) is desirable.

19 Data Quality Assessment Framework
20 Each of the criteria was given a weight in relation to its importance. The weighting used is evenly distributed and totals 100.
### Table 14: Evaluation of data quality

<table>
<thead>
<tr>
<th></th>
<th>Preschool Education</th>
<th>Primary Education</th>
<th>General Secondary Education</th>
<th>Technical and Professional Education</th>
<th>Higher Education</th>
<th>TOTAL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. Prerequisite conditions to quality</td>
<td>3</td>
<td>10</td>
<td>8</td>
<td>4</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>1. Integrity</td>
<td>5</td>
<td>15</td>
<td>15</td>
<td>6</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>2. Methodological soundness: (The methodological basis for the statistics adheres to international standards)</td>
<td>4</td>
<td>14</td>
<td>12</td>
<td>3</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>3. Accuracy and reliability: (The gross data and the statistical techniques are sound and the statistical results sketch a complete picture of reality)</td>
<td>2</td>
<td>8</td>
<td>6</td>
<td>5</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>4. Functionality: The statistics are pertinent, to date, coherent and subjected to a pre-established review policy.</td>
<td>2</td>
<td>12</td>
<td>10</td>
<td>2</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>5. Accessibility: The users easily have access to the data and metadata, and appropriate assistance is provided to them</td>
<td>0</td>
<td>7</td>
<td>5</td>
<td>0</td>
<td></td>
<td>14</td>
</tr>
<tr>
<td><strong>SCORE</strong></td>
<td><strong>16</strong></td>
<td><strong>65</strong></td>
<td><strong>56</strong></td>
<td><strong>20</strong></td>
<td><strong>20</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

100. In terms of score, primary education, with a score of 65, and general secondary education, with a score of 56, are significantly above technical and professional education (20) and preschool education (16). Moreover, the efforts to be made in improving the quality of the data in the education sector are much more important in the characterized preschool, as we indicated previously by, among other things, a very low coverage and a lack of qualified personnel. These efforts are also important in technical and professional where there is improper organization in the data production chain and a low involvement of stakeholders in terms of preschool, school and higher education institutions, prefectures and regional inspections.

101. In terms of criteria with very low scores (see table 11), the accessibility of users to data and metadata is by far the one in which considerable effort must be made. In the preschool sector in particular, as in the technical and professional sector, nothing is currently being undertaken in a systematic and organised way to make the collected data available to users.

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21 A table broken down further is presented in Appendix [ZZZ]
22 The assessment could not be conducted for higher education, primarily because of the unavailability of the Ministry personnel in charge of statistics, who were busy with the special collection campaign 2001, 2002 and 2003 during the course of the mission.
102. In regards to the **serviceability** dimension, the score obtained at the preschool and technical and professional education levels (2 out of 18), reveals for these sub-sectors a **great weakness** in terms of the **pertinence** of the data collected, a **weak coherence**, but also poor **currency** and **periodicity** of the data. The non-existence of a policy or **practices for the review** of data also contributes in weakening the functionality of the system for the entire educational sector.

103. Regarding the **prerequisite conditions for data quality**, which includes the **legal and institutional environment**, the **human, financial and material resources** and **quality awareness**, even though for primary and general secondary education the score obtained (10 and 8, respectively, out of 18) is better compared to those from preschool and technical and professional education (3 and 4, respectively), overall, the resources available do not respond to the country’s statistical program needs. The personnel resources, like the computer and financial resources allocated to the processing of statistics are not sufficient in the execution of the tasks required. As for the awareness aspect of data quality (crucial to statistics work), the processes emphasizing quality as well as those focussing on quality control in terms of the collection, processing and distribution of statistics are not put in place in a systematic manner. This is true for all education sub-sectors.

104. The concept of **integrity** here covers the aspects of **professionalism, transparency** and **ethics**. These various aspects respectively translate the fact that statistics are treated in an impartial manner and the choice of statistical sources and techniques is motivated essentially by considerations of a statistical nature (professionalism), the conditions in which the statistics are collected, processed and distributed are accessible to the public, a notice is sent in the event of major changes to the methodology, the raw data or statistical techniques (transparency). Guidelines regarding the conduct of the personnel have been implemented and are well known by the employees (ethics). The scores obtained: (15) for primary and general secondary, (5) for pre-school and (6) for technical and professional education are evidence that a great deal remains to be done in terms of these two levels of education in the area of transparency and integrity of the data.
7. GENERAL SUMMARY OF DIAGNOSIS, PROPOSALS AND RECOMMENDATIONS:

7.1 General Summary

105. The diagnosis revealed very uneven performances in the statistical information systems in the education sector. In the area of organisation of the process of data collection, primary education, benefiting from the support of the Niveaux Fondamentaux de Qualité et d’Équité (Fundamental Levels of Quality and Ethics) (NFQE), has put in place a process for the collection and processing of information and for regularity in the production of statistical directories. This system could, however, bear improvement, essentially in order to improve the rapid availability of results and to favour time series analyses. With respect to other levels of education, the collection, processing and production of data present problems at once organisational and logistical.

106. Table 15 below presents, for each level of education, a general overview of the information production chain. It summarizes the state of operations in the collection, inputting, processing, analysis and distribution of statistics in the education sector.

107. Tables 16, 17, 18 and 19 also present a summary of the operations that take place in the production chain of educational statistics at the central, regional and prefectorial levels, as well as at the level of the establishments. This summary is made in terms of the competence of the resources involved in the different operations, of the quality of the tools or logistical aids used and also in terms of the quality of organisation.

108. Regarding the general status of the information system, the primary and general secondary levels are equipped with a relatively well-organized collection system in terms of data processing, analysis and distribution. There are still weaknesses that in part explain the late production of school statistics, particularly the statistical directories, and the absence of more analytical production. We can nevertheless note that the database for primary school is more advanced than that of general secondary school.
Table 15: General status of the data-production chain

**GENERAL STATUS OF THE INFORMATION SYSTEM IN THE VARIOUS EDUCATION LEVELS**

<table>
<thead>
<tr>
<th></th>
<th>Collecting</th>
<th>Processing</th>
<th>Report Production</th>
<th>Analysis</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collection tool</td>
<td>Organization</td>
<td>Coherence verification</td>
<td>Corrections at the input level</td>
<td>Analysis tools</td>
</tr>
<tr>
<td>Preschool</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Primary</td>
<td>++</td>
<td>++</td>
<td>+</td>
<td>++</td>
<td>+</td>
</tr>
<tr>
<td>Secondary</td>
<td>+</td>
<td>++</td>
<td>+</td>
<td>++</td>
<td>+</td>
</tr>
<tr>
<td>Technical and professional</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Higher education</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Informal</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

+++ ++ + -
Very good Good Average Bad or Non-existent

109. In general, statistical information systems are still in their infancy in the preschool, technical and professional and higher education levels, both from a technical and organizational point of view. At the primary and general secondary level, even though the SIS seems to be better organized, the processing and production of the directory are not optimised, the production of the directory is not complete until 9 months after data collection, the data analysis is almost inexistent and the distribution of data does not integrate the new communication technologies; it is not systematic and suffers from a lack of strategy.
Table 16: **Summary Situation at the Central Level** (National)

<table>
<thead>
<tr>
<th>National Level</th>
<th>Data Entry</th>
<th>Processing</th>
<th>Directory Publication</th>
<th>Data Use</th>
<th>Distribution of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Centralised</td>
<td>Decentralised</td>
<td>Financial resources</td>
<td>Personnel competence</td>
<td>Organisational support and tools</td>
</tr>
<tr>
<td>Preschool</td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Primary</td>
<td>++</td>
<td>++</td>
<td>++</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>General secondary</td>
<td>++</td>
<td>+</td>
<td>++</td>
<td>++</td>
<td>+</td>
</tr>
<tr>
<td>Technical and Professional</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Higher education</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Informal</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**+++** Very good **++** Good **+** Acceptable **Bad/Non-existent**

**110. At the Central level,** the statistical and planning departments in charge of the information system at the preschool, technical and professional and higher education levels, do not have a reliable information system. The data input operations remain centralized, processing is not very organized and the production of directories is late and very irregular.

**111. Moreover,** these sub-sectors have limited financial resources that do not allow for the regular collection of data and a systematic distribution of statistics, contrary to the primary sub-sector and to a lesser extent the general secondary sub-sector, which benefits from outside financial support. In terms of logistics and analysis capacities, the preschool, technical and professional and higher education sub-sectors suffer at the quantitative and qualitative level; the primary and general secondary are not exempt even though the nature of the problems is different.
### Table 17: Summary Situation at the Regional Inspections Level

<table>
<thead>
<tr>
<th>Inspection Régionale de l'Education (IRE/DEV-C) level</th>
<th>Supervision</th>
<th>Data entry (Decentralized)</th>
<th>Data Use / Analysis</th>
<th>Information use and distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Personnel competence</td>
<td>Organization</td>
<td>Personnel competence</td>
<td>Organization</td>
</tr>
<tr>
<td>Primary</td>
<td>++</td>
<td>++</td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>Secondary</td>
<td>++</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

112. In terms of regional inspections, where the supervision of collection operations for primary and general secondary is carried out, verification of file completion, the analysis and the distribution of data are not conducted in a systematic manner; the major reason is the non-appropriation by inspections of computer tools, but also a lack of adapted training of the players in this school administration structure involved in the SIS. Regarding information distribution, the summaries of start-of-year and end-of-year school reports are produced and distributed quite late. Annual surveys are not used very much for regional analysis needs.
### Table 18: Summary Situation at the Prefecture Management Level

<table>
<thead>
<tr>
<th>Verification of Sheet Completion</th>
<th>Data entry (Decentralized)</th>
<th>Data Use / Analysis</th>
<th>Information dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Secondary</td>
<td>-</td>
<td>-</td>
<td>+</td>
</tr>
</tbody>
</table>

113. **In terms of prefecture directorates:** This level of school administration structure, which is responsible for the verification of file completion in educational institutions, is not technically equipped to process, analyse and distribute information at the prefecture level. Processing is still done in a manual manner. Decentralized data input has not yet reached the prefecture directorates.

### Table 19: Summary Situation at the Institutions Level

<table>
<thead>
<tr>
<th>Data Collection</th>
<th>Management of collection tools</th>
<th>Use of data</th>
<th>Data dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution level</td>
<td>Availability of school registers</td>
<td>Keeping of school registers</td>
<td>National survey files</td>
</tr>
<tr>
<td>Preschool</td>
<td>+</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Primary</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Secondary</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Technical and professional</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Higher education</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

114. **At the institution level** (preschool, school and higher education), the school registers are not kept in a systematic manner. The management of collection tools also generally suffers from a certain weakness in organization. The directors of schools or the institution heads, *insufficiently aware of the utility and use of statistical information*, make very little use of school statistics for analysis purposes and for planning. The usage rate for school data at the institution level is very low and their distribution is rare.
7.2 Proposals/Recommendations

The observations stated previously have given rise to a series of recommendations and proposals. They are categorized into four components:

- The institutional and/or organizational
- The technical
- Training
- Material

7.2.1 Organizational and/or institutional:

Coordinate the collecting of statistical information in terms of the various educational levels; and expand the mandate of decentralized SSP service agents.

115. Stakeholders in the Republic of Guinea’s educational system have emphasized the urgency for a systemic approach in the Education sector and the importance of coherence in the production chain for educational statistics. This approach requires coordination in the management of the statistical information system; it must be at the collection of information, the processing process and the dissemination levels.

116. The Regional Inspection (IRE/DEV), and the Directions Préfectorales (DPE/DEC), around which are based the collection and processing operations for MEPU-EC school statistics, must comprise, for all the education sub-sectors, important “relays” in the production chain of sector data as a whole. It would also be desirable for the role of SSP agents be extended to other sub-sectors, which would subsequently be able to benefit from the acquired experience.

117. Such an organization would require collaboration between the Ministère de l’Enseignement Pré-Universitaire, the Ministère de l’Enseignement Technique et Professionnel, the Ministère de l’Enseignement Supérieur et de la Recherche Scientifique and the Ministère des Affaires Sociales, et de la Promotion Féminine et de l’Enfance. It would therefore be appropriate to harmonize the collection procedures within the educational system.

Institute a National Day of School Statistics (NDSS)

118. The organisation of a National Day of School Statistics (NDSS), on which the census forms would be distributed and the directors of schools would be trained. The NDSS can be at once an effective means of increasing awareness of the importance of school statistics and an operational means of facilitating the rapid increase in the census forms.

Decentralizing the Input and Analysis Capacities

119. The aim of this decentralization is first of all to equip the statistics and planning departments (central level) and the regional inspections for infrastructures and tools for the input, processing and analysis of national and regional school data. Secondly, the prefectures will also have to benefit from the same reinforcements. These will favour a more rapid and efficient processing of the data collected and a timely production and distribution of the data useful in steering the educational system at the national, regional and prefecture levels.
Implement a training/awareness module in the use of statistical surveys in the initial training of teachers

120. The aim of this module will be to familiarize the teachers with the use of statistical survey and to understand its use as an assistance tool in planning and decision-making. The expected results will be to equip future educational data production stakeholders with skills in completing the national survey files, providing reliable information on school data.

Create a dialogue between the producers and users of data in order to make performance indicators more pertinent for the sector development needs

121. It would also be desirable to organize space for joint efforts and the familiarization with policy-making and evaluation statistical tools for sector performances; joint efforts aimed also at generating new information needs.

Strengthen the departments involved in the education sector’s statistical information system

122. Appropriation of the informatics application (SIS) by the various decentralized structures.

7.2.2 Technique:

Improve and rationalize the collection instruments from the preschool level to the higher education level:

123. The perspective of decentralizing the resources in the management and policy making process of the Republic of Guinea’s educational system will require improved and rationalized collection tools. These tools must be designed and structured so as to allow input delocalisation in the decentralized structures (regional inspections, prefecture directorates) and data consolidation at the central level. The school survey files used at the various education levels must be improved and completed so as to take into account the elementary data, which then facilitate the production of directories and statistics summaries at the national, regional and prefecture levels as well as transverse analyses.

124. The survey sheets for primary education must take into account all the educational needs at the school level (recruitment space for the institution, school infrastructures, etc.).

125. Apart from the structure, it is important that they be better presented and easy to read and understand by educational institution directors. To that effect, proposals for survey files for preschool, general secondary and technical and professional education are presented in an appendix.

Implement harmonized registers in preschool; school and university institutions adapted to the national census files

126. The preschool, school and university institutions must each have standardized registers to facilitate collection and thereby avoid errors in national survey sheet information. The more these registers are adapted to national survey files, the fewer information errors there will be.

Adapt the statistics information system to the various levels of education.

127. The system’s approach must be global and integrated; it must take into account the various educational levels, from preschool to higher education, so as to allow the sector’s decision-makers to have a systemic view of the educational sector.
**Diversify the means of information distribution**

128. Through the use of means that today offer new technologies (Web, etc.).

129. **Improve the accessibility of users to metadata and implement for them an appropriate assistance policy**

130. **Harmonize the start-of-year reports and the questionnaires** to avoid overlaps and redundancies in the collecting.

131. Rationalize the collecting of information between the start-of-year reports, the annual surveys and the end-of-year reports. Included in this rationalization will be a better definition of the objectives sought by each collecting and by the establishment of a collecting schedule, by targeting the needs.

### 7.2.3 Training:

132. Particular attention must be given to training, both for the department personnel in charge of the statistical information system for all levels of education and the institution heads, from preschool to higher education. This training will also focus on how to keep the registers and their uses for statistical purposes, on the calculation of various school indicators, on the management of databases, on the analysis of data and on the preparation of operational reports for sector steering.

*Train the heads of establishments or institutions and the DPSP on how to keep the registers and school sheets and their use for statistical purposes*

133. The aim of this training is to educate the heads of establishments on the means of filling out the questionnaires and the calculation of useful indicators for the management of the establishment.

*Train the heads of establishments or institutions, the statistics personnel of the DPE/DCE and IRE/DEV-C on the new collecting tools*

134. The educational institution is the base source of educational statistics; consequently, any error at this level impacts the reliability of the statistics. Use of the new school survey files will require training of the heads of establishments and other stakeholders at the DPE/DCE and IRE/DEV-C level.

*Train the qualified personnel of the statistics and planning departments from the various levels of education on data analysis*

135. The aim of this training is to equip the personnel with analysis capacities so that decision-making assistance tools such as operational reports are developed and made available to educational sector decision-makers.

*Promote the culture and use of statistics and indicators in the management of the education sector*

136. This promotion includes the education, informing and training of the personnel involved in the information production chain and also the decision-makers at all levels in various education sub-sectors.
Train statistics and planning department personnel from the various levels of education on database management

137. One of the weaknesses of the current system is the insufficiency of human resources competent in the use of computers at the services involved in the information system. The expertise currently available is external to the different services. It is essential to train staff in computers at the central and regional levels, as was done in Senegal when it faced the same problems. These staff should take over from the external computer experts as soon as the mission of the latter is finished.

Generalize the training of personnel at all the centralized and decentralized levels of the statistics production departments in Education.

7.2.4 Equipment:

138. As part of the decentralization, the statistical information system requires, among other things: minimum equipment for the regional inspections; renewal of the existing equipment at the prefecture directorates level and the statistics and planning departments. In regards to educational institutions and establishments, which are the source of the databases, it is important to standardize and generalize the school registers.

- At the central level, supplying of informatics equipment and software and modern communication tools (intranet and Internet).
- At the IRE/DEV, DPE/DCE level, supplying of informatics equipment
- At the institution level, supplying of school registers

139. This supplying can take place in stages over three years beginning in the first year with statistics and planning departments at the central level, the second year the regional inspections and the third year the prefecture directorates.

GENERAL CONCLUSION

140. Globally, the results of evaluation of the quality of the statistical chains are varied. The results are very negative for preschool and technical/professional education. They are much less so for primary and general secondary education. For these latter two levels of education, if the fundamental activities (collection and processing) are carried out well, they nevertheless suffer from significant methodological and logistical deficiencies.

141. Accessibility of the statistical data and results is poor, a situation that jeopardises the possibilities of decentralised policy-making in the Guinean educational system. With regard to primary and general secondary education, the reliability and the relevance of the statistical results are good for the full set of quantitative aspects connected to the students and to the teachers, but insufficient for infrastructure, educational expenditures and demographic data23.

23 Although the censuses are not the responsibility of the ministries in charge of education, demographic data are an important component of calculations of the many indicators in the sector of education.
142. The functioning of the statistical production chain is quite varied. One can observe, in particular at the preschool, technical and professional levels, a great weakness from the point of view of the relevance of the data collected, of their coherence and their currency and periodicity. Moreover, clearly defined practices for review of data do not exist at any level of education.

143. The time to publication is often too long; in the best of cases, the publications are not available until 9 to 10 months after the school year, which makes the use of these tools irrelevant, as much for policy making as for management of the educational system.

144. Co-ordination of the statistical chains of the different levels of education is indispensable to the achievement of a systemic approach with the policy-making tools of the Guinean educational system. It could be formed around the methods and tools implemented at the MEPU-EC. That will only be possible if all participants in education are involved at all administrative levels in the building of understanding of responsibilities as well as awareness and training.

145. With regard to the prerequisites of data quality, although in general the legal and institutional environment is relatively well defined, personnel, financial resources and computer resources are insufficient and are inadequate for the efficient execution of the required tasks.

146. The technical tools and the underlying models connected to the production of statistics should be robust, capable of development and reliable. In order to achieve these objectives, a major effort of data modelling should be undertaken. Complete mastery and standardisation of tools that precede the production of statistics should be assured. These objectives cannot be achieved without a plan for training all participants in the chain of production of statistics, from the head of the establishment to the administrators at the central level.

147. The first step of this diagnostic phase should lead to the establishment of a plan of action that responds to all of the recommendations presented in this report. This plan will integrate a schedule and some estimates for the cost of implementation. These items will be more accurate for activities through 2005; they will be indicative for activities to be implemented between 2005 and 2007.

148. The conditions for the success of the proposal are a high degree of involvement, on the one hand, of the government, of the technical committee, and, on the other hand, of the financial partners.
APPENDICES:

- New questionnaires: (Preschool, General Secondary, Technical and Professional)
- Summary of the diagnostic missions
- Detailed table of evaluation of data quality
Appendix 1: OBJECTIVES OF THE MISSIONS CARRIED OUT BY THE UNESCO INSTITUTE FOR STATISTICS

OBJECTIVES OF THE MISSIONS CARRIED OUT BY THE UIS

1. The UNESCO Institute for Statistics has conducted two types of missions in the Republic of Guinea: the first aimed, on the one hand, at presenting the project to the authorities of the area of education and, on the other hand, at creating a National Technical Committee charged with the follow-up of the project; the other having as its objective to proceed with the diagnosis of the chain of production of data in the educational sector.

   o Creation of the Technical Committee

2. Within the framework of the implementation of the project of building national capacities in statistics for Education for follow-up and evaluation of Education for All on the one hand and the national plan for development of the area of education on the other, a first contact mission of the UNESCO Institute of Statistics stayed in Conakry from 24 to 27 February 2003. This mission authorised the creation, under Joint Order number 1402/METFP/CAB/2003; MEPE/CAB/2003; MESRS/CAB/2003; MASPFE/CAB/2003 of 27 March 2003, of a National Technical Committee to implement the project of building national capacities in statistics for the follow-up of Education for All, named Statistical Capacity Building Technical Committee for Education (Comité Technique de Renforcement des Statistiques de l’Education, abbreviated “CTRSE”. The primary mission of this committee is to facilitate the execution and follow-up of the programme. In addition, it is charged with assuring the implementation and follow-up of the stages of the project, which are:
   - Diagnosis of the statistical information system from preschool to higher education;
   - Preparation of the plan of action;
   - Implementation of the plan of action;
   - External evaluation of the project.

   o Diagnostic Mission and Implementation

3. The second mission pertaining to diagnosis took place in Guinea from 25 April to 8 May 2003. This mission was the first operational phase of the programme; it aimed to proceed with diagnosis of the system of collection, processing, analysis and distribution of the educational statistics in the Republic of Guinea.

4. This diagnosis is concerned with each of the levels of administration and instruction and covers all aspects, from tools for collection and collection itself to distribution for each type of establishment (preschools, primary and secondary schools and universities), as well as the data collected at the central level by the different ministries, whether or not they produced the statistics.

IMPLEMENTATION OF THE DIAGNOSTIC MISSION

5. The diagnostic mission, conducted in collaboration with the Technical Committee for the Building of National Capacities for Statistics for Education, was implemented in three stages: meeting the producers and users of educational statistics constituted the first stage, and visits with different data-producing establishments and the examination of the instruments and modalities of data collection constituted the second and third stages.
Stage 1: Meeting the producers and users of educational statistics

6. Within this framework, the mission visited preschool, primary and secondary authorities and institutions and public and private universities, within the city of Conakry as well as in the interior of the country (COYA, Kindia). The institutions and services met are:

- Inspection Générale de l’Education (IGEPU);
- Direction Nationale de l’Enseignement Elémentaire;
- Direction Nationale de l’Enseignement Supérieur;
- Direction Nationale de la Recherche Scientifique et Technique (DNRST);
- Direction Nationale du Développement des Programmes Pédagogiques et d’Enseignement;
- Direction Nationale de la Petite Enfance;
- Direction Nationale de l’Enseignement Technique;
- Service National de l’Enseignement Privée;
- Service National d’Alphabétisation (SNA);
- Service National de Santé Scolaire et Universitaire;
- Division des Affaires Administratives et Financières (DAAF) du MEPU-EC;
- Division des Affaires Administratives et Financières (DAAF) du METFP;
- Inspection Régionale de l’Education de Kindia (IRE);
- Service Statistique et Planification de la Direction Communale de l’Education de Kaloum;
- Service Statistique et Planification de la Direction Communale de l’Education de Dixinn.
- Direction de l’Université Kofi Annan (a private institution);
- Direction Préfectorale de l’Education de Kindia (DPE);
- Centre de Formation Professionnelle de Kindia (CFP).

Stage 2: On-site visits of establishments that produce statistics on schools

7. The scheduling of visits of preschool, primary, secondary, technical and professional establishments and universities aimed to examine the procedures for collection and processing of data used in these institutions for the purpose of understanding the causes that affect the timely production of statistics, their reliability and their regularity. The choice of establishments was made with an eye to representation of the different types and levels of instruction that exist in the Republic of Guinea, as much in rural areas as in urban ones (see Table 1, below).
Table 1. Distribution of the establishments visited

<table>
<thead>
<tr>
<th>Level of Instruction</th>
<th>Preschool</th>
<th>Primary</th>
<th>General Secondary</th>
<th>Technical and Professional</th>
<th>Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rural</td>
<td>Urban</td>
<td>Rural</td>
<td>Urban</td>
<td>Rural</td>
</tr>
<tr>
<td>Public</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Private</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Denominational</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. During these visits, the various means of information collection were examined (attendance records, school reports, student registration forms, teachers’ files, registers of instructional material, registers of equipment etc.). Interviews were also held with the principal officers in charge of the collection of statistics in the following establishments:

- Complexe Scolaire Confessionnel Toussaint (nursery school, primary, general secondary);
- Ecole Primaire Publique de Kindia I;
- Groupe Scolaire Privé (primary and collège) of Kindia;
- Lycée régional d’application de Wossou (Kindia);
- Centre de Formation Professionnelle (CFP) de Kindia;
- Groupe Scolaire Privé Lavoisier (primary and collège);
- Ecole Nationale de Secrétariat, d’Administration et de Commerce (ENSAC) de Conakry;
- Kofi Annan University (private).

**Stage 3: Examination of the instruments and modalities of data collection**

9. At the third stage, the instruments and modalities of data collection were examined. For each level of instruction, the national statistical questionnaires, the forms for beginning and completion of the school year and the different registers available at each level of establishment were made the object of an examination. Also examined were the schedules for data collection, which generally are set between November and December, the reports for the beginning (the frameworks having been established beforehand) and the end of the year established by the prefectural departments of education and completed by the heads of the establishments, and the summary documents prepared at the level of the inspectorates and regional departments of education.
# Detailed Evaluation of the Quality of the Data

<table>
<thead>
<tr>
<th>Prerequisites to quality</th>
<th>Preschool</th>
<th>Primary</th>
<th>General secondary</th>
<th>Technical and Professional General secondary</th>
<th>Maximum Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1 Legal and institutional environment</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>18</td>
</tr>
<tr>
<td>0.2 Resources</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>0.3 Quality awareness (the quality of data is crucial for statistical work)</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

## Integrity

| 1.1 Professionalism | 4.5 | 15 | 15 | 6 | 16 |
| 1.2 Transparency | 3 | 8 | 8 | 6 | 9 |
| 1.3 Ethics | 0 | 5 | 5 | 0 | 5 |

## Validity of the Methods (The methodological basis for the statistics follows international standards)

| 2.1 Concepts and definitions used correspond to the standard statistical framework. | 3.5 | 14 | 12 | 3 | 17 |
| 2.2 Scope (The scope corresponds to the norms, guidelines and practices recognised on an international scale.) | 0.5 | 5 | 4 | 2.5 | 6 |
| 2.3 Classification/sectorisation | 0 | 1.5 | 1 | 0 | 2 |
| 2.4 Bases for recording (The data are recorded in a way that corresponds to the norms, guidelines and practices recognised on an international scale.) | 1 | 3 | 2 | 0 | 3 |

## Accuracy and Reliability (The raw data and the statistical techniques are valid, and the statistical products paint a sufficiently complete picture of reality)

| 3.1 Sources of data (The sources of data available for compilation of statistics are adequate) | 2 | 8 | 6 | 5 | 17 |
| 3.2 Statistical techniques | 0 | 2 | 1.5 | 0 | 4 |
| 3.3 Evaluation and validation of raw data | 0 | 2 | 1.5 | 2 | 3 |
| 3.4 Evaluation et validation of intermediate data and statistical products | 1 | 2 | 2 | 2 | 3 |
| 3.5 Examination of revisions | 0 | 0 | 0 | 0 | 2 |

## Functionality: The statistics are relevant, up to date, coherent and subject to a pre-established policy of revision.

| 4.1 Relevance: The statistics cover relevant areas of the domain | 2 | 12 | 10 | 2 | 18 |
| 4.2 Currency and periodicity: The currency and periodicity of the data follow international standards for distribution | 0 | 2.5 | 2.5 | 0 | 3 |
| 4.3 Coherence | 2 | 6 | 5 | 2 | 7 |
| 4.4 Policies and practices of revision: The revision of data is periodic and follows a regular and transparent procedure | 0 | 0 | 0 | 0 | 4 |

## Accessibility: Users have ready access to the data and the metadata, and adequate assistance is provided to them.

| 5.1 The statistics are presented in a clear and comprehensible manner, the methods of distribution are appropriate and the statistics are distributed in an impartial manner. | 1 | 7 | 5 | 0 | 14 |
| 5.2 Accessibility of metadata | 0 | 3 | 1.5 | 0 | 5 |
| 5.3 Assistance to users | 0 | 1.5 | 0.5 | 0 | 3 |

**Score**

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Primary</th>
<th>General secondary</th>
<th>Technical and Professional General secondary</th>
<th>Maximum Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>65</td>
<td>56</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>