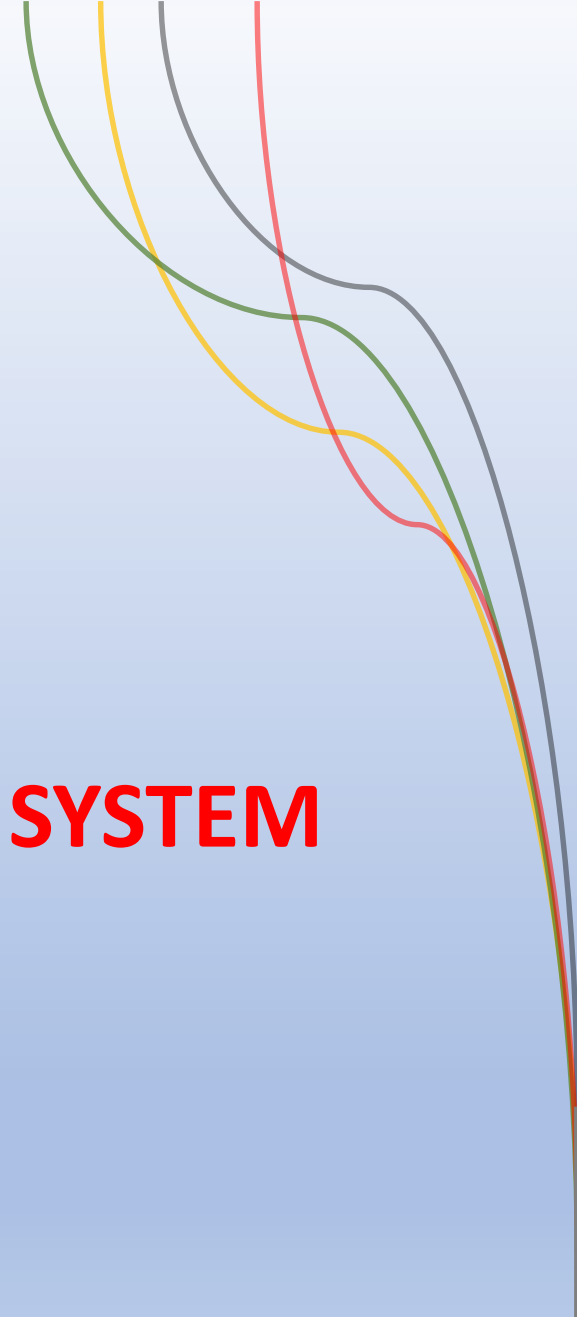


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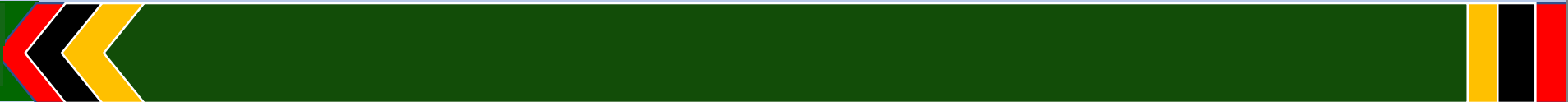
SOURCES AND MEASURES OF DEMOGRAPHIC DATA

The University of Zambia





EDUCATION MANAGEMENT INFORMATION SYSTEM





What is an EMIS?

- An EMIS can be defined as ‘a system for the collection, integration, processing, maintenance and dissemination of data and information to support decision-making, policy-analysis and formulation, planning, monitoring and management at all levels of an education system.
- It is a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education leaders, decision-makers and managers at all levels with a comprehensive, integrated set of relevant, reliable, unambiguous and timely data and information to support them in completion of their responsibilities’ (UNESCO, 2008: 101)





EMIS cont'd...

- an E M I S links the Ministry of Education to other agencies and institutions in education and other sectors that are also engaged in educational activities.
- The aim is to integrate the various sources of educational management information into one coordinated system to serve the entire country.





Objectives of the EMIS

- A. To improve capacities in data processing, storage, analysis and supply of educational management information so that education planners and administrators can avail themselves of reliable and timely data
- b. To co-ordinate and further improve dispersed efforts in the acquisition, processing, storage, transmission, analysis, repackaging, dissemination and use of educational management information





Obj. cont'd

- c. To facilitate and promote the use of relevant information by various agencies and individuals at all levels for more effective educational planning implementation and management
- d. To streamline the flow of information for decision-making by reducing and eliminating duplications as well as filling information gaps
- e. To provide information for policy dialogue and scenarios for development of the education system





Guiding Principles of an effective EMIS

- **sustainability,**
 - “The three key components to successful creation of a sustainable information culture are reorientation of the education information system toward clients, improved capacity to use information at the local level, and increased demand for information” (Winkler and Herstein 2005, 1).





Cont'd...

- **accountability,**
 - The EMIS/state holds both policy makers and education providers accountable to society by requiring them to make informed data-driven decisions; clients hold the EMIS accountable for collecting, maintaining, and disseminating quality data and reporting on that data; and clients hold education providers accountable for providing quality education services.





- **efficiency**

- In terms of cost and technological means. **Efficiency in Data Collection, Processing, and Reporting**
- Efficiency means effective maintenance of education statistics and records so that decision makers can plan effectively





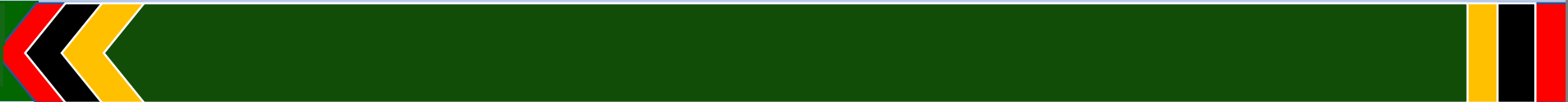
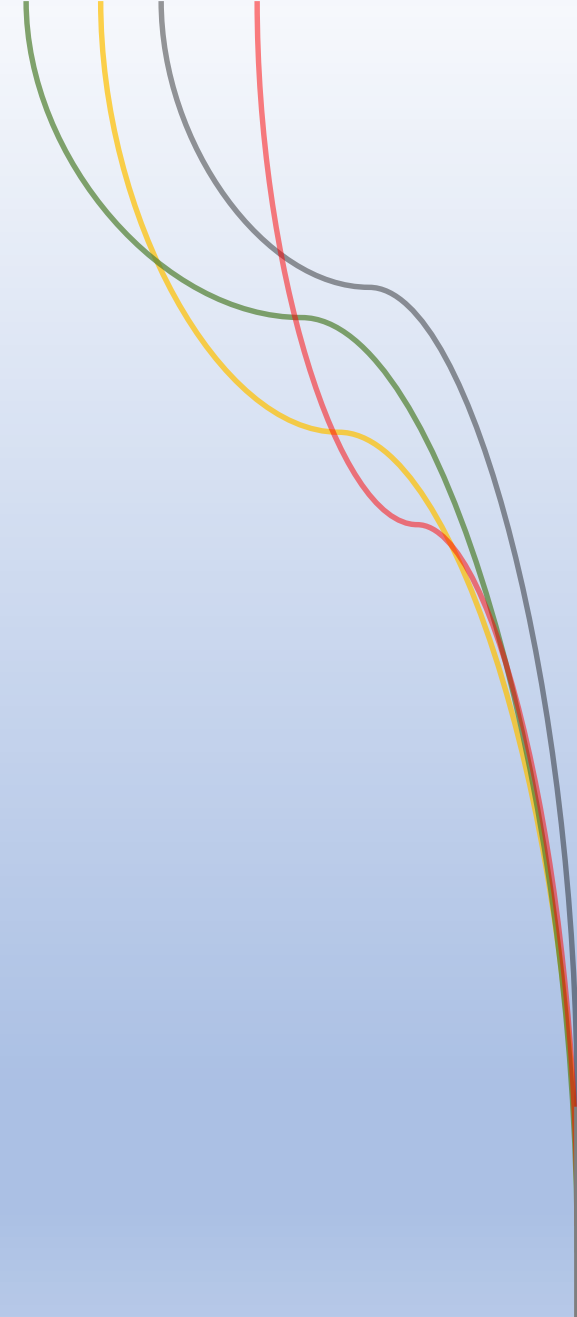
Data collected

- **The coverage of statistics in a system falls into two categories: raw information and aggregate figures.**
- An education management system maintains raw information on the education system, such as payroll, teacher qualifications, human resources, and finance.
- It also contains aggregate figures derived from data, such as enrollment rates and completion rates. The availability of this second type of data provides a deeper understanding of the education system.





EMIS in Zambia





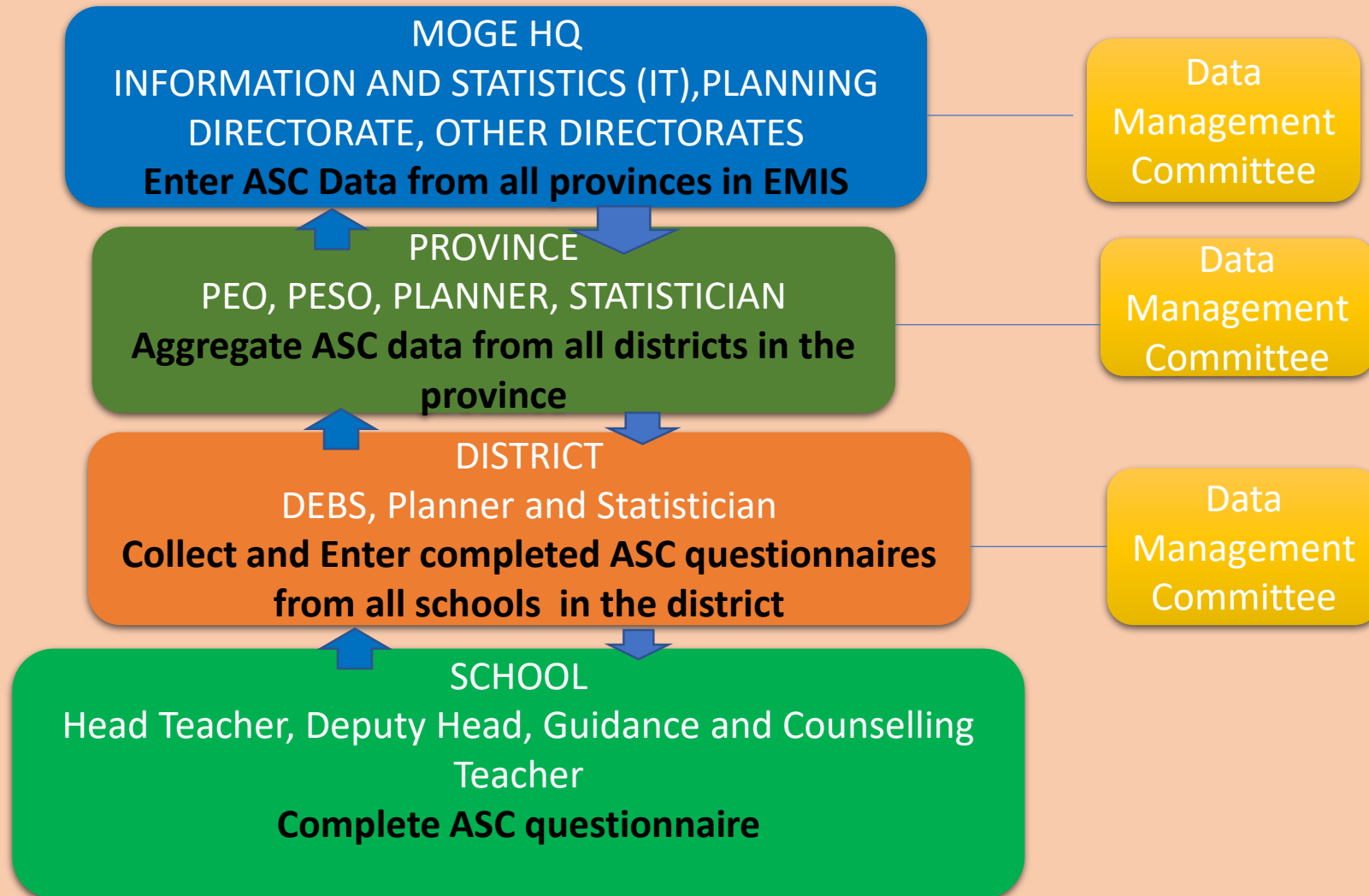
Background

- Prior to the EMIS, the ministry depended on annual reports from schools that were put into a Microsoft Access database.
- The yearly reporting prevented data capture of critical education information like attendance or quarterly standardized exam scores.
- As a result, yearly enrollment information was the only indicator available for the number of students going to school
- The EMIS has made it possible to capture aggregate data on a monthly basis that shows the enrollment and attendance figures of teachers and students





MoGE Data Management (EMIS)





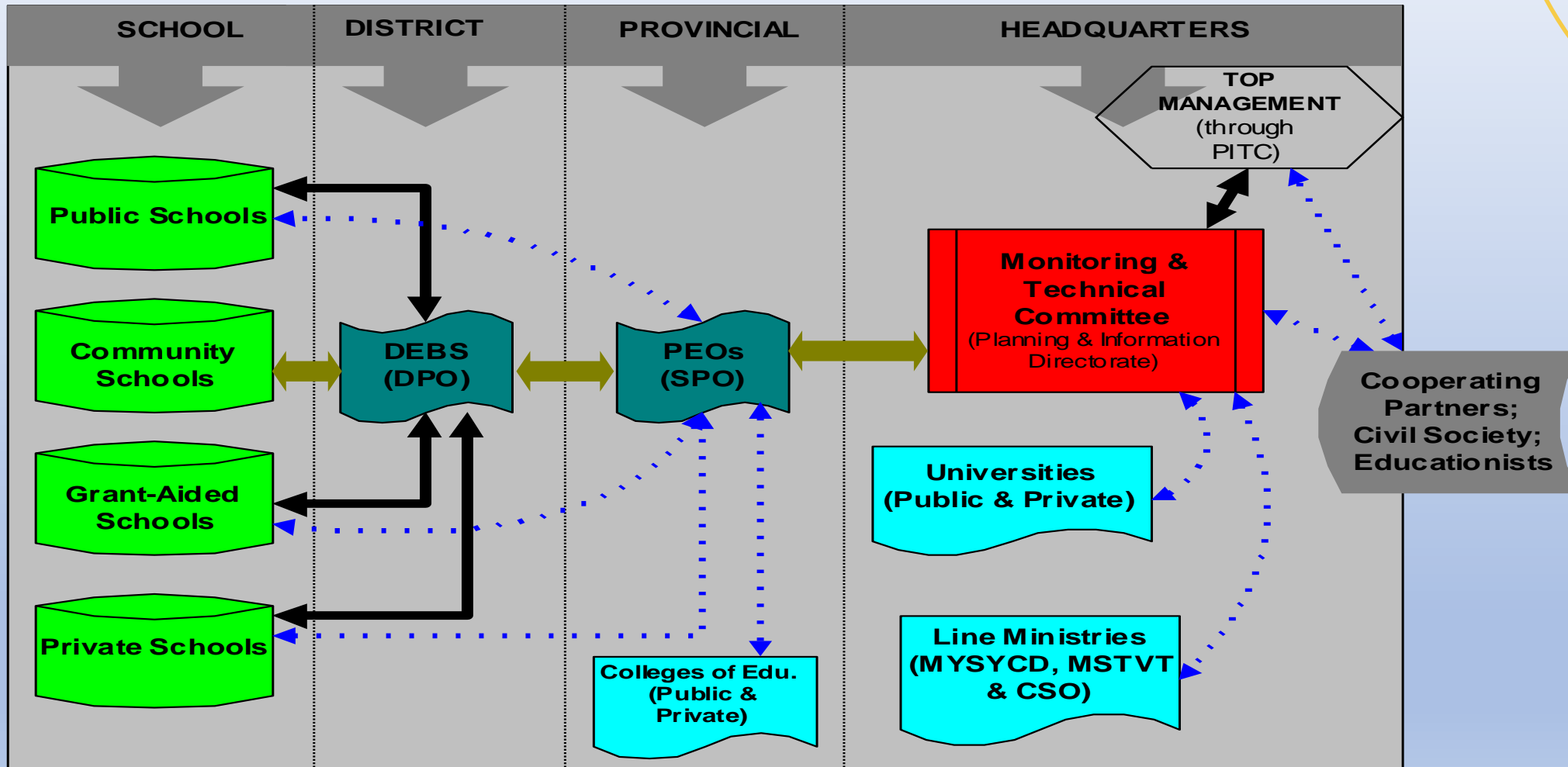
Information cycle

- it is imperative that both basic data feedback information flow both ways between EMIS centres and other levels
- information products should be provided to as many other information outlets as possible in order to reach the maximum number of users





General Data Flow and use



Data collection tools

- Annual School Census



REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL
EDUCATION
Annual School Census 2016

Make corrections and additions here:
School Name: _____
Province: _____
District: _____
Constituency: _____
Ward: _____
TESS Zone: _____
EMIS Number: _____
ECZ Center Number: _____

Place Label Here

Note: READ INSTRUCTIONS prior to completing the questionnaire. All information should be provided unless otherwise indicated in the instructions.

PART A: School or Centre Information

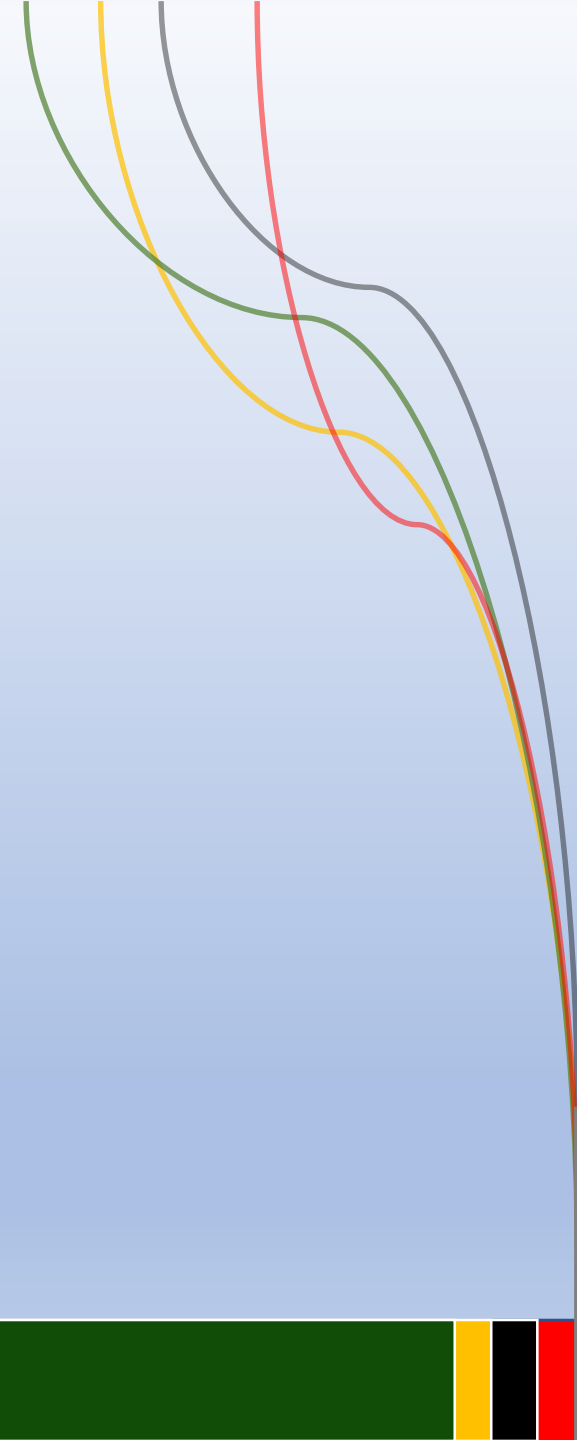
1. Name:		2. Postal address:	
3. Phone/fax number:		4. Name of Head:	
5. Year founded: (yyyy)		6. Sex of Head: (indicate code in box) 1 = Male, 2 = Female	
7. Founding agency (Indicate code in box) 1=GRZ, 2=Church, 3=Private, 4=Community			
8. Rural/Urban: (indicate code in box) 1 = Rural, 2 = Urban		9. Distance to DEBS office: (in kilometers)	
10. Designation (indicated code in box): 1= Primary, 2= Secondary 3=Alternative lower basic centre (IRI centre), 4= Continuing education centre		11. Programming offered: (tick all that apply)	
		Special Education	
		Care and Support for learners & Teachers	
		School Health and Nutrition	
		HIV/AIDS Programs	
12. Email address:		IRI methodology	
		Primary Reading Programme	
		ECE	
13. Number of times inspected in the last 2 years by a Standards Officer? (read instructions and indicate number in box)		14. Sex status : (indicate code in box) 1= boys, 2= girls, 3=Co-educational	
15. Running agency: (indicate code in box) 1=GRZ, 2=Private, 3=Grant-aided (from GRZ), 4=Community		16. Community school level of accreditation 1, 2, or 3: (read instructions and indicate code in box)	
		17. Religious affiliation: (indicate code in box) 1 = Yes, 2 = No	
18 (a). Total Number of Grade one Applicants by sex.		M	F
	Boys	Girls	
18 (b). Total Number of ECE Applicants by sex.		19 (a). Total number of Teachers by Sex	
		19 (b). Total Number of Pupils by sex	

- source: Ministry of General Education



Examples of data from the EMIS

- **Data in the EMIS includes**
- **student enrolments (percentage, including of females)**
 - gross enrolment ratio
 - net enrolment ratio
 - average daily attendance
- **Facilities and equipment by level and urban/rural**
 - facilities
 - classrooms
- **textbooks by level and urban/rural**
 - issued to students
 - available in school library





Cont'd...

- number of trained teachers, including of females by level
- pupil/teacher ratio by level, and main teaching subject, and region(urban/rural)
- pupil classroom ratio
- textbook pupil ratio
- percentage of qualified teachers
- percentage of classrooms in good condition





Limitations

- Use of an EMIS could be limited due to
 - incompatibility with existing systems,
 - customization of new systems,
 - the capacity of EMIS staff,
 - limited financial resources,
 - or limited government commitment.





References

- **REPUBLIC OF ZAMBIA MINISTRY OF GENERAL EDUCATION
Annual School Census 2019**
- **UNESCO EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS) AND THE FORMULATION OF EDUCATION FOR ALL (EFA) PLAN OF ACTION, 2002-2015**
- **World Bank Group, 2014, SABER — SYSTEMS APPROACH FOR BETTER EDUCATION RESULTS-A framework Paper**

