## Data collection instruments To be used during the evidence gathering phase

## 1. Mandate, structure and automation

#### 1.1 Statistics offices (EMIS) mandated to collect data on education sub-sectors

(a)	(b)	(c)
Education sub-sector	Which body or institution has the authority to collect data from schools or training institutions running the sub-sector in column (a)?	If applicable, please specify name(s) of other institution(s) collecting the same data as the main mandated institution in column (b)?
Pre-Primary Education		
Primary Education		
Secondary Education		
Higher Education		
Tertiary Education		
Technical and Vocation Education & Training		
Non Formal Education (including Adult Education)		
Other (please specify)		

#### 1.2 Hierarchical position of your education statistics office within the Ministry

		Which body does the education statistics office respond directly to?								
	Permanent secretary (MoE)	Planning directorate/ Commission	Sub division of planning directorate/ Commission	Central education statistics office	Education directorate / Commission	Regional education directorate	School supervision unit	Others (please specify)		
At central level										
At prov, reg level										
At district level										

1.3 Organisation of work (information flow to be conextualised)

Sub-S	Sector													
	DCI Review	$\geq$	DCI Distribut	$\geq$	DCI Collect	>	Data entry / Computation	$\geq$	Data analysis	>	Reporting	Σ	Dissemination	$\geq$
National														
Provincial														
District														
<function></function>														
School														
cso														

# 2. Staff profile, Software and Equipment used in the statistical information system

#### 2.1 Academic qualifications

		Number of staff members						
	Total With 12 years of formal schooling With Diploma(s) With Degree(s)							
At central level	III	III	<u> </u>	<u> </u>	<u> </u>			
At prov./dist./reg level	I	l_l_l_l	I_I_I_I	<u> </u>	III			

#### 2.2 Skills competency

At central level only

	Number skilled in the following core EMIS areas:							
Staff category	Questionnaire Design & Programming	Data Verification & Entry <sup>1</sup>	Statistical Data Analysis <sup>2</sup>	Planning & Costing	Systems Analysis <sup>3</sup>	Database Management	Network Administration	Total number of staff
Data analyst					III	III	<u> </u>	III
Demographer	_ _ _	1	III	<u> </u> _	III	I_I_I_I	I_I_I_I	III
Programmer	_ _ _	1	III	<u> </u> _	III	I_I_I_I	I_I_I_I	
Systems analyst	_ _ _	_ _			III	I_I_I_I	_ _	III
IT person	_ _ _	_ _ _	III		III	I_I_I_I		III
Encoder	_ _ _		III		III	I_I_I_I	_ _	
Data entry clerk	_ _ _	]			III			]
Statistician	_ _ _		III	III	III		III	]
Planner	_ _ _	_ _			III	I_I_I_I	_ _	III
Other (please specify)								
	_ _ _	_ _ _						_ _ _

- 1. Data verification: checking for any errors between questionnaire data and data captured during entry into the system.
- 2. **Statistical data analysis:** analysing the computer generated reports (including tables, summary sheets etc.)
- Systems analysis: looking at the system in its entirety including needs identification, analysis of information requirements, and system specifications.

## 2.3 Staff category and years of experience of staff involved in the production of statistics

	Staff category	Number of staff me	Total number of			
	Gtan category	< 2 years	2-5 years	5-10 years	> 10-15 years	staff
	Data analyst	<u> _ _ </u>	III	III	III	III
	Demographer	III	III	III	III	III
	Programmer	<u> </u>	III	III	III	III
only	Systems analyst	III	III	III	I	
At central level only	IT person	III	III	III	III	III
<u>  e</u>	Encoder		III	III		III
centi	Data entry clerk		<u> _ _ </u>	III	<u> </u>	
Ato	Statistician	III	III	III	II	III
	Planner		III	III		III
	Other (please specify)					
			III	III		

#### 2.4 Adequacy of EMIS staff

	Yes	No
Does the Ministry have enough staff members that are involved in education statistics (EMIS)?		

(Staff	Staff shortage by category): If No, indicate the number (and area) of shortage in the table below:					
	Staff category	Total				
	Data analyst	I_I_I_I				
	Demographer	III				
	Programmer	I_I_I_I				
only	Systems analyst	III				
Vel	IT person	III				
central level	Encoder	III				
entra	Data entry clerk	l <u>_l_l_</u> l				
At c	Statistician	l <u>_l_l_</u> l				
	Planner	l <u>_l_l_</u> l				
	Other (please specify)					
		lll				

## 2.5 Knowledge and skills of statistics staff members

(P	Vhich software or application do you use for: Please specify the name of the main software or application used)?	How many staff member have the <b>skills to use it</b> ?	standard o softward applio designed	s not a commercial e, is the cation by an in- e staff iber?	If the ans to the p question, statistics have a sta with capa develop mainta applic	revious does your s section ff member abilities to and /or sin this
			Yes	No	Yes	No

Data capture		III				
Data processing		lll				
Data quality control		lll				
Data tabulation or summary		lll				
Data query design		lll				
Yearbook/abstract generation or editing		lll				
Data graphing		lll				
Data analysis		lll				
Data geo-mapping		lll				
Data consultation		lll				
Report writing		lll				
Database Management		III				
Other (please specify)		III				
2.6 Computer equip	oment used for data entry	and processing o	of school	census		
Please provide an estimate, in ea	used for the school census	If you have a comp <b>Area Network</b> )				
	only	Number of serv	ver(s)	Num	ber of works	stations
At central level	I_I_I_I	<u> </u>	I			
At provincial, regional, district leve	el I <u>I</u> I	_ _ _	l		<u> </u>	
				Yes		No
Is the existing equipment ade	quate and relevant to the need	?				
If No, how many more does th	<u> </u>	Server(s)	<u> _ _ </u>	Work	stations I_	_
What other equipment does th	ne Ministry require to ensure ad	equacy?	<u></u>	·····	<u></u>	<u></u>

- 3. Information services, publication, dissemination and use of statistical outputs
- 3.1 Main publication produced by your education statistics office in the last 5 years

School year concerned	Beginning of School year concerned (Month / Year)	Period of publication (Year)	Time lag from beginning of school year (months)
2002/03	1_1_1/1_1_1		III months
2003/04	11_1/11		III months
2004/05	1_1_1/1_1_1		III months
2005/06	1_1_1/1_1_1		III months
2006/07	11_1/11		III months

Use one table for each type of publication (statistical abstracts/yearbooks, Indicators based analytical reports, Statistical leaflets/ Snapshots, Statistical newsletters

## 3.2 UIS questionnaires submissions in the last 3 years

School year concerned	Questionnaire A	Questionnaire B	Questionnaire C	Literacy statistics questionnaire	Educational attainment questionnaire
2007	l <u> </u>	1_1_1/1_1_1	1_1_1/1_1_1	l <u> </u>	1_1_1/1_1_1
2008	I <u> </u>	1_1_1/1_1_1	l <u> </u>	I <u> </u>	I <u> </u>
2009	1 1 1/1 1 1	1_1_1/1_1_1	1 1 1/1 1 1	1 1 1/1 1 1	1 1 1/1 1 1
	<u>                                      </u>	<u>                                      </u>	l <u>l</u> l/l <u>l</u> l	<u>                                      </u>	<u>                                      </u>

## 4. Financial Support

Do you receive government or external financial support for the following?	Government	% Contribution	External	% Contribution
Printing of Questionnaires		III		III
Distribution of Questionnaires		III		III
Data collection and analysis	О	III		III
Printing of annual statistical abstracts		III		III
Equipment purchases		III		III
Software purchases		III		III
Capacity building initiatives		III		III
Hiring of human resource		III		III
Publication and dissemination of reports		III		_

## 5. Data processing

## 5.1 modalities of data entry

	Is the data entry centralised, decentralised or outsourced (done by external persons or body)?			If decentralised, how is the data transferred from the decentralised units to the centre?					
	Centralised	Decentralised	Out-sourced	CD-ROM, Diskettes, flash drives etc.	Post mail	Email, internet, wide area network (WAN)	Field mission by central officers		
Pre-primary									
Primary									

Secondary								
Higher Education								
Tertiary								
TVET								
Non-Formal Education								
Comments:								

## 5.2 Master list or school and missing data

			Yes			No		
Does the Ministry have a current and accurate list of all Public education institutions?					3			
Does the Ministry have a current and accurate liseducation institutions?								
Are copies of these lists placed in the provinces a								
	Public education institutions list			ns list	Private education institutions list			
In which year were these lists last updated?	IIII (YY			YY)		_III (YYYY)		
If the census response rate from schools and institutions is less than 100%, does the Ministry calculate the missing data for planning or financial purposes? Yes \( \Boxed{\omega} \) No \( \Boxed{\omega}								
If Yes, which statistics does the Ministry publish?			Modified 100% Data □					
Comments:								