National Experience on the Data plan-Namibia

UIS REGIONAL WORKSHOP ON EDUCATION STATISTICS FOR ANGLOPHONE AFRICA,

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Introduction

- The plan serve as a useful document to help MOE complete the UIS questionnaires
- Data plan consultative meeting was help in December 2009
- All major institutions that provide data for UIS questionnaires were invited and attended.
- The meeting :

✓ clarified the ISCED and the placement of the country's education system in the ISCED

✓ provided a detailed discussion of how data should be placed in each cell of the questionnaire;

✓ showed how to get data from different sources and extrapolate different data;

✓ and served as a stimulus for the country to acquire better statistical data

Content the data plan

- It contains two sections:
- The first presents a brief review of the structure of the COUNTRY's education system and the mapping of the system to ISCED, with a sub-section on data coverage.
- The second section presents the specific plan to complete each of the three questionnaires
- The main contacts that provided feedback on the document were UNAM, PON, IUM, NTA, MoE

Data Plan usage

- Still learning how to work with the Data Plan
- Reaction to Data Plan document when shared with data providers:
  - Some felt were too busy to read a long document,
  - Others reported a smooth usage, POLYTECHNIC always prepared to give data and on time.
- Lesson learned: data plan document is for the Ministry only but can be used to raise awareness with stakeholders as to what is expected of them

Challenges to implementing Data Plan

- It's the Ministry that aggregates data from each provider, data plan only shows what data providers should send to Ministry
- People sent to represent entities are not necessarily always those who actually collect the data
- MIS in entities not in place, manual systems are time consuming and inconsistent (reporting on age data is a hassle)
- Ministry has to work with each provider in adapting the DP to their collection needs
- Coordination of all the institutions

Recommendations for Operationalising the DP

- People that are responsible for filling UIS questionnaires should attend the data collection meeting, each area has to be represented (general ed., VET, Finance & Tertiary)

- Coordination meeting once a year, given that deadline is end of March, more time is often required.

- ISCED levels should be well explained to new data collectors at all time.

- Data providers often mix level 4 programmes (programmes that are not geared towards advanced study or research usually less than 2 yrs duration) with tertiary data

Next Steps: EMIS Development

- Stakeholders conference planned for end of November
- Will look at new indicators of all programmes and improving data collection, quality issues and dissemination
- Critically look at EFA, MDGs and inclusion of ISCED specific data.
- Data housing for easy access and report

Challenges for EMIS development

- Decentralization –
  - education directorates in regions now under Regional Councils (RCs).
  - No EMIS dedicated personnel
  - Planners used, but their terms have now been changed and more attention is given to planning regional priorities.
  - RCs will however need data from EMIS to help them with planning
- Data housing
  - Education data scattered in different units
  - HEMIS still to take off
  - NTA responsible for VET, also still to take off – Database still non-existent

Conclusion

- The data plan is a very useful tool to:
- Provide a comprehensive overview of an education system
- facilitate reporting ,
- engage data providers,
- identify data collection issues/gaps, thus help improve EMIS