

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
At prov, reg level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At district level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Organisation of work (information flow to be conextualised)

Sub-Sector		DCI Review	DCI Distrib	DCI Collect	Data entry / Computation	Data analysis	Reporting	Dissemination
National								
Provincial								
District								
<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)	With Masters
At central level	_____	_____	_____	_____	_____
At prov./dist./reg level	_____	_____	_____	_____	_____

2.2 Skills competency

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

At central level only

- Data verification:** checking for any errors between questionnaire data and data captured during entry into the system.
- 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.

(The skills distribution in core EMIS areas should be equal to the total number of staff. Therefore, if a staff member is competent in more than one area, only count his/her skill that is most effectively used in the education statistics office)

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

	Staff category	Number of staff members whose work experience in the education statistics office is:				Total number of staff
		< 2 years	2-5 years	5-10 years	> 10-15 years	
At central level only	Data analyst	_____	_____	_____	_____	_____
	Demographer	_____	_____	_____	_____	_____
	Programmer	_____	_____	_____	_____	_____
	Systems analyst	_____	_____	_____	_____	_____
	IT person	_____	_____	_____	_____	_____
	Encoder	_____	_____	_____	_____	_____
	Data entry clerk	_____	_____	_____	_____	_____
	Statistician	_____	_____	_____	_____	_____
	Planner	_____	_____	_____	_____	_____
	Other (please specify)	_____	_____	_____	_____	_____
	-----	_____	_____	_____	_____	_____

2.4 Adequacy of EMIS staff

	Yes	No
Does the Ministry have enough staff members that are involved in education statistics (EMIS)?	<input type="checkbox"/>	<input type="checkbox"/>

(Staff shortage by category): If No, indicate the number (and area) of shortage in the table below:

	Staff category	Total
At central level only	Data analyst	_____
	Demographer	_____
	Programmer	_____
	Systems analyst	_____
	IT person	_____
	Encoder	_____
	Data entry clerk	_____
	Statistician	_____
	Planner	_____
	Other (please specify)	_____
	-----	_____

2.5 Knowledge and skills of statistics staff members

	Which software or application do you use for: (Please specify the name of the <u>main</u> software or application used)?	How many staff member have the <u>skills to use it</u> ?	If this is not a standard commercial software, is the application designed by an in-house staff member ?		If the answer is NO to the previous question, does your statistics section have a staff member with capabilities to develop and /or maintain this application?	
			Yes	No	Yes	No

Data capture	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data processing	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data quality control	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data tabulation or summary	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data query design	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yearbook/abstract generation or editing	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data graphing	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data analysis	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data geo-mapping	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data consultation	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Report writing	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Database Management	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	_ _	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

2.6 Computer equipment used for data entry and processing of school census

<i>Please provide an estimate, in each case</i>	Total number of computers used for the school census only	If you have a computer network (Local Area Network or Wide Area Network) please fill-in the appropriate boxes below:	
		Number of server(s)	Number of workstations
At central level	_ _	_ _	_ _
At provincial, regional, district level	_ _	_ _	_ _

	Yes	No
Is the existing equipment adequate and relevant to the need?	<input type="checkbox"/>	<input type="checkbox"/>
If No, how many more does the Ministry require?	Server(s) _ _ _	Workstations _ _ _
What other equipment does the Ministry require to ensure adequacy?		

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

Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Higher Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tertiary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TVET	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-Formal Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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?	<input type="checkbox"/>	<input type="checkbox"/>
Does the Ministry have a current and accurate list of all Private education institutions?	<input type="checkbox"/>	<input type="checkbox"/>
Are copies of these lists placed in the provinces and districts?	<input type="checkbox"/>	<input type="checkbox"/>
	Public education institutions list	Private education institutions list
In which year were these lists last updated?	____ (YYYY)	____ (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 <input type="checkbox"/> No <input type="checkbox"/>		
If Yes, which statistics does the Ministry publish?	Actual Data <input type="checkbox"/>	Modified 100% Data <input type="checkbox"/>
Comments:		