



Ushirika wa Maendeleo ya Elimu Barani Afrika

الرابطة لأجل تطوير التربية في إفريقيا

Association for the Development of Education in Africa

Association pour le Développement de l'Éducation en Afrique

Associação para o Desenvolvimento da Educação em África

## The Data Challenge: Sharing experiences, challenges and lessons learnt on policy formulation and implementation



ADEA EMIS EXPERIENCE IN AFRICA



# Interventions that have worked

**Strengthened capacity of over 3,500 Ministry EMIS experts in 45 African countries on the EMIS cycle (from data collection to reporting) since the Dakar Framework for Action on EFA, April 2000:**

- **Topics:** EMIS, Database & website development and management; data management, reporting & utilization.
- **Most of these beneficiary countries now have functional Education Planning Units with an EMIS Component** (e.g. *The Gambia, Namibia, Burkina Faso, Nigeria, Mali, Zambia, Mozambique, Zimbabwe, South Africa, Ghana and Senegal*).

**Supported Continental Frameworks (AU Second Decade Plan of Action (2006-2015) & CESA 16-25):**

- Assessed the status of EMIS in *37 of the 55 African countries* in 2007.
- Produced 15 REC and 3 Education Continental Outlook reports (2010 – 2014) that informed COMEDAF discussions and Second Decade Plan of Action performance reviews.
- Developed regional Capacity Building Strategies (2008-2010); and regional EMIS code of practice (with 17 Norms and 144 Standards – *with reg. EMIS Committees*) for benchmarking and harmonization (2011-2013).
- Conducted EMIS Peer Reviews using the NSAF and developed roadmaps for 11 African countries between 2015 and 2019 (*eSwatini, Botswana, Mozambique, Uganda, Mali, Burkina Faso, Ghana, The Gambia, Angola, Nigeria, Zimbabwe*).
- Spearheaded the Indicators Manual and Reporting Framework development for AU PoA (2010) and CESA (2018).

**Direct country EMIS support (based on specific country request):** *Mali, The Gambia, Zimbabwe, Ghana, Tanzania (incl. Zanzibar), Namibia, eSwatini, Botswana*



# Outcome of the EMIS Peer Reviews in 11 countries

Strategic Priority Area	Botswana 2014	Swaziland 2015	Mozambique 2015	Ghana 2015	Uganda 2016	Mali 2016	Angola 2018	Gambia 2018	Burkina Faso 2019	Zimbabwe 2019
<b>Average scores between 1 (lowest) and 5 (highest)</b>										
A. Policy and legal frameworks	2.7	2.5	3.1	3.1	2.6	2.6	3.2	3.1	2.7	3.5
B. Resource availability & util.	2.2	2.4	3.0	2.7	2.7	1.8	2.6	3.3	2.8	2.5
C. Statistical processes	3.1	3.1	3.2	3.4	3.1	3.1	2.6	3.4	3.7	3.7
D. Information reporting	2.8	2.6	2.7	3.3	2.8	2.3	2.7	3.0	2.8	3.1
<b>Overall score</b>	<b>2.7</b>	<b>2.7</b>	<b>3.0</b>	<b>3.1</b>	<b>2.8</b>	<b>2.5</b>	<b>2.8</b>	<b>3.2</b>	<b>3.0</b>	<b>3.2</b>

Level of quality of education statistics				
Level	Poor (Level 1)	Questionable (Level 2)	Acceptable (Level 3)	Good (Level 4)
Score range	1.0 – 1.7	1.8 – 2.5	2.6 – 3.3	3.4 – 4.0

Participating countries and partners in the EMIS Peer Reviews			
<ul style="list-style-type: none"> <li><b>Botswana:</b> South Africa, Namibia, Swaziland, SADC &amp; ADEA</li> <li><b>Swaziland:</b> Zambia, South Africa, SADC &amp; ADEA</li> <li><b>Mozambique:</b> Zambia, Angola, SADC &amp; ADEA</li> </ul>	<ul style="list-style-type: none"> <li><b>Ghana:</b> Gambia, Nigeria, ECOWAS, AUC</li> <li><b>Uganda:</b> Kenya, Tanzania, South Sudan, Burundi, EAC &amp; ADEA</li> <li><b>Mali:</b> Burkina Faso, Togo, ECOWAS &amp; ADEA</li> </ul>	<ul style="list-style-type: none"> <li><b>Angola:</b> Namibia, Mozambique, SADC &amp; ADEA</li> <li><b>Gambia:</b> Sierra Leone, Namibia, ADEA</li> <li><b>Zimbabwe:</b> Zambia, Namibia, ADEA</li> </ul>	<ul style="list-style-type: none"> <li><b>Burkina Faso:</b> Gambia, Mali, Morocco, <u>Haiti</u>, GPE, ECOWAS &amp; ADEA</li> <li><b>Nigeria (5 States):</b> ADEA, UNICEF, ESPINN, Gambia, Zambia, Namibia, Kenya</li> </ul>



# Key lessons learnt

**EMIS Policy** ensures adequate coverage of key areas such as mandate for data collection; quality commitment; statistical confidentiality & reporting accountability.

**EMIS development/ strengthening** is effective when demand-driven, e.g. through the involvement of Regional EMIS Technical Committees (comprising selected Member State experts, technical and financial partners, CSOs, RECs) and AUC.

**Use of benchmarking tools** such as the ADEA EMIS Norms and Standards Assessment Framework, **harmonizing** EMIS across regions, ensuring **standardization** in data supply, and having **strong country and regional level coordination** are critical success factors.

EMIS development is a process of **continuous improvement** – thus, in the long run, countries and regions need to **wean** the process from greater external funding so as to also **improve ownership**.

**Use of EMIS experts** from the region where country under review is based ultimately contributes to greater **peer learning and sustainability** of the approach and process.

The practice of **country self-assessment followed by external peer review** is useful in raising ownership, peer learning and, thus, capacity development.



# Specific priorities & areas of engagement



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THANK YOU!

**Overall:** Many of the countries assessed by ADEA lacked, at various levels, adequate, reliable and updated education data largely due to institutional, organizational, human, material, technical and financial challenges in their respective statistical value chains.

## Specific areas:

Strengthening or developing robust **EMIS Policy and legal framework**

Addressing weak **resource availability & utilization**, and **information reporting and utilization**.

Improving the **low data coverage** in sub-sectors of **TVET, Higher Education & Research**, and the **NFE** domain.

**Shifting** the statistical unit of observation from learning institution **to the learner**.

Greater **integration, management and utilization** of EMIS data.

**Effective follow up** on roadmap – crafting a strategy for greater support from local actors.