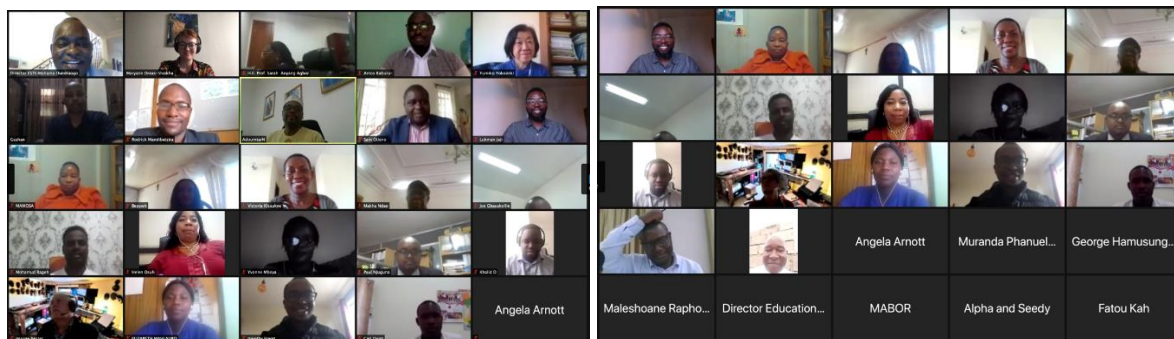




KIX Africa 19 Hub convenes a Community of Practice on Electronic Management Information Systems for Data Officers at Ministries of Education

Overview

The KIX Africa 19 Hub Secretariat has convened a community of practice (CoP) to strengthen national education systems for innovative data usage and management. The first sessions of the CoP were held from May 11th to May 25th 2021 and were organized by the African Union (AU), in collaboration with UNESCO-IICBA. The CoP sessions included interactive capacity strengthening by technical experts and knowledge sharing among thirty Ministry of Education officers and other representatives from fifteen countries to confront their challenges in gathering, managing, storing, and using education data.



Opening remarks

H.E. Prof. Sarah Anyang Agbo, AU Commissioner of Human Resources, Science and Technology Division

Mr. Mahama Ouedraogo, AU Director of Education, Science, Technology, and Innovation, commenced the community of practice by inviting H.E. Prof. Sarah Anyang Agbo to share opening remarks. The

Commissioner commented upon the thematic alignment between the CoP and the AU’s Continental Education Strategy for Africa (CESA) 2016- 2025.

Dr. Yumiko Yokozeki, Director of UNESCO’s International Institute for Capacity Building in Africa (IICBA)

Dr. Yumiko Yokozeki further welcomed participants by recognizing that the education management information systems (EMIS) CoP events were designed in response to KIX-19 country partner feedback. A Ugandan Ministry of Education (MoE) official had previously expressed a “priority is to improve education data quality” in a pre-seminar assessment on education data management systems. To conclude, Dr. Yokozeki shared her gratitude and appreciation of participants’ willingness to accept the data challenge and to engage in fruitful discussions.

Session 1: Developing national EMIS and learning assessment systems (LAS) (May 11th)

Technical experts initiated the seminar by sharing best practices for integrating learning assessment systems (LAS) in EMIS. Subsequently, participants discussed factors that limit and strengthen the inclusion of LAS datasets in their respective EMIS systems. For example, Leah Zinnah, the director of EMIS at the Ministry of Education in Liberia, requested for more information on safety measures for data collection and storage during discussions about the accessibility of an open source as a viable EMIS tool. According to a George Bester, an education systems specialist who co-facilitated the session, the transparency of open software exposes it to more scrutiny which can improve cybersecurity systems. As part of the capacity strengthening, CoP co-organizer and AU Education Policy Officer Mr. Lukman Jaji engaged with participants to understand their capacity to use an online EMIS capacity assessment tool.

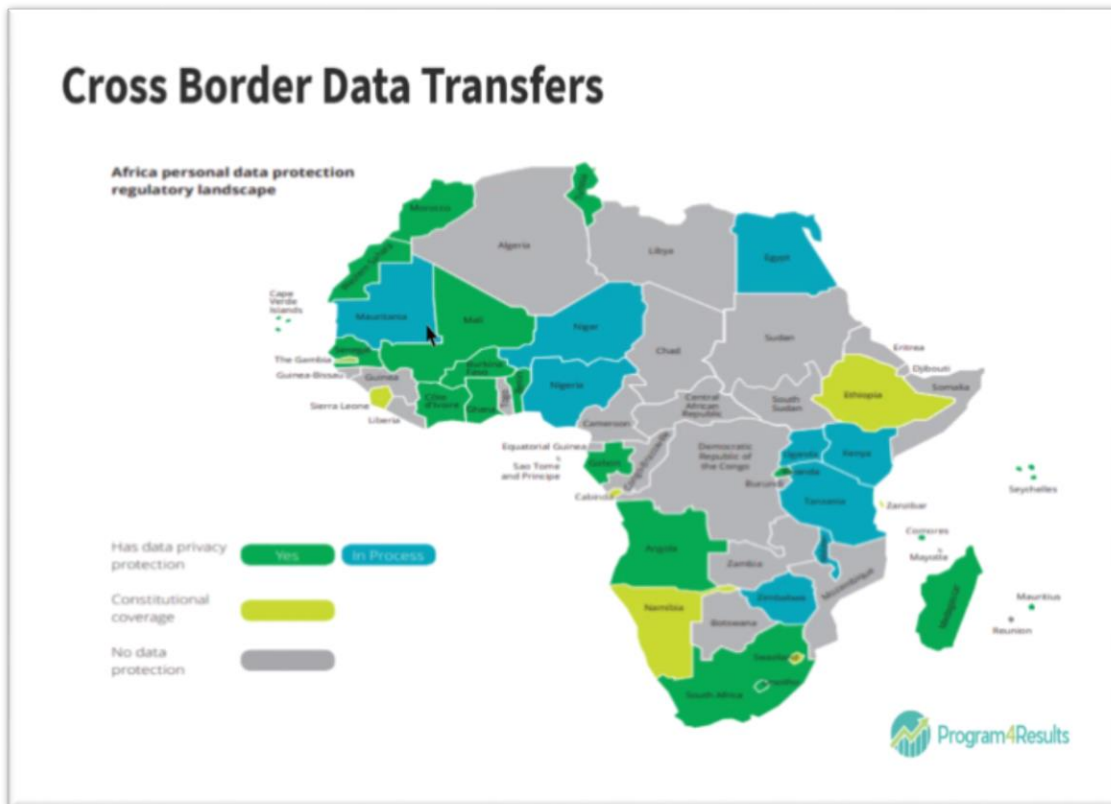


Figure 1: Program4Results!

Session 2: Applying national, regional, and international learning assessment data in school reforms (May 18th)

The second CoP session offered participants a chance to explore how national education systems could formulate a learning assessment objective which in turn could inform policymaking for school reform. Technical experts highlighted the [international comparable assessment of numeracy](#) (ICAN) as an effective tool of cross border assessment solutions. The consultants provided a framework to design an ICAN that could enable regional data comparisons of learning outcomes.

Session 3: Designing and implementing appropriate feedback mechanisms for schools following data analysis (May 25th)

In the third CoP session, participants examined how results from national learning assessments were communicated to education stakeholders. Engaging over [Jamboard, an online collaborative tool](#), Paul Njuguna, a senior economist at the Kenyan Examinations Council, remarked that, “the assessments are meant to inform the education sector players (teachers, parents, Ministry of Education, etc.) on performance, challenges and guide in policy formulation.” Furthermore, Sulemana Yusif, a statistician and monitoring and evaluation officer from the Girls Education Unit in the Ministry of Education in Ghana, recommended employing “very local community information sharing systems” such as “miniature radio station, amplifiers, and speakers used to pass information” to ensure better management of data at school levels.

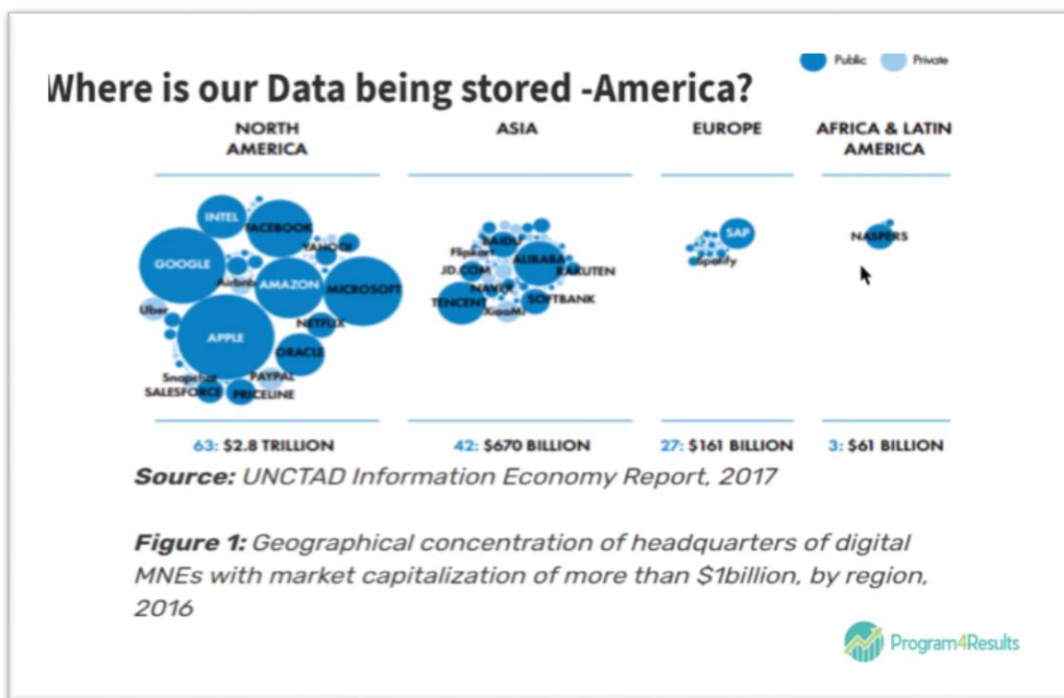


Figure 2: UNCTAD Information Economy Report, 2017

Concluding remarks

The first three CoP sessions closed with technical experts presenting various innovative database management resources that country representatives could access. EMIS tools such as KIX [Synology](#) and

[Tibco](#) could collectively strengthen ministry officers' capacities to address the challenge of data in their contexts. Summarizing the experience, Muranda Phanel Masimba, an education inspector at the Ministry of Primary and Secondary Education in Zimbabwe, noted the sessions were, "quite informative and helpful" and that "the knowledge...will go a long way in assisting us as Ministry to improve our EMIS and LAS systems." Maryann Dreas-Shaikha, KIX Africa 19 Secretariat team leader, thanked attendees for their participation and reiterated KIX's commitment to use its knowledge and expertise to address common areas of concern with country partners.

Below are the EMIS resources that were shared with participants during the sessions:

[Seminar 2 Presentation Link](#)

[Seminar 3 Presentation Link](#)

For comments or questions about this article, please contact Gabriel Mekbib at UNESCO IICBA at gmekbib@unesco.org.