

# Action Plan for 2014 improved EMIS performance

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## **Brief overview**

Education Management Information System EMIS is a system for organizing information base in a systemic way for the management of educational development. It is an information office in the ministries of education responsible for collection, processing, analyzing, publication and distribution of information. The EMIS office is also responsible for the promotion and use of information within the ministry of education for policy planning, planning and implementation, decision making, monitoring and evaluation of the education system. The success of EMIS always lies in the use of information in a way that enhances performances in all spectrums.

Decades of conflicts and deprivation inspired the Ministry of the need to build strong educational institutions on solid ground and that solid ground is the baseline. With financial and technical supports from UNICEF and African Educational Trust (AET) respectively in 2001, the former Secretariat of Education (SOE) succeeded in collecting and compiling educational data in a booklet known as School Baseline Assessment (SBA) targeting few but more important indicators. The advent of the Comprehensive Peace Agreement (CPA) witnessed the establishment of the department of Data and Statistics with EMIS taking a prominent role.

To date EMIS has substantially aided the performance of education system and monitor closely the equitable distribution of resources. It has also taken active role in providing information to top management in areas of deployment of teachers, pupil/student performance, and internal efficiency of the education system, resource allocation and distribution of didactic materials to schools etc. The data and statistics office is indeed one of the most successful and result oriented unit.

Regrettably however EMIS has made a limited gain in the area of decentralization, capacity development, verification, validation and also in the area of expanding the scope of utilization. This is majorly because there has been limited inclusion of the staff under the Government payroll. Inclusion in real sense may be attributed to active participation in decision making, fairly equal remuneration, proactive capacity building activities inclusive of on job training, transparency, clear roles and responsibilities, performance appraisal etc.

## **The purpose of the plan**

Since 2009 the Ministry of Education has been planning to strengthen EMIS ownership through decentralizing its operation. Structuring of the institutions with clear roles and responsibilities and ensuring adequate personnel capacities are the main areas the central office is targeting. The scope of work will be covering EMIS Units at the central, state, county and Payam offices as well as recipient institutions such as General education, Higher education, Non-Formal/AES, TVET and Teacher Professional Development. The importance of reaching all the main stakeholders is

primarily to ensure ownership and commitment to EMIS ideals without which spending heavily on EMIS is a waste of money.

It is a common knowledge that, the user is driven by quality outputs and we should focus on users' needs and expectations as increased use of reliable educational information leads to increased informed decision making. On the other hand, quality products increase the number of users. This in turn leads to increased use of information which again leads to increased level of informed decision making.

### **Overall goal and objectives of the unit:**

Promotion of educational development programmes through informed decision making.

1. To collect, organize and report accurate, relevant and timely data for planning and decision making purposes and to promote the use of information for educational development.
2. To strengthen by re-organizing data and statistics units within the central ministry, state ministries and county offices of education on the process of data collection, processing, analyzing, publishing, storage and, dissemination
3. To promote the use of education information both internally and externally by increasing quality and for the benefit of education performances.
4. To enhance the ability of EMIS workers in the area of census/survey administration, data processing (hardware, software, and networking), and ability to analyze and use educational information, and the ability to manage, monitor, and evaluate the activities of EMIS.

### **Scope of work**

1. The ministry has undergone staff recruitment and confirmation of those members previously working for FHI 360 through a series of interviews conducted using on-job practices. The interviewees have for two weeks been subjected to data entering, developing charts and graphs, building indicators as well as designing monitoring and evaluation tools. Two members of the team are currently deployed in the section of instrument design and data analysis, another two for EMIS decentralization (institutional setting and operationalization), additional two for instruments distribution, collection and report dissemination, **one for M&E** and two **support staff**. Out of the nine members, three are already under the government payroll while the other six payments are yet to be processed which may take six months to a year. The office is also planning to advertise the position of the deputy director for data and statistics and has one person on standby as an administrator. The next steps therefore are to solicit payment for the other members for the period of six Months to a year, hire **thirteen consultants** to assist them on on-job training and recruit the deputy director.
2. Institutional setting at the state levels has been going on for a number of months. Five states have been visited last year with view to assess the strength of data and statistics offices in terms of staffing, familiarity with their roles and responsibilities, office equipment and other

challenges they faced. We were also aiming at consolidating their capacities on monitoring with regards to designing, planning and execution. Additional six states are yet to be visited and if possible the other four states will be visited again.

3. The current crisis indicatively confirms the importance of conducting 2014 data collection, analysis and dissemination timely. This is crucial for the purpose of 2014/15 budgeting as well as allocation of school grant. The team is currently reviewing the questionnaires and putting in place a mechanism for conducting the exercise.
4. In 2013, the Unit has conducted a school mapping exercises. The mapping was aimed at determining the physical and infrastructural status of the schools in the country. It was also aimed at assisting the planners in locating sites for and determining types of school construction with respect to population and distances within catchment areas. The exercise has taken place in 77 counties with the exception of Pochala and Pibor counties which had no access due to insecurity issues. Secondly, we also realized that the draft report requires comprehensive review before validation. As a result, the Unit is planning to conduct a massive review exercises before framing a way forward.
5. Since the inception of EMIS, less regards has been paid for acceptability and hence no assessment has ever been done. It is however important to note that assessment is more critical if we are to explore the need of the users by focusing to what the users need, their knowledge base on that and expected impacts on their overall performance. This exercise will be conducted concurrently during training at state, county and school levels and even during data collection process.
6. Developing and testing training module tailored to key issues such as policy statements, structures, roles and responsibilities in areas of governance, management and coordination. The training will focus on the following technical areas;
  - I. Census administration, instrument design, testing, re-design if necessary, distribution and collection
  - II. Organizing and processing, compilation and cleaning of data, analysis, interpretation and use of the information
  - III. Publication, distribution and dissemination of the outputs to users, and finally;
  - IV. The crosscutting monitoring and evaluation activities.
7. Development and execution of the training schedules beginning from the central Ministry to the state Ministries, County offices, Payams offices and the schools may take two years at length.

## **Roles and responsibilities**

The Republic of South Sudan is following a decentralized system of governance where certain powers and responsibilities are devolved to the 10 States of the Republic. The central government has its specific role of policy formulation, guidelines on implementation and tackling oversight issues. On the other hand, the State governments cooperate with the central government on the development of policies and implementation guidelines; oversee the implementation of the policies as well as acting as a link between the National and the Local governments. Based on that, the ministry on it's pursue to decentralize EMIS should meticulously follow the guidelines as enshrined in the constitution.

### **At Central Level**

At central level, the office of Data and statistics in which EMIS is housed should demonstrate a spirit of leadership, principles of ownership and partnership. In order to produce excellent result, you need to know and partner in the work that is being done. The challenge is that all stake holders particularly the states', Counties' and schools' officials must appreciate the value of statistics, master the skills of collection, processing and utilization. The overall responsibility of the centre is there to ensure that right policies are in place; acceptable implementation plan in place, clear structure set and competent staff and equipment availed. The central office is also to act as a coordinating body connecting all the major stakeholders such as the users and the donors in partnership and experience sharing among the wider community EMIS. It has to assume leadership and demonstrate competences on overall management and planning of EMIS activities and above all the monitoring and evaluation processes.

### **At State Level**

The states offices should not only receive and pass but also process and use information at that stage. This eventually may help to increasing awareness and appreciation for information and hence leading to quality information. Users at different levels have to get access to information and feedbacks to be collected, processed and incorporated for future enhancement. The states have to get involved on the execution and monitoring of the process until it delivered the desired outcome. In addition, the directives, guidelines, demand for information and other administrative information are sent down through the states. The states should also actively ensure that all agencies including Government departments, Non-Government organizations, Civil Societies, Communities, Researchers etc. are involved.

### **At County Level**

Counties and Payams play a major role of day to day supervision of the activities. The role of the county is to create close contact with schools through the Payam administration and give constant feedback and training. The county also is to relay information, guidelines, and reports from the state office to schools and back. Ensure that the schools have received the necessary instruments of data

collection, filled it in correctly and sent back to county. The data processing can be done at state level in a decentralized system as it is expensive to decentralize the data processing system. This however, should not bar the county from analysing the data and use the finding for their immediate needs.

## At School Level

As for the schools, they are the major source of educational information- they demand greater attention regarding training, improvement of schools records management system and awareness of the use of information for planning purposes and decision making purposes. Training of trainers would be organized so that the trainers would continuously conduct training of the teachers at their respective location with minimum support from the state or the central authority. The school should collect and keep data on attendance learners and teachers, performances, school materials, infrastructure etc.

## Implementation

The ministry of education is hereby stating the following implementation framework that would guide the two entities who are implementing EMIS project. These entities are the ministry of education and the project implementing firm. Understated below are the terms of reference to be used by the ministry and the firm:

- **The national Ministry of Education will:**
  - Ensure the project lines up with national policies and priorities
  - Coordinate all major stakeholders such as users and donors, and the wider EMIS community
  - Take on a leadership role for the overall coordination of the EMIS project and provide assistance to State, County and Payam team members when necessary.
  - Provide training of state representatives so that training can be cascaded down.
  - They will also be responsible for planning, management, monitoring and evaluation.
- **The two consultants sitting at the national MoEST will:**
  - Assist the national Ministry in achieving its goals as stated above
  - And most importantly train EMIS staff so that they are able to continue these roles after the departure of the consultants
  - Provide technical expertise on data collection, management and analysis, and impart this knowledge to the EMIS team
- **The one consultant making short visits to the national MoEST will:**
  - Be responsible for any software needs
  - This will include the website
  - For activities that will need constant updating from the EMIS office, they will provide training to the relevant staff so that their technology is sustainable
  - They will also be flexible to any new challenges that arise in the course of implementation.
- **The state Ministries of Education will**
  - The states have to get involved on the execution and monitoring of the process until it delivered the desired outcome

- Assist the counties and payams to fulfill their roles as laid out above in the sections called “At county level” and “At the school level”.
- Enable good translation of national priorities into day to day activities on the ground
- Report ultimately to the national ministry on the progress the of the project
- **The consultants based at the state ministries will:**
  - Assist the state Ministries in achieving their goals as stated above
  - And most importantly train staff so that they are able to continue these roles after the departure of the consultants
  - Provide technical expertise on data collection, management and analysis, and impart this knowledge to the state EMIS team
- **The purchase of one land cruiser vehicle**
  - The vehicle will be purchased by the project implementing firm
  - The purpose of this vehicle is to be used by EMIS Staff during their activities
- **The repair and maintenance of the two existing EMIS vehicles**
  - The cost of the repair and maintenance of the EMIS vehicles will be met by the project implementing firm, including fueling
- **The project implementing firm will:**
  - Meet the cost of hiring the consultants
  - Meet all MoEST EMIS operational cost and other costs mentioned above
  - Coordinate, monitor and evaluate the activities of all the consultants
  - Recruit on contract bases extra personals for data collection and entry
  - Facilitate the training of National Ministry EMIS staff so that training can be cascaded down to the states EMIS staff.
  - Provide equipment for upgrading and replacement of National Ministry EMIS ICT equipment, which include desktops, laptops computers, softwares, and accessories
  - Provide equipment for upgrading and replacement of states EMIS ICT equipment (each state should have at least one desktop and one laptop).
  - EMIS operational cost
    - Payments for internet services
    - Water and tea
    - Office maintenance

## **Activity schedule and the proposed budget**

The programme basically supports the core program of data and statistics focusing on:

- 1) Annual Education Census (AEC) data collection

- 2) Data procession, compilation and printing of the national and states booklets
- 3) Dissemination including the website development
- 4) School mapping review and completion
- 5) Decentralization and strengthening of data and statistics offices.

These core activities can be accomplished in 12 months and then continue with the program particularly the TIMING of data gathering prior to the rainy season. The budget total cost is **SSP 3,538,536** (Three million five hundred thirty eight thousand, five hundred and thirty six South Sudanese Pounds).