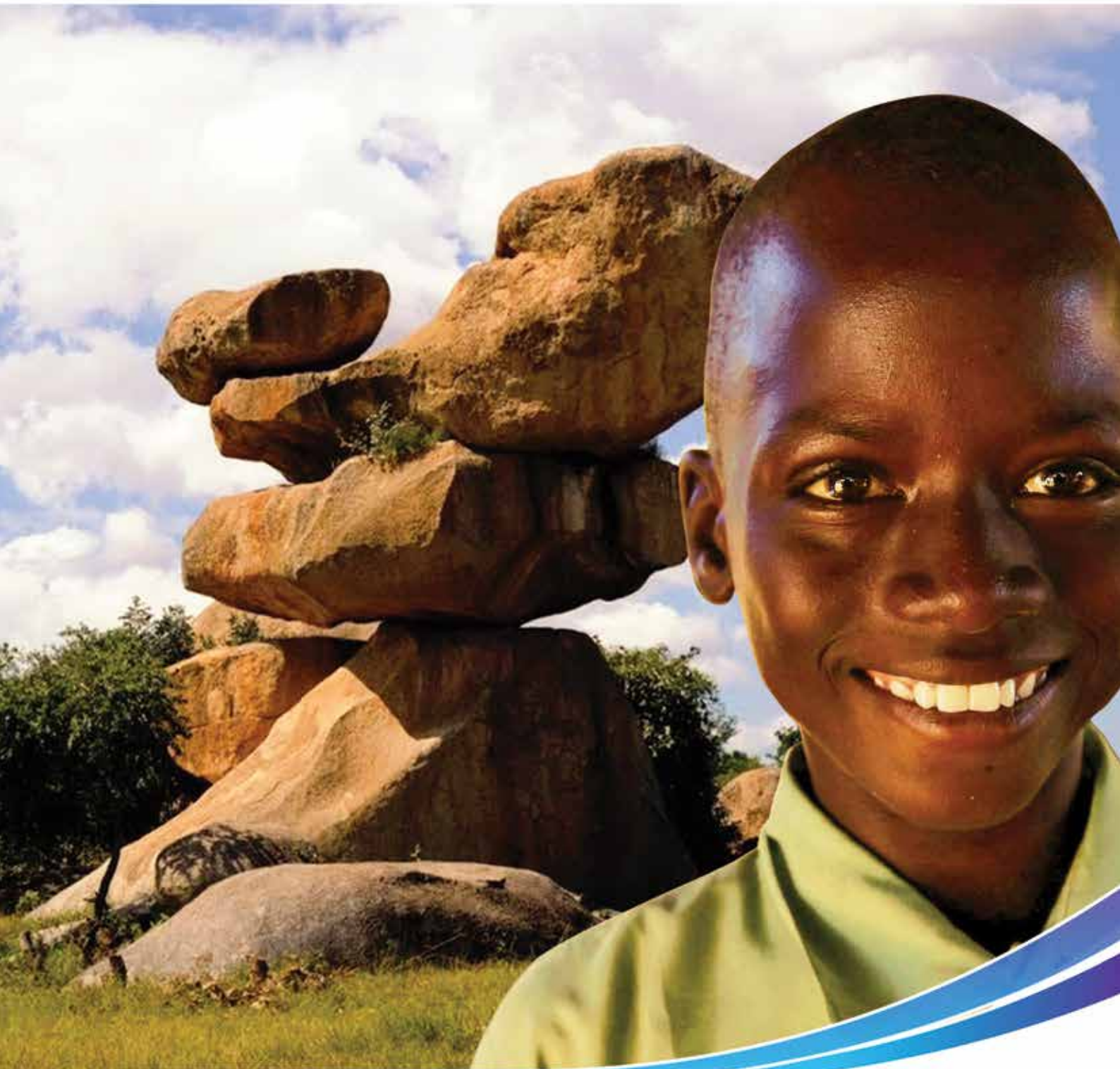




Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le Développement de l'Éducation en Afrique
Associação para o Desenvolvimento da Educação em África



ZIMBABWE EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS) PEER REVIEW REPORT

Report produced by Dr. Charles Ndakala (ADEA Resource Person), Mr. Raimo Dengeinge (ADEA Resource Person), Mr. Simbarashe Dzinoreva (ADEA Task Force on Education Management and Policy Support) and Ms Chemwi Mutiwananyuka (ADEA Task Force on Education Management and Policy Support)

HARARE, ZIMBABWE - SEPTEMBER 2019

ACKNOWLEDGEMENTS

African countries are faced with the challenge of aligning their education and training policies and systems with the new education blueprints; African Union Agenda 2063, the Continental Education Strategy for Africa 2016-2025 (CESA 16-25), the Sustainable Developmental Goals (SDGs) and more so their own national socio-economic plans/strategies. A country's Education Management Information System (EMIS) as an institutionalized framework with a primary role to collect, process, analyse, disseminate and manage educational data and information necessary for educational management functions, is critical to this process.

It is in this context, that the fourth Strategic Initiative of the 2018-2022 ADEA Strategic Plan highlights the importance of continuing to support the revitalization of Education Management Information Systems continent wide through the use of tools such as the SADC EMIS Norms and Standards and SADC EMIS Norms and Standards Assessment Framework.

In 2019, Zimbabwe became the 12th African and 5th SADC country to successfully undertake an EMIS Peer Review using the EMIS Norms and Standards Assessment Framework.

The objectives of the EMIS Peer Reviews were;

- to create awareness and ensure ownership of the SADC EMIS Norms and Standards by the country's technical EMIS team,
- to produce a regional peer review assessment report consensually agreed upon with national stakeholders,
- to develop a plan of action/roadmap with a proposed budget for EMIS improvements given the country's contextual realities and to build capacity and heighten awareness of best practices in EMIS.

While a notable achievement, there is still room for the Zimbabwe EMIS to improve if the Ministries in charge of Education and Training diligently implement the proposed improvements and recommendations. The Association for the Development of Education in Africa (ADEA) is ready to technically assist and support Zimbabwe in this regard.

It is our hope that the EMIS experts in Zimbabwe are now fully acquainted with the SADC EMIS Norms and Standards Assessment Framework and eager to champion the development of a robust Zimbabwean sector-wide EMIS system and contribute to Education Management in SADC and Africa as a whole.

In appreciation, ADEA would like to thank the Government of Zimbabwe through the Honourable Ministers in charge of the education and training sector. The Association for the Development of Education in Africa (ADEA) acknowledges the critical role played by, Ms Tumisang Thabela, Permanent Secretary in the Ministry of Primary and Secondary Education, on behalf of Honourable Professor Paul Mavhima, Minister of Primary and Secondary Education¹. Their support was instrumental in facilitating the Zimbabwe Education Management Information Systems (EMIS) Peer Review based on the SADC EMIS Norms and Standards Assessment Framework.

¹ At the time of conducting the EMIS Peer Review

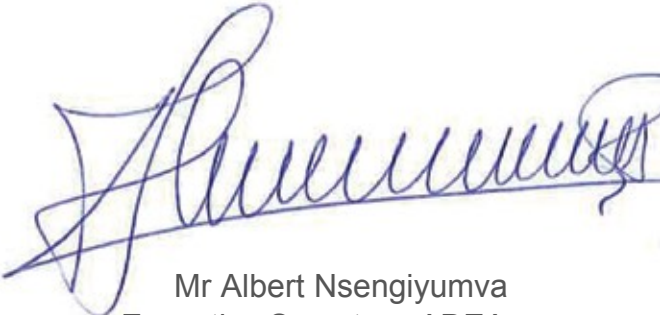
The Association for the Development of Education in Africa (ADEA) truly appreciates the commitment of the Zimbabwe EMIS National Technical Team (NTT). This team was made up of 15 EMIS personnel from the Ministry of Finance and Economic Development, the Ministry of Higher and Tertiary Education, Science and Technology Development, the Ministry of Primary and Secondary Education, the Ministry of Youth, Sports, Arts and Recreation, and the Zimbabwe National Statistics Agency, who led the EMIS National Self-evaluation and contributed efficiently to the Peer Review.

A special thank you goes to the regional Senior EMIS experts, Dr Charles Ndakala (Zambia) and Mr Raimo Dengeinge (Namibia) who served as peer reviewers and resource persons to this EMIS Peer Review.

Finally, much appreciation goes to the ADEA technical support team comprising of Mr Simbarashe Dzinoreva (Project Lead, ADEA-TFEMPS for the organization of the Peer Review meeting), Ms Chemwi Mutiwanyuka (Project Lead, ADEA-TFEMPS for the production of the Peer Review Report), Ms Creed Chingwena (Finance and Administration Assistant, ADEA-TFEMPS), Mr Moses Chitumba (Monitoring and Evaluation Intern, ADEA-TFEMPS) and Mr Tapiwa Tsvere (Education Financial Management Intern, ADEA-TFEMPS) under the quality assurance and supervision of Mr. Makha Ndao (Coordinator, ADEA-TFEMPS) and the overall guidance of Shem Okore Bodo (Sr Programs Officer at ADEA-Secretariat) for their invaluable role in this successful review .

I trust that this EMIS Peer Review will greatly invest towards the quality of education and training in Zimbabwe.

Thank you.



Mr Albert Nsengiyumva
Executive Secretary, ADEA

ABBREVIATIONS AND ACRONYMS

AfDB	African Development Bank Group
ASC	Annual School Census
ASCR	Annual School Census Report
ADEA	Association for the Development of Education in Africa
AU	African Union
CSO	Central Statistics Office
DQAF	Data Quality Assessment Framework
ECD	Early Childhood Development
ED 46	Education Document 1946
EGMA	Early Grade Maths Assessment
EGRA	Early Grade Reading Assessments
EMIS	Education Management Information Systems
ENS	EMIS Norms and Standards
ESSP	Education Sector Strategic Plan
HR	Human Resource
HQ	Headquarters
ICT	Information and Communication Technology
ISCED	International Standard Classification System of Education
M&E	Monitoring and Evaluation
MHTESTD	Ministry of Higher and Tertiary Education, Science and Technology Development
MoFED	Ministry of Finance and Economic Development
MoU	Memorandum of Understanding
MoPSE	Ministry of Primary and Secondary Education
MYSAR	Ministry of Youth, Sport, Arts and Recreation
NFE	Non-Formal Education
NQF	National Qualification Framework
NSO	National Statistics Office
NSS	National Statistical System
NTT	National Technical Team
ODA	Official Development Aid
OVCs	Orphans and Vulnerable Children
PSR	Public Service Regulations
RBM	Results Based Monitoring
SACMEQ	Southern Africa Consortium for Monitoring Education Quality
SADC	Southern African Development Community
SPPRSD	Strategic Policy Planning, Research and Statistics Department
TDIS	Teacher Development Information System
TFEMPS	Task Force on Education Management and Policy Support
TVET	Technical and Vocational Education and Training
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
WGEMPS	Working Group on Education Management and Policy Support
ZIMSTAT	Zimbabwe National Statistics Agency



DEFINITION OF TERMS

Administer - means the process of filling in the Annual School Census Questionnaire

Administrative Data - the set of units and data derived from an administrative source.

Administrative sources - refers to data and statistics generated internally by government.

Aggregated data - The result of transforming unit level data into quantitative measures for a set of characteristics of a population.

Benchmark - a recognised standard, or a reference point, that forms the basis for assessment or comparison.

Coherence - The degree to which data can be successfully brought together with other data within a broad analytical framework and over time.

Data Audits-the process of comparing the questionnaires submitted to those found at the different levels, as well as comparing the consistency of data

Data Dictionary - refers to a reference book on the standardized concepts, definitions and classifications used by the Ministry in the production of its education statistics.

Data providers - refers to all bodies and agencies that produce statistics. These include education and training institutions, households, enterprises, administrations and other respondents.

Data triangulation-the process of comparing data from many and different sources

Education and training institutions - refers to schools, colleges, universities, centres or any formal and non-formal education and training provider that occupies an institution and provides a recognised education programme.

EMIS - refers to a System for collection, processing, analysis, publication, dissemination, and rendering of Information services for the Management of Educational resources and services.

Guidelines - directions or principles used in the development, maintenance and application of rules. They may or may not be mandatory, but are provided as an aid to interpretation and use of rules.

Individuality - a single person or institution.

Learner - refers to any pupil or student or person enrolled in an education and training programme.

Metadata - is information on the underlying concepts, definitions, and classifications used, the methodology of data collection and processing, and indicators or measures of accuracy of the statistical information.

Ministry of Education - the singular term "Ministry of Education" is used synonymously with its plural form "Ministries of Education" to include all those government Ministries responsible for the various levels of education and training in a country.

Protocols - is a set of guidelines or rules.

Preliminary data - results that have not been verified sufficiently to be published.

Scope - coverage or sphere of what is to be observed. It is the total membership or population of a defined set of people objects or events.

Statistical authority - shall mean, at national level, the national or central statistical office (CSO, NSDS, or Statistical authority) and other statistical bodies in charge of producing and disseminating African statistics.

Statistical Value Chain - refers to the statistical process from the source of data to the final statistical output. For example, it concerns the collection of information in school records, the compilation of an annual census survey, the collection and verification at lower levels of governance (circuit, district, regional, provincial), the inputting of the data, the data cleaning and imputation and the generation of statistical tables and reports.

Secondary data - refers to data collected by someone other than the user. Examples are data obtained from research, studies and surveys produced outside of the Ministry of Education.

Special needs - refers to learners under difficult conditions that are vulnerable, marginalised and/or with disability.

Structures - refers to various sub-units of the Ministry responsible for education administration by area of specialisation and geographic distribution.

Sub-Sectors - pre-primary education, primary education, secondary education, Technical and Vocational Education, Teachers' training education, Non-formal education, Higher and tertiary education.

Validity - correctness and reasonableness of data - findings truly represent the phenomenon you are claiming to measure.

Verification - the process where data accuracy and inconsistencies are checked.

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EXECUTIVE SUMMARY

The Zimbabwe EMIS Peer Review was conducted from the 16th to the 20th of September 2019 by a team of experts from the Association for the Development of Education in Africa (ADEA), Namibia and Zambia. The main objective of the mission was to assess the Zimbabwe Education Sector EMIS Norms and Standards based on the SADC EMIS Norms and Standards Assessment Framework. The SADC EMIS Norms and Standards Assessment Framework is organised into four thematic areas which are;

1. Policy and Legal Frameworks
2. Resource Availability and Utilization
3. Statistical Processes
4. Education Information Reporting

Norms and Standards Assessment Framework by the country's National Technical Team (NTT);

- Peer Review of the consolidated education and training sector Self-Assessment Report - Agreement on the scoring by the Country's NTT and the Peer Reviewers;
 - On-site/Field Observations, Face to face interviews and focused discussions with selected EMIS stakeholders;
 - Review of evidence/justification supporting the self-assessment report including documentation, instruments, policies, and reports; and
 - Presentation of the draft report.
- The SADC EMIS Norms and Standards Assessment Framework employs a scoring strategy that is as objective as possible, to ensure the final scores allocated to countries are not questionable. This objectivity is achieved by seeking and providing evidence to support assigned

Characteristic of Statistics	Score
Quality Statistics	3.4 to 4
Acceptable Statistics	2.6 to 3.3
Questionable Statistics	1.8 to 2.5
Poor Statistics	1 to 1.7

Characteristic of Statistics

The assessment framework is composed of 17 Norms and 85 Standards and enables country self-assessment with peer ranking by external member state experts. Each of the 17 Norms are broken down into a number of components. Components are high-level descriptors of a number of Standards. The degree of implementation of a Standard associated with a Norm is measured on a 4 point assessment scale. The ideal Standard is embedded in "Quality Statistics" (Level 4) while inadequate implementation will earn a Poor Statistics (Level 1). A general ranking of the country's EMIS is obtained by computing the average of all scores for all standards. The overall national ranking of the EMIS system will be established as shown in the table below;

The peer review methodology used involves the following:

- Self-Assessment of the EMIS of the entire education and training sector of Zimbabwe using the SADC EMIS

scores on components and through moderation by Peer Reviewers. The Peer review was conducted with the participation of the Ministries of Primary and Secondary Education, Higher and Tertiary Education, Science and Technology Development, Youth, Sports, Arts and Recreation and Finance and Economic Development and the Zimbabwe National Statistics Agency (ZIMSTAT). In the course of the Peer Review process, the initial Self-Assessment was only conducted in the first two days of the actual Peer Review leaving only three days for fact-finding, interrogation and validation.

This report highlights the status of the Zimbabwe EMIS when compared against the SADC EMIS Norms and Standards. In line with the four (4) thematic areas of the SADC EMIS Norms and Standards Assessment Framework, the following were the major findings and recommendations of the Zimbabwe EMIS Peer Review;

A. POLICY AND LEGAL FRAMEWORKS

- There is political will to support EMIS;
- The country has a Census and Statistics Act to guide the coordination, provide for the collection and processing of national statistics;
- The Ministries of Education have a mandate to collect and process statistical data for institutions under their jurisdiction through the Article 23, Articles 17 of the Education Act [Chapter 25:04], Article 68 of the Manpower

- Planning and Development Act [28:02], and the Public Service Regulations;
- Data confidentiality in the statistical value chain is upheld as the Official Secrets Act and the Census and Statistics Act stipulate penalties for violating the act;
 - There are no EMIS Policies to guide implementation of EMIS activities; and

RECOMMENDATIONS

Expand the legal mandate for the Ministries of Education (especially for primary education) in data collection, processing and dissemination across the entire education (See point 4 under section C, 'Statistical Processes');

Put in place a policy for data retention and disposal;

Strengthen the professional and legal linkage between the Ministries of Education and the Zimbabwe National Statistics Agency (ZIMSTAT).

Formulate an EMIS policy and implementation plan to guide all stakeholders;

B. RESOURCE AVAILABILITY AND UTILIZATION

- There are plans to enhance and expand the EMIS in the Education Sector Strategic Plan (ESSP 2016-2020);
- The EMIS budget within the MoPSE is available through the planning directorate but this is inadequate. The other two Ministries concerned do not have EMIS budgets

- There is high staff attrition among staff who possess the skills necessary to perform the EMIS function;
 - There is no dedicated EMIS unit or dedicated EMIS Staff
- There is no dedicated EMIS equipment as ICT infrastructure in general is inadequate;

RECOMMENDATIONS

- Establish adequately staffed structures for EMIS across the sector and have it on the Government DET;
- Establish partnerships with local institutions for capacity building and technical backstopping of EMIS activities;
- Develop an EMIS capacity building plan for the sector;

- Collaborate with national ICT initiatives in order to benefit from the gains made by the country in rolling out ICT infrastructure²;
- Allocate (Ring-fenced) adequate financial resources for EMIS across the sector;

C. STATISTICAL PROCESSES

- The Ministries (Ministry of Primary and Secondary Education-MoPSE and Ministry of Higher and Tertiary Education, Science and Technology Development-MHTESTD) conduct Annual Censuses and data is processed and circulated widely (including electronically) in good time;
- There are good methodological processes aligned to national and international standards for data collection, processing, publication and dissemination;
- Specialised surveys are conducted in collaboration with partners/stakeholders to supplement data sourced from the school census are conducted periodically;

- There are difficulties in getting data from Private and unregistered institutions in primary and secondary education. Some Ministerial departments are collect department specific statistics without the involvement of EMIS staff e.g. Early Child Development (ECD), Non-Formal Education (NFE), LWS etc.
- There are difficulties in the collection of statistics due to definitional issues. Furthermore, some indicators in the Ministry of Primary and Secondary Education Annual questionnaire are not presented in the same way as the International Standard Classification of Education (ISCED) definitions;

²Advocate for the inclusion and prioritisation of EMIS under the National ICT Policy
http://www.ictministry.gov.zw/sites/default/files/Zimbabwe_National_Policy_%20for_ICT_2016-2020.pdf

RECOMMENDATIONS

- 1) Harmonise data and indicators in the census questionnaires with regional and international standards such as United Nations Educational Scientific and Cultural Organization (UNESCO) ISCED;
- 2) Explore the use of electronic data capturing and dissemination tools particularly within the MOPSE;
- 3) Systematize the collection and processing of statistics for all levels, including ECD and Non-Formal Education; and
- 4) Integrate education data and produce a consolidated annual statistical report for all levels of education and training ;
- 5) The Ministries of Education may want to consider providing training to those departments which collect sub sector specific data e.g. ECD and Non-Formal education and LWS.

D. EDUCATION INFORMATION REPORTING

- 1) Ministries of Education present data to the Education Parliamentary Portfolio Committee;
- 2) There is collaboration between the Ministries of Education and ZIMSTAT, and education data is submitted to ZIMSTAT, as the overall authority;
- 3) No formal structures for data sharing among key stakeholders are in place.

RECOMMENDATIONS

- 1) Strengthen inter-ministerial linkages and stakeholder partnerships to enhance the quality and sharing of national educational statistical data;
- 2) Establish a data reporting and sharing calendar for easy retrieval, sharing and monitoring of the performance of the entire education and training sector;
- 3) The Ministry should consider arranging for all non-registered ECD schools to be supervised by the nearest registered primary school. This will also allow for the collection of statistics.

The Zimbabwe EMIS Peer Review achieved an overall ranked score of 3.2, meaning that the country's Education Management Information Systems (EMIS) is perceived as producing statistical information that are acceptable (scores 2.6-3.3) as per the SADC EMIS Norms and Standards Assessment Framework ranking criteria. There is room for improvement in areas where the country scored below three with full ownership of the findings and implementation of the recommendations.

However, it is important to note that the SADC EMIS Norms and Standards should be used alongside international and continental standards, such as the UNESCO Institute of Statistics (UIS) and African Union tools. The fact that the region has its own tool alongside international and continental tools can only serve to strengthen it' so that the region can meet international standards.

1. BACKGROUND

The Heads of State and Government of the African Union have recognized the importance of their government's having functional Education Management Information Systems (EMIS) for ensuring the monitoring and assessment of various macro socio-economic blueprints. These include but are not limited to the African Union's Second Decade of Education for Africa Plan of Action (2006-2015), Continental Education Strategy for Africa 2016-2025 (CESA 16-25), the Sustainable Developmental Goal no. 4 (SDG 4) and the African Agenda 2063. There is also recognition of the need for having reliable and relevant EMIS to inform policy decisions.

However, most African countries lack, at various levels, adequate, reliable and updated education data largely due to institutional, organizational, human, material, technical and financial challenges in their respective statistical production chains³.

In view of these challenges, a set of regional EMIS Norms and Standards were collaboratively developed by member states, and the 17 Norms and their Standards were adopted by Ministers of Education and Training at their SADC Meeting in Kinshasa, March 2010. Subsequently, SADC with the assistance of ADEA's then Working Group on Education Management and Policy Support (WGEMPS) and SADC's EMIS Technical Committee elaborated an EMIS Norms and Standards Assessment Framework to benchmark member states' performance against the agreed EMIS Norms and Standards.

The main purpose of the EMIS Norms and Standards is to have a set of criteria and measures for advocating best practice and benchmarking countries capabilities in being able to produce relevant, accurate, timely and comprehensive education statistics and information. Adopting the Norms and Standards ensures countries will have sustainable, comprehensive and appropriate education management information systems in harmony with international and regional systems and practices. The ENS aims to employ a scoring strategy that is based on interrogation, investigation and evidence and aims to be as objective as is possible.

During a SADC's EMIS Technical Committee meeting in Gaborone, Botswana, November 2010 the role of EMIS Norms and Standards (ENS) was discussed in light of the fact that a "similar tool" from UIS existed. During the meeting it was resolved that:

"... there is a need to ensure the Assessment Framework meets international standards and ensure harmonization between the two instruments. SADC is keen to improve data availability and data quality in the region.... SADC recognizes the role of UIS as international education statistics body and emphasized the need to recognize the different roles that different organisations and the different assessment tools play. The ENS gives member

states a very strong tool to abide by; this fosters regional integration – peer review and a development of the collective even if it may be at a different pace for different member states. The SADC EMIS Norms and Standards can never replace international standards but the region needs its own tool so that the region can meet international standards."

The SADC EMIS Norms and Standards (ENS) code of practice is broad in approach and looks at the following areas:

- A. Policy and Legal Frameworks,
- B. Resource Availability and Utilisation
- C. Statistical Processes
- D. Education Information Reporting

The four areas of focus contain 17 principles/norms and their standards. Each of the 17 Norms are broken down into a number of components. Components are high-level descriptors of 85 Standards. The degree of implementation of a Standard associated with a Norm is measured on a 4 point assessment scale. The ideal Standard is embedded in "Quality Statistics" (Level 4) while inadequate implementation will earn a Poor Statistics (Level 1). The principle of the Quality of Statistics is defined as 'fitness for use'. The Quality of Statistics has eight dimensions of quality, namely: relevance, accuracy, timeliness, accessibility, interpretability, coherence, methodological soundness and integrity.

The 17 minimum EMIS Norms and 85 Standards together with their associated EMIS Norms and Standards Assessment Framework can be used for the following purposes:

1. Self-evaluation of education statistics producers by Member States with peer ranking by external member state experts, and
2. Conducting regional assessments of Regional Economic Communities education systems in order to assess the region's capacity in terms of education policy formulation, coordination and strengthening EMIS networks as well as country compliance with the framework.

Adopting the EMIS Norms and Standards helps to ensure countries will have sustainable, comprehensive and appropriate Education Management Information Systems that are in harmony with national, regional and international statistical systems and practices. These sets of EMIS Norms and Standards can also be used as an advocacy tool with the aim of lobbying for resources (both financial and material). Ultimately these resources must be channelled towards producing quality education statistics and information that is relevant, accurate, comprehensive and timely for use by Ministries of Education.

³ADEA WGEMPS. 2014. AU Outlook on Education, Continental Report.

The SADC ENS is not copyrighted, but owned and collaboratively developed by member states and adopted by Ministers of Education as a code of practice. Although

based on an analysis of international best practices in statistics, it was developed bottom-up with country EMIS experts.

2. INTRODUCTION

A key challenge facing the SADC Region's ability to report on its human resource development achievements and challenges is information gaps or "data blanks". This is a problem of inadequate data coverage of all education institutions (both public and private) and all sub-sectors in the education system. In other cases, it is the structural arrangements for the management of education in the absence of a policy and norms and standards for the management of education information. Some countries have more than one Ministry responsible for the delivery and management of education and therefore each Ministry

collects its own data and information.

Issues of duplication, varying definitions and poor coordination of sector wide data arise and thereby affect the quality and availability of education statistics. These issues are compounded when comparisons are made across countries. As a result, few Member States are reporting comprehensively on all the required global education indicators. This tends to lead to a number of problems in monitoring and evaluating the performance of an education and training sector in countries and across the region.

3. COUNTRY PROFILE

The Republic of Zimbabwe is a landlocked country in Southern Africa with a population of 14 439 018 people as of 2018 (World Bank, 2019). Forty per cent of the population is below the age of 15. Zimbabwe faces economic challenges as a result of a cocktail of issues and the wider economic context remains constrained. GDP growth slowed significantly to only 1.4 percent in 2015⁴. In 2014 and according to the broad definition of employment used by the Zimbabwe National Statistics Agency⁵, 81 per cent of the working age population was employed.

rates-24.6 per cent in late 2002 to 14.7 per cent in 2012-the country still grapples with a legacy of AIDS related mortalities and the associated high levels of orphans and vulnerable children of over one million. Though Zimbabwe is known for high literacy rates in Africa, many girls still struggle to access basic education in the country. According to the last official census (2012 Census report) of the estimated 1,2 million orphans and vulnerable children who dropped out of school more than half were girls.

Zimbabwe has experienced drought conditions in recent years and this and other factors has had a negative impact on agricultural productivity. According to the 2015 Zimbabwe Poverty Atlas, poverty prevalence is high in 56 out of 60 districts. Despite falling HIV prevalence

In response to these and other socio-economic difficulties, the Government of Zimbabwe (GoZ) forecasts a reduction in overall wage costs of 16 percentage points from around 66 per cent in 2016 to 50 per cent in 2019. Efforts to gradually reengage the international community are also underway⁶.

4. EDUCATION IN ZIMBABWE

The Zimbabwean education sector is made up of two major ministries. These are the Ministry of Primary and Secondary Education (MoPSE) and Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD). The Ministry of Youth, Sport, Arts and Recreation is also responsible for some practical skills training programs. The Ministry of Health and Child Care, and Ministry of Lands, Agriculture, Water are also responsible for practical skills training programs.

level. Both of these levels end with learners sitting for National Examinations.

Education begins with four years of infant education i.e. two years of Early Childhood Development (ECD) followed by two years of formal primary education Grades of 1 and 2. Thereafter learners go through five more years of primary schooling. This level culminates in Grade 7 National Examinations. The Secondary education sector is split into four years of lower secondary education (Ordinary level) and two years of upper secondary known as Advanced

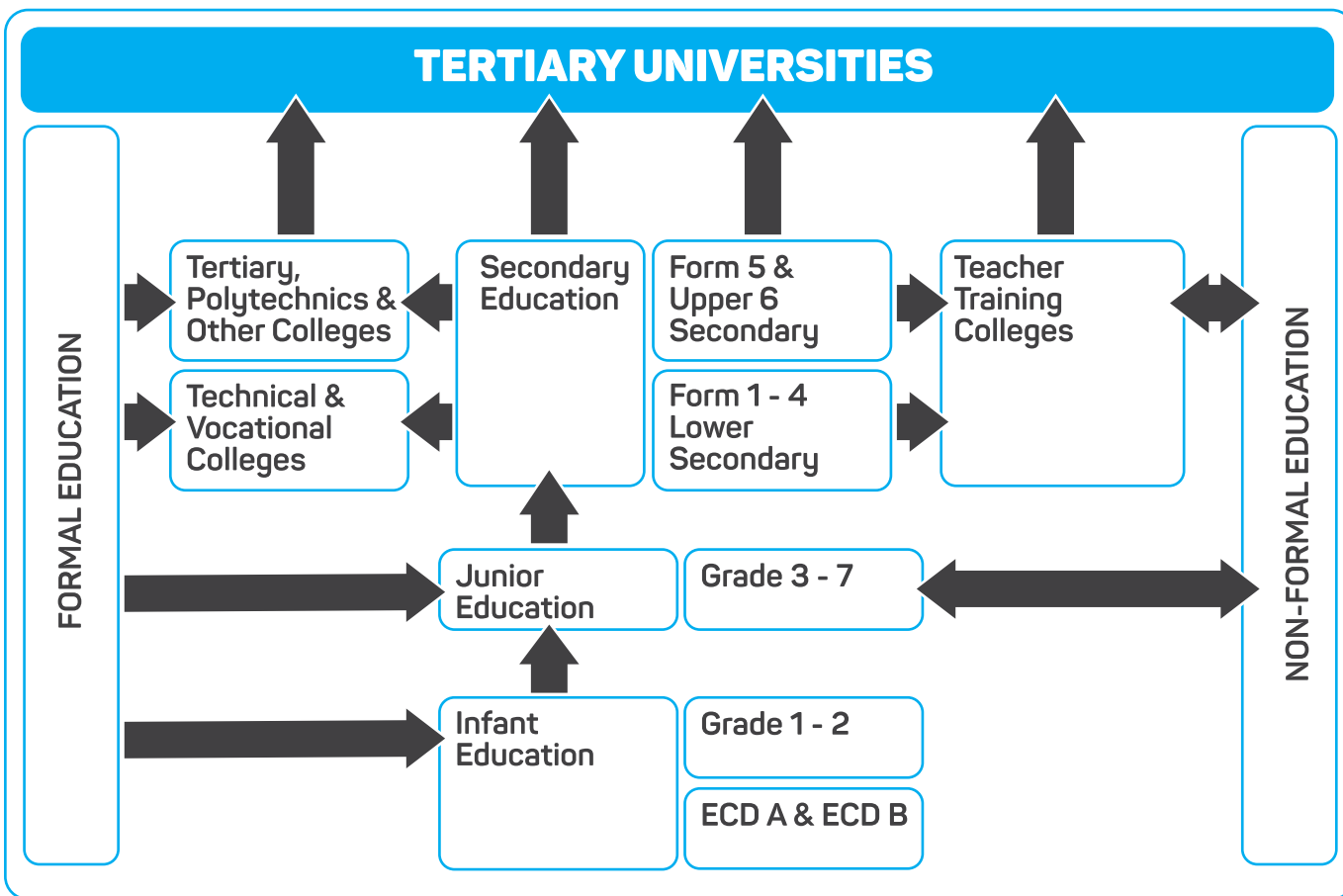
According to UNESCO, Zimbabwe spent 1,196,700,000 United States Dollars on education in 2014. Of this, 66 per cent was channelled to the Ministry of Primary and Secondary Education while a further 22 per cent went to the then Ministry of Higher and Tertiary Education. All other Ministries working in the education sector accounted for the balance. A significant 95 per cent of all education expenditure was channelled to salaries.

Historically, Official Development Aid (ODA) to the Zimbabwean education sector has come from a long list of bilateral partners and International Development Organisations including but not limited to West Germany, Netherlands, the United States of America, Sweden, Italy, Norway, Great Britain, Denmark and Finland. The

⁴GPE Quality Assurance Review for Zimbabwe Phase 3, 2018.

⁵ Employed Persons are persons aged 15 years and above who worked for pay, profit or family gain for at least one hour during the reference period or who did not work during that period but had a job or business to go back to. Working for pay, profit or family gain is limited to production of goods and services as in the 2008 System of National Accounts.

⁶GPE Quality Assurance Review for Zimbabwe Phase 3, 2018.



Source: Ministry of Primary and Secondary Education, 2017

Structure of the Education System in Zimbabwe

European Union as an entity also provided a significant degree of support to Zimbabwe since 1980. In recent years, countries such as Brazil, India, China, South Africa, Botswana, Namibia and Swaziland have provided support to Zimbabwean education.

Education aid continues to augment Government commitments to education. To illustrate, the 2016-2017 Global Partnership for Education (GPE) secured a grant for the Zimbabwean education sector of 22,226,400 United States Dollars. (Global Partnership for Education, 2018).

5. ZIMBABWE EDUCATION MANAGEMENT INFORMATION SYSTEMS

Zimbabwe is divided into 10 provinces, 88 districts and 1958 wards in its administrative divisions. Resources and /or service provision are provided largely using these structures. For education management, Zimbabwe has 72 education districts. In each of the 10 provinces there is a provincial education office and a district education office.

teachers. The forms are completed manually at schools and forwarded to the district education office for consolidation.

The Ministry of Primary and Secondary Education (MoPSE) in Zimbabwe administers an annual education census to collect information for policy, planning and decision-making through the Education Management Information System (EMIS) and disseminates the information to various actors and partners. Currently, MoPSE is collecting a 20-page annual school census in approximately 8953 schools, and using the data to make nearly every key decision in the education sector including the procurement of school supplies, investments in infrastructure, and distribution of

The Strategic Policy Planning, Research and Statistics Department (SPPRS) plays the leadership role in ensuring that MoPSE monitors and implements the Education Sector Strategic Plan (ESSP) as envisaged. Hence the Ministry has invested in the SPPRS's data collection, processing, storage and dissemination of information pertaining to the sector through the Education Management Information System (EMIS) and the Teacher Development Information System (TDIS). The SPPRS also collates or facilitates the collation of information generated by other stakeholders in the sector, and consolidating it into MoPSE's database.

6. LIMITATIONS OF THE REVIEW

The basis of any peer review is the country's Self-Assessment of its entire education and training sector. In line with the standard EMIS peer review methodology, the Country National Technical Team is supposed to conduct a Self-Assessment of the EMIS of the entire education and training sector of the country using the SADC EMIS Norms and Standards Assessment Framework. The Self-Assessment report must be submitted to the Peer Reviewers together with evidence or justification for the scoring at least 4 days prior to the Peer Review.

In the case of Zimbabwe, the Self-Assessment was not implemented in time for the Peer Review Workshop hence the first one and a half days of the peer review were dedicated entirely to this crucial step. Efforts to conduct the self-assessment and the peer review simultaneously, proved futile. The Peer review was conducted over the remaining three and a half days.

The peer review managed to conduct field visits to seven (7) institutions/stakeholders among them one primary

school, one youth vocational training centre, one university, one polytechnic college, one teachers college, one developmental agency and one provincial education office. Their respective parent Ministries nominated all the institutions visited. The visits undertaken were made in order to provide the collective input of the different stakeholders and partners contributing towards the development of EMIS in Zimbabwe. An assessment of this nature would have required comprehensive stakeholders' engagement and consultation, however due to time and resource constraints, the mission could not visit all the nominated institutions.

As regards the framework itself, a single-valued aggregate data quality measure is subject to all the deficiencies associated with widely used indexes where many of the variables and implicit weightings are likely to be subjective. Also, the framework may not sufficiently take into account the specific country or institutional contexts which may make it difficult for some countries to meet the ideal standards outlined in Quality Level 4.

7. FINDINGS

A. POLICY AND LEGAL FRAMEWORKS

According to the section on 'Policy and legal frameworks' given in the SADC EMIS Norms and Standards Assessment Framework, this sector has a "significant influence on the effectiveness and credibility of Ministries of Education to produce and disseminate education statistics." It

covers aspects such as mandate for data collection, clarity on roles and responsibilities, registration of pupils and institutions, reporting accountability and statistical confidentiality, among others.

NORM 1. Legal mandate for data collection for the education sector

The Ministries of Education and Training have the mandate for data collection as required for all authorized public and private institutions to keep records and furnish information to the Secretary. Section 23 of the Education Act in particular, gives the MoPSE the mandate to collect and report education data annually from non-government schools. Regarding Government schools, the mandate to sanction school administrators for non-compliance is embedded within Part VIII section 44 of the Public Service Regulations (PSR), Articles 17 and 68 of the Manpower Planning and Development Act, Act 24/1994, 1/2001 operationalise the mandate for data collection for Technical, Vocational and University Education and guide data collection within the Ministries of Higher and Tertiary, Science and Technology Development and Youth, Sports, Arts and Recreation. In the Higher and Tertiary education sector, the MHTESTD collects three streams of information. In the MHTESTD, the Department of Higher Education Programmes collects data from the universities while the Department of Tertiary Education Programmes

collects various data from Teachers Colleges, Polytechnics and Industrial Training Colleges. The Department of Quality Assurance and Standard collects examinations and registration data.

In the case of primary and secondary education, the Department of Strategic Policy Planning, Research and Statistics (SPPRS) with technical assistance from the Department of Information and Communication Technology (ICT), (previously a single department), is mandated to conduct the Annual School Census (ASC).

The MoPSE has difficulties in receiving data back from some private and unregistered institutions even though the ED 46 which is the main data collection instrument is sent to them. In addition, some departments are collecting statistics without the involvement of EMIS staff e.g. ECD, NFE, etc. thereby rendering the data questionable as they are not professional EMIS staff. It should be noted however, that the information they collect is department specific

44. Procedure before and immediately following allegation of misconduct

(1) Where a member is suspected of misconduct, the disciplinary authority shall conduct or cause to be conducted such as may be necessary.

(2) If, on completion of the investigations referred to in subsection (1), it is found that an allegation of misconduct should be preferred against the member, the disciplinary authority shall, within a reasonable time after the completion of the investigation

[Subsection amended by s.i. 58A of 2001]

(a) Inform the member, in writing, of the nature of the allegation against him, and call upon him to submit a written reply to the allegation within fourteen days;

(b) Where, possible, furnish to the member copies of any material documentary evidence, if any, relating to the allegation of misconduct, or afford the member an opportunity of having sight of any such evidence.

(3) Where the disciplinary authority is not the commission, the authority shall, within seven days of receiving the member’s reply or, if no such reply has been received within the period allowed for reply in terms of paragraph (a) of subsection (2), within seven days after expiry of such period –

[Subsection amended by s.i. 58A of 2001]

(i) The head of ministry, in the case where the disciplinary authority is a head of department;

(ii) The Commission in the case where the disciplinary authority is a head of Ministry;

(iii) The head of department in the case where the disciplinary authority is the head of Office

[Subsection amended by s.i. 58A of 2001]

Source: Public Service Regulations Statutory Instrument 1 of 2000,

<http://www.psc.gov.zw/documents/1of2000.pdf>

and not part of what is collected by the EMIS. Data is collected from specialised surveys that are conducted in collaboration with partners/stakeholders to supplement data sourced from the annual school census. All private and public institutions under the MHTESTD are the responsibility of that Ministry. To that effect, the Ministry has two departments:

1. Higher education programs - Overseeing all universities
2. Tertiary Programs - Overseeing Technical colleges, Industrial Technical colleges and teachers colleges.

Where information is required, e.g. number of graduates or number of lecturers within an institution, the respon-

sible department extracts the information. The Zimbabwe National Statistics Agency has a national and legal mandate to collect data and often works with the Ministries of Youth, Sports, Arts and Recreation and Higher and Tertiary Education, Science and Technology Development to conduct specific surveys.

In as much as there is no EMIS Policy to guide implementation of EMIS activities in any of the three Ministries of Education concerned, there seems to be political will to support EMIS, and there are good practices being followed by the SPPRSD. In addition, a circular from the Office of the Permanent Secretary always accompanies the ASC questionnaires and this serves to guide the conduct of the ASC cycle.

RECOMMENDATIONS

1) Establish a clear legal mandate for the Ministries of Education in data collection, processing and dissemination as the current Education Act only mandates collection from public schools, while the Manpower Planning and Development Act gives the mandate for collection from institutions offering vocational education and training;

2) Formulate EMIS policy and implementation plan to guide and harmonise all stakeholders’ EMIS interventions. The policy should also highlight clearly the roles and responsibilities of EMIS staff at school, district, provincial and national levels;

3) Formulate a policy for data storage, retention and disposal (alternatively, this could be included in the EMIS policy);

4) Review the Census and Statistics Act so that Ministries of Education have a delegated mandate for data collection, processing and dissemination; and

5) Build capacity in EMIS staff to understand the entire legal and regulatory framework of the EMIS statistical value chain.

NORM 2: Quality Commitment

Quality commitments start with the school head who certifies that all the information given in the annual school census questionnaire is correct. After certifying the questionnaire, the school sends it to the district office. The District Education Inspector checks and certifies that the information provided is correctly and accurately completed. Periodic monitoring and data auditing is undertaken by

education stakeholders using the submitted ASC questionnaire to check if schools are reporting correct data to the ministry.

During data capture, inbuilt constraints and control mechanisms assist with quality controls. In addition, data validation and audit procedures are implemented to ensure

that quality data are captured into the system.

It was noted that there are difficulties in getting data from some private and unregistered institutions as the ED 46 which is the main data collection instrument doesn't cover some of these institutions. In addition, some departments are collecting statistics without the involvement of EMIS staff e.g. ECD, NFE, etc. thereby rendering the data questionable as they are not professional EMIS staff. Some difficulties in the collection of statistics were also reported due to definitional issues and some indicators in the questionnaire that are not presented in the same way

RECOMMENDATIONS

- 1) Review the ED 46 data capturing instrument so that it captures data from private and unregistered institutions;
- 2) Strengthen the role of EMIS staff to ensure they collect data for all sub sectors. No other departments should be allowed to collect data as they may not have the required expertise;
- 3) Align/harmonise EMIS data collection instruments with international data collection instruments and definitions; and
- 4) As a quality commitment, the EMIS Unit should document and circulate all processes and procedures of the statistical value chain to ensure uniformity and quality consistence from all stakeholders. These quality commit-

NORM 3: Statistical Confidentiality

Data confidentiality in the statistical value chain is upheld in Article 4 of the Official Secrets Act, Acts 16/1970, 27/1975 (s. 8); R.G.N. 1308/1973, and Part IV, Section 19 (b) of the Census and Statistics Act, Act 1/2007 stipulate penalties for violating the Acts. In addition, Public Service Regulations also guide on how confidential matters or data should be treated. Further, procedures are in place in departments that keep confidential individual records such as Human Resource (HR) and the accounts departments. Where the data is required for any other purpose especially by external stakeholders, an official request is made and data can only be released after authorization. All education statistics are copyrighted and when used, the source should always be acknowledged or cited appropri-

RECOMMENDATIONS

- 1) Ensure the Official Secrets Act and the Census and Statistics Act on data confidentiality in the statistical value chain are clearly referenced in the EMIS Policy or guidelines and enforced;
- 2) The policy for data storage, retention and disposal

NORM 4: Reporting Accountability

Timely, Ministry of Primary and Secondary Education statistics are produced and published annually and distributed both in print and electronic media as annual reports. The data collected, processed, disseminated and

as the UNESCO ISCED or international definitions.

Ensuring quality at the post-secondary and tertiary levels is challenging given that neither of the Ministries in charge has an EMIS unit. Rather this responsibility is left to individual institutions for the most part with examinations data falling within the purview of the Higher Education Examinations Council (HEXCO). The Zimbabwe National Statistics Agency puts quality measures in place in instances where it works with these two Ministries on surveys, however, this is on an as and when basis and no formal arrangements for collaboration are in place.

- ments include the identification of user requirements, questionnaire designs and piloting, data collection, data processing, publication and dissemination
- 5) Support Capacity development on quality control mechanisms
- 6) Strengthen the legal and working linkage between the Ministries of Education and ZIMSTAT. The Ministries of Education and Training should formalise the relationship with ZIMSTAT through the signing of a Memorandum of Understanding (MoU) that will ensure sustainability of the relationship as the Ministries of Education are part of the National Statistical System;

ately.

The Manpower and Development Act outlines data confidentiality for Technical, Vocational and University Education under PART VIII, section 61. Despite this, there may be concerns about statistical confidentiality. In one of the visits to an institution under the Ministry of Youth and Sports, Arts and Recreation, one of the principals expressed concern over whether the institution's data is secure given that it is kept on a computer which several people have access to. There have also been reports in the press which have used data sourced directly from institutions without the necessary authority.

- should articulate confidentiality issues; and
- 3) All external stakeholders should be made aware of and abide by statistical confidentiality and the legal requirements as they access and utilise education data from the Ministries of Education and Training.

is available for use within the year of collection. This data is also used every year during annual education sector reviews. In accordance with Part V, Section 23 of the Education Act, Section 2 of the First Schedule the Public

Service Regulations items 2, 3 and 12, and the Secretary's Circulars, stipulate that draft reports should be presented to the Education Parliamentary Portfolio Committee before printing. Similarly, the Manpower Planning and Development Act Part VII 'Manpower Research and Planning' stipulates the reporting of information gathered through the Manpower survey. This is specific to Section 58 under Manpower surveys and plans and is concerned with Technical, Vocational and University Education. The Ministries of Higher and Tertiary Education, Science and Technology Development and Youth, Sports, Arts and Recreation have a responsibility to report data to the responsible Parliamentary Portfolio Committees (Higher and Tertiary Education, Science and Technology Development and Youth, Sports, Arts and Recreation respectively). These reports are made on demand. The MYSAR compiles weekly reports which are submitted to

senior management within Cabinet and within Ministry departments. Such reports are also submitted to the Office of the President and Cabinet (OPC) and the Ministry of Finance and Economic Development. The MHTESTD uses a similar model of reporting with data being presented at Heads of Departments meetings on a regular basis. Unfortunately, neither of the two Ministries produce statistical reports for ready public consumption in the form of reports or otherwise, neither do they make data available digitally.

With regards to reporting to regional, continental and international organisations, Zimbabwe submits data and statistical reports with inconsistency to SADC, the AU and UNESCO Institute of Statistics as and when required. In addition, there is collaboration between the Ministries of Education and ZIMSTAT, and education data is submitted

to them, as the overall National Statistical Office.

"The Zimbabwe National Statistics Agency (ZIMSTAT) is a corporate body that was established through the Census and Statistics Act of 2007. The operations of the Agency are controlled and managed by the Board. The agency is the main source of official statistics in Zimbabwe and is mandated to play a coordination and supervisory role within the National Statistical System. ZIMSTAT has the authority to certify and designate any statistics produced in the country as official statistics having been satisfied that all the quality requirements of good statistics were met. Under the said Act, ZIMSTAT is mandated to produce official statistics where "statistics" means the aggregated numerical information relating to demographic, economic, financial, environmental, social or matters at national, provincial or local level, compiled and analysed according to statistical standards and

procedures."

Zimbabwe National Statistics Agency

website-accessed November 2019

RECOMMENDATIONS

- 1) Continue the good practice of processing, producing and disseminating statistical reports within the year of collection within MoPSE and work with ZIMSTAT to extend the practice to MHTESTD and MYSAR; and
- 2) Improve on the consistency in reporting across the sector to regional, continental and international organisations as there are data gaps and backlogs in data submission.

NORM 5: Impartiality and objectivity

Annual School Census questionnaires are disseminated with guidelines to enhance consistency and thorough training is given before data collection to iron out ambiguities. The Ministry of Primary and Secondary Education compiles statistics based on scientific and statistical considerations. Some of the practices or models used include the UIS statistical models, definitions and computations. However, the methods and procedures for statistical production used by the Ministries of Education and Training are not shared with the stakeholders for them to fully understand the models. Thorough checks are made before the production and dissemination of statistical reports to ensure that they are error free, impartial and objective.

Data is published as obtained from source without any alterations, but where any amendments to school level

data have to be done, they are done together with the respondent in case of validity failure. There are no policy measures preventing policy makers and other users access to data before it is released and published. However, there is an objective practice that controls data dissemination and allows data use for internal consultation.

At the tertiary education level, the Ministry of Higher and Tertiary Education, Science and Technology Development, data collection is inputted into a central system by institutions. Verifying the impartiality and objectivity of data is the responsibility of the individual institution before submission. The ultimate responsibility for data lies with the Minister and Permanent Secretary of the respective Ministries as per the Manpower Planning and Development Act. Data processing within the MHTESTD and the MYSAR is not as advanced as in MoPSE as these two ministries

do not have qualified statisticians, EMIS experts or programmers. However, ZIMSTAT works with these and any

other Ministry requiring assistance in ensuring impartiality and objectivity particularly with surveys.

RECOMMENDATIONS

- 1) Formulate policy or guidelines on data impartiality and objectivity to guide access and data usage especially of preliminary data;
- 2) Evidence and information on the methods and procedures for statistical production used by the Ministries of Education and Training should be made public for the

- stakeholders to appreciate them and enable comparability;
- 3) Establish a data reporting and sharing platform and calendar for easy retrieval, sharing and monitoring of education performance

NORM 6: Registration of Institutions

All education institutions in the country across the sector are required to be registered or authorised. 'Authorisation' means they are registered or allowed to operate pending registration. However, there are schools that have gone ahead to operate without being registered or authorised. In that vein, sanctions for unregistered schools and institutions exist. However there is very high tolerance for unregistered schools and no instances of disciplinary action can be recalled in recent times. In response to non-compliance, the Ministry has rather sent

data collection tools to known unregistered schools in an attempt to also compel them to register. While only 95 per cent of schools are registered, all higher and tertiary institutions as well as the skills training institutions under the Ministry of Youth, Sports, Arts and Recreation are all registered. All the Ministries have complete directories/databases of registered institutions (Master List), both public and private under their jurisdiction and these are updated on an annual basis.

RECOMMENDATIONS

- 1) Put mechanisms in place to ensure all institutions operating are authorised and registered;
- 2) Continue the good practice of updating the databases for institutions of learning, but should be consolidated or integrated into a single database for easy planning and monitoring;

- 3) All the Ministries have complete directories of registered institutions under their mandate. However, there is need to consolidate the lists into one comprehensive master list for easy retrieval and reporting;

NORM 7: Registration of Learners

The legal documents cited in Norm 1 also mandate the registration of learners. To this effect, all learners are required to provide copies of birth certificates upon enrolment and this information is kept at schools. Learners are also required to produce Identification Documents in order to sit for exams. Should learners not be in possession of a Birth Certificate, other forms of identification are also accepted. The school principals are then expected to assist learners to obtain the required documents.

That said, a child may not be denied enrolment because of not having a birth certificate, in line with Article 4 (1) of the Education Act. In cases where a child wishing to enrol do not have a birth certificate, school heads are encouraged to assist the learners to obtain birth certificates in collaboration between the MoPSE and the Ministry responsible for registration as a birth certificate is a requirement for taking Primary level public examinations. There is no learner tracking system and no individual learner identification system in place.

Figure 2: Ministry of Education and Ministry of Justice collaboration

4.20 Support of other agencies towards unregistered children

77% of respondents mentioned that they were unaware of the support of other agencies in the issue of birth registration. In both Bindura and Hurungwe 23% of respondents said that they were not sure of who else was involved in birth registration campaigns. However, besides JCT, organizations such as SOS, FOST (Bindura), Batsirai Group Chinhoyi and the Red Cross (Bindura) work collaboratively to support issues of child registration whenever such cases are reported. In Bindura, SOS refers unregistered children to the Department of Social Welfare for assistance in obtaining documents for them. The Legal Resources Foundation (LRF) is also working with the RG's office in the drive to obtain birth registration for children in need. In both districts JCT also collaborates with the Ministry of Education and the Ministry of Justice who have been very supportive whenever cases have been referred to them.

Source: Justice for Children Trust Birth Registration of children in Zimbabwe October 2007

RECOMMENDATION

- 1) Deploy mobile civil registration facilities to schools in partnership with the Ministry of Justice and embark on registration of birth certificates for children without the necessary documentation.

SUMMARY ON THEMATIC AREA A: POLICY AND LEGAL FRAMEWORKS

Thematic Area: Policy and Legal Frameworks	Norm Average Score
NORM 1: Mandate for Data Collection	2.9
NORM 2: Quality Commitment	3.75
NORM 3: Statistical Confidentiality	3.75
NORM 4: Report Accountability	3.5
NORM 5: Impartiality and Objectivity	2.9
NORM 6: Registration of Institutions	4
NORM 7: Registration of Learners	4
Thematic Area Average Score	3.5

B: RESOURCES AVAILABILITY AND UTILISATION

This section focuses on the material, human and financial resources in Ministries of Education and their quantity and quality. The efforts of a Ministry of Education to make sure that its resources are commensurate with its

statistical programmes have a bearing on any Education Management Information System and the quality of its outputs.

NORM 8: Adequate Resources

In the Ministry of Primary and Secondary Education, EMIS falls under SPPRSD including its budget. Government has a specific budget line for primary and secondary EMIS but it is inadequate and varies yearly. The gap is then filled with support from donor funds. The Ministry structure keeps on changing and currently there is no structure specifically for EMIS. Hence, "EMIS staff" spend most of its time doing other non-EMIS related activities. Because there are no EMIS-specific staff, there is also no strategy or plan for training EMIS staff, hence, any training that has taken place has been ad hoc. There is also no strategy to attract and retain specialist's skills to uplift EMIS. Similarly, EMIS staff rarely interact with international EMIS experts or attend international EMIS capacity building events.

equipment belong to the Ministry pool which is under-resourced as it is. Consequently, EMIS functions meet with challenges associated with working with resource limitations. This inconveniences the "EMIS staff" and compromises the security and confidentiality of important data and information. In a similar manner, EMIS functions within the Ministry of Higher and Tertiary Education, Science and Technology Development and Ministry of Youth, Sports, Arts and Recreation are severely under-developed. The MHTESTD has a department dedicated to keeping an up to date list of institutions but no dedicated EMIS unit, neither does it have a budget for this function or dedicated EMIS equipment. However, both Ministries (MHTESTD and MYSAR) have indicated that they are in the process of improving their ability to perform EMIS functions.

In the MOPSE, EMIS has no dedicated equipment as all

RECOMMENDATIONS

- 1) Develop an EMIS establishment with adequately qualified staff in all Ministries responsible for education and training;
- 2) Elevate the EMIS section into a directorate headed by a Director EMIS or at least a Deputy Director;
- 3) Introduce an adequate EMIS dedicated budget line in Ministerial budgets and ring-fence the funds;
- 4) Develop an EMIS Strategy and plan categorically

stating how EMIS will be implemented and enhanced, how resources will be planned for, shared, raised and capacity built;

5) Automate EMIS and provide adequate EMIS equipment;

6) A recommendation for the HR component is needed after the situation of the HR component in the 3 ministries is evaluated

NORM 9: Cost Effectiveness

In all Ministries, all finances are controlled by the Director of Finance who is the official custodian of finances for each of the Ministries. Measures are in place to ensure that finances are used as earmarked in the budget, for example, money for meant for data collection instrument printing as well as for printing final reports are kept aside and cannot be accessed for other activities. Also, . finances provided by Development Partners and the donor community specifically for EMIS are ring-fenced.

As for the human resources within MoPSE, staff members performing EMIS functions work on many other assignments which are not EMIS related such as research. For example staff members are economics, research officers, etc, but when it is census time, these officials are then deployed to do EMIS work.

There are some overlaps in data collection activities in the ECD sector where the department responsible for ECD collects data alongside data collection efforts on the part of the SPPRSD.

The Ministry uses technology as much as possible to minimize costs and in the tertiary sector, this is reflected through a central database which connects the MHTESTD, Universities and polytechnics through a Local Area Network (LAN). The Higher Education Examination Council (HEXCO) also manages a central database where polytechnic student data (registration numbers, examinations results etc.) are kept. The data are entered directly into this database by Polytechnics.

Data capture within MoPSE is done at district level rather than at central level. Printing and distribution of questionnaires is also done at district level, although in 2019, this did not take place due to electricity and other resource constraints. Rather, questionnaires were printed at head office. Dissemination of results is both electronic and print with a substantially reduced number of printed copies. This is not only cost effective, but loading the reports electronically ensures that more clients are reached and have access to the reports at all times.

RECOMMENDATIONS

1) Establish partnerships with departments (e.g. ECD) and other entities working in the EMIS sector such as local institutions for capacity building, the streamlining of data collection and technical backstopping EMIS activities to reduce on costs; same as above

2) Strengthen capacity to ensure the dissemination

of results in electronic to substantially reduced number of printed copies is sustained The Finance Directorate should keep and supply the EMIS unit with expenditure reports as and when required so as to assist in tracking the expenditure of resources allocated to EMIS.

SUMMARY OF THEMATIC AREA B: RESOURCES AVAILABILITY AND UTILISATION

Thematic Area: Resources Availability and Utilisation	Norm Average Score
NORM 8: Adequate Resources	1.8
NORM 9: Cost Effectiveness	3.1
Thematic Area Average Score	2.45

C: STATISTICAL PROCESSES

The credibility of any statistical outputs can be enhanced through establishing and maintaining a reputation for good management and efficiency on statistical production processes. The application of certain aspects feeds into this perception. Some of these aspects are a sound

methodology, appropriate statistical procedures, definitions and classifications of internationally acceptable practices and non-excessive burden on respondents.

NORM 10: Sound Methodology and Appropriate Statistical Procedures

Within the MoPSE, some methodology and statistical procedures used during data collection, processing, publication and dissemination are in place but not thoroughly documented. Every data collection instrument used is most of the time piloted and tested. All schools complete a standard questionnaire developed nationally, ED 46 manually. Most of the reported indicators use the internationally agreed indicator definitions and the report has an annex with indicator definitions. The Ministry of Primary and Secondary Education indicated that it does calculate missing data where it has sufficient data to make the necessary extrapolations.

Before 2019, data collection instruments were printed at the district level, sent to schools for completion and captured at the district office, then submitted to Headquarters through the provincial office. However, in 2019, the ASC cycle was modified and questionnaires were printed from Headquarters then sent to the lower levels (HQ to province, to district and finally to schools). The Ministry established a Wide Area Network which connects all the district offices to headquarters and data was captured at districts and deposited into a central server at Head office. In 2019 however, data entry were done centrally due to challenges of electricity and internet connectivity.

Institutions at the tertiary level submit data to their parent Ministries upon request and the responsibility for collecting

and processing data lies with each individual institution. The Ministry of Higher and Tertiary Education, Science and Technology Development uses an online data collection tool which is the same for all institutions and is also used annually. This makes it easier for institutions to relate or compare data. Similarly, however statistical processes are less robust in Ministries responsible for tertiary education. Recognising this, there are efforts under way. At present the publication of data revisions across the education sector takes place irregularly.

Data verification processes are in place, with internal control tables, physical checks by officers throughout the statistical chain. Various indicators are compared with the previous data. Where surveys are conducted, they follow scientific and sound statistical methodologies benchmarked to international practices e.g. the Early Grade Reading Assessments (EGRA) and Early Grade Mathematics Assessment (EGMA) benchmark of the Southern and Eastern Africa Consortium for Monitoring Educational Quality SACMEQ.

Standard concepts, definitions and classifications are constantly applied in the statistical value chain. With the exception of the Ministry of Youth, Sports, Arts and Recreation, there are standard collection instruments for each sub-sector. The source of population statistics is entirely from ZIMSTAT who are the official custodians.

RECOMMENDATIONS

- 1) Harmonise data and indicator definitions in the census questionnaires with regional and international standards such as UNESCO ISCED; - is this a finding in the above report? Yes, please see the first paragraph under Norm 10 which indicates that most indicators use international definitions.
- 2) Document ALL the methodologies and statis-

tical procedures including the definition of concepts and the statistical dictionary used during data collection, processing, publication and dissemination;

- 3) Explore the use of electronic data capturing and dissemination tools at the Primary and Secondary level; and is this standing alone or not based on a finding above Have included the fact that the national questionnaire is

filled in manually

4) Standardise the collection and processing of

statistics for all levels, including ECD and non-formal.

NORM 11: Non-excessive burden on respondents

There is little 'overburden' as statistics collected are limited to what is essential and the burden of respondents to responding questionnaires is spread as widely as possible where surveys are used, through appropriate population sampling techniques. However, some respondents are of the view that the MoPSE Annual questionnaire is bulky. Data collection at the tertiary level is largely digital and automated, significantly reducing the burden on respon-

dents. There is good collaboration when education surveys take place with various departments and ministries working together with EMIS and ZIMSTAT. The Access and Use by Education Institutions Report (2017) Survey⁷ presents a good example of this best practice. The review noted, however, that such surveys independent of EMIS, if not well coordinated could cause institutional and respondent fatigue.

RECOMMENDATIONS

1) Consider widespread use of electronic data collection techniques;

2) Data verification and audits should be enhanced to ensure the questionnaires submitted are not different from

what is at the source; and

3) Institutionalise EMIS and ensure the number of surveys outside EMIS are minimal.

SUMMARY OF THEMATIC AREA C: STATISTICAL PROCESSES

Thematic Area: Resources Availability and Utilisation	Norm Average Score
NORM 8: Adequate Resources	1.8
NORM 9: Cost Effectiveness	3.1
Thematic Area Average Score	2.45

D: EDUCATION INFORMATION REPORTING

The goal of this thematic area is to ensure that any published and disseminated education statistics meet users' needs and comply with international quality standards. Users as varied as African institutions, governments, research institutions, business concerns and the public generally all seek to find data that is useful and

relevant for their individual needs. Being able to serve such a broad group is an enormous task but can be facilitated through the application the principles outlined in the SADC EMIS Norms and Standards.

NORM 12: Relevance

Major data users are identified and Ministries and stakeholders collaborating in the education sector are all members of the Education Coordination Group which meets every six weeks to look at the EMIS activities including reporting. Every calendar year, the Ministry of Primary and Secondary Education revises the data collection instrument to accommodate new information requirements and check if there are areas where the respondents have difficulties. These efforts are aimed at making the data collected, relevant to the stakeholders.

The data is also used to assist the Ministry of Finance and Economic Development to budget for the education sector.

The revision of the instrument is also done to ensure that data collected is coherent and relevant to UIS, SADC, AU and other international reporting obligations as well as supporting national educational planning and decision making.

The Education Sector Strategic Plan (ESSP) sites 'evidence based policy making' as one of its key tenets. The EMIS function has been instrumental in providing data for the Education Sector Strategic Plan review in recent years.

Users and data providers (e.g. School heads) are consulted, however there are no formalised feedback reports or user satisfaction surveys conducted as most of the feedback is gathered when users collect statistical data for their own use. EMIS does not have a specific strategic plan of its own but is basically covered within the other directorates'

⁷ <https://t3n9sm.c2.acecdh.net/wp-content/uploads/2018/12/ICTEducation-Report.pdf>

budget and plans i.e. SPPRS. Moreover, the EMIS is not comprehensive as it has data gaps with some sub sectors missing in the database.

A wide range of indicators are analysed to measure performance of the education system in line with international practices. The same cannot be said for indicators collected within the Ministry of Higher and Tertiary Education, Science and Technology Development and Youth, Sports,

Arts and Recreation collect and disseminate a minimal number of basic indicators.

The planning staff occasionally offer training to the regional staff on data use not only to instil the understanding on why data is collected, but also to indicate the relevance of data being collected. This practice is cascaded to school principals, who are also encouraged to cite the statistics to parents and community members during their meetings.

RECOMMENDATIONS

- 1) Establish formal feedback mechanisms to assess user satisfaction and improve on survey practices;
- 2) Develop an EMIS Strategy that responds to the needs of the education sector, stakeholders and the country at large;
- 3) Conduct EMIS opinion surveys on user satisfaction with its statistical provision
- 4) Expand the number of indicators provided by MHTESTD and MYSAR

NORM 13: Accuracy and Reliability

There is a Master List that is updated on an annual basis with all the public schools and the majority of private schools being captured. The Ministry of Primary and Secondary Education has acknowledged that there are schools that are operating but are unregistered. However, the Ministry distributes the ASC questionnaire to the known unregistered schools which are part of the master list. The response rate to the ASC for schools is 95% for 2019 academic year.

However, the accuracy and reliability of the Non-Formal Education data maybe questioned in view of the fact that it is collected outside EMIS by the department which may not have data experts. In addition, the accuracy

and reliability of data on ECD is also of concern as the department dealing with ECD collects data while the EMIS also collect data on ECD.

As for higher and tertiary institutions, there is 100% coverage of both public and private institutions, and this coverage is reviewed on an annual basis. Furthermore, all institutions are on the Master List. Furthermore, the under developed nature of EMIS in the Ministry of Higher and Tertiary Education and the Ministry of Youth, Sports, Arts and Recreation would suggest that the accuracy and reliability of some data may be questionable. The Ministries indicated that data from various sources are regularly compared and do not deviate to far from each other.

RECOMMENDATIONS

- 1) Integrate all sub sector data into EMIS to enhance data accuracy and reliability; and
- 2) Consolidate the School Master List to provide data for all education institutions from ECD to Tertiary.

NORM 14: Timeliness and Punctuality

Schools complete the data collection instruments as soon as they get them. Data entry and cleaning is done in a timely manner, although report writing is a little bit delayed. However, data is collected, processed and disseminated within the year of collection. There is a roadmap and calendar for the ASC cycle although publication may not be always on the specified dates. The Results Based Monitoring (RBM) guidelines are followed by all

stakeholders including EMIS in publication.

Often reports are disseminated as soon as they are published. However, where there is a deviation from the dissemination schedule, there are no notifications to users. The automated digital nature of data collection within of MHTESTD means that information is available to those with the relevant access in real time.

RECOMMENDATIONS

- 1) There is need to formulate an EMIS Strategy or Policy with clear timelines for the entire statistical value chain as the RBM guidelines may not be adequate for EMIS;
- 2) It is standard procedure that deviation from the dissemination schedule should be circulated to stakeholders.

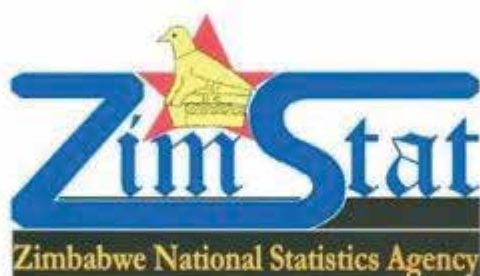
NORM 15: Coherence, consistence, comparability and integration

Statistics are compiled on the basis of common standards and procedures and a data dictionary is available and also printed in the reports. For both school and higher education censuses, data is compared over years to check on consistence. In fact, some data is presented on a trends basis, covering ten (10) years. However, with the Ministry of Youth, no triangulation of data has been done as yet due to the nature of the courses being offered-it is hard for the Ministry to do the triangulation. There is also a comparison between EMIS reports and what is reported by ZIMSTAT

e.g. the 2017 Education Report and other stakeholders from their surveys. Comparability with international data does not take place.

Most of the tables in the statistical reports of the Ministry of Primary and Secondary Education have a short narration and analysis, but this is not sufficient as it basically just introduces the table and doesn't give sufficient information on trends over time.

Figure 3: ZIMSTAT Education Report



Education Report 2017



Source: Zimbabwe National Statistical Agency, 2017

RECOMMENDATIONS

- 1) Improve on data analysis; and reports with.
- 2) EMIS Stakeholders should be made aware of the standards used and which models to compare statistical

NORM 16: Accessibility and Clarity

Where reports are available in the various Ministries, the statistics are well presented, with clear disaggregation by sex, district, age, etc. However, the clarity of the presented statistics as very limited analysis is given, making interpretation and understanding difficult for stakeholders who are not very conversant with statistics. Metadata is provided upon request and it is also standard practice to include limited metadata in the publications.

Ministry of Primary and Secondary Education data can be accessed in electronic and print forms. Depending on the level of detail, some data can be accessed online. Users

who need information not provided online, are assisted with ad hoc queries the moment they request such information. While the Ministry of Higher and Tertiary Education, Science and Technology Development has a shared database, access to the database is restricted to those with the relevant credentials.

Lower level Government officials can gain access to data not already available on public platforms for official purposes by writing to the principals of the responsible ministry.

RECOMMENDATIONS

- 1) Consider publishing different statistical reports to address stakeholder needs and competences; and
- 2) Ensure that the statistical reports start with national data summaries for the key or major indicators.

- 3) Create real time access platforms to data (dashboards)

NORM 17: Comprehensiveness

While Statistics are obtained for all sub sectors under each ministry, i.e. Ministry of Primary and Secondary Education (MoPSE) and Ministry of Higher and Tertiary Education, Science and Technology Development (MHTESTD) and the Ministry of Youth, Sport, Arts and Recreation, data at the Primary and Secondary level is the most comprehensive.

In the MOPSE reports, statistics which indicate quality are well reported. These include the likes of Completion rate, Pass rates, Dropout rates, Repetition rates, etc. For Higher Education and Youth, reporting is most comprehensive for enrolment and graduation rates. Because of the nature of the Higher Education and Ministry of Youth Programs e.g. the pro, some indicators have proven hard to report on, but data is availed on request. In all reports, data is disaggregated by sex, but for MoPSE further disaggregation on age and location are also available. Very unique in the MoPSE

report is the data on learners with special needs in all sub sectors, with the exception of Non-Formal Education.

The Ministry of Primary and Secondary Education collects comprehensive statistics on learners with special needs to be collected at all sub-sectors of education. These are reported in annual statistical publications. The other two Ministries, HTESTD and YSAR do not collect information on this subsector as thoroughly. Data is aggregated by rural/urban.

Some worrisome observation is that the data is sitting in different Ministries and datasets making it hard to triangulate and generate a sector-wide country report. Furthermore, unregistered ECD centres do not report to the Ministry, leaving out a key and significant sub section of the population.

RECOMMENDATIONS

- 1) Integrate education data and produce a consolidated annual statistical report;
- 2) Sector ministries may wish to consider providing data to MoPSE for MoPSE to include such tables in their report.
- 3) Expand on reporting in the Ministries of Higher and Tertiary Education, Science and Technology Development

(MHTESTD) and the Ministry of Youth, Sport, Arts and Recreation (MYSAR)

- 4) The responsible ministry may want to consider ensuring that all non-registered ECD schools be supervised by the nearest registered primary school. This supervision must extend to the collection of statistics.



SUMMARY OF THEMATIC AREA D: EDUCATION INFORMATION REPORTING

Thematic Area: Education Information Reporting	Norm Average Score
NORM 12: Relevance	2.8
NORM 13: Accuracy and Reliability	2.2
NORM 14: Timeliness and Punctuality	2.9
NORM 15: Coherence, Consistency, Comparability and Integration	3.4
NORM 16: Accessibility and Clarity	3.6
NORM 17: Comprehensiveness	3.6
Thematic Area Average Score	3.08

SUMMARY OF THE FOUR THEMATIC AREAS

Thematic Area	Average Score
Policy and Legal Frameworks	3.5
Resources Availability and Utilisation	2.45
Statistical Processes	3.72
Education Information Reporting	3.08
Overall score	3.2

8. CONCLUSION

The SADC EMIS Norms and Standards has given Zimbabwe a chance to align its EMIS to the SADC ENS and also foster and enhance regional integration through the peer review. In view of the fact that Zimbabwe scored 3.2, this means that Zimbabwe's EMIS needs to work on the areas where it scored less than 3. Of particular note are resources availability and utilisation. The Ministries responsible for education can together lobby the Ministry of Finance and Economic Development to channel more resources to this critical sector as per the recommendations earlier noted. Plans are under way within the MHTESTD to establish a fully fledged EMIS unit and the other two Ministries would do well to follow suit. The Zimbabwe National Statistics Agency continues to provide guidance to the sector and Ministries can take the opportunity to learn from it.

There is also room to improve on Education Reporting by automating processes across the sector and making data

available in real time to a wide range of users. Increasing human and material resources for EMIS is a priority and the Ministries concerned should lobby the Ministry of Finance in this regard. Improved monitoring and education management can have positive spin offs in the form of the more efficient distribution of resources. It can also save resources and this presents a compelling argument to the responsible authorities. The recommendations made in this report have been made cognisant of the fact that securing the resources to implement a full review in the immediate term may be difficult. As such, the EMIS Team is being advised to prioritise areas where the score was not very good. It is also our sincere hope that the Zimbabwe Country Team will take the peer review positively and own it by implementing the full host of recommendations made in the years to come.

APPENDICES

Peer Review team

The following ADEA TFEMPS Resource Persons; [Dr. Charles Ndakala](#), Secretary General of the National Commission of UNESCO, [Mr. Raimo Ben Amen Nakale Dengeinge](#), Deputy Director in the Directorate of Planning and Development and EMIS Manager in the Ministry of Education Namibia undertook this Review of SADC EMIS Norms and Standards. The team from the Association for the Development of Education in Africa (ADEA) Task Force on Education Management and Policy Support (TFEMPS) was composed of [Mr. Simbarashe Dzinoreva](#), Programme Assistant, [Ms Chemwi Mutiwanyuka](#), Programme Assistant, [Mr. Moses Chitumba](#), Monitoring and Evaluation Intern and [Mr. Tapiwa Tsvere](#), Education Finance Management Intern.

The Ministry of Primary and Secondary Education Zimbabwe team responsible for organising and conducting this SADC EMIS Peer Review were;

[Professor Paul Mavhima](#) - Minister of Primary and Secondary Education Zimbabwe

[Madame Tumisang Thabela](#) - Permanent Secretary responsible for Primary and Secondary Education,.

[Mr. Enock Chinyowa](#) – Acting Director, Strategic Policy Planning, Research and Statistics Department

[Mr. Lawrence Mkwala](#) – Acting Deputy Director, Strategic Policy Planning, Research and Statistics Department

[Mr. Shandirai Ugari](#) –Acting Deputy Director, Centre for Educational Research, Innovation and Development

[Mrs. Margaret Madzinga](#)- Principal Planning and Research Officer Strategic Policy Planning, Research and Statistics Department

[Ms. Amandah Mutsau](#)- Research and Statistics Officer, Strategic Policy Planning, Research and Statistics Department

[Ms. Elizabeth Mahlauro](#)- Planning and Statistics Officer, Strategic Policy Planning, Research and Statistics Department

[Mr. Wilson Chamba](#)-Research Officer, Strategic Policy Planning, Research and Statistics Department

The Officials from the Ministry of Higher and Tertiary Education, Science and Technology Development participating in this SADC EMIS Peer Review were;

[Elisha Ndanga](#)- Acting Director

[Christopher W Mudzingwa](#)-Acting Deputy Director

The Officials from the Ministry of Youth, Sports, Arts and Recreation participating in this SADC EMIS Peer Review were;

[Anna Nhambasora](#)- Acting Deputy Director

The Officials from the Ministry of Finance and Economic Development participating in this SADC EMIS Peer Review were;

[Patricia Mafuruse](#)- Principal Economist

The Officials from the Zimbabwe National Statistics Agency participating in this SADC EMIS Peer Review were;

[Cephas Sigauke](#)- Principal Statistics Officer

[Wynne K Mandonga](#) - Education and Gender Representative

APPENDIX IV: SCORES BY STANDARDS

EMIS NORMS AND STANDARDS ASSESSMENT SCORES

ZIMBABWE, SEPTEMBER 2019

A. Policy and Legal Framework

Policy and legal frameworks governing education statistics have a significant influence on the effectiveness and credibility of a Ministry of Education to produce and disseminate education statistics. The relevant issues are a mandate for data collection from all education institutions and bodies, clarity on roles and responsibilities, registration of pupils and institutions, commitment to quality, reporting accountability, statistical confidentiality, impartiality and objectivity. All education statistical policy frameworks come under the umbrella of national statistical policy.

NORM 1. MANDATE FOR DATA COLLECTION FOR THE EDUCATION SECTOR

The Ministry of Education must have a clear legal mandate to collect information from all education and training institutions and bodies, both public and private, for educational statistical purposes

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Legal mandate	1.1.1	Legal mandate is given to EMIS to collect information for educational statistical purposes ²	There is a law or legal instrument on the collection of information for production and dissemination of education and training statistics.	2	2	2
2		1.1.2	The usage of the legal mandate.	The legal mandate is utilized to cover all sub-sectors (including training).	4	3	3.5
3		1.1.3	Legislation on the use of administrative records for statistical purposes.	Legislation authorizes the Ministry access to use administrative records for statistical purposes.	4	4	4

² This could be part of any policy document or separate legal document.



EMIS NORMS AND STANDARDS ASSESSMENT SCORES

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
5	Mandate to coordinate EMIS processes	1.2.1	Mandate ⁴ to collect and integrate data from the different sub-sectors and various government agencies, institutions and structures of relevant departments, ministries and civil society.	The Ministry of Education has the mandate to collect and integrate data from the different sub-sectors and various government ministries and agencies of education and training, some institutions and relevant structures of other departments, ministries and civil society.	2	2	2
6		1.2.2	Strategy to collect and integrate data.	The Ministry of Education has a strategy to process data across other sub-sectors within the Ministry and with other Ministries and various government agencies ⁵ .	3	2	2.5
7		1.2.3	Information sharing across the Ministry of Education sub-sectors and government agencies	Comprehensive measures are in place to ensure that there is information sharing across sub-sectors and across government agencies ⁶ .	3	2	2.5
8		1.2.4	Timeliness of information sharing across Ministry sub-sectors and government agencies.	Very timely sharing of information across Ministry sub-sectors and government agencies.	3	2	2.5

⁴ Institution heads are charged, disciplinary action or a school is deregistered.

⁵ This could be part of any policy document or separate legal document.

⁶ The EMIS is integrated with administrative records in finance and personnel among others. One Ministry needs to be identified as the responsible party as in some instances more than one Ministry may be involved in education and training.

EMIS NORMS AND STANDARDS ASSESSMENT SCORES

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
9		1.2.5	Memorandum of Understanding (MoU) between Ministry of Education and the National Statistics Office.	There is a MoU between the Ministry of Education with the national statistical office (Statistical authority) on all information related to their needs ⁷ .	3	4	3.5
10		1.2.6	Defined missions, structures and roles of the Ministry of Education and Educational Institutions on EMIS.	The Ministry has clearly spelt out the roles and responsibilities of education institutions and structures in the collection, compilation, distribution and sharing of educational information with users. These exist as administrative guidelines and are widely used in practice.	4	3	3.5
11	Norm Average				3.1	2.7	2.9

NORM 2: QUALITY COMMITMENT

The Ministry of Education commits itself to work and cooperate according to the norms fixed in the quality declaration of its national statistical systems and in other international statistical frameworks.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Policy and Procedures to ensure quality statistics.	2.1.1	Policy and procedures to ensure quality.	Policy frameworks specify processes Ministry of Education will use to promote and ensure quality in the statistical value chain taking into account national and acceptable international quality standards.	4	3	3.5

⁷ Information sharing should be systematic and move across sub-sectors, various directories (HR, Finance), flow right back to the schools as well as information sharing with other Ministries, agencies and departments.



NORM 2: QUALITY COMMITMENT

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
2		2.1.2	Processes to monitor and ensure data quality.	Processes are in place to monitor and ensure the quality of the data collection, processing, and dissemination of statistics. These include processes of information verification and validation ⁸ .			
3	Norm Average				4	3.5	3.75

NORM 3: STATISTICAL CONFIDENTIALITY

The Ministry of Education guarantees the privacy of data providers' individuality, the confidentiality of the information they provide and its use for statistical purposes only.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Statistical Confidentiality	3.1.1	Policy outlining measures to safeguard individual data confidentiality and usage.	The individual data confidentiality is well stated in the policy document and implemented once every 12 months. Measures ⁹ are in place to ensure that individual data are kept confidential and used for statistical purposes only ¹⁰ .	4	4	4
2			Protocols for external users accessing data and usage.	Necessary protocols apply all the time to external users accessing statistical data.	4	3	3.5
3	Norm Average				4	3.5	3.75

⁹ Among these measures should be clear procedures on how to archive records, a policy on how long records are kept and a strategy to safely dispose or destroy the records.

NORM 4: REPORTING ACCOUNTABILITY

The Ministry of Education adheres to a policy of timely and accurate reporting to the statistical information requirements of national, regional, continental and international education frameworks..

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Statistical reports Statistical reports	4.1.1	Procedures of statistical reports	Annual reports on statistics on education and training institutions are produced and disseminated widely within 12 months of data collection.	4	4	4
2		4.1.2	Obligation to report education performance annually.	The Ministry has an obligation to report on all information related to education by law.	4	4	4
3	Report of education statistics to international organizations	4.2.1	Responsiveness of a country to international reporting requirements.	The country supplies complete education statistics to SADC, the African Union, and other international agencies as per required.	3	2	2.5
4	Norm Average				3.7	3.3	3.5

NORM 5: IMPARTIALITY AND OBJECTIVITY

The Ministry of Education must produce and disseminate education statistics respecting scientific independence and in an objective, professional and transparent manner in which all users are treated equitably.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Impartiality and objectivity	5.1.1	The compilation of education statistics is based on scientific and statistical considerations only.	Statistics are compiled on a scientific basis determined by statistical considerations only	3	3	3

NORM 5: IMPARTIALITY AND OBJECTIVITY

2		5.1.2	Corrections of errors are published.	Errors discovered in published statistics are corrected at the earliest possible date and publicized.	3	3	3
3		5.1.3	Data revisions and/or updates are publicized ¹¹ .	Revisions of data and/or updates of information are always publicized.	2	2	2
4		5.1.4	Information on the methods and procedures for statistical production used by the Ministry is publicly available.	Information on the methods and procedures used by the Ministry is publicized and routinely disseminated.	3	3	3
5		5.1.5	The release of statistics is made in an impartial and objective manner.	All statistical releases and statements made in the media are objective and non-partisan.	1	1	1
6		5.1.6	Staff is aware of professional and ethical conduct.	There are guidelines in place to ensure professional independence and ethical behaviour by staff. A clear strategy ¹² to ensure staff is conscious of acceptable conduct is in place.	4	4	4
7		5.1.7	Conditions under which policy makers can access data before its release are outlined in the dissemination policy.	Conditions under which policy-makers, specifically government, may have access to data before its release are published and is available for public scrutiny.	4	4	4
8	Norm Average				2.9	2.9	2.9

¹¹ Publicize means to bring to the public's attention - make something known - this can be done using various forms of media such as advert in the newspaper or use of bulletin boards.

NORM 6: REGISTRATION OF INSTITUTIONS

All education and training institutions must be compelled to register with appropriate education Ministries if they are to operate as an education and training institution.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Registration of Institutions	6.1.1	All public and private education institutions are registered with Ministries of Education or relevant government authority.	More than 90% of education institutions are registered with a unique number by the Ministries of education.	4	4	4
2		6.1.2	Ministries of Education have an up to date directory of all education and training institutions.	The appropriate education Ministry has a complete directory of all education and training institutions (public and private) which is updated on a yearly basis. There is a procedure for updating the list and it is implemented.	4	4	4
4	Norm Average				4	4	4

NORM 7: REGISTRATION OF LEARNERS

All learners are required to present their birth certificate/records in any given year at any education and training institution.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Availability of learner data by age	7.1.1	All education institutions report on the age of their learners according to valid birth registration documentation	The Ministry reports accurate and comprehensive age by grade education statistics for all institutions ¹³ .	4	4	4



NORM 7: REGISTRATION OF LEARNERS

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
2		7.1.2	The Ministry has appropriate consultation with the Ministry responsible for universal registration of births to ensure widespread practice.	All learners are able to present their birth certificates/records on entry to education institutions..	4	4	4
3	Norm Average				4	4	4

B. Resources Availability and Utilization

Adequate resources and their effective use in managing an education management information system has a major impact on the quality of education statistics.

NORM 8: ADEQUATE RESOURCES

The Ministry of Education ensures that resources are commensurate with the statistical programmes, personnel, facilities, equipment, technology, training and financing of their education management information systems.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Finance	8.1.1	Allocation of an appropriate budget for EMIS	The Ministry of Education allocates a ring- fenced ¹⁴ adequate percentage of its national education budget for the production of accurate, relevant and timely statistics.	1	3	2
2	Personnel	8.1.2	There are sufficient qualified personnel in key EMIS positions.	There are sufficient qualified personnel in all key EMIS positions; with the minimum number comprising of an EMIS specialist, education statisticians, system analyst, programmers and education planners and data capturers at the national level.	2	1	1.5

¹⁴ Secured funding that cannot be moved to other budget lines

NORM 8: ADEQUATE RESOURCES

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
3		8.1.3	The existence and implementation of professional development strategy ¹⁵ in place for EMIS staff.	The Ministry promotes and implements regular professional development and upgrading through training programs and on-site technical assistance to ensure progress and continuity of EMIS work. District Officers sufficiently trained to manipulate and analyse their local databases ¹⁶ .	3	3	3
4		8.1.4	There is a Strategy in place to retain scarce specialist skills.	There is a strategy in place to attract and retain specialist staff in areas of scarce skills by either offering additional incentives and / or performance contracts outside the normal salary post levels.	1	1	1
5		8.1.5	Participation and Interaction with international networks of EMIS experts.	EMIS personnel Annually participate in regional/ international nil networks and conferences of EMIS experts in order to learn and share best practices. The Ministry EMIS experts are recognized as regional resources in EMIS expertise and to improve their expertise.	1	1	1
6	Equipment	8.1.6	A d e q u a t e information technology (IT) equipment and communication tools and other necessities.	EMIS unit has access to quality IT equipment, with modern communication tools ¹⁷ of Adequate processing and storage capacity at all administrative tiers ¹⁸ .	3	1	2
7	Norm Average				4	4	4

¹⁵ Internal and external training programs which include computer programming updates, database management skills, survey administration, planning and budgeting skills, analytical report writing, etc.

¹⁶ Professional development initiatives are across all sub sectors

¹⁷ Internet, Wide Area Network and Local Area Network. Access to such ICT facilities should not only be at Head Offices but even at Provincial and District Offices

¹⁸ Head Office, Regions, Provinces and districts

NORM 9: COST EFFECTIVENESS

Resources must be effectively used.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Utilization of Resources.	9.1.1	Monitoring of resource utilization	There are internal and external mechanisms in place to monitor the use of EMIS resources ¹⁹ .	4	3	3.5
2	Technology	9.2.1	Utilization of technology.	Information and Communications Technologies (ICTs) are optimized for essential operations in implementing the statistical value chain ²⁰ .	4	3	3.5
3	Human Resources Management	9.3.1	Management of human resources	EMIS staff used 90% on their core business in line with their job descriptions.	3	1	2
4	Finance	9.4.1	Utilization of EMIS Funds	EMIS finances are used specifically for EMIS activities and functions. Resources received are effectively used.	4	3	3.5
5	Norm Average				3.75	2.5	3.1

C. Statistical Processes

SADC’s Protocol on Education and other international standards, guidelines and good practices must be fully observed in the process used by Ministries to organise, collect, process and disseminate official statistics. The credibility of the statistics is enhanced by a reputation for good management and efficiency on statistical production processes. The relevant aspects are sound methodology, appropriate statistical procedures, definitions and classifications of internationally acceptable practices and non-excessive burden on respondents

NORM 10: SOUND METHODOLOGY AND APPROPRIATE STATISTICAL PROCEDURES

Sound methodology must underpin quality statistics. This requires appropriate statistical procedures throughout the entire statistical value chain.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1		10.1.1	Methodology follows international/national standards or peer agreed standards.	Standardized methodology used processing methodology; monitoring of the statistical chain; Definitions of terms and concepts are documented; a standard system for data processing; and necessary user and technical manuals are available.	3	3	3
2	Data collection, processing, publication and dissemination methodology	10.1.2	Piloting and testing	Data collection instruments are piloted prior to administering them. Data entry and database structures are piloted and tested.	3	3	3
3		10.1.3	Verification processes	Data verification processes in place include the following: internal control tables in the survey questionnaire; physical checks of the questionnaires by receiving officers; missing data identified and estimated; current enrolment figures and indicators are checked against previous year’s results.	4	4	4
4	Specialised survey methodology	10.2.1	Survey designs	Survey designs, sample selections and weights follow standard methodology and are properly documented.	4	4	4

NORM 10: SOUND METHODOLOGY AND APPROPRIATE STATISTICAL PROCEDURES

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
5		10.2.2	Definition of standard concepts and terms are available' documented and used.	Procedures are in place to ensure that standard concepts, definitions and classifications are consistently applied in the statistical value chain	4	4	4
6		10.2.3	Availability of questionnaires for sub-sectors	There is a standard data collection instrument for each subsector (formal and non-formal education).	4	4	4
7	Record Systems	10.3.1	Compatibility of institutional records	Standardized ²¹ institutional records ²² compatible with the information needs of the Education Census.	4	4	4
8		10.3.2	Imputation of missing data	Appropriate automated editing and scientific imputation systems are used and regularly reviewed, revised or updated as required.	3	3	3
9		10.3.3	Data Revisions	Revisions follow standards and well established and transparent procedures.	4	4	4
10		10.3.4	Source of population statistics ²³ .	The latest survey or census population estimates and projections obtained from the Statistical authority (CSO/NSO) are used to calculate education indicators.	4	4	4
11	Norm Average				3.7	3.7	3.7

²¹ Standardised in terms of uniformity and quality; there has to be a glossary of standard concepts.

²² Includes all institutions – schools, colleges, universities, etc.

²³ This is to make sure that there is one source of population statistics –Central Statistics Office.

NORM 11: NON-EXCESSIVE BURDEN ON RESPONDENTS

The reporting burden should be proportionate to the needs of the users and should not be excessive for respondents. The Ministry of Education monitors the response burden and set targets for its reduction over time.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Essential Minimum	11.1.1	Core information needs.	The range and detail of education statistics demands is limited to what is essential.	4	4	4
2		11.1.2	The burden of response.	The burden of responding to questionnaires is spread as widely as possible over survey populations through appropriate sampling techniques in instances where a census of education institutions is not being undertaken.	4	4	4
3		11.1.3	Sources of Data	Administrative sources ²⁴ and secondary data are used whenever possible to avoid duplicating requests for information.	3	3	3
4		11.1.4	Collaboration on education surveys.	The ministry's EMIS unit is the coordinating and registering body of internal education Surveys in collaboration with the national statistical office. This ensures that they arbitrate the quantity, quality and standards of surveys undertaken in education and training Institutions.	4	4	4
11	Norm Average				3.75	3.75	3.75

²⁴ Includes EMIS data

D. Education Information Reporting

Published and disseminated education statistics must meet users' needs. Education statistics need to comply with international quality standards and serve the need of African institutions, governments, research institutions, business concerns and the public generally. The important issues concern the extent to which the statistics are relevant, accurate and reliable, timely, coherent, comprehensive, comparable, over time, across regions and countries and readily accessible by users

NORM 12: RELEVANCE

Education statistics must meet the needs of users.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	User Needs	12.1.1	Identification of user needs.	Key users ²⁵ of data have been identified with their most recent contact details.	4	4	4
2		12.1.2		Processes ²⁶ are in place to regularly consult users on their needs, monitor the relevance and practical utility of existing statistics in meeting their needs, and advise on their emerging needs and priorities ²⁷ .	4	4	4
3	User and producer feedback	12.2.1	Feedback Reports	Institutional data reports are sent back to all institutions and different administrative levels for feedback and to allow schools to make comparisons. Follow-ups are made.	1	1	1
4	Feedback collection	12.3.1	A User Satisfaction Survey is conducted among users..	There is a user satisfaction survey or other formal arrangements are conducted annually to collect feedback from users and producers of the information ²⁸ , in particular those institutions who are involved in the collection, compilation and reporting of educational information.	3	3	3

²⁵ Key users are civil society, development partners, researchers; senior policy makers, government and teachers.

²⁶ Includes a responding to priorities in a register of user requests, a memorandum of understanding between users and producers, annual user satisfaction surveys on publications; annual engagement with key stakeholders in the refining census questionnaires – at least two should be in place to score quality statistics.

²⁷ Availability of dissemination, briefing, distribution of outputs etc.

²⁸ Refers to institutions, different administrative levels and other line Ministries.

NORM 12: RELEVANCE

5	Appropriateness of EMIS strategies	12.4.1	EMIS Strategic Plan	There is an EMIS strategic plan in place that covers all subsectors and addresses the Ministry's policy objectives ²⁹ .	2	2	2
6		12.4.2	Indicators in Annual Statistical publications	Key indicators are analysed and tracked to measure performance of the entire education system. International and regional comparisons of indicators are widely used.	4	3	3.5
7	Data utilization	12.5.1	Key data users are trained to use data effectively.	Annual training programmes take place.	2	2	2
8	Norm Average				2.9	2.7	2.8

NORM 13: ACCURACY AND RELIABILITY

Education statistics must accurately and reliably portray reality. The accuracy of the statistical information is the degree to which the output correctly describes the phenomenon it was designed to measure.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Assessment of coverage of data collection in comparison to the target population	13.1.1	Coverage of the school ³⁰ census.	There is a complete and updated schools master-list which is used to determine the size of the target population. All private and public schools are listed and updated annually.	3	3	3
2		13.1.2	Coverage of post-secondary (non tertiary) tertiary) institutions census	There is a complete and institutions master-list which is used to determine the size of the target population. All private and public institutions are listed and updated annually.	-	-	-

²⁹ Existence of a documented strategy..

³⁰ Includes pre-primary, primary and secondary (junior and senior) schools and technical vocational schools at the secondary level.

NORM 13: ACCURACY AND RELIABILITY

3	User and producer feedback	13.1.3	Coverage of higher and tertiary institutions census	There is a complete and updated institutions master-list which is used to determine the size of the target population. All private and public institutions are listed and updated annually	4	4	4
4	Assessment of response rates to the census.	13.2.1	Response rate to the school census.	There is over 95% response rate from both private and public institutions in returning their census questionnaires. Response rates and the assumptions on missing institutions are clearly indicated in statistical reports.	4	4	4
5		13.2.2	Response rate to the post-secondary (non tertiary) census.	There is 80% or above response rate from both private and public institutions in returning their census questionnaires. Response rates and the assumptions on missing institutions are clearly indicated in statistical reports.	-	-	-
6		13.2.3	Response rate to the higher and tertiary census.	There is over 95% response rate from both private and public institutions in returning their census questionnaires. Response rates and the assumptions on missing institutions are clearly indicated in statistical reports.			0
7	Improving sample surveys	13.3.1	All non-sampling errors are calculated ³¹ .	There are no non-sampling errors (put technique here).	3		1.5
8		13.3.2	Measures of sampling errors for key variables are calculated e.g. Standard error, coefficient of variation.	Measures of sampling errors must be calculated for the main variables. They must be available for the other variables on request.	4	4	4

³¹ Poor responses to survey questionnaires either deliberately or due to lack of comprehension or poor conceptualisation by the surveyors

NORM 13: ACCURACY AND RELIABILITY

9	Triangulation of Data	13.4.1	Data consistency.	Annual School Education Census data is regularly compared with other sources of data - Household Survey data and other data sources.	4	3	3.5
10	Norm Average				2.9	2.7	2.8

NORM 14: TIMELINESS AND PUNCTUALITY

Education statistics must be disseminated in a timely and punctual manner..

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Statistics publication	14.1.1	An Annual Statistical report is published.	Annual statistical report is published within the academic year of collection.	4	4	4
2	A calendar of publication of data	14.2.1	Guidelines on frequency and release dates for data in place.	Clear guidelines are in place stating the frequency of releasing statistics, and setting out a time frame for their release.	4	2	3
3	Punctuality of release	14.3.1	Guidelines on frequency and release dates for data in place.	Clear guidelines are in place stating the frequency of releasing statistics, and setting out a time frame for the release of statistics.	4	2	3
4		14.3.2	Deviation from the dissemination schedule publicised.	Any divergence from the dissemination schedule is publicised in advance, explained and a new release date is set.	2	2	2
5		14.3.3	Preliminary data disseminated in accordance to set timeframes.	Guidelines exist making it possible to release preliminary data. High quality preliminary data is disseminated according to the recommended timeframes.	3	2	2.5
10	Norm Average				3.4	2.4	2.9

NORM 15: COHERENCE, CONSISTENCY, COMPARABILITY AND INTEGRATION

Education statistics should be coherent and consistent, over time, and comparable between regions and countries; it should be possible to combine and make joint use of related data from different sources.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average	
1	Coherence ³² and consistency ³³ of data	15.1.1	Statistics are compiled on the established common standards.	Statistics are always compiled on the basis of common standards – information on statistical procedures and data dictionary is available ³⁴	4	3	3.5	
2		15.1.2	Statistics are consistent over time.	Statistics use the same principles and procedures over time ³⁵ .	4	4	4	
3		15.1.3	Statistics are coherent over time.	Statistics are coherent or reconcilable over a minimum of five years.	3	3	3	
4	Compatibility	15.2.1	Statistics from different ministries can easily be compared based on:	Statistics are compatible with other government databases (such as central statistical office and other government ministries) through unique identifiers.	3	3	3	
			. Regional codes,					0
			. Schools codes,					0
			. location coordinates etc.					0
5	Comparison with other systems	15.3.1	Statistics are compared with other statistical systems.	Comparisons are made with household surveys and the like when they are appropriate. Cross national comparability of the data is ensured through frequent comparisons with other international statistics (UIS, AU Outlook Database) and regional assessments of country statistics.	3	3	3	

³² It reflects the degree to which data sets are logically connected and complete. The degree to which statistics can be brought together with other information

³³ The same definitions and procedures are used over time.

³⁴ with respect to scope (same parameters such as institutional profile, facilities, teacher and learner information, etc.), definitions, units of measure and official classifications in the different surveys and sources..

³⁵ Refer to Accounting consistency which is reconciliation across years (missing data is taken into account) and arithmetic consistency is where subtotals add up to totals

NORM 15: COHERENCE, CONSISTENCY, COMPARABILITY AND INTEGRATION

6	Interpretability	15.4.1	Time series data to allow for effective interpretation	Five years of data is available for effective interpretation.	4	4	4
7	Norm Average				3.5	3.3	3.4

NORM 16: ACCESSIBILITY AND CLARITY

Education statistics should be presented in a clear and understandable form, disseminated in a suitable and convenient manner, available and accessible on an impartial basis with supporting metadata and guidance.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Clarity of education statistics	16.1.1	The statistics are presented in a clear and understandable manner.	Statistics are presented in a clear and understandable manner, analysed and presented in a form that facilitates proper interpretation and meaningful comparisons.	4	4	4
2	Dissemination	16.2.1	Annual Statistical reports disseminated utilizing various methods.	Dissemination services use modern information and communication technology tools ³⁶ and traditional hard copy.	4	4	4
3	Punctuality of release	16.2.2	Regular dissemination strategy in place.	Ministry establishes an information desk to cater for users and customizes its dissemination of annual publications to meet needs of diverse target groups	3	3	3
4		16.2.3	Users are informed about the statistical processes and outputs.	Users are kept informed through provision of metadata on the methodology of statistical processes and the quality of statistical outputs.	4	4	4
5		16.2.4	Analytical reports provided to lower structures..	Lower levels ³⁷ of government structures receive official or published annual summary statistics (both actual and indicator statistics) appropriate to their area.	4	4	4

³⁶ Web sites, internal shared drives, online storage sites, CDs and email.

³⁷ Regions, provinces, districts and schools

NORM 16: ACCESSIBILITY AND CLARITY

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
6		16.2.5	Regular training given for EMIS personnel on analytical reporting	Annual training on analytical reporting is provided to all levels of EMIS personnel	3	2	2.5
7	Metadata	16.3.1	Documentation on metadata exists.	Meta-data documentation exists on the database and documentation includes a data dictionary and information on how the statistics are collected, produced and stored.	4	4	4
10	Norm Average				3.7	3.6	3.6

NORM 17: COMPREHENSIVENESS

Education statistics and information are reported on for all sectors of education and training.

Sn	Components	No	Standards	Assessment level 4 Quality Statistics	C-Score	P-Score	Average
1	Comprehensive statistics	17.1.1	Education statistics collected on all education sub-sectors are reported on.	Statistics are reported on all sub-sectors of education and training.	3	3	3
2	Dissemination	17.1.2	There are statistics on quality indicators ³⁸ in the annual statistical reports.	Statistics within education and training institutions that impact on the quality of education reported annually..	4	4	4
3		17.1.3	Statistics are disaggregated by gender.	Gender is disaggregated across all levels of education	4	4	4
4	Statistics on learners with special needs education ³⁹	17.2.1	Statistics on learners with special needs education is integrated with other education statistics.	Statistics on learners with special needs to be collected at all sub-sectors of education. These are reported in annual statistical publications.	4	4	4

³⁸ Quality indicators are debatable but at the minimum should include graduation rates and at least three other indicators of efficiency - completion rate, promotion rate, repetition rate, dropout rates, pass rate, educator/learner ratio, textbook pupil ratio disaggregated by gender.

³⁹ Students who are either gifted or have physical or mental challenges to learning

NORM 17: COMPREHENSIVENESS							
5	Statistics on rural/urban characteristics	17.3.1	Statistics are disaggregated by rural and urban.	Distinctions are made between rural and urban characteristics (as defined by national statistical offices) of learners and institutions where possible.	3	3	3
6	Norm Average				3.6	3.6	3.6

91 Students all in all

NB: Zimbabwe left items 13.2.2 and 13.2.3 blank (as they do not practice, not applicable)

³⁶ Web sites, internal shared drives, online storage sites, CDs and email.

³⁷ Regions, provinces, districts and schools



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