



REPUBLIC OF THE GAMBIA



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

THE EDUCATION MANAGEMENT INFORMATION SYSTEM PEER REVIEW MISSION



THE GAMBIA

**EMIS PEER REVIEW BASED ON ECOWAS
EMIS NORMS AND STANDARDS
ASSESSMENT FRAMEWORK**

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ACKNOWLEDGEMENTS

ADEA conducts EMIS peer reviews backed by a team composed of Ministry of Education representatives within member states of a Regional Economic Community (REC), the African Union Commission (AUC) and REC commission using the regional EMIS Norms and Standards Assessment Framework. These peer reviews benchmark good practices, identify challenges encountered in EMIS, assess how a Ministry of Education has embraced the EMIS Norms and Standards and make requisite recommendations on how to enhance the country's EMIS system. For the Economic Community of West African States (ECOWAS) region, the main objective of the EMIS Norms and Standards is to avail a set of criteria and measurements for advocacy for improved practices to produce quality education statistics and information in terms of relevance, accuracy, coherence, soundness, comprehensiveness and timeliness. It is against this background that ADEA conducted the EMIS Peer Review in The Gambia.

The production of The Gambia EMIS Peer Review Report is a combined effort of organizations and individuals drawn from various institutions, which played a role in the EMIS Peer Review Exercise. At the continental level, the team wishes to thank the AUC Human Resources, Science and Technology Division and the Economic Affairs Division. It was the AU strategic vision and leadership (expressed in the AU 2nd Decade Plan of Action for Education in Africa) that underscores the pivotal role of EMIS in the development of education and initiated the agenda for EMIS review in the continent.

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Shem Okore Bodo
ADEA Acting Executive Secretary



EXECUTIVE SUMMARY

The Heads of State and government of African Union have recognised the importance of their government's having functional Education Management Information Systems (EMIS) for ensuring the monitoring and assessment of progress implementation of the African Union's Second Decade of Education for Africa Plan of Action (2006-2015). To this end ECOWAS Commission in partnership with technical and financial partners developed 17 norms and standards that regional member states use to assess and monitor education statistics. In 2012, the Ministers of Education of ECOWAS member countries adopted the 17 EMIS Norms and standards document at the ECOWAS Ministers of Education meeting in Abuja. Based on this 17 Norms and Standards, with both technical and financial support of ADEA's Working Group on Education Management and Policy Support (WGEMPS) and the region's EMIS Technical Committee, member states performance will be benchmark 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 also assessing countries' capabilities in the production of relevant, accurate, timely and comprehensive education statistics and information. Complying with the Norms and Standards will help countries in having a sustainable, comprehensive and appropriate education management information systems that adhere to national, regional and international statistical systems and practices. These sets of Norms and Standards can also be used as an advocacy tool which aims is to ensure that the resources both financial and material required to produce quality education statistics and information in terms of relevance, accuracy, comprehensives and timelines is made available to the Ministry of Education.

The Republic of the Gambia Peer Review has an overall ranked score 3.18. Based on this score, the Republic of the Gambia Education Management Information Systems (EMIS) is perceived as producing statistical information that are acceptable (scores 2.6-3.3) as per the developed ECOWAS EMIS Norms and Standards. Most of the assessment on the scores was on MoBSE. There are a lot of challenges with the Ministry of Higher Education Research Science and Technology with regards the collection and production of a relevant, reliable, accurate, comprehensive and timely data on it sub-sector. The MoHERST, the Quality Assurance Authority and their lead partners should focus on capacitating the ministry to improve on the data accuracy, reliability and comprehensive coverage of data, particularly in the private sector.

The peer review focused on four thematic areas as follows Policy and Legal Frameworks, Resource Availability and Utilisation, Statistical Processes and Education Information Reporting. In line with the thematic areas, the following were the major findings:

A. Policy and Legal Frameworks

Although the Ministries of Basic and Secondary Education (MOBES) and Ministry of Higher Education Research Science and Technology (MoHERST) has the mandate through provision made in the 1992 Gambia Constitution and 2009 Education Act to collect, process and disseminate education statistics, a National Strategy for the Development Statistics (NSDS) exist which serves as a foundation on which the National statistical system can be developed in line with the development agenda of the government. This document however replaces any official memorandum of understanding between the ministries and the Gambia Bureau of Statistics (GBoS). Weak data collection by the MoHERST affects the rating of the Gambia EMIS Review Assessment scores and this has the consequences of making the country not to have a quality statistical production. Currently there is no EMIS policy and there is a need to develop a policy to guide the education statistical process. The Directorate of Planning Research Analysis and Budget in MoBSE in particular the EMIS Unit and the Directorate of Higher Education in MoHERST are responsible for the collection and production of education statistics in their various sub-sectors. In MoBSE there is an established roles and responsibilities for EMIS staff at all levels. There is a designed EMIS Operation Manual (EOM) 2002 which is a technical document that describes the procedures by which the EMIS system database is maintained, updated, developed and periodically released to department of States for Education users and external stakeholders. The EOM is widely shared among key stakeholders.

Policy and Legal Framework

The policy and legal framework is the instrument that governs education statistics collection and has a very significant influence on the credibility and effectiveness of the data collected, produce and disseminated by the Ministry of Education. The Policy and Legal Framework constitutes six Norms and Standards namely (i) Mandate for data collection, (ii) Quality commitment, (iii) Statistical confidentiality, (iv) accountability terms of data (v) Impartiality and objectivity and (vi) Registration of educational institutions.

The Gambia Constitution and the Education Act 2009 mandates the ministry to collect education information, there is need to develop an EMIS policy. Staff of the EMIS unit are civil servants whose operations are guided by the General Orders, a civil servant Code of conduct document not specific for EMIS staff in the area of data confidentiality. There is no published document that guides policy maker in accessing information collected before publication but the information are usually made public through the Regional Co-ordinating Committee Meeting (CCM). Most of the education sub-sectors in the Gambia are registered with the appropriate authorities and over 90% of the learners at basic education level use their birth certificate or clinic cards for their first registration in formal educational institutions.

B. Resource Availability and Utilisation

Government to ensure that material, human and financial resources (both in terms of quantity and quality) are commensurate with educational statistical programmes. Government currently funding EMIS activities with little or no support from the donor partners. The ministry receives adequate financial resource to undertake mostly EMIS recurrent cost and has for years now contracted the service of an EMIS Consultant. Unlike MoBSE, MoHERS the directorate of Planning which superintend the EMIS activities do not have adequate personnel to perform the EMIS task at both headquarter and regional level. There is need to increase budgetary allocation to the two ministries as the review discovered that frontline cluster monitors have logistical challenges in the daily operation such as motor bikes, cost of fuel to effectively monitor the schools. MoBSE EMIS unit is staffed with key relevant personnel who have the technical skills required for the job unlike MoHERST. MoHERST should lobby for the recruitment of EMIS staff to fill existing gaps, and put in place appropriate retention mechanisms. There is need to collaborate with partners to further invest in EMIS as data collection needs to be automated and is capital intensive. New ICT initiatives and processes in the EMIS cycle, such as the use of mobile data capturing technology and optical scanning coupled with the development and/or upgrading of staff skills and competences is key.

The lack of power supply and computers for the regional and district education offices and the centralization of data processing at headquarter with very data back-up systems, would enhance the existing move away from paper-based data collection processes.

C. Statistical Processes:

The credibility of statistics is enhanced by a reputation for good management and efficiency on the statistical production processes. The relevant aspects of statistical processes include sound methodology, appropriate statistical procedures, definitions and classifications of internationally acceptable practices and non-excessive burden on respondents. The ECOWAS member's states should in their data processes use the protocol on education and other international standards as guidelines for effective data management. The findings of the review of the EMIS unit in MoBSE is that there is strict adherence to acceptable statistical standards of data collection, capturing, processing and reporting. The instrument used for data collection in the sub-sector is in line with many data needs for both national and international comparison and most especially in line with the UNESCO Institute of Statistics (UIS) design. All the statistical chain process are documented but not made public to the end user. The data collection period to production of preliminary and final reports takes less than six months and this an outstanding best practice for timely generation of data. Reports are usually published and presented in a wider stakeholder forum, feedback reports are shared with schools especially those that are not performing well with the indicators on quality. Population data from GBoS are used to generate indicators. Notwithstanding these positive measures, some recommendation for the Ministry are; should update the data collection instrument and involve

a wider stakeholder's participation in the design of data collection instrument. Presently the ministry is relying more on manual paper based questionnaire which have the tendency to cause delay in report generation, more time need to be given to the respondent and even more there is need to automate data collection and processing using hand-held devices. The EMIS modules need to be more comprehensive to include modules on personnel and financial for data generation. The documented statistical chain process should be made public and there is need to increase training opportunities to EMIS staff at regional and district levels.

D. Education Information Reporting

Education statistics should comply with international quality standards and should serve the need of governments, international protocols, research institutions, business concerns and the general public. Therefore a published education statistics should be disseminated and must meet users' needs. In reporting Education information, cognisance will be taken on data relevance, Accuracy and reliability, timeliness and Punctuality coherence, consistency, comparability and integration, data accessibility and clarity and comprehensiveness. Over time, region and countries should be accessible by the users. Overburden with regards to reporting could turn out to be a challenge in the future. In addition to School Report Cards, respondents must provide information for the Annual School Census and household surveys. The data-collection instrument is very detailed requiring the respondent to input static data such as the name of the school. Indicators such as Pupil Teacher Ratio can be easily calculated from raw data rather than through separate queries. The Ministry should also focus on making sure that there is an introduction of a user satisfaction surveys which is currently not undertaken and this will help improve their user response to data needs. The Annual School Census response rates from both public and private schools is very high i.e. above 99% at the ministry of basic and secondary education level whilst it is reported that at the MoHERST the response rate is around 85% even though no evidence was made available to substantiate the statement. The low response rate they said is due to the large number of private institutions in these sub sectors, registered or unregistered, who do not report back regularly. The review team also noted that EMIS data has some aspects of limited comparability with data from other sources such as the Multiple Indicator Cluster Survey (MICS) and the demographic Health Survey (DHS), due to the different methodological approaches used.

GLOSSARY

Accessibility (of data): The ease with which statistical outputs can be obtained and availed to the users. It is the ease with which the existence of information can be ascertained, as well as the suitability of the form or medium through which the information can be accessed.

Accuracy (of data): The degree to which the output correctly describes the phenomena it was designed to measure.

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.

Clarity (of data): The quality of being clear and easy to understand.

Coherence: The degree to which statistics can be successfully brought together with other similar statistical information from different sources within a broad analytic framework and over time. It is the extent to which differences between two sets of statistics are attributable to differences between the estimates and the true value of the statistics.

Comparability (of data): The ability to compare statistics on the same characteristic between different points in time, geographical areas or statistical domains.

Comprehensiveness (of data): The extent to which a sampling frame includes all the elements of the target population.

Confidentiality (of data): Obligation or responsibility to uphold the privacy of data/information provided by the respondent to avoid unauthorized disclosure.

Consistency (of data): Valid according to all defined rules, including constraints, cascades, triggers, and any combination thereof.

Cost effectiveness: Good value for the amount of money paid / spent.

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.

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 recognized 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.

EMIS Norms: EMIS level to be complied with or reached.

EMIS Peer Review: Process of subjecting education sector management information systems to the scrutiny of others who are experts in the same field.

EMIS Standards: A level of quality or attainment (includes ideas or things used as a measure or model in comparative evaluations).

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.

Impartiality: (Also called even handedness or fair-mindedness) is a principle of justice holding that decisions should be based on objective criteria, rather than on the basis of bias, prejudice, or preferring the benefit to one person over another for improper reasons.

Individuality: A single person or institution.

Integration (of data): Combining data residing in different sources and providing users with a unified view of these data.

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.

Methodological Soundness: The application of international, national or peer-agreed standards, guidelines, and practices to produce statistical outputs. Application of such standards fosters national and international comparability.

Methodology: A description of how something will be done. It describes a set of analytical methods, procedures and techniques used to collect and analyse information appropriate for evaluation of the particular programme, component or activity.

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.

Objectivity: Impartiality, absence /lack of bias, absence/ lack of prejudice, fairness, fair mindedness, neutrality, even handedness, justice, open-mindedness.

Preliminary data: Results that have not been verified sufficiently to be published.

Protocols: Is a set of guidelines or rules.

Punctuality (of data): Being able to complete a data production process before or at a previously designated time.

Quality of data: Quality is defined as fitness for purpose. Statistical quality is the degree to which a set of inherent characteristics in the statistical data fulfils user requirements; measured in terms of the prerequisites and dimensions/requirements/criteria of quality, namely: relevance, accuracy, timeliness, accessibility, interpretability, comparability and coherence, methodological soundness and integrity.

Registration of Institutions: The process of authorizing and recognizing institutions officially

Relevance (of data): The degree to which the data meet the real needs of clients. It is concerned with whether the available information sheds light on the issues that are of great importance to users.

Reliability (of data): Consistency and dependability of data collected through repeated use of a scientific instrument or data collection procedure under the same conditions.

Reporting Accountability: An obligation to work in compliance with agreed rules and standards or to report fairly and accurately on performance results against the available resources, mandated roles and plans.

Respondent burden: The effort in terms of time and cost, required for respondents to provide satisfactory answers to a survey.

Respondent Fatigue: This occurs when respondents are disinclined to give appropriate answers to an interviewer, or gradually lose interest to participate due to lengthy research projects which may lead to invalid responses.

Scope: The extent or range of view of what is to be observed. In relation to data production, it is the total membership or population of a defined set of people, objects or events.

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.

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 Procedures: A method of analysing or representing statistical data; a procedure for calculating a statistic.

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.

Structures: Refers to various sub-units of the Ministry responsible for education administration by area of specialization 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.

Timeliness (of data): The delay between the reference point to which the information pertains and the date on which the information becomes available. Timeliness also addresses aspects of periodicity and punctuality of production activities within the statistics production cycle.

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

Verification: Authentication processes through provision of objective evidence that specified requirements have been fulfilled or the process where data accuracy and inconsistencies are checked.

ABBREVIATION

ADEA	Association for Development of Education in Africa
AfDB	Africa Development Bank
AU	Africa Union
CCM	Co-ordinating Committee Meeting
CD	Compact Disk
DHS	Demographic Health Survey
ECD	Early Childhood Education
ECOWAS	Economic Community of West African States
EMIS	Education Management Information system
GDP	Gross Domestic Product
GBoS	Gambia Bureau of Statistics
ICT	Information Communication Technology
IMF	International monetary Fund
Madrasah	Medium of instruction is Arabic with emphasis on Islamic education
MICS	Multiple Cluster Indicator
MOBSE	Ministry of Basic and Senior Secondary Education
MOHERST	Ministry of Higher Education Research Science and Technology
MOU	Memorandum of Understanding
NAQAA	National Accreditation and Quality Assurance Authority
NFE	Non- Formal Education
SADC	Southern Africa Development Community
SWOT	Strengths, weaknesses, opportunity and threats
UIS	Unesco Institute of Statistics
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
USB	Universal Serial Bus
WAEC	West Africa Examination Council

FACTS AND FIGURES

Republic of The Gambia FLAG



Coat of Arms

MOTTO: "PROGRESS, PEACE, PROSPERITY"

BASIC FACTS

COUNTRY	Republic of the Gambia
Capital	Banjul
Sub Region	West Africa
Regional Economic Community	ECOWAS
Official Language	English
Independence from Britain	18th February 1965
Area	10.689km ² (4,127sq mi)
Pop. Estimate (2017)	2,051,363
GDP Per Capita	\$1,686
GDP (Nominal) Per Capita	\$488
HDI	173rd
Currency	Dalasi (GMD)
Gini (2015)	35.9

INTRODUCTION

1.1 OVERVIEW

The Heads of State and Government of the African Union have accepted the significant importance of their government's having functional Education Management Information Systems (EMIS) for ensuring the monitoring and evaluation assessment of the progress in the implementation of the African Union's Second Decade of Education for Africa Plan of Action (2006-2015) and the implementation of African Agenda 2063.

There is also recognition of the need for having reliable and relevant statistical data to inform any decision – making process in view of supporting in a targeted manner, the education policies aimed at achieving the objectives of national and regional education development plans.

Nevertheless, it is noticeable that most African countries missing behind, at several stages, adequate, reliable and updated education data largely due to institutional, organizational, human, material, technical and financial challenges in their respective statistical production chain are constant occurrence.

1.2 BACKGROUND OF EMIS PEER REVIEW

The wide gap in terms of production of relevant statistics has shown failures in the production chain to avail quality data that meet common norms and standards, including concepts, definitions, and methodologies. A capacity gap in terms of both human resources and infrastructure also exists.

In the light of this development, Economic Community of West African States (ECOWAS) Ministers of Education in July 2008 directed the ECOWAS Commission to develop and harmonize statistical Norms and Standards for the region in order to address the challenge of benchmarking capacities and evaluating progress towards effective information management systems.

The Economic Community of West African States (ECOWAS) Commission, in partnership with the technical and financial partners – ADEA, UNESCO, UIS, AfDB, and the AU (IPED) and Member States, undertook a number of actions and activities for strengthening the capacity of Ministries of Education and Training to establish robust and reliable education statistics production systems. These will effectively support education policy planning and development as well as the sound utilization of the resources made available to the entire education sector.

The assessment of ECOWAS Member States' EMIS capacity conducted in 2010 by the ADEA Working Group on Education Management and Policy Support at the request of ECOWAS, made it possible to identify the strengths, weaknesses, opportunity and threats (SWOT) of Ministries of Education and challenges facing in the production of education credible official statistics.

To ensure that all ECOWAS member countries can produce in an effective manner, comparable and adequate statistics and indicators at both national and international levels, it is critical to have a minimum set of norms and standards designed to guide countries in improving their national education management information systems.

To advocate Norms and Standards Assessment Framework that can be used by member countries for the following purposes:

- Self-evaluation of education statistics producers by Member States,
- As an advocacy tool aimed at ensuring that the required resources and infrastructures are made available to the Ministries in charge of Education and Training as a means of building and strengthening EMIS,

- To conduct regional assessments as Regional Economic Communities 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,
- To use the Norms and Standards for assessment in order to ensure that countries can guarantee sustainable, comprehensive and appropriate education management information systems which fall in line with regional and international systems and practices, and for ECOWAS accreditation in view of producing acceptable and quality statistics.

Against this backdrop, the ADEA's Peer Reviewers make use of EMIS Assessment Framework for the peer review exercise. This framework contains a set of 17 Norms and Standards (based on best practices), for benchmarking member countries' EMIS Systems (in terms of capacities to produce relevant, accurate, timely and comprehensive education statistics and information).

1.3 OBJECTIVES OF GAMBIA EMIS PEER REVIEW

- The main objective of this mission is to assess the Gambian EMIS Norms and Standards based on the ECOWAS EMIS Norms and Standards Assessment Framework adopted in 2012 by ECOWAS Ministries of Education.
- To review reports on the national assessment of the country EMIS system with documented best practices and challenges for sharing among member countries and Africa at large.
- To develop a road map to address the shortcoming in the Ministry of Education's EMIS Unit with a proposed budget and a buy in strategy from all education stakeholders.
- Recommend the formation of effective national capacities for EMIS (i.e. strengthening of M&E systems, harmonization of statistical procedures and practices as well as establishment of the coordination and holistic tactic within the education sector.



National and International Peer Review Team during a school visit

1.4 GAMBIA AT GLANCE

The Gambia which is officially known as the Republic of the Gambia is the smallest country in mainland in Africa continent. Located in the West Africa, and entirely surrounded by Senegal, except the west coastline on the Atlantic Ocean. The inhabitants live on either side of the river Gambia which runs through the centre of the country and flows into Atlantic Ocean.

The country shared a historical ancestry with many other West African nations in the notorious slave trade, which was one of the key factor in placing and keeping of a colony on the Gambia River, first by Portugal and later by British Empire when they took control in 1765. The Gambia gained its independence in 1965, under the leadership of Dawda Jawara and President Adama Barrow became a third president in 2017. Banjul is a capital city and other largest cities are Senegambia, Serekunda and Brikama

The Gambia has a liberal, market economy characterized by traditional subsistence agriculture, a historic reliance on groundnuts (peanuts) for export earnings, a re-export trade built up around its ocean port, low import duties, minimal administrative procedures, a fluctuating exchange rate with no exchange controls, and a significant tourism industry.

1.5 GAMBIA EDUCATION STRUCTURE

The Gambia Constitution which was adopted in 1996, Act 30 of 1994 pronounce itself that all persons shall have the right to equal educational opportunities and facilities and with a view to achieving the full realization of that right.

- Basic education shall be free, compulsory and available to all;
- secondary education, including technical and vocational education, shall be made generally available and accessible to all by every appropriate means, and in particular, by progressive introduction of free education;
- secondary education, including technical and vocational education, shall be made generally available and accessible to all by every appropriate means, and in particular, by progressive introduction of free education;
- higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular, by progressive introduction of free education;
- functional literacy shall be encouraged or intensified as far as possible;
- The development of a system of schools with adequate facilities at all levels shall be actively pursued.

School (type of school)	Level	Legal age
Nursery (Public, Private, Madrassa)	Early Childhood Development	3
		4
		5
		6
Lower Basic School & Basic Cycle School (Public, Private, Grant-aided*, Madrassa)	Basic Education Lower Basic Education	7
		8
		9
		10
		11
		12
Upper Basic School & Basic Cycle School (Public, Private, Grant-aided*, Madrassa)	Upper Basic Education	13
		14
		15
- Senior Secondary School (Public, Private, Grant-aided*, Madrassa) - Skills centers (Publics, private)	Senior Secondary Education	16
		Vocational Education and Training
		17
		18

The Constitution mandates free and compulsory primary education in The Gambia, but a lack of resources and education infrastructure continue to hamper implementation progress. The government officially reduced the school-going age from eight years to seven years and their education system, is fundamentally centered on the British system, with the following phase in practice:

- Six years of primary schooling: grades 1–6
- Three years of junior secondary (Middle) schooling: grades 7–9
- Three years of senior secondary schooling: grades 10–12
- Four years of university education

They use a 3-6-3-3 system which as follow; three years of Early Childhood and Development (ECD) from Levels 1, to 3; six years of Lower Basic Education (LBS) from Grades 1 to 6; three years of Upper Basic Education (UBS) from Grades 7 to 9 and three years of Senior Secondary Education from Grades 10 to 12. Children can access official school attending as early from 3-6 years age for ECD, 7-12 for lower basic, 13-15 for upper secondary, 16-18 for senior secondary and 20-24 for university education respectively.

CHAPTER TWO: EMIS PEER REVIEW APPROACHES AND METHODOLOGY

2.1 APPROACH

The EMIS Peer Review exercise adopted a collaborative approach which involved a peer review team led by ADEA WGEMPS and the Ministry of Education EMIS Technical team.



National and International Peers in the Regional Director's Office during the field visit

2.2 METHODOLOGY

Peer Review exercise used the following methodologies: Meeting with key stakeholders in education, review of ministry prior assessment document, review of various policy documents and reports, field visits to one regional education office and a visit to one lower and senior secondary school in the Kanifing region.

2.3 TERMS OF REFERENCE FOR THE EMIS PEER REVIEW

The Terms of Reference of the peer review team included the following:

- In country EMIS assessment and review;
- Assessment of country EMIS policy development and coordination; Assessment of EMIS Policy Conformity to the ECOWAS regional and International Norms and Standards Assessment framework;
- Verification of the country self- assessment report prepared by the national EMIS technical team; and;
- Preparation of report on the EMIS Peer Review Exercise.

2.4 THE REVIEW QUESTIONS

In addition to questions found in the EMIS Norms and Standards Assessment Framework, meeting held with the Republic of the Gambia Bureau of Statistics management and a wider stakeholder meeting with the Gambia Local Education Group. These questions were organized according to Norms and Standards. Sample questions can be found in annex.

2.5 THE REVIEW PROCESS

During the in-country peer review exercise, the following processes were observed:-

Courtesy calls to the Minister of Basic and Secondary Education and staff, the Permanent Secretary and staff of Ministry of Higher Education Research Science and Technology, meetings with the Directorate of Human Resource, the Monitoring and Evaluation, the Director of Planning, Research Analysis and Budgeting MoBSE, all key education stakeholders in education commonly known as the Local Education Group, presentation of preliminary findings to the Minister of Basic and Secondary Education.



Meeting with the Local Education Group led by UNICEF

The review team members include, Mr. Makha Ndao, ADEA WGEMPS Coordinator and Mission Leader, Mr. Maiga Youssouf Ario ADEA WGEMPS Programme Manager, Mrs. Adama Jean Momoh, Director Planning and Policy (Ministry of Basic and Senior Secondary Education, Sierra Leone) Peer Reviewer and Mr. Andreas Shigwedha (Ministry of Education Namibia) peer Reviewer.

2.6 LIMITATIONS OF THE REVIEW EXERCISE

The main limitation of the assessment was the reliance on the country self-assessments reviewed document, with very minimal primary data collection (limits the usefulness of the framework). To come out with a clear picture of EMIS status and obtain an in-depth understanding of challenges of the system would have called for a comprehensive qualitative survey into this issue. However, this was not possible due to the time limits of the review exercise.

The second limitation is that due to the time limit of the review exercise, only one school was selected for site visit and discussions.

Hence, there was limited engagement with the consumers of the statistics in this assessment. An assessment of this nature would have required a comprehensive review of cases and other legacy systems across the country in order come up with number of ideas and good practices that can be adopted to improve EMIS in Gambia.

With 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 under Quality Level 4. The methodology which largely rests on country self- assessment may also limit the usefulness of the framework.

CHAPTER THREE: EMIS REVIEW KEY FINDINGS

This chapter presents the findings by the EMIS Peer Review mission to the Gambia. The overall, is on the right footing to ensuring that the ECOWAS EMIS Norms and Standards are adhere to, however there are couple of challenges that needs utmost attention of the government. Using the ECOWAS EMIS Norms and Standards Assessment Framework for assessing country performance, there are four thematic areas to look at. These thematic areas are assess using a score between the scale of 1 and 4. The four thematic areas are:

- Policy and Legal Framework
- Resource availability
- Statistical Process
- Education Information Reporting

The overall ranking of the EMIS system is obtained by averaging all the score for each Norms and Standards under review.

3.1 POLICY AND LEGAL FRAMEWORK:

The policy and legal framework is the instrument that governs education statistics collection and has a very significant influence on the credibility and effectiveness of the data collected, produce and disseminated by the Ministry of Education. The Policy and Legal Framework constitutes six Norms and Standards namely (1) Mandate for data collection, (2) Quality commitment, (3) Statistical confidentiality, (4) Accountability terms of data production and publication of statistical reports, (5) Impartiality and objectivity and (6) Registration of educational institutions. Below is the findings of the Peer Review mission;

NORM 1: MANDATE FOR DATA COLLECTION:

- The Gambia 1992, and Education Act 2009, mandates the ministries of Basic and Secondary education and ministry of Higher Education Research Science and Technology to collect data from their respective education sub-sector institutions. The Education Sector Policy 2016 -2030 reinforces this mandate with section 8.3 and 8.12 proclaiming that both MoBSE and MoHERST should collect and produce statistics on all educational institution be it private or public for a one integrated EMIS. These three legal instruments allows the two ministry to access all basic administrative data for statistical purposes. The review found out that even though there is a policy statement on EMIS, there is no EMIS policy to date in The Gambia.
- The MoHERST through the National Accreditation and Quality Assurance Authority (NAQSA) has developed a National Accreditation and Quality Assurance Act 2012. The Authority is charge with responsibility of implementation and supervision of the Act. The Quality Assurance Act gives the quality assurance authority to collect information on all non-tertiary and tertiary institutions under MoHERST and also take actions on institutions that fails to comply with the regulations in the Act.
- At the national level, The Gambia Bureau of Statistics Act 2009 pave the way for the overarching policy for all ministries, departments and agencies to collect institutional level statistics. This act is accompanied with a development of the National Strategy for the Development of Statistics(NSDS) for effective data management in all sectors. In this strategy, a chapter is dedicated to the development of education Statistical Strategy in education. The review found that the process of developing the NSDS was a bottom up approach with GBoS providing support and consolidation of the sectoral strategies to inform the national strategy.
- There is no official Memorandum of Understanding (MoU) between the GBoS and other line ministries including the Ministry of both Basic and Secondary Education and Higher Education in the context of the Gambia, the need of a MoU could be term as not essential or relevant

considering the facts (a) In the GBoS Act, The Permanent Secretary of MoBSE is a member of the GBoS council¹ and (b) in the wake of the NSDS the need for an MoU is overtaken by events and somewhat redundant between MDAs and GBoS.

- Non-compliance in providing information to the ministry is punishable by law as stipulated in the Education Act 2009 CAP 46:01(22). And in the Statistics Act 2009 CAP 28:01(3). A sample of letter for non-compliance written to some school in 2015/16 academic year² was produced as an evidence which is found to be a good practice. The EMIS unit is mandated to collect and integrate data from different sub-sector of education and training with a well-developed data collection strategy and manual which guides the data collection process. The data collected is not holistic because the MoHERST is not collecting information on all the sub-sectors under their jurisdiction. There is an information sharing Framework and Mechanism strategy in place across the sub-sector, government agencies and civil societies.
- Effectiveness of information sharing among education stakeholders is aided through the use of the ministry website, use of CDs or USB and limited printing of the hard copies of the reports. The MoBSE to a very large extent shares timely information across the education sub-sectors, government and civil society despite. The ministry through Coordination Committee Meeting (CCM)³ shares information on a regular basis usually every two months. This coordinating committee meeting takes place regionally after every two months. The coordinating committee meeting is usually schedule for 5 days, during which reports generated by the MoBSE are discussed to have a way forward in addressing the issues identified in such report.

MoBSE very often adhere to the EMIS calendar of activities, the provisional figures are release every February and the final yearbook publish in the following May.

Theamtic Area: Policy and Legal Framework	Norm Average Score
NORM 1: Mandate for Data Collection	3.5
NORM 2: Quality Commitment	3.5
NORM 3: Statisitcal Confidentiality	3
NORM 4: Accountability for Reporting on Production and Publication of Statistical Reports	3.3
NORM 5: Impartiality and Obejctivity	3.4
NORM 6 : Registration of Institutions	3
NORM 7: Registration of Learners	2
Thematic Area Avearge Score	3.1

Recommendation

- **Develop a specific EMIS Policy for the sector**
- **For effective collaboration there is a need for GBoS and the sector ministry to walk the NSDS plan developed consultatively**
- **MoBSE and MoHERST to develop data management strategy.**

¹Currently the PS for MoBSE is the Vice Chair for the GBoS council

²Suduwo Upper Basic Secondary school

³CCM is the largest gathering of education sector stakeholders held bimonthly at the regional level also the second highest decision-making body after the SMT.

NORM 2: QUALITY COMMITMENT:

- The quality norm is based on strategy which guides the statistical chain value and monitor the statistical process to ensure that the quality of the statistics produce is in line with both national and international standards. The findings for this norm are:
- There is a considerable amount of knowledge and capacity at the management and EMIS staff toward upholding quality commitment at the central and regional level – the current Permanent Secretary was former Director Planning for decades, there is international consultant providing Technical Assistance to a relatively EMIS team. The EMIS structure has a regional planning focal point as well as cluster monitor as a frontliner at the school level. At the school level besides the annual training provided to the Head Teachers there is no much EMIS in this respect) Guidelines or manual guiding the data process from questionnaire design, the applicability of the questionnaire, data analysis and report production at the Basic and Secondary education level are available and clear

Monthly Operations Cycle

Month	Term (1,2,3 or V)	Operations
September	V	Prepare printouts of School Performance Reports and District School Maps Prepare school and centre Data Collection Forms, Staff Lists, Regional Tracking Tools Run annual regional EMIS REO staff /head teacher training: distribute forms, explain procedures, disseminate prepared information
October	I	School and Centre data creation under REO co-ordination Finalise staff postings updates with late changes, synchronise with PMO Import 1 st 6 month financial disbursement data Preparation of master EMIS Database and release version Public Release of EMIS Database (minor)
November	I	School and Centre data validation at REO, transfer to HQ Preparation of annual school/centre data entry database at HQ Data entry clerk training Start HQ school/centre data tracking, validation and data entry
December	I	Finish School and Centre data validation at REO, transfer to HQ Finish bulk of HQ data tracking, validation and data entry Issue Requests for action to chase stragglers Development of new release database functionality (reports/ forms/GIS)
January	2	Finish outstanding HQ data tracking, validation and data entry Automated annual data cleaning and handling of missing data. Annual data post-entry processing and calculations Generation of GIS module release Import SQAD inspection reports for Term I Import 2 nd 6 month financial disbursement data and annual WAEC data Import Annual approved education budget for 2002 Preparation of master EMIS Database and release version
February	2	Public Release of EMIS Database (major) Internal DoSE and External Stakeholder user training Generation of Web-site material from new annual data
March	2	Annual User Satisfaction Survey and feedback collection Development of new database functionality based on feedback Technical Database Training

April	2	Synchronise staff data with PMO (minor) Add late annual School/Centre data and corrections Development of new database functionality based on feedback Technical Database Training
May	3	Import SQAD inspection reports for Term 2 Pre-Postings Establishment Calculation Issue to REO of Regional Postings Database Updates
June	3	Integration of Postings Proposals and New Trainees into EMIS staff data Export Budget Preparation related data from EMIS (Nominal roll, etc.)
July	3	Issue approved Postings, based on updated EMIS staff data Preparation of HQ annual school attendance data entry database REO to collect and validate / correct attendance data with head teachers
August	V	Import SQAD inspection reports for Term 3 Import Textbook Requests from BPMRU HQ school attendance data tracking, validation and data entry Submit UQ and Contract Staff renewal requests to PMO, based on Establishment and Postings outcomes Automated annual attendance data cleaning, handling of missing data. Issue lists of non-compliant schools, centres and assess annual REO performance from analysis of the regional tracking database Get ratted, go on holiday...
September	V	Integration of Attendance data into Master EMIS database Import of Annual Staff Appraisal data into Master EMIS database Update PMO bulk approvals for UQ and Contract staff into EMIS staff data

- The Directorate of Human Resource has the oversight responsibility of staff capacity development in the ministry of basic and secondary education. The recruitment of key EMIS staff is the responsibility of the directorate and to this end the directorate has recruited key staff and are continuing to build their capacity with key competencies and skills in EMIS. The EMIS expertise in the MoBSE offers training to staff collecting data at regional and at school level. e.g regional planning officers, cluster monitors and the heads of schools are train on data administration.
- Data Verification process exist, the cluster monitors who are the front liners initiates verification at the school level were the questionnaire is completed, when submitted to the Regional Planners, further vetting of the forms is done before submitted to the Regional Director for final vetting at that level.
- MoBSE is using excel for data entry and a locally developed EMIS software with inbuilt data consistency checks software for data analysis

Recommendation

- **Use of others statistical software application packages like StatEduc, Stata, SPSS to analyze and produce data.**
- **Build sufficient data quality controls at the regional, cluster and school level**
- **Develop school level statistical capacity**

NORM 3: STATISTICAL CONFIDENTIALITY:

Statistical confidentiality guarantees the privacy of data providers' identification the confidentiality for information provide and its use for statistical purpose only.

- In the Gambia Bureau of Statistics Act 1992, measures to safeguard individual data confidentiality and usage exclusively for statistical purpose is clearly stated. The section prohibits persons disclosing individual bio data and other personnel related information without the consent of the individual.
- MoBSE EMIS strategy does not provide guideline or protocol regarding the accessing of information by external users. However internal check such as written request to the Permanent Secretary is required to safe guide individual data confidentiality.

Recommendation

- **Share and disseminate the strategy in the statistical strategy**
- **Developed Protocol for data confidentiality for external users**
- **Raise more awareness across the level of data producers and users.**

NORM 4: ACCOUNTABILITY TERMS OF THE PRODUCTION AND PUBLICATION OF STATISTICAL REPORT

The timeliness of the production and publication of statistical report is a fundamental requirement for data accountability.

The EMIS Peer Review team findings:

- MoBSE EMIS Unit annually produces and publishes statistical yearbook and other reports within six months. Data collection starts in November and by Febraury the preliminary reports is drafted. The final reports is publish mostly in May which serves as a very good practice which should be emulated by other countries. However, MoHERST on the other hand has not published report on data collected since 2012. The list of all non-tertiary and Tertiary educational institution has not been updated.
- The year book report is usually presented on a timely basis at the Coordinating Committee meetings held at regional level and such reports are also made available on the internet for the general public but the feedback to school is delayed until later.



REPUBLIC OF THE GAMBIA

Ministry of Basic & Secondary Education

**Directorate of Planning, Policy Analysis,
Research & Budgeting**

EDUCATION STATISTICS
2017/2018

Banjul, The Gambia
April 2018

- The Education Sector Policy (2016-2030) obliged the production and publication of analytical reports on the performance of the sector annually.



**Ministries of Basic and
Secondary Education and
Higher Education Research
Science and Technology**

EDUCATION SECTOR POLICY
2016 – 2030

**Accessible, Equitable and Inclusive Quality
Education for sustainable
Development**

January 2016

- The MoBSE always meets the deadline for the submission of education statistical information to international partners such as the ECOWAS, UNICEF, UNESCO Institute of Statistics and other donor's organizations. The Director of Planning in MoHERST reported that for years now no data has been submitted to international organization especially UIS because, the ministry is receiving little or no support from these organization.
- MoBSE submits country reports to international organization on a timely basis but these information are not complete. International request on MoHERST and some financial reports do not form part of the submission.

Recommendation:

- **MoHERST EMIS Unit to produce and publish Annual Statistical Year book during the academic year**
- **EMIS report and feedback to schools should also be done earlier to support data driven decision making at the school level as well.**

NORM 5: IMPARTIALITY AND OBJECTIVITY

According to the Norm developed it is hope that the ministries 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. The Peer Review noted the following;

- The compilation of education statistics is based on scientific and statistical consideration only: collected questionnaire are vetted manually and later entered into the EMIS software application used for data entry. This software was locally developed through the help of international consultants. Post verification are usually undertaken by the regional planners in each of the regions where doubt exists on information provided.
- EMIS units take note of errors detected and sometimes these errors when corrected are published publicly. The last time errors were corrected and published was in 2009. If errors are detected during the Ministers presentation of the Annual School Census report to Cabinet members, they will corrected before is being presented to the Coordinating Committee Meeting (CCM).
- Annual statistical year book and other reports generated by MoBSE document procedure, definition of key indicators, and statistical methodology applied in the statistical data production.
- The release of statistics is made in an impartial and objective manner and on a non-partisan basis. Most of the data reported on basic and secondary education are done in a public forum where all stakeholders might be present
- MoBSE like any other government entity is guided by the Civil service Code of conduct. Section 46 of the General Orders deals with Staff professional and ethical conduct. It is stipulated in appointment letters of all civil servant that professional ethics be adhere to so every civil servant is aware of the provision.
- The Government and education Policy makers have access to statistical data in the statistical yearbook published. The preliminary draft report is first presented to Cabinet members by the Minister of Education before it is made public.

Recommendation:

- **The MoBSE and MoHERST should collaborate to ensure that data collection is in conformity with international scientific standard and method**



Courtesy visit to The Gambia Minister of Education and PS

NORM 6: REGISTRATION OF INSTITUTIONS

Accountability demands that educational training institutions should register with the appropriate ministry so that effective monitoring and supervision of their functions can be undertaken before operating as an educational training institution. The Review Mission finds out the following:

- The Education Act (1992) and the quality Assurance Act requires private and public educational institutions to register with the ministries before they can operating.
- The Directorate of Planning, Policy analysis, Research and budgeting of MoBSE is responsible for the registration of all private and public schools including madrassas⁴. There is a dedicated Unit called the Planning that is responsible for school mapping, advises the EMIS unit on the school list. The unit a kept file for every private school including Nursery and Early childhood Education (ECD) centres. When a new school is opened or closed, the EMIS unit through the Planning Office is informed by a copy of the letter that establishes or closes that school (see annex A). The ministry has an updated list of all schools under their supervision each assigned a regional code use EMIS number. The assignment of EMIS Code to schools has made it possible to easily track the response rate of the Annual School Census. The response rate according to 2017/2018 Annual School Census is reported at 99%. MoHERST on the other hand do not have an updated list of all training institutions under their control.
- The registration process starts with the ministry granting temporary license after a stipulated year inspection is undertaken to assess whether minimum standards are adhere to if so then the institution will be issued with a certificate⁵ of license to operate as a private school or private training institute. The institution or school will be phased with the withdrawal of the certificate if certain compliance with the regulations are not adhered to.

⁴Quranic schools

⁵The EMIS code is included in the certificate issued to private schools

Recommendation:

- **MOHERST** to update list of all private institutions offering educational training in the country.
- **Develop an electronic system for the registration and maintenance of the registration of schools.**

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.

- There is no law or policy in place to compel learners to submit/present their birth records to educational institutions during registration.
- The school admission register and class register is prescribed to collect date of birth of learners – the format is uniform for public and private schools including ECD centers.

The image shows a form titled "REPUBLIC OF THE GAMBIA ANNUAL SCHOOL CENSUS 2016 / 2017" for "Upper Basic School". The form is divided into several sections:

- MAIN SCHOOL DETAILS:** Includes school name "Kanting East", school code "5555", and other administrative information.
- Data Collection verification & endorsement:** A section for the data collector's signature and date.
- Data Entry verification & validation:** A section for the data entry operator's signature and date.

Handwritten entries include "Old Jeshweg" for the school name and "GIDA Jeshweg" for the data collector's name. There are also some illegible handwritten notes and signatures.



- According to the EMIS review team there is completeness is high and according the monitoring tool⁶ used by the CCM school visit – Date of Birth recording is one of the standards verified.
- The MOBSE collects accurate and comprehensive annual statistical information by age and grade for all institutions. It’s reported that over 90% of learner’s registers in school with either correct birth certificate or clinic card..

Thematic Area: Policy and Legal Framework	Norm Average Score
NORM 1: Mandate for Data Collection	3.5
NORM 2: Quality Commitment	3.5
NORM 3: Statistical Confidentiality	3
NORM 4: Accountability for Reporting on Production and Publication of Statistical Reports	3.3
NORM 5: Impartiality and Objectivity	3.4
NORM 6 : Registration of Institutions	3
NORM 7: Registration of Learners	2
Thematic Average Score	3.1

Recommendation

- **Sensitization of the head teachers on the need for birth certification for pupils registration in school**
- **Develop and adopt unique ID for learner**
- **Automate the admission and learner registration system**

3.2 RESOURCE AVAILABILITY AND UTILIZATION:

Government to ensure that material, human and financial resources (both in terms of quantity and quality) are commensurate with educational statistical programmes.

The government had committed itself to provide education to all Gambian children as reflected in the Education Act 2009.

NORM 8: ADEQUATE RESOURCES

This norm requires that Ministries of Education is committed to ensure that adequate resources commensurate with the needs of EMIS are allocated to facilitate key activities that include data collection and processing, personnel, procurement and maintenance of facilities and equipment, technology, as well as capacity development.

The peer review findings on budgetary resources accorded to EMIS were that;

Allocation is provided in the national budget for the production of education statistics. The allocated amount only accommodate key EMIS activities such as data collection on students, teachers, facilities and instructional materials, data capture, production and publication of statistical reports.

- Most of the staff working in the EMIS unit have the academic or professional qualifications according to their job description. However there is need to recruit staff with specialized skills and competences in EMIS. E.g, Education statistician, financial and data analysis.
- The Ministry has a general strategy that promotes and implements regular professional development. However there is no specific professional development strategy for EMIS and no strategy to retain key EMIS specialist skills.
- Very few EMIS Staff have the privilege to attend regional or international conferences on EMIS.
- There is ICT infrastructures and equipment for EMIS key post at all administrative tiers but it's not sufficient.

Recommendation:

- **Allocate more resources to cover core EMIS functions such as statistical analysis, software and capacity development**
- **Recruit staff for key EMIS vacant post**
- **Provide all EMIS staff with adequate and sufficient logistics such as motor bikes, internet facility for cluster monitors at national, regional and district level**

NORM 9: COST EFFECTIVENESS:

This Norm requires effective and efficient use of resources.

The Peer Review findings is as follows;

- There is a strong mechanism in place to monitor resources allocated to EMIS both external and internally through government audit system. Also the Unit responsible for stock control records all assets such as vehicles and ICT equipment assigned to officers both at Head Quarters and regional level for accountability purpose.
- The data collection was largely manually done. As a result, data collection is both time and space consuming (not very cost effective). Data entry is centralized at national level it has tendency to delay the publication of the report.
- EMIS is largely funded by the government of The Gambia with little support coming from partners. However, resources allocated to EMIS are specifically used for its intended purpose even though it might not be adequate as some key activities such as printing of large quantities of hard copies of reports is not accomplished. This demonstrates an optimal absorptive capacity.

Recommendations:

- **Digitized data collection processed for essential operationalization of the statistical process;**

Theamtic Area: Resource Availability and Utilization	Norm Average Score
NORM 8: Adequate Resources	2.7
NORM 9: Cost Effectiveness	3.8
Thematic Area Avearge Score	3.3

3.3 STATISTICAL PROCESSES ECOWAS's

Protocol on Education, specific international standards, guidelines and good practices must be fully observed in the process used by Ministries to organize, collect, process and disseminate official statistics.

The review of EMIS across this area is done on the principle that production and dissemination of statistical data must be based on a methodology and procedures that follow the international norms and standards. This domain has 2 Norms and 14 standards.

NORM 10: SOUND METHODOLOGY AND APPROPRIATE STATISTICAL PROCEDURES

The Gambia Ministry of Basic and Secondary EMIS Unit exhibited a high degree of understanding and appreciation of sound methodological and statistical procedures. Evidence shows that International procedures and best practices are strictly adhered to. All the statistical chain process are documented but not published. These documents need to be improve. It's important to mention during several years The Gambia EMIS received the support from international consultants who helped the EMIS unit to put in place all the necessary process and standard regarding data processing and publication of educational statistics of the Ministry of Basic and Secondary Education but the Higher Education is still a challenge.

- MoBSE pre-test all data collection tools, data entry forms and database structures before use.
- Data verification and validation processes are systematically implemented at every stage of the statistical value chain. .
- Survey designs sometimes are done only by the ministry staff without the involvement of other education stakeholders but there is no proper documentation. It should be an inclusive process and hence there is need to improve on the process.
- Definition of standard concepts and terms are available as documented and used; most of the documents have defined standard concepts at the basic education level. The Gambia has EMIS Operations Manual with the definition of the important concept. This manual need to be updated in line with the new EMIS Plan. Also in the yearbook the concepts are well documented.
- Ministries have the standardized questionnaires for most subsector for both formal and non-formal education. This is a good standard operating procedure and best practice.
- Harmonization of school records and compatibility with school census; not all the information in the school is used in the annual school census. For instance, in one of the districts the peer review team visited, it was observed that school registers were not properly aligned, making tallying of attendance difficult and ultimately affecting(delay) the timely of the data entry into the ASC forms.
- Regarding the imputation of data missing, most of the time the Ministry of Basic & Secondary Education just report the data year-1 to report missing for schools that do not report for the year.
- Population estimates are obtained from the Gambia Bureau of Statistic. The last projection data available is for 2003. Source of population statistics use is made of the national statistics to compute rates and ratio as the case might be.

Recommendation

- **Revise and publish the EMIS operational manual**
- **Revise ASC questionnaires taking into consideration the SGD and CESA 16.25**

NORM 11: NON-EXCESSIVE BURDEN ON RESPONDENTS

The aim of this norm is to ensure that the data reporting burden on respondent, is kept to a minimum while at the same time preserving the integrity and quality of data collected. This norm also encourages use of secondary and administrative data (where possible) to avoid redundancy and duplication of efforts.

- MOBSE conduct each calendar year one comprehensive Sector data collection exercise namely the Annual School Census with the primary aim of disseminating statistical information related to Basic and Secondary Education from Early Childhood Education to Senior Secondary School including both government and private institutions, non-formal, Madrassahs and Higher education.
- To date the MOBSE collect data necessary for the Education Management. However, the information from one school visited by the Peer review team show that the time given by the MOBSE to school for fill the questionnaire is short. Because the questionnaires have a lot of information such as demographic data is difficult to compile. In addition to data collected using ASC, the principal and the cluster monitors collect teacher attendance on daily basis and send to a regional planning officer through sms. This is good practice to be shared with other countries. The above exercises are putting a lot of burden on the respondents.
- EMIS Unit is not always involved in other education surveys except those conducted by the Ministry

Recommendation:

- **Automate the data collection instruments**
- **Put in place a mechanism for accompanying (monitor) or involve in other education surveys**

The table below provides summaries of average scores under the Statistical Processes norm based on the findings of the Peer Review team

Theamtic Area: Statistical Processes	Norm Average Score
NORM 10: Sound Methodology and Appropriate Staistical Procedure	3.4
NORM 11: Non-Excessive Burden on Respondent	3.3
Thematic Area Avearge Score	3.4

3.4 EDUCATION INFORMATION REPORTING

The publication and timely dissemination of education statistics should meet user need and must comply with national and international standards to serve the needs of its users. Education information reporting consist of norms namely relevance, Accuracy and reliability, timeliness and Punctuality coherence, consistency, comparability and integration, Accessibility and clarity and comprehensiveness. Over time, region and countries should be accessible by the users. The mission having assessed the Norms and Standards of education information and reporting concludes the following;

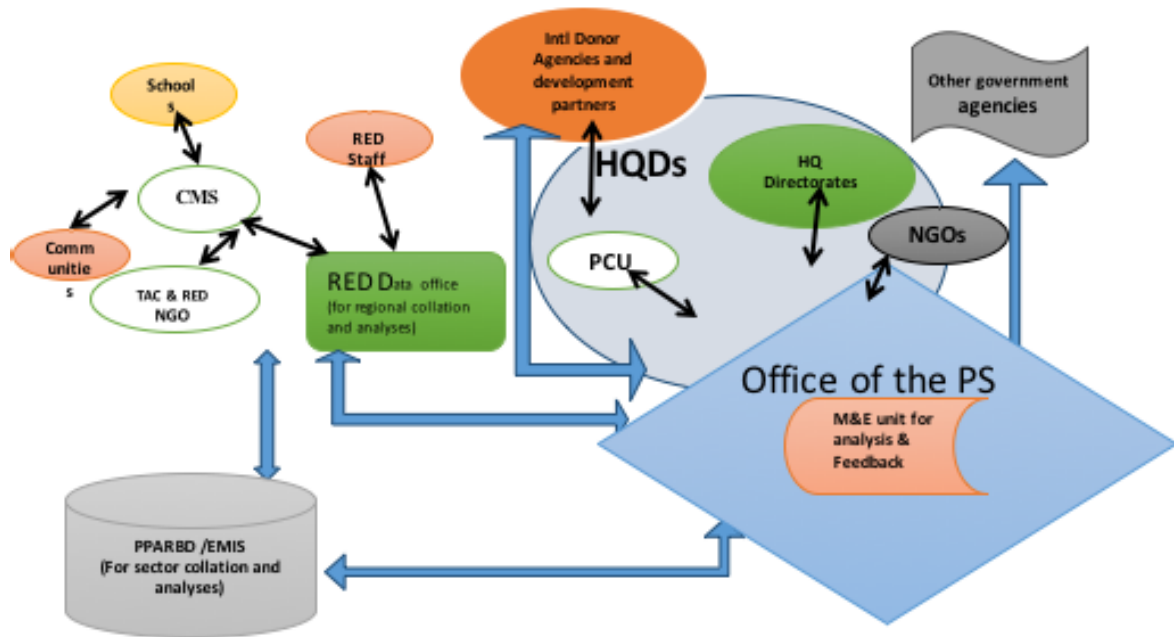
NORM 12: RELEVANCE

Under this norms the following were discovered

- The Ministry of Basic and Secondary Education records key data users but the list is incomplete and is not regularly updated.
- Consultation process with key data users takes place during statistics Council meetings and the permanent Secretary is a member of the Gambia Bureau of Statistics Council. This Council is the highest consultation group on statistical needs.
- EMIS data provided by the MoBSE addressed over 80% to 90% of identified needs of data users. E.g. includes data submitted to UNESCO Institute of Statistics and other donor's partners.
- Annual Statistical yearbook feedback reports are shared among stakeholders at regional level during the Coordinating Committee Meeting and some sample of schools are provided with the reports but not all schools receive the yearbook. Some schools developed school improvement plans based on the feedback form the Census report.
- The ministry does not undertake user satisfaction survey even though members participates in user satisfaction survey done GBoS.
- MoBSE has an EMIS operational Manual though not published but is being used in all the sub-sectors in the basic and secondary education level and is in line with the data needs of their users.
- Key performance indicators are generated in the Annual Statistical yearbook which can be used for regional and international comparison.
- Heads of schools benefits from training on preparation of school improvement plans.
- Data collected by MoBSE is widely used both internally and externally.

Recommendation

- **The MoBSE and MoHERST to develop an EMIS strategic Plan for education statistics.**
- **Collaborate with the Gambia Bureau of Statistics to developed and implement effective mechanism for user consultation in evaluating the relevance and practical use of the existing statistics**
- **Conduct user satisfaction survey on report feedback.**
- **Create and update ministry data users list.**
- **Conduct regular training for EMIS staff who interface with the schools on a daily basis on schools indicators generated in the yearbook.**
- **MoHERST should collaborates with MoBSE to improve on the data collection and reporting strategy.**



MoBSE data flow system

NORM 13: ACCURACY AND RELIABILITY

Good quality Education statistics must be accurate, consistent and reliable. While accuracy of data refers to the degree to which available data correctly describes the phenomena it was designed to measure, reliability on the other hand refer to sufficiently completed data free of error and which can be validate using all defined rules and consistency and dependability of data collected through the use of scientific instruments. Data Accuracy and reliability are critical for education statistics to satisfy in order to portray reality on what is reported on. Inaccurate/unreliable data usually distorts reality and has wider effect on educational planning and policy purposes.

In the review mission the following were noted under this Norm;

- MoBSE has a comprehensive and updated list for both private and public schools from ECD, Primary, Lower Basic and Upper Secondary and Non Formal Education
- There is no comprehensive list in MoHERST on all non-tertiary and tertiary educational training institutions. The current list needs to be update
- The Annual School Census reported by MoBSE records a response rate of over 99% for both public and private schools
- MoHERST reported a response rate of over 85% of the last data collection exercise.
- Annual Education Census data from MoBSE is consistent as response rate is above 95% and statistics are consistent and can be compared with other sources of data such as the household survey.

Recommendation:

- **MoBSE to develop strategy for sampling survey instruments with the technical advice from GBoS.**
- **MoHERST to develop comprehensive list of all private and public education institutions**
- **MoHERST to produce all outstanding reports from 2012 to data for publication and for international comparability.**

NORM 14: TIMELINESS AND PUNCTUALITY

Education statistics must be disseminated in a timely and punctual manner. Below are the findings;

- MoBSE is strongly recommended for the timely and punctual release of the statistical yearbook within six months of data collection. This is a very acceptable international best practice unlike MoHERST which is yet to publish report on data collected in 2012.

MoBSE has an EMIS strategy which guides the frequency of the data collected with clear timelines for all the activities.

- MoBSE always keep to the timelines so no need to inform the public about possible delays.
- MoBSE always released the draft report in February. The minister presents it to cabinet. The minister also present the report at the regional coordinating Committee Meeting. At the Coordinating Committee Meeting all Education stakeholders are represented so the report is widely disseminated.

Recommendation:

- **MoBSE to update the EMIS strategy developed in 2000 to match up with current trends in data collection.**
- **MoHERST should copy the good example of MoBSE for data publication, dissemination mechanism.**

NORM 15: COHERENCE, CONSISTENCY, COMPARABILITY AND INTEGRATION

The fundamental principle is that Quality education statistics should be coherent, comparable, consistent and easily integrated with data from other sources. During the peer review the findings under this norm are as follows:

- Statistics are compiled on the basis of fixed common standards as information on statistical procedures and definition of metadata are MoBSE EMIS strategy 2000 and all published statistical yearbook
- MoBSE produces consistent data overtime as is shown in the time series data in the statistical yearbook. This is in conformity with the internal standard.
- MoBSE can compare their statistics with GBoS and West Africa Examination Council as they are using the same geographical codification. The EMIS links school information with West Africa Examination Council to produce schools performance Assessment report.
- MoBSE statistical yearbook provides a robust interpretation of data for over five years.

NORM 16: ACCESSIBILITY AND CLARITY

Data presentation should be in a clear format and understandable. Accessibility and clarity norm encourages the dissemination of statistics in a suitable, convenient, and accessible on an impartial basis with the relevant supporting metadata and guidance. The findings under this norm include:

- Statistical year book produced is presented in a clear and understandable manner in a form of tables
- Reports are disseminated using methods such as website, printed hard copies, electronic copies shared and presentation at stakeholder forum such as CCM meeting.
- Users are informed through the methodology in the yearbook about the statistical process but are not informed about the output.
- EMIS officers at regional level are provided with pivot tables and graphical presentation of annual statistics summary.
- EMIS personnel at the lower level receives training on analytical reporting but this is on an adhoc basis.

- MoBSE publication has documentation of the metadata used in any survey or census.

Recommendation

- **Regular training of lower level EMIS data analysis and interpretation for school**
- **MoHERST to emulate MoBSE process of EMIS management.**

NORM 17: COMPREHENSIVENESS

It was realized based on documentary evidences, that the MoBSE do collect information from all the sub-sectors supervised but MoHERST do not collect information on all their subsectors. The annual year book generated by MoBSE includes disaggregated qualitative indicators statistics and learners with disability.

The statistics produced by the basic education ministry is also disaggregated by urban and rural settings.

Theamtic Area: Education Reporting	Norm Average Score
NORM 12: Relevance	2.5
NORM 13: Accuracy and Reliability	3.1
NORM 14: Timeliness and Punctuality	3.2
NORM 15: Coherence, Consistency, Comparability and Integration	3.3
NORM 16: Accessibility and Clarity	3.1
NORM 17: Comprehensiveness	3.0
Thematic Area Avearge Score	3.0

Meeting of LEG, Banjul – May 2018



CHAPTER 4: CONCLUSIONS

4.1 GENERAL CONCLUSIONS

4.1.1 OBJECTIVES OF EMIS

The objective of EMIS is to generate quality data management for evidence based decision making in a timely and reliably manner. Based on discussions held with various stakeholders and documentary evidence, the EMIS Peer Review Team concluded that the Gambia is on the verge of having a very robust EMIS system although there is a huge challenge with regards data management at the ministry of higher education. This is on account of a combination of factors which include, inadequate and low capacity building of key staff to perform the function of EMIS, no functional EMIS unit at MoHERST, weak enforcement of the Quality Assurance Act 2012 and the weak or lack of coordination between the tow ministry and the GBoS. The current funding by the Republic of the Gambia is mainly for statistical operations (i.e. data collection, processing and production).

4.1.2 CONCEPTUAL FRAMEWORK

The current Gambia MoBSE EMIS concept is based on Basic Schools Statistics and other performance assessmnet appraisal. The module excludes Personnel information, Financial Management; and School learning Outcomes modules. The EMIS Peer Review Team however noted that since its inception 18 years ago (i.e. 1999), only one module (the basic school statistics module) has been operationalized. This suggests that the visibility of EMIS in the allocation of budgetary resources and personel profiling is very low.

4.1.3 EXPECTATIONS ABOUT EMIS

The meeting with the local education group (LEG) who are the end users proves that there is a high level of expectations of EMIS. Some of the expectations are that EMIS should be able to produce sector wide comprehensive, quality and reliable data in a timely manner. The reality on the ground however as noted by the review was that some critical data demand from some of the LEG members were not incorporated into the current EMIS. The team noted with enthusiasm that MoBSE needs to incorporate data on out of school children, linking the data collected with both SDG and CESA 16.5 indicators such as learning outcomes etc.

4.1.4 HUMAN RESOURCE FOR EMIS

The current structure of the EMIS Unit at MoBSE provides only for EMIS Consultant on contract, Programmer, Statisticians and IT Officers, but this structure is none existent at MoHERST. During the EMIS Peer Review exercise, it was noted that at MoHERST, there is only one EMIS IT specialist who was away on training. For the two ministries, the EMIS Unit additionally requires at least 2 Programmers, 1 full time EMIS specialist, 1 Systems Analyst each and 2 statisticians to complement the existing capacity. Inadequacy of Human Resources is one of the factors that has negatively affected the operations of the EMIS Unit at MoHERST.

4.1.5 LEGAL FRAMEWORK FOR EMIS

The provision made in the 1992 constitution, Education Act 2009 and the Education Policy 2016-2030 does not adress the actual need EMIS operation as issues of non-compliance by the defaulters are not addressed with punitive measures. Hence there is a need to have a very strong and roburst EMIS policy which will strenghthen the ministry of education to be able to collect, analyse and publish education statistics at all level. The policy should also gives the indepence to the ministry

4.2 CONCLUSIONS ON OVERALL COMPLIANCE WITH ECOWAS EMIS NORMS AND STANDARDS

According to the ECOWAS Norms and Standards Assessment Framework, an overall assessment from 3.4 to 4 indicates that the country has an EMIS system with quality statistics produced. Similarly, an overall average score of between 2.6 and 3.3 classifies the country as having acceptable statistics. Scores ranging from 1.8 to 2.5 indicates the country with a questionable statistics and poor statistics is characterized by scores ranging from 1 to 1.7. Based on the scores of the various Norms and Standards of the Gambia, the scores for the assessment is from 3 to 3.4 which indicates that the Gambia EMIS system have an acceptable statistics..

Improvements required in key challenge areas:– Education information reporting policy and legal framework e.g Learners registration, resources (human and equipment).

CHAPTER FIVE: RECOMMENDATIONS

The results of the Peer Review exercise suggest that the Republic of the Gambia EMIS is currently producing acceptable statistics. However, if the Gambia EMIS is to move beyond an acceptable statistics to more quality statistical stage, the Government through MoBSE and most especially through MoHERST, will have to implement a number of strategic interventions that are critical to the achievement of this objective. Based on the findings of the EMIS Peer Review exercise, therefore, the Peer Review team proposes the following recommendations:

5.1 DEVELOPMENT OF EMIS POLICY:

There is no EMIS policy that mandates the two MoBSE and MoHERST to collect education sector data. The ministries only collect data as provided for in the Gambia 1996 constitution, the Education Act 2009 and the 2016-2030 Education Policy. The above legal instruments do not adequately support the ministries to access to basic administrative data of their various sub-sector, particularly private sector owned schools. The Education Act 2009 makes provision for data collection but there is no emphasis on compliance and its enforcement, data falsification etc. the following recommendations are therefore necessary and must be instituted;

- The EMIS Peer review team recommends the development of a comprehensive policy for both MoBSE and MoHERST that covers both statistical and EMIS operations in the sector. This policy should use as a guide the ECOWAS norms and standards as a key output to the policy. i) the policy framework for EMIS will define the scope of EMIS, and the roles and responsibilities of stakeholders. A policy needed is one stipulating that every school shall be assigned a unique identifier (EMIS number) to be used by all activities and information systems collecting school-level data, and giving organizations already collecting school level data a time-line for compliance. Adoption of a unique school number will be a prerequisite for interoperability of EMIS with other databases, such as the WAEC examinations database, Education Payroll systems, and interoperability between GIS data of MoBSE, MoHERST and Gambia Bureau of Statistics.
- The Ministry of Education to sign MOU with the Gambia Statistics Bureau for data collection on the sector

5.2 EXPAND THE DATA COVERAGE AND COMPREHENSIVENESS:

- Increase data coverage including finance data, learning Assessment, SDG and Continental Education strategy for Africa (CESA), Real-time data collection. There is need for data on learning outcomes. Since the NAT, Grade 9 and Grade 12 exams are done annually, there should be a way of capturing them in the EMIS.
- Data reporting in year to move from tables to stories behind the data, Incorporate a student-based development approach for EMIS to track students (information and performances) during their schooling life time in order to enable longitudinal analysis of student data with linkage other variables such as teacher characteristics, class organisation and school children. This will enable the users understand the message behind a gross enrollment of 100 per cent. The report should also capture out-of school child in the system.
- To address access. collection of data on all fees and costs of education to learners – uniforms, etc
- MoHERST to develop a comprehensive data collection instrument to cover all their sub-sectors and update the list of the sub-sectors under their supervision.

5.3 AUTOMATE DATA PROCESS

- Promote the use of hand-held devices in EMIS processes such as using mobile applications to facilitate the collection and provision of school summary and attendance data in a shortened frequency timeframe. Make maximum use of Internet where possible for data collection and dissemination - so schools that have internet access can directly enter data online and such data will be immediately checked, processed, stored and used for rapid and Real time EMIS interactions between schools, Regions and HQ. **Hardware:** Upgrading of the IT infrastructure and hardware needed for EMIS production activities and for Policy makers to be able to use and access EMIS from their desktops. The upgrade will include primary and back-up servers for the EMIS database, networked computers for the Planning, Policy Analysis, Research and Budgeting, including EMIS staff, and computers for central data entry. Computers, accessories, and LAN connectivity will be upgraded to provide MoBSE leadership interactive access from their desktops.
- Software: EMIS software, customized to specifics of the Gambia Education system, and to the specific information needs of MoBSE, Regional and Districts and other education stakeholders, as established by some stakeholder during the mission.
- Strengthened EMIS by integrating a function that enable it to collect and report data more frequently using for example real-time data. This could be used to report teacher/student attendance, availability of learning materials, etc.
- School Mapping, GIS will help identify under-served communities, GPS coordinates for schools, will allow for use of GIS methods for analysis and presentation of school data. Perhaps the most valuable use of GIS will be in setting objective, scientific criteria for the choice of where to construct new schools, using proximity analysis of school catchment areas, to identify centers of population outside the radius served by existing schools.

5.4 ENHANCED CAPACITY DEVELOPMENT

- In Decentralization of EMIS, consideration has to be given to who should take on the operational aspects of the work, and at a headquarter, regional and district level, who will be end users of the data. This leads to the conclusion that the operational capacities should be developed at both regional and district education offices, and that capacities in use of the data need to be developed for Local administration – in particular targeting the planner, and also the regional officer who will be responsible for EMIS.
- The peer review team noted that staff of the MoBSE EMIS units has the skills and competencies to effectively perform the functions of EMIS even though there is need to recruit and train more staff with the requisite skills and competencies especially for the decentralization of EMIS. However, the team noted with dismay that in MoHERST, the EMIS structure is very weak as there is only one staff that performs the work of EMIS with support from the Director of Planning.
- There is an urgent need to expand the current staff establishment structure of the EMIS to cater for critical EMIS needs (particularly EMIS front-end and back-end management as well as ICT Support). The positions include programmers, EMIS System Analyst, Statistician and EMIS system support IT specialist.
- Train frontline EMIS Officers at Headquarter, regional and school levels in EMIS operation of the system, statistical data analysis and report preparation, and dissemination, including development of a web portal for online dissemination of data and reports (Dash Board).
- In parallel with obtaining GPS coordinates of schools, skills in use of GIS software and in education planning using GIS technology will need to be developed in the EMIS Unit which can serve as a center of expertise to carry out analysis for headquarter and regional offices alike.

5.5 SUSTAINIBILITY OF EMIS

The sustainability of any intervention is guaranteed provided it is own financed. To this end the review find out that the Government of the Gambia has made tremendous strive in providing the funds needed to undertake the EMIS activity and this is very good because sometimes projects of this nature supported by donor partners cannot be susutainble. To this, the review recommends the following financing strategy;

- The government to allocate more resources and ring-fenced the allocation made to EMIS
- More funds to adress software development; hardware replacement; capacity development for EMIS management and operations for a decentralized EMIS; EMIS security; Data storage; automation of data collection; EMIS procedures and practices as well as routine maintenance.

5.6 UPDATE/DEVELOP A NEW COMMUNICATION STRATEGY FOR EMIS

The EMIS peer review team noted in the meeting held by the LEG that some of the end users are not aware of the EMIS process eventhough they are invited to the Coordinating Committee Meetings where reports of such exercise are usally reported. Many end users have very little knowledge the EMIS process and hence the Peer review team proposes the following;

- Update the 2001 Information sharing Policy/ developed a new comprehensive communication and dissemination strategy to manage stakeholder expectations in an institutionalized manner.
- Strengthen the collaboration with MoHERST, within the different Directorate of the Ministry such as the Human Resource and Budget to work closely with EMIS in areas of personnel and financial management as these are important EMIS information that needs to be reported on.
- The collaborate with GBoS for the technical support
- Establish a Technical working group on EMIS this will be constituted by officers from GBoS, MoBSE, MoHERST and the Quality Assurance Authority.
- MoHERST should copy the good example of MoBSE for data publication, dissemination mechanism in a timely manner.

ANNEXES

ANNEX I

ACTION PLAN FOR IMPLEMENTATION

The Gambia EMIS Peer Review – Summary Recommendations

EMIS Domain	Recommended Thematic Area	Identified actions	Action by	Time (1yr)	Budget (USD)
Policy and legal infrastructure	Enhance the institutional framework and coordination mechanism and ensure effective implementation of the EMIS in the education sector	Develop comprehensive EMIS Policy for the sector. Support to ministry in establishment of an EMIS Policy framework and preparation of needed policies as follows: i) the policy framework for EMIS will define the scope of EMIS, and the roles and responsibilities of different actors. Policy on Unique pupils/student Number: An example of an early policy needed is one stipulating that every school-going pupil shall be assigned a unique school number by EMIS to be used by all activities and information systems in collecting school-level data. Establishing an effective inter-sectoral EMIS committee. Strengthening collaboration between MoBSE and MoHERST and establish a strong consultation and coordination framework among EMIS personnel across the education sector.	MoBSE and MoHERST SMT with ADEA support	2019	50000
	Improve the position of EMIS units within the Ministries of Education	Highlight the EMIS Department or Unit within the MoBSE and MoHERST institutional structures – organogram. Establish sub-committees at the Regional, cluster and school level – with clear ToR ¹ . Undertake training needs assessment in order to address EMIS staff capacity deficiencies and develop a capacity-building plan.			20000
	Establish a dissemination strategy to increase the existing and awareness of EMIS policy	Put in place a dissemination strategy for the EMIS policy to raise awareness of key stakeholders, including heads of schools/ institution, teachers, parents as well as learner in order to increase awareness about the overall reporting obligations on education statistics.			10000

EMIS Domain	Recommended Thematic Area	Identified actions	Action by	Time (1yr)	Budget (USD)
Statistical Processes Methodologies and Data Quality Improvement	Improve data quality and EMIS processes for data verification and enhance the quality of data at the grass-roots through systematic recordkeeping	<ul style="list-style-type: none"> Establishing strong quality control and quality assurance mechanisms: Resume the collection of sample size of schools and crosschecking data reliability – a good consideration would be to collect statistics of the 15th Day² of the school. Continue the good practice of triangulation of data with GBoS based outcome surveys for validation. Encourage and conduct periodic monitoring and evaluation of EMIS processes by internal and external institutions³ Strengthen school records keeping to form the basis and source of evidence to support the completion of EMIS questionnaires which have great potential to reduce the responded burden. 	National EMIS Team ⁴	2019-2020	25000
	Establish methodological approaches for sound education statistics production	<ul style="list-style-type: none"> Upgrade and automate the generation of unique EMIS codes to form the bases of an accurate school list, Enhance the quality of printing and prompt distribution of EMIS questionnaires to Regional Directorates. Conduct systematic tracking of questionnaires: distribution, retrieval and tracking of data and missing schools (both public and private institutions) most particularly for the Higher, TVET and Non-Formal subsectors. Use ICT tools to replace the paper-based system and reduce the redundancies realised around data collection, data entry, and questionnaire management at various levels. 	National EMIS Team	2019-2020	<u>25000</u>

EMIS Domain	Recommended Thematic Area	Identified actions	Action by	Time (1yr)	Budget (USD)
Resource availability, adequacy and Information dissemination and reporting	Use EMIS data to support planning and management at various levels	<ul style="list-style-type: none"> Stimulate demand for information to support policymaking. Give feedback to schools through the school report card, school performance comparisons (e.g. within the region and cluster average), etc.; this should be an automated and integrated in the EMIS reporting portal. Enhance the use of education data for supporting evidence-based planning and budgeting (resource allocation, teacher deployment). 	National EMIS Team	2019-2020	15000
	Establish a strong strategy for mobilizing domestic/internal resources for statistical services	<ul style="list-style-type: none"> Define an EMIS cycle and a calendar of activities that ensure standardization and harmonization of EMIS reporting. Allocate sufficient financial resource in the national budget and ring-fence the budget line and promote timely utilisation (this should include infrastructure and equipment). Increase stakeholder participation by involving head teachers/principals and teachers as enumerators in future EMIS data collection fieldwork for sustainability. 	National EMIS Team	2019	10000
	Data automation and decentralization.	<ul style="list-style-type: none"> Promote the use of hand-held devices in EMIS processes such as using mobile applications to facilitate the collection and provision of school summary and attendance data in a shortened frequency timeframe. Make maximum use of Internet where possible for data collection and dissemination - so schools that have internet access can directly enter data online and such data will be immediately checked, processed, stored and used for rapid and Real time EMIS interactions between schools, Regions and HQ (EMIS fully decentralized). 	National EMIS Team with ADEA Support	2019-2020	50000
	Hardware: Upgrading of the IT infrastructure and hardware	<ul style="list-style-type: none"> For EMIS production activities and for policy makers to be able to use and access EMIS from their desktops. Upgrade the primary ICT infrastructure including back-up servers for the EMIS database, networked computers for the sector. 	National EMIS Team	2019-2020	50000
	Software: EMIS software	<ul style="list-style-type: none"> Put in place specific EMIS software tailor made for the Gambia Education system, and to the specific information needs of MoBSE, Regional and Districts and other education stakeholders, as established by some stakeholder during the mission. 	National EMIS Team	2019-2020	25000

EMIS Domain	Recommended Thematic Area	Identified actions	Action by	Time (1yr)	Budget (USD)
Capacity building	Enhance EMIS officers' skills at Regional, Cluster and School levels	<ul style="list-style-type: none"> ▪ Promote peer learning and peer support among EMIS officers. ▪ Build the capacity of the core technical team including school staff, EMIS committee members to serve as champion for use and management of the EMIS related activities. ▪ Strengthen and consolidate the capacity of EMIS staff on the use and management of EMIS software and the EMIS database. ▪ Provide special incentive including training to attract and retain EMIS personnel to reduce staff turnover. 	National EMIS Team with ADEA support	<u>2019-2020-2021</u>	750000
	Enhance the capacity of head teachers and teachers to effectively support the EMIS process, as a cost-effective approach	<ul style="list-style-type: none"> ▪ High-level advocacy for the introduction of a course on education statistics in the Gambia College Certificate in Education curriculum – consideration in the In-Service professional development capacity. ▪ Strengthening the skills of head teachers to be in a position to properly keep, organize and compile the required dataset to quickly fill in EMIS questionnaires as part of their routine duties. ▪ Enhancing inspectors' supervision role. 	National EMIS Team with ADEA support	<u>2019-2020</u>	50000
	Undertake a periodic EMIS capacity assessment	<ul style="list-style-type: none"> ▪ Conduct periodic (every three years) national EMIS capacity and data validity assessments – on information and communication technology infrastructure and EMIS processes, skills and capacity. 	National EMIS Team with ADEA Support	<u>2021</u>	15000
	Total				

ANNEX 2

Attendances Lists: Stakeholders- MoBSE and MoHERST, LEG, School Principals

ATTENDANCE REGISTER
MOBSE AND MoHERST
17th MAY 2018

NO.	NAME	ORGANISATION	PHONE	ADDRESS
1	Mr. [Name]	[Organization]	[Phone]	[Address]
2	Mr. [Name]	[Organization]	[Phone]	[Address]
3	Mr. [Name]	[Organization]	[Phone]	[Address]
4	Mr. [Name]	[Organization]	[Phone]	[Address]
5	Mr. [Name]	[Organization]	[Phone]	[Address]
6	Mr. [Name]	[Organization]	[Phone]	[Address]
7	Mr. [Name]	[Organization]	[Phone]	[Address]
8	Mr. [Name]	[Organization]	[Phone]	[Address]
9	Mr. [Name]	[Organization]	[Phone]	[Address]
10	Mr. [Name]	[Organization]	[Phone]	[Address]
11	Mr. [Name]	[Organization]	[Phone]	[Address]
12	Mr. [Name]	[Organization]	[Phone]	[Address]
13	Mr. [Name]	[Organization]	[Phone]	[Address]
14	Mr. [Name]	[Organization]	[Phone]	[Address]
15	Mr. [Name]	[Organization]	[Phone]	[Address]
16	Mr. [Name]	[Organization]	[Phone]	[Address]
17	Mr. [Name]	[Organization]	[Phone]	[Address]
18	Mr. [Name]	[Organization]	[Phone]	[Address]
19	Mr. [Name]	[Organization]	[Phone]	[Address]
20	Mr. [Name]	[Organization]	[Phone]	[Address]

