

# Issues and Way Forward for TEMIS

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# TEMIS gap analysis expectations

**Objective:** to review the TEMIS facility as well as the quality of the education statistics that is populated in the system.

**Aim:**

- To cover the extent to which the education statistics are used for improved planning and policy dialogue
- Identify limitations and short comings of the TEMIS system as it stands right now.

# Key Outcomes of Gap Analysis

- ❑ To better understand the current features of the Tuvalu EMIS system and use data to inform future needs and priorities
- ❑ To inform the terms of reference for TEMIS Consultant Kashif Saeed who will be responsible for making TEMIS feature enhancements and also building capacity of Tuvaluan staff on making modifications to the system in the future.
- ❑ To inform the terms of reference for a technical partner (SPC) to provide technical assistance in improving different aspects of the EMIS process
- ❑ To inform the terms of reference of a technical partner to provide technical assistance in building capacities for data usage for planning and decision making at different levels

# Issues related to the GA dimensions

Dimensions	Definition	Issues
<b>Data Coverage</b>	The data in the system is comprehensive and cover administrative (student & school), financial, human resources and learning outcomes data.	<ul style="list-style-type: none"> <li>• Not enough disaggregation and aggregation of data</li> <li>• Data on cross-cutting themes</li> <li>• Linking data from other sources</li> </ul>
<b>Health Data</b>	Key indicators on health record on children in schools	<ul style="list-style-type: none"> <li>• Health data missing, not link to TEMIS</li> <li>• Need to define what is required by MEYS</li> </ul>
<b>Learning Data</b>	Key indicators on learning achievement	<ul style="list-style-type: none"> <li>• Build synergy between the exam database and TEMIS.</li> </ul>
<b>School level Data</b>	Includes aspects (eg.school performance, school assets and quality of service delivery MQSS, education support)	<ul style="list-style-type: none"> <li>• School performance, key indicators and targets to monitor progress</li> </ul>
<b>Department level Data</b>	Financial planning, budgeting, resource allocation	<ul style="list-style-type: none"> <li>• Data to enable Ministry to make decision on planning and budget, resource allocation and the overall planning of the EdDept</li> </ul>
<b>Data for global reporting</b>	Reporting on global and regional goals and indicators (eg. EFA, SDG 4, UIS and PEDF)	<ul style="list-style-type: none"> <li>• Less data for new global and regional goals is included in TEMIS</li> </ul>
<b>Dynamic System</b>	The data in the system is comprehensive and cover administrative (student & school), financial, human resources and learning outcomes data.	<ul style="list-style-type: none"> <li>• There is no analytical capacity to analyse TEMIS and no programmer.</li> </ul>
<b>Accessibility</b>	Sufficient user support and adequate documentation to inform TEMIS users	<ul style="list-style-type: none"> <li>• System documentation developed but there is Lack of awareness on the functionality of TEMIS.</li> </ul>



# Way Forward

## REGIONAL LEVEL

- Develop a Stakeholder engagement strategy for TEMIS
- Design the TEMIS survey Manual
- Continuous Capacity building on Data Analysis and reporting
- Develop a utility that extract UIS data from TEMIS
- Develop the @ a Glance report for the MEYS decision-makers and planning
- Develop a utility that extract School Feedback Report for the Head of Schools

## NATIONAL LEVEL

- Review the TEMIS survey questionnaire
- Incorporate in the 2017 budget for the Department– TEMIS activities
- Standardize clear process of data collection (eg. TEMIS procedure Manual developed)
- Continuous capacity building – TEMIS activities

## SCHOOL LEVEL

- Training for selected teachers on School record keeping and stock management
- Capacity building on use of data for the school improvement plan.
- Prepare TEMIS statistical brochure for schools
- Prepare school feedback report for schools

