

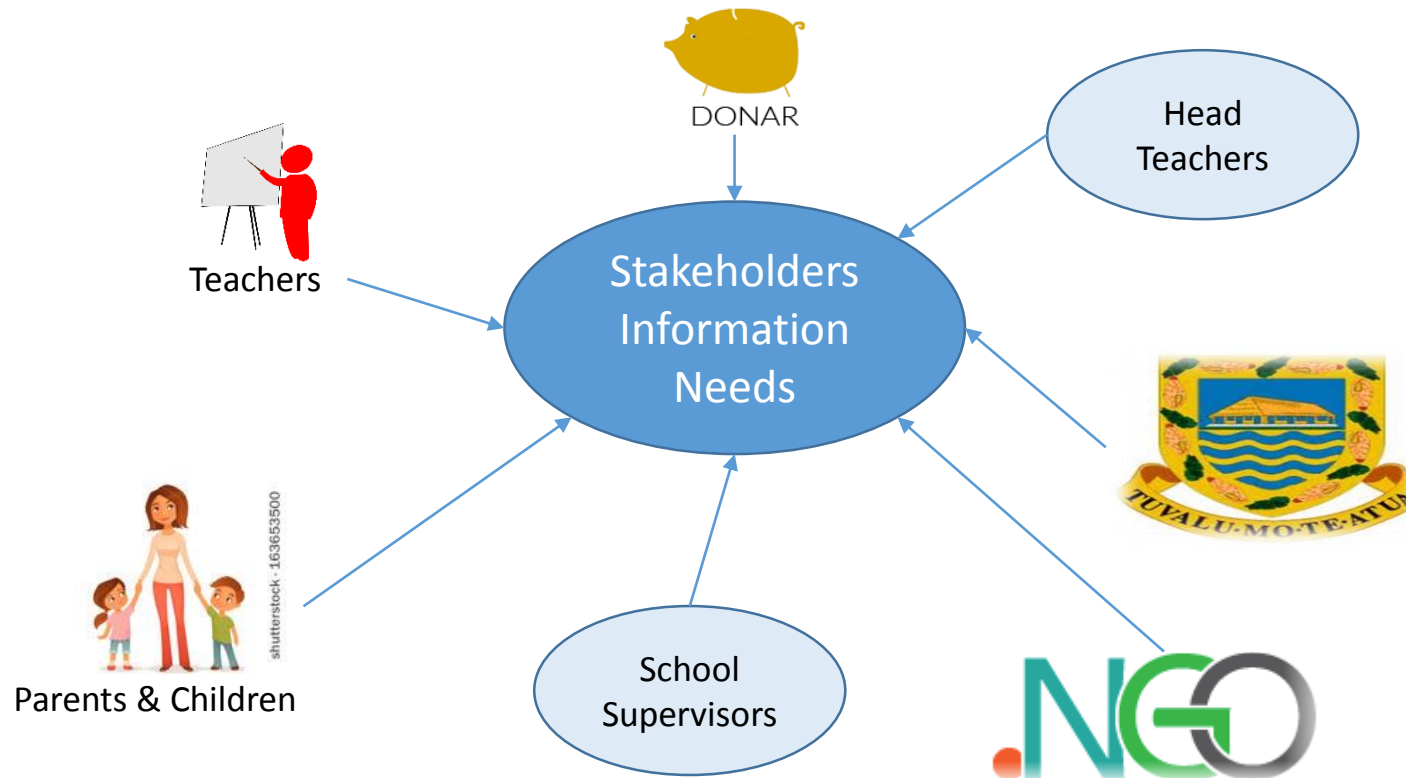
# Stakeholder Needs Analysis

Looking at Data Needs from a National Context and a Decentralized/Sub-National context



# Purpose

- To identify data needs of stakeholders at the national and subnational level



# Intended Outcomes

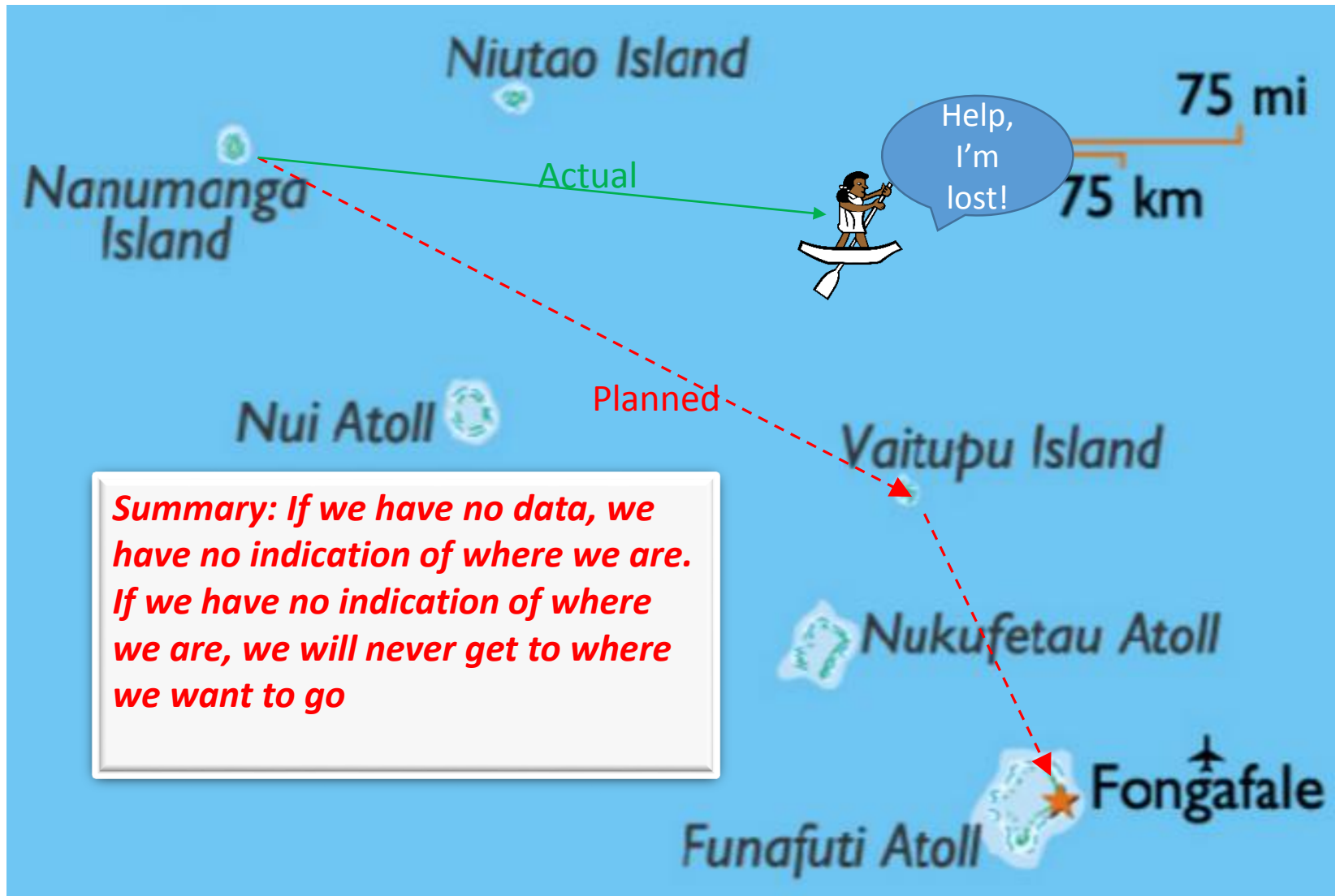
- Identify **stakeholders' requirements** with regards to **data needs** and their relevance to the actual national and school **plans** as well as policy outcomes
- Understand how to **identify data needs** based on key issues

# Why we need education management information

Education Management Information allows stakeholders make the **correct decisions**.

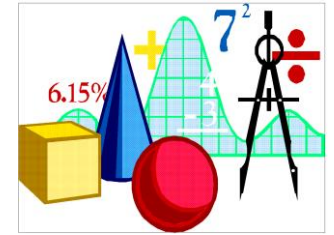
This information, which specifically comes in the form of indicators will:

- tell us where we are **coming from**.
- allow us to see **if we** are where **we want to be**; and
- allow us to plan where we **want to go**



**Summary: If we have no data, we have no indication of where we are. If we have no indication of where we are, we will never get to where we want to go**

# To measure progress we use indicators



- Indicators are **statistics** that **transform data** into meaningful **information**.
- Indicators are used to **identify** problems and **issues**, and to define **targets and strategies**, policies and plans
- Indicators provide a means **to measure progress** toward achieving **goals** and objectives and **to evaluate** outcomes and impacts.
- Indicators provide an objective basis for measuring progress towards targets
- Indicators are **essential statistics** required for any **monitoring system**

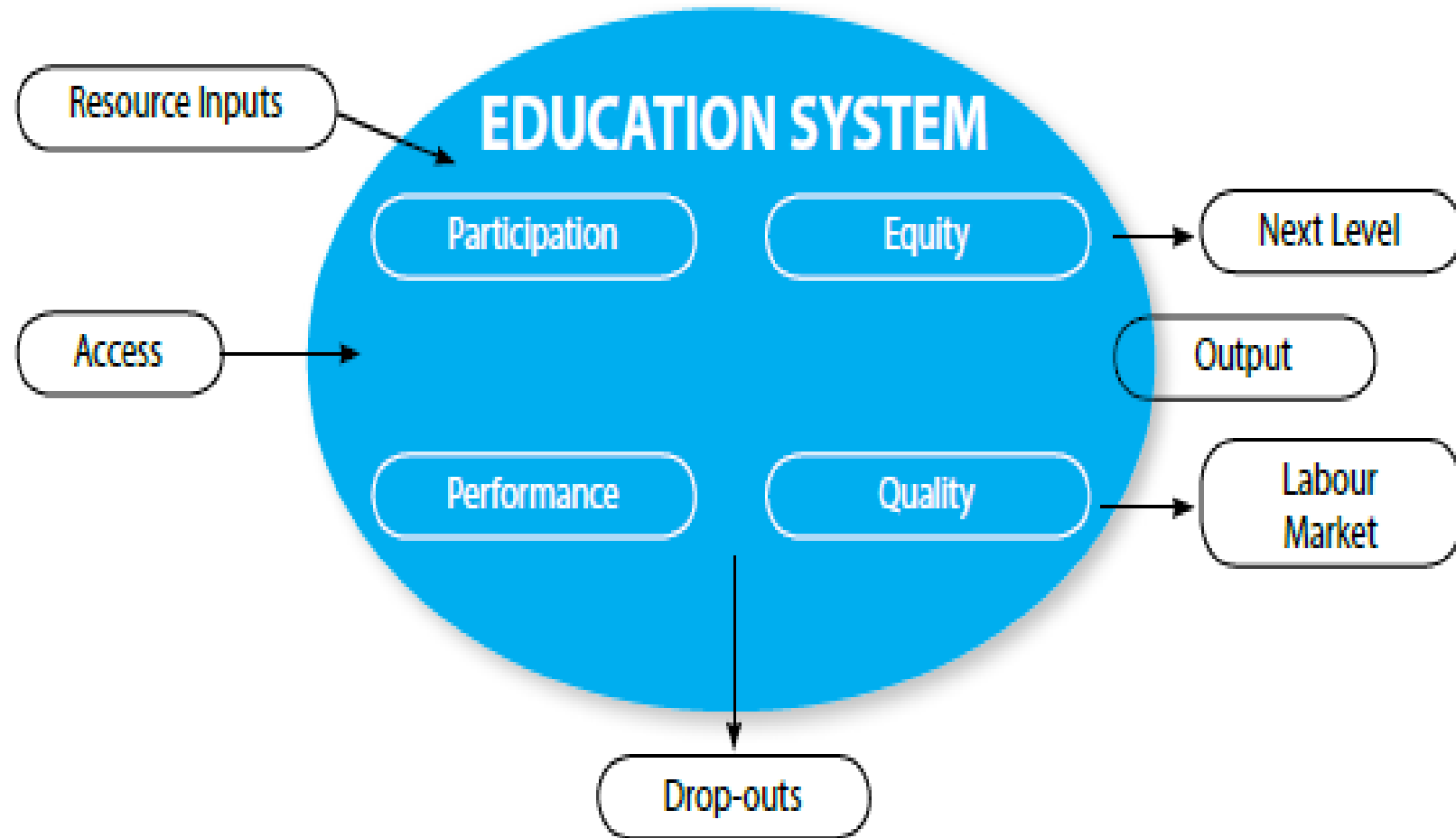
# The importance of indicators



Six main purposes for using indicators in the education system:

1. to describe the **conditions** and **performance** of schools
2. to set **targets, benchmarks** and standards for measuring or assessing **progress** towards achievement of education **goals**
3. to monitor and **compare progress in implementing** education plans among geographical areas and target populations
4. to identify and highlight **issues, problems and possible solutions** for better management of the education system
5. to provide **information about causes and factors** affecting achievement of the desired educational outcomes
6. to **inform stakeholders** about the school and the education system

# Indicators are used to monitor issues & aspects in education





# Approaches to monitoring in education management

**Traditional approach**

**Evidenced-based planning approach**

# Outline of workshop sessions

**This session: (Transforming Issues into data needs)**

Priorities  
Stakeholder **Issues**

## **Afternoon Session:**

Revise School Questionnaire to collect required data

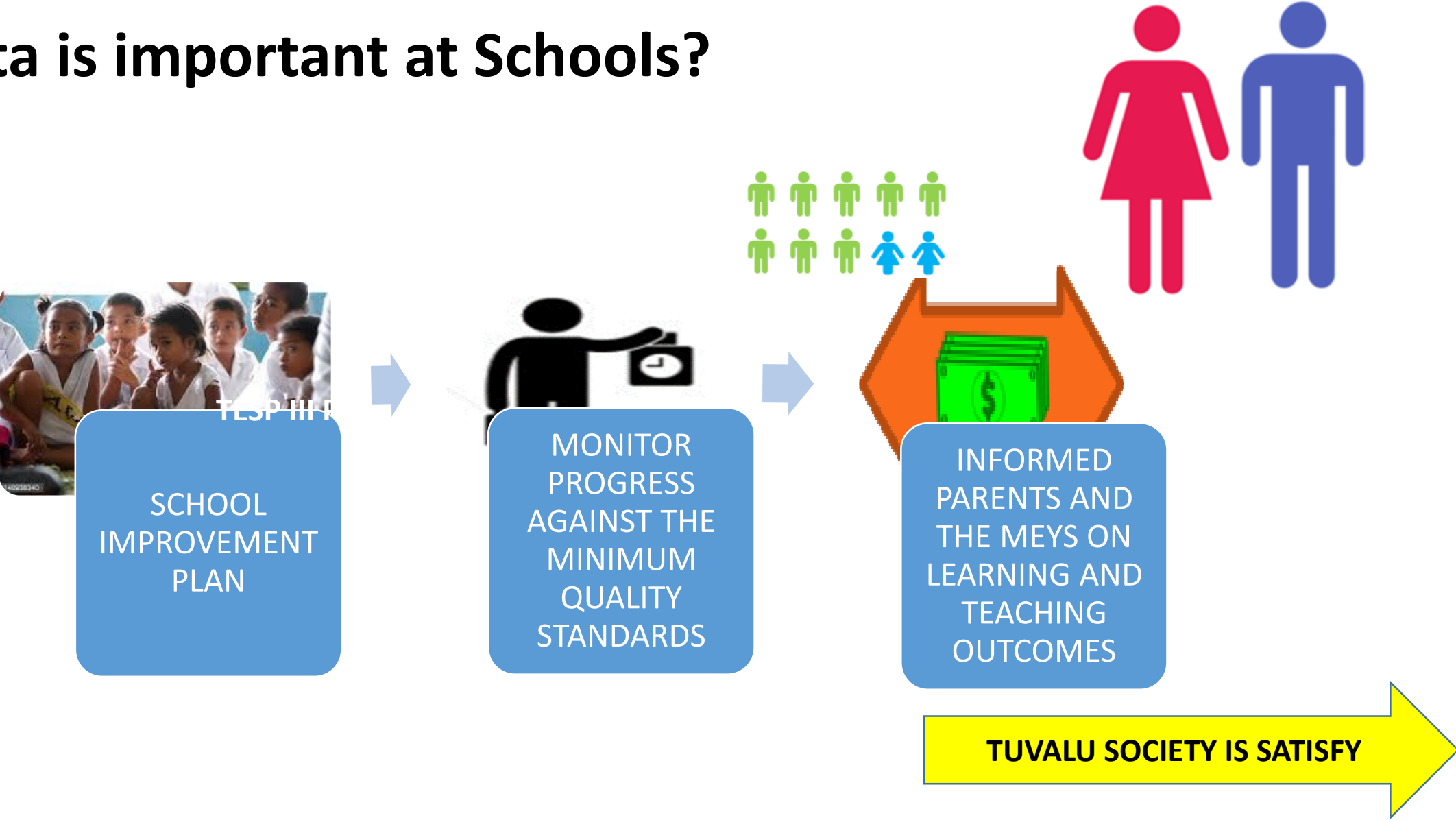
## **Monday Session**

Transform data needs into information using indicators

# Examples of issues at the national level

- Effectively spending education budget to achieve National Education Strategic targets? (New chairs, teachers housing, blackboards, textbooks, new schools, training or a school buses, training more teachers, in-service)
- Improving children's access participation (Reducing the percentage of dropouts & repeaters)
- Out-of-school children
- Deciding which in-service courses should be run to improve school management
- Deciding which in-service courses should be run to improve teaching
- Training new teachers
- Implementation of the school improvement plans
- Improving the curriculum
- Raising teaching standards and improving exam results
- Ensuring all pupils are treated equally (Girls/Disabled/Disadvantaged children)

# Why Data is important at Schools?

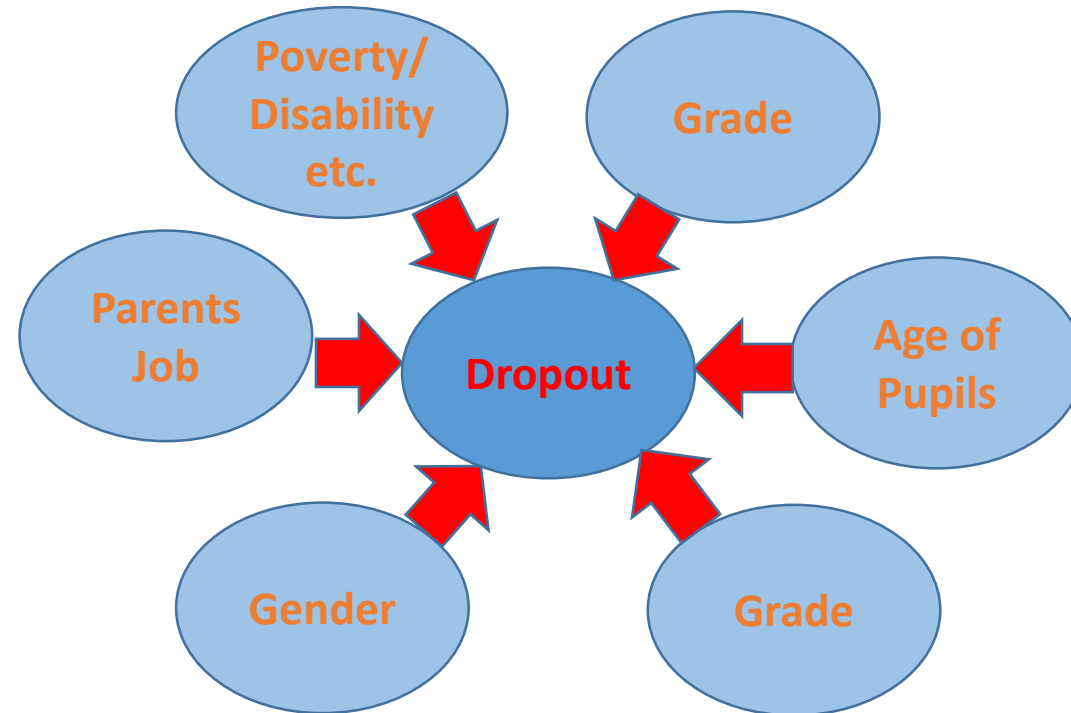


# Examples of issues at the school level

- Spending the school budget to achieve our SIP targets (New chairs, blackboards, textbooks or a school bus?)
- Improving pupils' results
- Retaining pupils at schools
- Pupils attendance
- Improving teaching
- Improving the learning environment
- Improving teaching resources

# What data do you need to monitor the issues?

- To understand an issues we need to use indicators to monitor the possible causes
- **Issue:** Dropouts
- **Factors:** What factors effect Dropouts?
- **Data:** Percentage Dropouts by Grade, Age of Pupils, Gender, Category of Pupil,



# Workgroup exercise

- Aim: To identify the most stakeholder **data** needs that will help monitor key education **issues**.
- Not possible to identify all required data in short time
- This will be used to review the school census form and identify further questions that need added.
- After the workshop these outputs will be provided to the software developer who will: -
  - modify the database to collect the required data; and
  - create the reports you need

# Workgroup process

## Part One (Take 10 minutes)

- Discuss key **issues** that your stakeholder groups is concerned with
- Prioritise the top 5 to 10 **issues** that need to be address

## Part Two (Take 15 minutes)

- Create small diagram to identify **factors** that effect each issue
- Start to complete the table in power point template. Enter the prioritised issues from Part 1 in column 1 and list the **factors** in column 2

**Part Three** (Take 15 minutes). Complete the remaining three columns to identify: -

- **Data** you need to measure how much the factors effect the issues
- Present back



Stakeholder group		
Prioritised Issues	Factors	<u>Data</u> needed to measure factors?
Bullying		
Graduate		
Leadership	SBMC for each school with Kaupule	
	Implementation of school improvement plan	
	NMQSS	To be decided
	School Supervisors	Number of visits
Teaching Qualifications (inservice)		Number teachers who have teaching qualification
Improving pupil Progression		Number progressing between each grade
Access: (Retaining students)		Number dropouts between primary and grade secondary
TVET Programmes	Typy of courses that attract makeles females Teachers	
Accesss	Age 6 pupils enrolled in year 1 Age 3 children	Number of Age 3 children in K1 Number of Age 6 children in PAccesss1