

**Implementing Education Management Information System (EMIS) at District level: the case
of three selected districts in Kilimanjaro region, Tanzania**

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Master of Educational Management and Administration (MEMA)

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The purpose of this study was to analyze the implementation of Education management Information System (EMIS) at the district level. The study was conducted in three districts namely: Hai, Moshi urban and Rombo. A sample of 186 respondents was involved including District primary and Secondary Education Officers, Statistic and Logistic Officers, Ward Education Coordinators, and heads of public primary and secondary schools. Methodologically, the study employed both quantitative and qualitative approaches, while descriptive research design was used to collect evidence to answer the research questions. Data were collected through questionnaires, interviews, observations and documentary review and analyzed both quantitatively and qualitatively. The following were the major findings of the study: EMIS questionnaires were found to be the most used method for EMIS data collection and were to be filled by head of schools before sent to the WEC for verification and compilation and later submitted to the district EMIS office. The use of computers as an alternative method for EMIS data collection and analysis observed to be used in few district EMIS offices while users had no adequate skills for operating them. EMIS data observed to be inaccurate, containing errors and inconsistencies mainly caused by lack of facilities like computers inadequate knowledge and skills in filling EMIS questionnaires. There were no trainings for capacity building among EMIS actors, lack of funds for facilitating EMIS implementation, poor supervision and lack of feedback resulted to poor implementation of EMIS at the district level. The study concluded that: quality of EMIS data in terms of accuracy, validity and reliability was compromised by inadequate knowledge and skills of EMIS among the key actors and lack of facilities like computers for data processing. Thus, the general implementation of EMIS and its performance at the district level was hampered by lack of clear EMIS policy, inadequate fund, poor supervision and inadequate trainings for capacity building. The study recommended that: there is a need for districts to conduct in-house trainings to the head of schools and WECs on EMIS implementation. There is also a need for each specific district to prepare a single district to

prepare a single district EMIS database covering all education departments and unifying data collection procedures from the school level. The Ministry of Education needs to institutionalize an independent EMIS policy which will state clearly the mission, vision, objectives of EMIS in Tanzania Substantial funding for implementation of EMIS at district levels is also imperative, and regular trainings on data management and skills among the key implementers of EMIS are also deemed important. Lastly, further research is recommended on the role of EMIS data and the extent to which data are used in decision making and planning for future education development across levels.