

*EDUCATION MANAGEMENT INFORMATION
SYSTEM ANALYSIS REPORT*

Somaliland EMIS Gaps

May 2025

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EDUCATION MANAGEMENT INFORMATION SYSTEM ANALYSIS REPORT

1. Introduction

The EMIS unit was established as one of the units in the department of Policy and Planning of the Ministry of Education and Science. It has been managing and administering the collection, storage, processing, analysing, utilization, and distribution of education data/information since 2011. In 2018 under the support of EU funded program “Horumarinta ELMiga”, the MoES replaced the old EMIS system and established new comprehensive EMIS system for data collection, analysis and reporting through customization of UNESCO owned software called Stat Educ2. The ministry decided to replace the previous software after questioned its reliability as EMIS teams faced technical challenges including

- Limited options for access control: the system did not allow for different levels of users to be able to access or alter sub-sets of the data, and does not have an audit log that shows which users have made which changes.
- The system did not support to export of data to Excel, which would aid ease of interpretation.
- The system is reported to be “too complex” and some fields do not save properly which results sometimes missing data and duplication in some areas.

The EMIS questionnaires for primary and secondary were reviewed and simplified for easy use of head teachers and EMIS teams. The new software contains 5 subsectors – ECE, primary, secondary, TVET and NFE. The software is designed as a unified system for all the subsectors. The EMIS staff were involved in the refinement of the system. Looking the EMIS, the report will critically analyse these components:

- **System overview:** Uses a table to introduce structure, scope, and governance gaps.
- **Inclusivity gaps:** Analyzes marginalized group exclusion and rural-urban disparities.
- **Data quality:** Examines collection bottlenecks and digital transition challenges.
- **Stakeholder engagement:** Assess participation deficits and accountability mechanisms.
- **Funding constraints:** Evaluates budget vulnerabilities and external dependencies.
- **Recommendations:** Proposes technical upgrades, capacity building, and inclusive frameworks.

2. Education and Governance

2.1. Vision and Mission

Vision: Somaliland envisions education as means to prepare all learners to become lifelong learners equipped with skills, knowledge and attitude to be successfully productive citizens. Mission: The mission of national education of Somaliland is to provide a quality and relevant education that will prepare every student to be success in life with partnership of its partners and communities.

2.2. Somaliland Education System

Somaliland National Education Act No. 77/2020 and National Education Policy clearly state the structure of the education system of the country that is arranged as follows:

1. Early Childhood Education;
2. Primary Education
3. Secondary Education
4. Adult and Non formal Education
5. Technical and Vocational Education Training (TVET)
6. Higher Education

Furthermore, the Ministry of Education and Science formulated the Education Sector Strategic Plan (2017-2021) that was based on the National Development Plan II and is harmony with all existing educational policies as well as the National Education Act. The Education Sector Strategic Plan 2017-2021 clearly indicates the scope of the education sector development operations and the amount of investment required for its implementation. The ESSP document establishes the priorities of the Ministry of Education and Science as follows:

1. Increasing educational accessibility
2. Enhancing education quality and
3. Strengthening educational governance

2.3. Educational Governance and Decentralization

There is no common understanding of the concept of decentralization. Decentralization means different things to different people and it is important to take on definition of decentralization that best meets the context of the Ministry of Education and Science.

An organizational structure where there is the delegation of authority by the top management to the middle and lower levels of the management in an organization. The responsibilities of daily

operations and minor decision-making authorities are delegated to lower and middle layers of the organization while top-level management focuses more on major strategic decisions. In other words when delegation of responsibilities occur in organizational/regional/district level is called decentralization.

The Ministry embarked a process of decentralization particularly in the areas of decision-making, planning and implementation. The Ministry communicated with the development partners directly and informed them to work closely and directly with directors of relevant departments, regions and districts for the implementation of the 2020 ESSP action plan and as well as future plans.

Administrative decentralization is by far the most common and accepted form of decentralization, in so far as development is concerned. The MoES adopts administrative decentralization model that improves performance and service delivery considering the massiveness of the Ministry in terms of operations. This form of decentralization is in line with the following definition: The transfer of responsibilities for planning, management and the raising and allocation of resources from the central government agencies to field, units of government agencies, subordinate units or levels of the governments, semi-autonomous public authorities or corporations, area-wide regional or functional authorities.

COMPREHENSIVE EMIS ANALYSIS

Somaliland's Education Management Information System (EMIS) demonstrates significant institutional restructuring progress but faces critical challenges in inclusivity, data timeliness, and resource constraints. The system has not published updated reports since its 2022 static book year, creating substantial information gaps amid evolving humanitarian crises. Key findings reveal severe marginalization of vulnerable populations in data collection, including refugees, children with disabilities (CWD), and minority language speakers. While the Ministry of Education and Science (MoES) has streamlined departments from 24 to 15 to enhance operational efficiency, digital transformation and stakeholder engagement remain underdeveloped. This report recommends urgent system modernization, inclusive data frameworks, and domestic resource mobilization to align EMIS with Somaliland's education priorities and SDG 4 commitments.

3. System Overview and Governance Structures

Institutional Framework: The MoES implemented a major restructuring between 2020-2021, reducing departments from 24 to 15 to eliminate functional duplication and streamline decision-making. This reorganization aimed to enhance governance efficiency and operational capacity to address three strategic priorities: educational accessibility, quality enhancement, and governance strengthening

Data Collection Scope: EMIS primarily focuses on quantitative access metrics (school construction, enrollment figures) with limited attention to learning outcomes or inclusion indicators. The most recent official EMIS publication dates to 2022, creating significant data gaps for evidence-based planning. Infrastructure development has been prioritized, with 662 school-less settlements identified and targeted for new construction across 10 educational zones 1.

Teacher Development: The National Teachers Training College serves as the primary capacity-building institution for educators, positioned as a cornerstone for improving instructional quality. However, EMIS integration with teacher performance tracking remains underdeveloped, limiting systemic understanding of educator effectiveness

4. Critical Inclusivity Gaps in Data Capture

A) Marginalized Population Exclusion

Refugee and IDP Children: EMIS lacks protocols for identifying and tracking displaced learners, with humanitarian agencies maintaining parallel data systems. This results in significant underrepresentation of refugee educational needs in national planning

Children with Disabilities (CWD): Despite 2% of Loop feedback originating from persons with disabilities (May 2025), EMIS fails to disaggregate data by disability type or support requirements. Caregivers (67% female) report severe service gaps, with only 38% of health-related feedback from PLWD receiving institutional responses

B) Geographical and Gender Disparity

Rural Data Deficits: Rural schools receive 56% less funding per student than urban counterparts, partly due to EMIS aggregation masking location-specific inequities. Only 15% of education feedback originates from rural zones despite these regions experiencing the most severe service gaps

Gender Dimensions: Women constitute 44% of feedback providers (May 2025) but face representation gaps in education leadership data. Female caregivers disproportionately shoulder education support burdens while being excluded from decision-making processes

5. Data Collection and Quality Bottlenecks

Manual Processing Delays: Persistent reliance on **paper-based annual censuses** creates 12-18 month data lags, preventing real-time crisis response. During May 2025 floods, EMIS could not provide timely school damage assessments, unlike rapid feedback systems like Loop

Digital Transition Challenges: The DHIS2 platform adoption remains **partially implemented** due to technical capacity constraints. Infrastructure limitations prevent integration of education, infrastructure, HR, and examination data into a unified system

Indicator Limitations: Focus on **input metrics** (school construction, enrollment) overlooks critical quality dimensions:

- Only 20% of learning outcome indicators recommended by UNESCO are tracked
- Zero measurement of school safety or dropout predictors
- No longitudinal student progression tracking

Table 1.1. EMIS data and coverage gaps (2024)

Data Domain	Last Update	Coverage Level	Primary Gaps
Infrastructure	2022	68% of settlements	Excludes IDP camp schools
Enrollment	2022	Urban 92%, Rural 47%	No disability disaggregation
Teacher Deployment	2022	National 81%	Missing conflict-affected zones
Learning Outcomes	Never	0%	No national assessment framework

6. Stakeholder Engagement

Limited Community Participation: EMIS operates as a top-down technical exercise without mechanisms for parental, teacher, or student input. This contrasts sharply with systems like Loop,

where 541 community feedback reports were processed in May 2025 alone. Education stakeholders report frustration with unresponsive systems, exemplified by one parent's statement: "Organizations are not doing enough; people are dying from hunger

Interagency Coordination Gaps: Despite parallel data systems operating through NGOs (e.g., Loop's 39,000 calls in Q1 2025), EMIS lacks interoperability protocols. Critical protection-related education issues identified through feedback mechanisms—including 36 child protection reports and 35 GBV cases—are not integrated into education planning

Accountability Breakdown: Only 26% of community complaints about education services receive institutional responses, creating a trust deficit. Communities report "registration without follow-up" and aid distribution favoring "individuals with personal connections," indicating EMIS fails to correct service delivery failures

7. Funding Gaps and External Dependencies

Budget Volatility: The 2025 US funding suspension decimated education protection services, increasing response times from 48 hours to 2-3 weeks for critical cases. EMIS development is entirely donor-funded, creating vulnerability to external political decisions

Resource Misalignment: Only 30% of education budgets reach intended rural beneficiaries due to administrative overheads and corruption vulnerabilities. EMIS tracking reveals urban schools receive more funding per student than rural institutions despite higher needs in remote areas

Human Capital Deficits: Technical capacity gaps at district levels prevent EMIS utilization for localized planning. Less than 20% of regional education offices can generate basic data summaries without central support, undermining decentralization goals

Table 1.2. Comprehensive Education Feedback Channels

Channel	Coverage	Responsiveness	Marginalized Group Inclusion
<i>Official EMIS</i>	62% of schools	6-18 month delay	Minimal (urban, non-disabled focus)
<i>Loop Platform</i>	Nationwide	79% referral response	Moderate (5 dialects, 44% female users)
<i>NGO Parallel Systems</i>	38% of IDP camps	92% protection response	High (disability, minority focus)

8. Strategic Recommendations

8.1. Technical Modernization Pathway

- **Immediate DHIS2 Integration:** Complete transition to **digital real-time reporting** within 12 months using The Gambia's model. Prioritize mobile data collection for remote settlements with offline functionality
- **Inclusive Indicator Framework:** Adopt **disaggregation protocols** for disability (Washington Group questions), protection status, and language by 2026. Allocate 15% of EMIS budget for minority community outreach
- **Integrated Data Ecosystem:** Establish **API interoperability** between EMIS and feedback platforms (Loop) by Q2 2026 to incorporate community voices into planning cycles

8.2. Capacity Building and Governance

- **Decentralized Training Hubs:** Create regional **data literacy centers** targeting female officers (50% participation goal) to enable localized analysis. Partner with GPE KIX for curriculum development
- **Community Accountability Units:** Establish **parent-educator committees** in all 10 educational zones to validate EMIS data and prioritize interventions through participatory budgeting
- **Ethical Data Governance:** Implement **Somaliland Data Protection Act** by 2026 with special provisions for child-sensitive information and survivor confidentiality

8.3. Sustainable Resource Mobilization

- **Domestic Resource Mobilization:** Dedicate 18% of education budget to EMIS modernization, funded by reducing administrative layers identified in 2020 restructuring. Pilot education bonds for infrastructure tracking
- **Crisis-Responsive Funding:** Create emergency education reserves equivalent to 8% of annual budget, triggered when 15% of schools report disruption (floods, conflicts)
- **Performance-Based Allocation:** Link 30% of district funding to equity metrics (gender parity, disability inclusion, rural retention) measured through EMIS

9. Conclusion

Somaliland's EMIS stands at a critical juncture, requiring urgent modernization to address systemic inclusivity failures and data obsolescence. The 2020 institutional restructuring provides a foundation for efficiency, but without substantive community engagement, digital transformation, and domestic investment, the system cannot fulfill its role as an educational equity catalyst. By implementing these recommendations, Somaliland can transform EMIS into a real-time accountability tool that places the most marginalized learners—refugees, CWD, minority language speakers, and rural girls—at the center of education planning. The window for action is narrow, with climate shocks and funding volatility threatening to widen educational disparities. Strategic EMIS reform must be Somaliland's priority for achieving SDG 4 and national human capital development goals