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# Education Decentralization and Education-Management Information Systems

Annotated bibliography

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# Education Decentralization and Education Management Information Systems Annotated Bibliography

Marcia F. Brown, M.A.

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**ABSTRACT:** This annotated bibliography presents links to information on decentralization in educational contexts and information on Education Management Information Systems (EMIS).

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# Education Decentralization

## *Background information*

### Articles discussing benefits/detriments to decentralized education implementation in developing countries

De Grauwe, A., Lugaz, C., Baldé, D., Diakhaté, C., Dougnon, D., Moustapha, M., & Odushina, D. (2005). Does decentralization lead to school improvement? Findings and lessons from research in West-Africa. *Journal of Education for International Development*. 1(1), 1-14. Retrieved February 20, 2008, from <http://www.equip123.net/JEID/articles/1/1-1.pdf>

**Abstract:** This article presents a research study that discusses decentralization challenges encountered in schools in Benin, Mali, Guinea, and Senegal. This paper's findings discuss **limits to the implementation of decentralization, but they also show that some successful innovations have been taking place.**

EQUIP1. (2005). Decentralization in education. *EQ Review: Educational Quality in the Developing World*, 3(4). Washington, D.C.: USAID. Retrieved February 21, 2008, from [http://pdf.usaid.gov/pdf\\_docs/pnadf052.pdf](http://pdf.usaid.gov/pdf_docs/pnadf052.pdf)

**Abstract:** This newsletter provides an overview of decentralization in education. It also highlights USAID success stories in decentralized education.

IIEP. (2005). Decentralization—Can it improve schools? *International Institute for Educational Planning Newsletter*, 22(4). Paris: International Institute for Educational Planning. Retrieved February 20, 2008, from <http://www.unesco.org/iiep/eng/newsletter/2004/octe04.pdf>

**Abstract:** This newsletter from the IIEP provides an overview of information on educational decentralization. One article discusses the policy **implications of research undertaken by the IIEP in West Africa and Asia.** The newsletter's other articles focus on findings in each case.

Galiani, S., Gertler, P., & Schargrodsy, E. (2004). Helping the good get better, but leaving the rest behind: How decentralization affects school performance. Washington, DC: Research Triangle Institute. Retrieved February 20, 2008, from [https://register.rti.org/EducationFinance/background/FiscalDec/Gertler\\_School%20Decentralization.pdf](https://register.rti.org/EducationFinance/background/FiscalDec/Gertler_School%20Decentralization.pdf)

**Abstract:** This paper examines the overall effect of educational decentralization on student performance through the evaluation of the impact of secondary school decentralization on student performance in Argentina. The paper's results indicate that **decentralization, on average, had both a positive and significant impact on student performance. However, the effect was negative for provinces that were running fiscal deficits prior to decentralization and for schools located in impoverished areas.**

Naidoo, J. & Kong, P. (2003). Improving education management in the context of decentralization in Africa. Grand Baie: Association for the Development of Education in Africa. Retrieved February 21, 2008, from [http://www.adeanet.org/publications\\_biennale/docs/LesDocumentsdappui/Dcentralisation/N\\_decentnaidoo\\_eng.pdf](http://www.adeanet.org/publications_biennale/docs/LesDocumentsdappui/Dcentralisation/N_decentnaidoo_eng.pdf)

**Abstract:** This paper concludes that most actors are recognizing that key issues of organization of instruction, course content, program planning, personnel management, and financial management should be connected for education management changes to make a difference to the quality of schools and the learning outcomes for students. Decentralization of education systems (including provision, management, and control) should be built on familiar processes and should have a combination of fiscal, administrative, and political changes.

### **Decentralization: measuring and determining quality**

Cohen, J. (2004). Linking decentralization and school quality improvement. (EQUIP 2 Resources). Washington, DC: AED. Retrieved February 15, 2008, from [http://www.equip123.net/docs/e2-Decentralization\\_JoeCohen.pdf](http://www.equip123.net/docs/e2-Decentralization_JoeCohen.pdf)

**Abstract:** This paper gives an overview of and background on decentralization in education. It discusses the **methodology of measuring quality and quality improvement.**

Di Gropello, E. (2004). Education decentralization and accountability relationships in Latin America. *Policy Research Working Paper Series* 3453. Washington DC: The World Bank. Retrieved February 19, 2008, from [http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2004/12/17/000160016\\_20041217173134/Rendered/PDF/WPS3453.pdf](http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/2004/12/17/000160016_20041217173134/Rendered/PDF/WPS3453.pdf)

**Abstract:** This article discusses the status, impact, and ongoing challenges of decentralization reforms in the Latin American educational system through the use of the accountability framework illustrated in the *World Development Report 2004: Making Services Work for Poor People*. This paper concludes that the most important determinant in ensuring

success or failure of decentralization-based reform is the way in which the accountability relationships are set to function within the models. **The author provides lessons on how to get accountability relationships to work properly. She also offers advice on the selection of successful decentralization models:** 1.) Avoid complicated models, 2.) increase school autonomy and the scope for client power (through the maintenance of clear roles for other accountability relationships), and 3.) emphasize management accountability relationship and model sustainability.

Winkler, D. & Boon-Ling, Y. [Undated]. Identifying the impact of education decentralization on the quality of education. *Equip Working Paper*. Washington DC: USAID. Retrieved February 21, 2008, from [http://www.equip123.net/docs/e2-DecentQuality\\_WP.pdf](http://www.equip123.net/docs/e2-DecentQuality_WP.pdf)

**Abstract :** This EQUIP 2 working paper explores the **potential of educational decentralization on the improvement (if any) of performance**, as reflected in educational outcomes and changes in the determinants of educational outcomes. This paper is divided into three parts: conceptual arguments for a relationship between decentralization and educational outcomes, empirical evidence of impacts on education decentralization, and, finally, advice on design and implementation of decentralization policy to maximize its impact on quality.

### **School-based management: A type of school decentralization**

World Bank. (2007). SBM toolkit: Guiding principles for implementing school-based management programs. Retrieved February 15, 2008, from <http://go.worldbank.org/WAAP0HUMN0>

**Description:** The World Bank provides this online toolkit to address the main questions and issues related to the implementation of school-based management-type programs. This toolkit also offers examples from past and current World Bank financing projects.

World Bank. (2007). What is school-based management? Washington, D.C.: The World Bank.

**Abstract:** This World Bank report describes school-based management (SBM) as the **decentralization of authority from the central government to the school level**. It has become a popular movement over the past ten years. This report provides a definition of school-based management and defines its typology. The report also provides a conceptual framework for analyzing SBM and examines if SBM can improve school outcomes and increase participation.

World Bank. (2007). What do we know about school-based management?  
Washington, D.C.: World Bank.

[http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1145313948551/what do we know SBM.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547667-1145313948551/what%20do%20we%20know%20SBM.pdf)

**Abstract:** This report discusses school-based management, a movement that has gained in popularity over the past ten years. The World Bank's school-based management work program developed out of a need to not only define the concept more clearly, but also to review the evidence, provide feedback to teams preparing educational projects, and support impact assessments. This report offers a detailed stock-taking of existing literature and provides several examples of school-based management reforms that are supported through ongoing impact assessments.

Caldwell, B.J. (2005). School-based management. *Education Policy Series*. Paris: The International Institute for Educational Planning (IIEP) and the International Academy of Education (IAE). Retrieved February 19, 2008, from <http://unesdoc.unesco.org/images/0014/001410/141025e.pdf>

**Abstract:** This paper is a background piece on school-based management and describes what it is, where it **has been implemented, and how successful the implementation has been**. It also explores how it is connected with decentralization and whether it is connected to or embedded with particular political viewpoints.

### ***Policy papers on educational decentralization***

Ahmad, J, et al. (2005). Decentralization and service delivery. *Policy Research Working Papers*. Washington, D.C.: World Bank. Retrieved February 15, 2008, from [http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2005/05/12/000011823\\_20050512104803/Rendered/PDF/wps3603.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2005/05/12/000011823_20050512104803/Rendered/PDF/wps3603.pdf)

**Abstract:** This is an article on general decentralization and service delivery practices, and its message can be applied to education as well as to other services that are, or were, centrally delivered. **This paper focuses on providing a framework for evaluating the costs and benefits in terms of service delivery, based on actors in the delivery change, and their relationships of accountability.**

Levačić, R., et al. (2004). Formula funding of schools, decentralization & corruption: A comparative analysis. Retrieved February 19, 2008, from <http://unesdoc.unesco.org/images/0013/001376/137631e.pdf>

**Abstract:** This book is the result of a study to **determine and explore the relationship between educational decentralization and corruption and fraud.** The report is based on four different countries: Australia, Poland, UK, and Brazil. The paper describes principles of self management, the definition of formula funding of schools, and then defines corruption in the educational context. Chapter 8 is a summary of key issues. The annexes provide more specific details from the countries that were studied.

Winkler, D. R. & Maribel, S. (2004). Report cards and accountability in decentralized education systems. *EQUIP 2 Policy Brief*. Retrieved February 15, 2008, from [http://pdf.usaid.gov/pdf\\_docs/PNADA604.pdf](http://pdf.usaid.gov/pdf_docs/PNADA604.pdf)

**Abstract:** This paper discusses report cards and their role as an accountability marker for decentralized education systems.

### ***Educational decentralization: Best practice manuals, booklets, and handbooks***

Ananiev, J. (2006). *Education and Decentralization: User-Friendly Manual*. Skopje: Organization for Security and Co-operation in Europe. Retrieved from [http://www.osce.org/publications/mms/2006/05/19309\\_634\\_en.pdf](http://www.osce.org/publications/mms/2006/05/19309_634_en.pdf)

**Abstract:** This manual makes aspects of the decentralization process clearer, including administrative, legal, and fiscal issues. The process itself is explained, as are the stakeholders' responsibilities. The manual also identifies three levels within the systems of primary and secondary education and their respective responsibilities: **macro (central government), intermediate (local government), and school level (micro level).**

Winkler, D. & Cohen, J. (2005). The status of decentralization: a three-day workshop for national and sub-national stakeholders. Washington, D.C.: USAID Equip2. Retrieved February 20, 2008, from <http://www.equip123.net/docs/e2-DecentralizationWorkshop.pdf>

**Abstract:** This toolkit, generated from the results of the three-day workshop, includes a number of policy papers and reprinted PowerPoint presentations. **The toolkit and workshop aim to broaden understanding of the concept of decentralization, as well as how decentralization of education is implemented in other countries.** This workshop was piloted in Egypt and developed particularly for national and subnational stakeholders.

UNESCO Section for Support to National Educational Development. (2005). *Decentralization in Education: National Policies and Practices*. New York:



UNESDOC. Retrieved from  
<http://unesdoc.unesco.org/images/0014/001412/141221e.pdf>

**Abstract:** This booklet is a summary of presentations and debates made at the International Seminar on Decentralization Policies and Strategies in Education, by UNESCO, in Buenos Aires, Argentina, from June 30 to July 3, 2003. **Topics in the booklet include consensus building and decentralization, decentralization as a tool of social participation, the requirements of decentralization in regard to national capacity building, and whether decentralization makes for imprecise operations and bad practices at the local level.**

UNESCO. (2005). *Handbook for Decentralized Education Planning: Implementing National EFA Plans*. Bangkok: UNESCO Bangkok, Asia and Pacific Regional Bureau for Education. Retrieved February 15, 2008, from  
<http://unesdoc.unesco.org/images/0014/001409/140949e.pdf>

**Abstract:** This handbook aims to **provide information on decentralized education planning to decision-makers and educational-planning staff in ministries of education and in provincial educational administrations**. It provides the information needed to apply and develop implantation and planning of educational decentralization at the central and provincial levels.

Florestal, K. & Cooper, R. (1997). Decentralization of education: Legal issues. *World Bank: Directions in Development*. Retrieved February 15, 2008, from  
[http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080000281/Decent ed legal issues EN97.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099080000281/Decent%20ed%20legal%20issues%20EN97.pdf)

**Abstract:** This book discusses the legal aspect of institutional changes that are needed to implement decentralization of primary educational systems. It provides an overview of the legal issues involved and offers suggestions for the design of legislation.

## **Education Management Information System (EMIS)**

### ***EMIS best practices and lessons learned***

Cassidy, T. (2005). Education Management Information System (EMIS) development in Latin America and the Caribbean: Lessons and challenges. Inter-American Development Bank. Retrieved February 21, 2008, from  
<http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=741813>

**Abstract:** This paper offers a brief history of EMIS development in LAC; an outline of practical lessons learned from prior EMIS efforts in the area;

the identification of new, ongoing, and emerging challenges in EMIS development; and the identification of examples to use better data to inform education policy and planning.

Ellison, R. (2004). A practical guide to working with Education Management Information Systems. London: DfID. Retrieved February 21, 2008, from <http://www.paris21.org/documents/2402.pdf>

**Abstract:** This DfID guide has four central good practices for supporting EMIS development: 1.) focus on management and institutional issues (not IT), 2.) focus on information usage (not production), 3.) focus on speed (not comprehensiveness), and 4.) focus on evolution (not revolution). The guide cites some case studies, such as successful collaboration in Cambodia and the Gambia, and suggests that the lessons learned from the collaborations in these countries could be extended to other locations. The guide has some suggestions on fruitful areas for lesson learning and development to combat information-supply problems. It suggests that, in addition to improving EMISs, other data sources could be more fully exploited.

Hua, H. & Herstein, J. (2003). EMIS and their implications in Educational Management. Paper presented at the Annual Conference of Comparative and International Educational Society, March 2003, New Orleans, LA. Retrieved February 21, 2008, from <http://www.infodev.org/en/Document.188.aspx>

**Abstract:** Countries around the world have invested significant resources in the collection, management, and processing of better data through EMIS. Very often, the authors argue, EMIS design and development focuses on IT enhancements and data storage and maintenance. However, less attention is paid to cultivating an environment in which EMIS operates and is used to cultivate policy decisions. This paper discusses organizational, technical, and institutional requisites to enable information-based decision-making. **It notes that technical capacity-building and EMIS must go hand in hand with encouraging the growth of a culture of information sharing, information use, and open communication.**

Sultana, R. G. (2002). An EMIS for Palestine: The Education Management Information System in the West Bank and Gaza Strip. *Mediterranean Journal of Educational Studies*, 7(2), 61-92.

\*Available via interlibrary loan, ask the KSC for details.\*

**Abstract:** This journal article describes the introduction of an EMIS by the Palestinian Ministry of Education in the West Bank and Gaza Strip. The article focuses on the EMIS in terms of the usefulness of the system and

the impact on the availability and sound use of data on education quality. It also gives background on the educational and political environment of Palestine through September 2000.

### ***EMIS manuals, background guides, and handbooks***

Connal, C. & Sauvageot, C. (2005). *NFE-MIS Handbook: Developing a Sub-National Non-Formal Education Management System*. Paris: UNESCO. Retrieved from <http://unesdoc.unesco.org/images/0014/001457/145791e.pdf>

**Abstract:** It is hoped that the methodology presented in this handbook will assist policymakers, planners, and program managers to build a sustainable, relevant, and reliable information base for NFE for systematic monitoring and planning with the ultimate goal of improving access to, and the quality of, non-formal education, thus contributing to the achievement of EFA.

Carrizo, L., et al. (2003). Information tools for the preparation and monitoring of education plans. PARIS: UNESCO. Retrieved February 19, 2008, from <http://unesdoc.unesco.org/images/0013/001323/132306e.pdf>

**Abstract:** This publication presents information on how to create an EMIS system, as well as documentation for a **computer programme package that supports setting up of an education management information system**. In addition to detailed information about the different aspects of EMIS (objectives, indicators, data collection, etc), the authors note that the information should be applicable to many different country situations and circumstances.

Wako, TN. (2003). Education Management Information Systems (EMIS): an overview. Harare: NESIS/UNESCO. Retrieved February 21, 2008, from <http://www.harare.unesco.org/documents/2005/Educational%20Management%20Information%20Systems.pdf>

**Abstract:** According to this document, EMIS is a system that is designed to systematically organize information related to the management of educational development. **EMIS also provides a means to assess the performance of an education system;** it provides information to top management about deployment of teachers, student performance assessment, resource allocation, and distribution of didactic materials to schools.

Wako, TN. (2003). Education Management Information Systems (EMIS): a guide for young managers. Paris: UNESCO. Retrieved February 21, 2008, from [http://nesis.intoweb.co.za/en/index.php?module=documents&JAS\\_Document\\_Manager\\_op=downloadFile&JAS\\_File\\_id=20](http://nesis.intoweb.co.za/en/index.php?module=documents&JAS_Document_Manager_op=downloadFile&JAS_File_id=20)

**Abstract:** This is a manual aimed at professionals in the ministry of education in Sub-Saharan Africa as a reference guide for collecting data, and for the processing, analysis, and dissemination of work. It also presents the scope, structure, and responsibilities of managing an EMIS office; the authors encourage higher managers and decision-makers to read this manual to understand the work involved and what it takes. **The manual's objectives include: the creation of an organized unit within the ministry of education to collect, publish, analyze, and store information and to give information service to users.**

Zaidi, M. [Undated]. EMIS in Pakistan: Process, People and structures— Examining policy issues in education data. Washington DC: USAID and RTI. Retrieved from [http://pdf.usaid.gov/pdf\\_docs/PNADJ374.pdf](http://pdf.usaid.gov/pdf_docs/PNADJ374.pdf)

**Abstract:** This RTI-USAID document describes the use of an EMIS system in Pakistan.

**NOTE:** The WorldBank's *InfoDEV* has completed an activity on EMIS: Case Studies and lessons Learned. Although the activity is complete, the consultant reports have not yet been posted to *infoDev*. <http://www.infodev.org/en/Project.5.html>

**U.S. Agency for  
International Development**  
1300 Pennsylvania Avenue NW  
Washington, DC 20523  
Tel: 202-712-0000  
Fax: 202-216-3524  
[www.usaid.gov](http://www.usaid.gov)