District Education Management Information System (DEMIS)

The DEMIS Zimbabwe Toolkit

In Partnership with the Ministry of Education Sport and Culture, UNAIDS and the National AIDS Council

May 2003

Contents

Introduction

*"In the face of HIV/AIDS the business of managing Education has become more complicated. You might be aware that Zimbabwe is one of the countries experiencing the worst epidemics. Statistics indicate that about 35% of women attending antenatal clinics are HIV positive. The education sector has not been spared and HIV/AIDS is now posing a serious threat to the achievement of **Education for all by 2015** and gender equality by 2005 in Zimbabwe. The HIV/AIDS epidemic is radically changing the way Ministry of Education managers and planners make decisions about the future of the system. HIV/AIDS affects learners, educators, managers and communities alike. We are seeing a notable increase in absenteeism, a reduction in teacher numbers and in the quality of their teaching. It has also compromised the ability of education managers to guide and direct the business of education at all levels."*

With this quote, the Ministry of Education, Sport and Culture opened one of the DEMIS workshops in Zimbabwe. While many pupils, teachers, managers and community members indeed may become ill and even die, many more will not be infected. The system of education will continue and so will the process of teaching and learning. The effectiveness and quality of the process will be critical in creating a conducive learning environment in which young and impressionable minds are sensibly guided by relevant curricula and positive role models.

For this reason, the capacity of the education system to function efficiently and effectively may be the key to protecting those otherwise at risk from life threatening behaviour. This DEMIS Toolkit has been designed to assist education officers, heads of school and teachers alike, in gathering local data that will help the education system to understand the nature and the scope of the crisis.

As the piloting of the data collection and analysis progresses, the project hopes to develop a comprehensive information and management framework which will improve the professional quality of education officers' work and by doing so, mitigate the impact of HIV/AIDS on education and learning.

1.1 Introduction

The lack of information, which is complete, accurate, relevant and timely, is a major obstacle to effective planning in education systems. Yet the implementation and monitoring of education policies places an increasing emphasis on the role and function of information. At the same time decision makers, who have to rely on information are being held more accountable.

As a result, education managers at all levels within the education system are increasingly being faced with the challenge of collecting, monitoring, archiving and analyzing data, and disseminating information. To meet these demands, it is imperative that the Education Ministries provide those empowered to make decisions, at various levels within the system including clients of the system, with the relevant information they need in a manner that is understandable, pragmatic and functional. To do so it is necessary to develop information management and the information application skills of education managers at all levels.

1.2 A brief review of the aims and objectives of an EMIS

The ultimate aim of an Education Management Information Systems (EMIS) is to improve efficiency in the management of the education system. This is achieved through better allocation, use and management of available resources, as well as by introducing greater accountability of the use of scarce public resources. Improved decision making and greater accountability can only be achieved, however, through the effective utilization of information. An effective EMIS needs to meet the diverse pressures of the different interest groups it serves. International studies reveal that an EMIS is very largely demand-driven with the needs of the different users determining the data to be collected. An effective EMIS needs, at all levels, to facilitate:

- Policy development
- Decision support in the broadest sense
- Planning
- Management
- Monitoring of system change
- Evaluation of policy implementation and service delivery.

To meet these needs, the EMIS should be an integrated, open-ended system. This means that the system is required to facilitate and process information from a variety of sources, and has to be responsive to the needs of the users. EMIS is not, and should never become, an end in itself: it is there to provide a service. As a system, the data collected by the various components of the education system – e.g. human resources, physical facilities planning, examinations, quality assurance, etc. should be integrated and data should flow bi-directionally – both upwards and downwards. If the EMIS is to have any value and succeed, the system should be as simple, accessible and accurate as possible. Decentralized systems appear to have more accurate and timely data collection and processing abilities.

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[1] Adapted from the "District Managers HIV/AIDS Resource Kit", developed by HEARD University of Natal, 2001

Therefore data should be processed, analysed and published as close to the point of collection as possible.

1.3. The phases and typical functions of EMIS

The phases and typical functions of EMIS are illustrated in the graphic provided below:

The Phases of an EMIS

Gather Information		Tracking , Planning, Policy Formulation, Monitoring and Evaluation
	Scientifically based decision making	
Analyse information and add value		Information dissemination
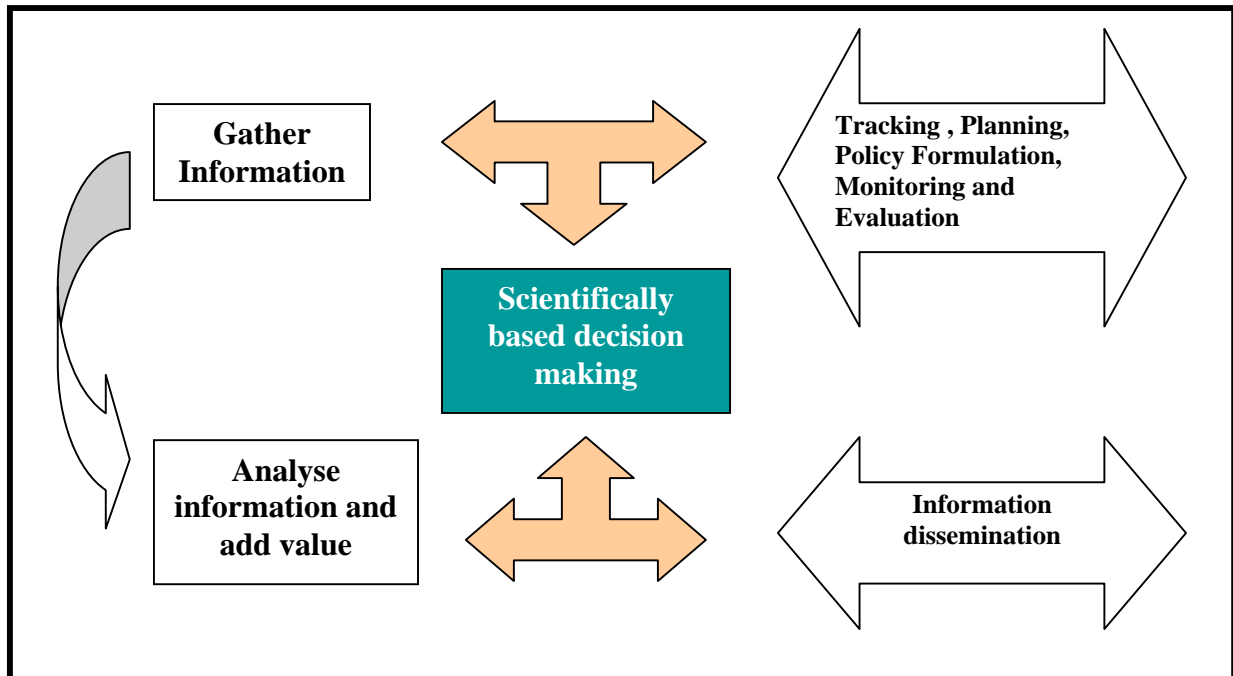
Each of these phases will now be reviewed and considered given to the functions and persons involved at each phase.

It should be noted that more often than not, a manager or decision maker being faced by a problem initiates this process and then identifies the information needs.

Phase 1: Gather Information

During this phase it is critical that the person tasked with managing and developing the EMIS work closely with the information users and owners. The system developers must seek agreement from the information users and owners on all decisions that may affect them.

There needs to be agreement on what information is needed and how it will be collected. Generally surveys are designed to collect the required information. The data collection instrument – or survey – needs to be carefully designed, to ensure that the required information is obtained. Questions asked must be clearly structured and unambiguous. It is worth investing a great deal of time on this phase and even requesting the assistance of form design specialists.

Once the survey has been tested and proven to be manageable and informative, the survey is taken to scale. Once the completed forms have been submitted, the data needs to be captured. This can be done manually, but given the speed and power of computers it is recommended that it be done electronically.

The data captured from the survey then has to be compiled, cleaned and verified. This can be a lengthy process and involve several persons. Generally preliminary data is fed back to providers so that they can verify accuracy and completeness. Error reports, which highlight exceptions or improbabilities, can also be provided for checking and verification.

Phase 2: Analyse information and add value

During this phase the raw data is converted to information, by adding value to the data. "Value adding" could simply be done through placing the data in context and presenting it in a user-friendly manner.

The process of "value adding" may mean the tabulation of totals, calculating appropriate indicators, determining projections or forecasts, doing time series analysis or using other statistical techniques. Generally this process relies on persons with data management and data manipulation skills. Persons with a background or exposure to statistics are also invaluable in this process.

Phase 3: Information dissemination

This is a critical aspect of the EMIS. During this phase the suppliers and users of the information receive feedback in the form of information being disseminated to them. This step is critical in terms of accountability and reporting. Studies show how increased accountability of local decision makers will naturally initiate a move towards greater local data use and need.

Information can be disseminated via a wide variety of media – *printed*; in the form of reports, tables, brochures, posters, maps, graphs, etc. and *electronically*; through the world wide web, databases, analytical tools, spreadsheets and models etc. being made available.

During this phase, the principle of bi-directional flow of information is critical: any feedback provided should be incorporated to improve both the data and the EMIS as a whole.

Phase 4: Scientifically based decision making

EMIS is not there to make decisions or solve problems – people are required to do this. The EMIS should therefore provide information that supports the decision making process. It follows that the EMIS should be structured and supported to assist with:

- Identifying possible problems or decision making processes
- Identifying possible solutions
- Accessing and providing the information required to solve a problem or make a decision
- Analysing how a possible decision will impact on a decision
- Simulating possible solutions and their likely results

In order to meet these needs the information needs to be modelled and developed to play out several "what if" scenarios to assist decision makers. This requires the services of persons skilled in modelling techniques with some statistical background. Often Education Ministries outsource these functions since they can be very specialized – but generally with the advanced software programmes that are now available, persons with data manipulation skills can quickly acquire the necessary skills to develop complex decision support models.

An important aspect of this phase is that the information and possible scenarios are used to support and inform dialogue. The decision makers therefore have more tools available to them to make better and informed decisions.

Phase 5: Tracking, Planning, Policy Formulation, Monitoring and Evaluation

Throughout the process, the information should be used to:

- Track progress,
- inform planning and policy formulation, and in turn
- monitor and evaluate any growth or improvements made.

This needs to be done regularly to inform decisions and measure the impact of policy on delivery. The results of this analysis may mean that policies and programmes of intervention need to be changed to better suit the needs of the system or avoid problems or obstacles encountered. In this way information is being used to improve the efficiency and effectiveness of the education system.

1.4. EMIS in Southern Africa

Most EMIS systems in this region currently collect data from schools and other learning sites on an annual or biannual basis. Local information, for example school information provided by principals, is generally returned to a central venue for capturing and processing. Capture and analysis lags many months behind actual reported information. Feedback, in either electronic or paper form, is then provided back through the different levels. The further the collection and analysis is done from source, the greater the delay in providing relevant information back to the local level. In many instances the originators or suppliers of the information never receive any feedback.

If an EMIS were populated with the required information at the appropriate intervals, the datasets could generate early warning signals in respect of system malfunction or failure. Unfortunately this is not the case with most EMIS systems in sub-Saharan Africa. Very little value is added to the data or serious analysis undertaken. Meanwhile education management continues apace, with the need for constant monitoring, or implementation of new policies or strategies. Since information is either not complete, or not timeous (or both), many of initiatives are introduced based on estimations, unfounded assumptions or invalid projections.

Part 2: The District Education Management Information System Process (DEMIS) in Zimbabwe

2.1. General Overview

More and more the need to develop and introduce new, more regular data gathering systems, to capture and monitor key management indicators is being felt in a country such as Zimbabwe, one of the countries worst hit by the pandemic in the region. Such data is collected at the local level, and is transmitted upwards to provide key statistics for education planning and provisioning.

In response to the management challenge paused by HIV/AIDS, the DEMIS (District Education Management Information Systems) project was introduced. The DEMIS is designed to facilitate the processing and analysis of data at a local level to guide immediate management response at the school and district level. The DEMIS captures statistics on learners, educators, school based support staff and school governing bodies. The statistics will provide data on enrolment; absenteeism; pregnancy rates and those leaving the school systems and detailing reasons for this; increase in orphan numbers; loss of contact time; change in the number of educators; and the reduction in the school fees collected. All this data is collected by gender and on a monthly basis thus allowing the local level manager to gain complete, detailed and time referenced information for every school they manage.

The DEMIS Project is a joint initiative between UNESCO, Ministry of Education Sport and Culture, UNAIDS and the National Aids Council. The Pilot project was started in October 2002 and it is being implemented in seven selected districts in Zimbabwe: Bikita, Buhera, Bulilima, Gokwe North, Mangwe, Rushinga and UMP. These seven districts are part of the UNAIDS 'District Initiative', an initiative that aims to promote a comprehensive and multi-sectoral approach to dealing with the pandemic in some of poorest districts in the country. Like all the other districts in the country these seven districts receive funding directly from the National Aids Council but they also receive extra funding from the Turner foundation through the United Nations Funding for International Partnership.

On a monthly basis the school collects data on a one page summary sheet that they submit to the district office. One copy is retained at the school to supplement school based record keeping and management. The district level manager receives a resource kit that has a management checklist that provides guidance and management options and responses to indicators of irregularity, dysfunction or even crisis in the monthly data provided through DEMIS.

The DEMIS tool was developed by the University of Natal and has been piloted in Kwa-Zulu Natal. Zimbabwe has analysed the pre-designed tool and developed a Zimbabwe versions of the DEMIS tools to fit their own context.

2.2. The Process so far

Workshop 1
- Six districts introduced to data collection tools
- Initiate process of customizing tools to Zimbabwean context

October 2002

Workshop 2
- Two districts assist in design the data collection instruments
- Adjusting school records that will support data collection
- Prepare for the pre testing of instruments

February 2003

Pre-testing
- Fifty teachers from five schools took part in the pre-testing

March 2003

Work shop 3
- Finalize the data collection instruments
- Discuss participants experiences of the pre testing
- Map out a time frame for implementation and the way forward

April 2003

Next steps

- Development of DEMIS Analysis Software

May/June 2003

- Training of district personnel

July 2003 **

- Training of school staff

July/August 2003**

Piloting Begins

September 2003**

**Yet to be carried out

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2.3. The data collection process

Information on Pupils

At the classroom, the class teachers use the following tools to collect information on pupils;

Register of attendance	The Ministry of Education form which already exists in schools
Register of attendance supplement (DEMIS Form 5)	An additional form which is attached to the register of attendance and which captures the reason for absenteeism for each pupil
Individual record book/child study book	An existing form which teachers use to collect information on pupils
Teachers Monthly Summary Sheet (DEMIS Form 3)	Also completed by the teacher and this summarizes various data on pupils data

Information on Teachers

This is to be completed by the Head of School

Application for Leave	The already existing Public Service Leave form
In and out control register	This already exists in the schools
Head of school Register on Staff Absenteeism (DEMIS Form 4)	An additional form which the Head of School uses to capture the reason for absenteeism and the hours lost.

Information sent by the head of school to the district office

DEMIS Registration Form 1	Registration Form which all school fill in at the start of the term to be sent to the district office
DEMIS Form 2	Monthly summary sheet, which the head of school completes and submits to the district office.

The process of data collection can be summarized as shown in the diagram below.

School Level

Pupil Information

- Register of attendance
- Register of attendance supplement *Form 5*
- Individual record book

Teacher Information

- Application for leave
- In-Out Control Register

Teachers Monthly
Summary Sheet
Form 3

Head of School Register
on staff absenteeism
Form 4

DEMIS Monthly Summary Sheet
Form 2 (on a monthly basis)

+

DEMIS Registration
Form 1 (on a termly basis)

Submitted to the District Office

Part 3:   The DEMIS Data Collection Instruments for Zimbabwe

✓   **DEMIS Form 1: Registration Form**

✓   **DEMIS Form 2: DEMIS Monthly Summary Form**

✓   **DEMIS Form 3: Teacher's Monthly Summary Sheet**

✓   **DEMIS Form 4: Head of School register on staff absenteeism**

✓   **DEMIS Form 5: Register of Attendance Supplement**

✓   **Guidelines for the use of DEMIS data collection instruments and forms.**

District Education Management Information System

DEMIS Form 1: Registration Form

Date . . . .

1. General information

Name of School		Reg. No (ED 46 Number)	
Province		District Name	

Postal Address ……………………………………………………………………………………...............
…….

Physical Address or area of location, village name or chief name ………………………………………………
…………………………………………………………………………………………………...

Telephone Number	Dialling Code (…………………………) Number ………………………………………………………
Telefax Number	Dialling Code (………………………..) Number………………………………………………………
Mobile/Cellular Number	……………………………………………………………………………..

School Head
Title (Mr/Mrs/Ms/Dr) ……………..   Initials …………………..   Surname ………………………………………………………………….

School Development Committee/ Association composition	Teachers	Support staff	Parents	Pupils	Other	Total
Male						
Female						
TOTAL						

2. Pupil Enrolment:

	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Special Class	Total
Male									
Female									
TOTAL									

3. Number of Orphans:

	Gr 1		Gr 2		Gr 3		Gr 4		Gr 5		Gr 6		Gr 7		Special Class		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
One parent/ guardian has died																		
Both parents died																		
TOTAL																		

4. Number of Learners receiving assistance

	Gr 1		Gr 2		Gr 3		Gr 4		Gr 5		Gr 6		Gr 7		Special Class		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
BEAM																		
District Aids Fund																		
Other																		
TOTAL																		
Awaiting assistance																		

5. Staff at School

	Government Paid		Privately Paid		Total
	Male	Female	Male	Female	
Trained Teachers					
Untrained teachers					
Support Staff					

6. HIV/AIDS and Life Skills Training

Number of teachers trained in HIV/AIDS and Life Skills Education			
	Pre-service	In-service	Total
Male			
Female			
Total			

Declaration

By signing, I certify that the information provided in the DEMIS REGISTRATION FORM is correct and complete to the best of my knowledge.

Head: _____   _____   ___ / ___ / ___
Please print Surname and Initials   Signature   Date

Submit this form to the District Office and retain a copy at school

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District Education Management Information System

DEMIS Form 2: DEMIS Monthly Summary Form   *(to be filled in duplicate)*

School Name:. . . . .   Reg. No (ED 46 Nr.): . . . .   District: . . . .

Month: . . . .   No. of school days in this month: . . . .   Term: . . . .   Year: . . . .

1. Pupil enrolment this month

	Boys	Girls	Total
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Special class			
Total			

2. New entrants this month

	Boys	Girls	Total
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Special class			
Total			

3. Number of pupils who stopped attending school during this month

	Gr 1 M	Gr 1 F	Gr 2 M	Gr 2 F	Gr 3 M	Gr 3 F	Gr 4 M	Gr 4 F	Gr 5 M	Gr 5 F	Gr 6 M	Gr 6 F	Gr 7 M	Gr 7 F	Special Class M	Special Class F	Total M	Total F
Illness																		
Death																		
Orphaned																		
Caring for the sick																		
Child headed household																		
Pregnancy/causing pregnancy																		
Expelled, other than pregnancy																		
Relocation/transfer/move																		
Financial reason																		
Employment																		
Marriage																		
Child Abuse																		
Desertion																		
Other reasons																		
Total																		

4. Number of school days lost through Absenteeism this month

	Gr 1 M	Gr 1 F	Gr 2 M	Gr 2 F	Gr 3 M	Gr 3 F	Gr 4 M	Gr 4 F	Gr 5 M	Gr 5 F	Gr 6 M	Gr 6 F	Gr 7 M	Gr 7 F	Special class M	Special class F	Total M	Total F
Illness																		
Compassionate reasons																		
Suspension																		
Financial reasons																		
Transport problems																		
Weather problems																		
Other reasons																		
Total																		

5. Number of orphans this month

	Gr 1 M	Gr 1 F	Gr 2 M	Gr 2 F	Gr 3 M	Gr 3 F	Gr 4 M	Gr 4 F	Gr 5 M	Gr 5 F	Gr 6 M	Gr 6 F	Gr 7 M	Gr 7 F	Special class M	Special class F	Total M	Total F
One parent orphaned																		
Both parent orphaned																		
Total																		

6. Number of disadvantaged/vulnerable children this month

	Gr 1 M	Gr 1 F	Gr 2 M	Gr 2 F	Gr 3 M	Gr 3 F	Gr 4 M	Gr 4 F	Gr 5 M	Gr 5 F	Gr 6 M	Gr 6 F	Gr 7 M	Gr 7 F	Special class M	Special class F	Total M	Total F
Neglected/abandoned																		
Sick parents																		
Sick pupil																		
Very poor parents/guardians																		
Child headed households																		
Other reasons																		
Total																		

7. Number of pupils who were assisted/requiring assistance during this month

	BOYS				GIRLS				Total
	BEAM	District Aids Fund	Others	Awaiting	BEAM	District Aids Fund	Others	Awaiting	
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Special class									
Total									

8. Number of Staff members at school this month

	Government Paid		Privately Paid		Total
	Male	Female	Male	Female	
Trained Teachers					
Untrained teachers					
Support Staff					

9. Number of members of staff who left the school this month

	Teachers			Support Staff		
	Male	Female	Total	Male	Female	Total
Death						
Resigned						
Dismissed						
Transfer/promotion						
Retired						
Retired on medical grounds						
Other						
Total						

10. Number of school hours lost through staff absenteeism

	Teachers			Support Staff		
	Male	Female	Total	Male	Female	Total
Illness						
Compassionate reason						
Transport problems						
Weather problems						
Strike action						
Attending Official Function						
Other						
Total hours						
Total days (Total hours divided by 8)						

11. Number of school days lost through staff who were on leave this month

	Teachers			Support Staff		
	Male	Female	Total	Male	Female	Total
Vacation						
Sick						
Annual						
Special						
Without pay						
Urgent private affairs						
Other						
Total						

Declaration   By signing this, I certify that the information provided in the DEMIS Monthly Summary Form is correct and complete to the best of my knowledge.

Head   _____   _____   _____
    Surname and Initials   Signature   Date

Please complete this form within three working days after the last working day of the previous month.
Submit this copy of the form to the District Office and keep one copy of the form at school.

District Education Management Information System

DEMIS Form 3: Teacher's Monthly Summary Sheet

Name of teacher: . . . .   EC number: . . . .   Class Grade: . . . .

Signature: . . . .   No of school days in this month: . . . .   Month: . . . .

1. Pupil enrolment this month	Boys	Girls	Total
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Special class			
Total			

2. New entrants this month	Boys	Girls	Total
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Special class			
Total			

3. Number of pupils who stopped school during this month	Boys	Girls	Total
Illness			
Death			
Orphaned			
Caring for the sick			
Child headed household			
Pregnancy or causing pregnancy			
Expelled, other than pregnancy			
Relocation/transfer/move			
Financial reason			
Employment			
Marriage			
Child abuse			
Desertion			
Other reasons			
TOTAL			

4. Number of school days lost through absenteeism this month	Boys	Girls	Total
Illness			
Compassionate reasons			
Suspension			
Financial reasons			
Transport problems			
Weather problems			
Other reasons			
TOTAL			

5. Number of orphans this month	Boys	Girls	Total
One parent orphaned			
Both parent orphaned			
TOTAL			

5. Number of disadvantaged/vulnerable children this month	Boys	Girls	Total
Neglected/abandoned			
Sick parents			
Sick pupil			
Very poor parents/guardians			
Child headed households			
Other reasons			
TOTAL			

6. Number of pupils assisted/requiring assistance during this month	Boys	Girls	Total
BEAM			
District AIDS Fund			
Other			
Awaiting assistance			
TOTAL			

Please complete this form on the last working day of every month, submit a copy to the Head of School and keep one yourself. All information must pertain to the month for which you are completing the survey form.

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District Education Management Information System

<u>DEMIS Form 4: Head of School register on staff absenteeism</u>

School: . . . .   Month: . . . .   No. of school days in this month: . . . . . .

Name of Head of School: . . . .   Date: . . . .

Indicate on a daily basis the number of hours lost per teacher by reason

Name of staff	Reason for absenteeism							Totals	
	Illness	Compassionate reason	Transport problems	Weather Problems	Strike Action	Attending Official Function	Others	Total Hours	Total Days
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
Sub-total									

Name of staff	Reason for absenteeism							Totals	
	Illness	Compassionate reason	Transport problems	Weather Problems	Strike Action	Attending Official Function	Others	Total Hours	Total Days
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									
31.									
32.									
33.									
34.									
35.									
36.									
37.									
38.									
39.									
40.									
41.									
42.									
43.									
44.									
45.									
Total									

Signature: . . . .   Date: . . . .

District Education Management Information System

DEMIS Form 5: Register of Attendance Supplement

Month: . . . .   No. of School days this month: . . . .   Class Grade: . . . .

	Total days of absenteeism	Reason for absenteeism ①							Reason for dropping out ②	Reason for vulnerability ③	Assistance			
		I	CR	P	FR	TP	WP	O			BEAM	District Aids Funds	Others	Awaiting
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
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43														
44														
45														
46														
47														
48														
49														
50														
51														
52														
53														
54														
55														
Total	B:								B:	B:	B:	B:		
	G:								G:	G:	G:	G:		
Grand Total														

① **I**llness, **C**ompassionate **R**easons, **S**uspension, **F**inancial **R**easons, **T**ransport **P**roblems, **W**eather **P**roblems, **O**thers

② Illness, Death, Orphaned, Caring for the sick, Child headed household, Pregnancy or causing pregnancy, Expelled other than pregnancy, Relocation/transfer/move, Financial reason, Employment, Marriage, Child Abuse, Desertion, Other reasons

③ Neglected/abandoned, Sick parents, Sick pupil, Very poor parents, Child headed household, Other reasons

Name of Teacher: . . . .   Date: . . . .

Guidelines for the use of DEMIS data collection instruments and forms.

1.   Introduction

The Ministry of Education Sport and Culture has approved the piloting of the DEMIS Project in the six Districts taking part in the UNAIDS/Zimbabwe District Initiative. The DEMIS forms are designed to capture the changes that are occurring in schools from **month-to-month**. The responses reflected in the DEMIS forms are captured and analysed at District level to provide school and month-specific information to assist District level management and programmes of interventions. As a Head of School you are required to reflect on the situation in the school as at the end of the month and provide figures relating to aspects highlighted in the DEMIS forms during the course of the month. There are five DEMIS forms and data collection instruments:

- DEMIS Registration Form (Form 1)
- DEMIS Monthly Summary Sheet (Form 2)
- Teacher's Monthly Summary Sheet (Form 3)
- Head of School Register on staff absenteeism (Form 4)
- Register of attendance supplement (Form 5)

The DEMIS Form 2 - the DEMIS Monthly Summary Sheet - is sent to the District Education Office on a monthly basis, while the DEMIS Registration Form is sent once a term. The other forms and instruments are provided to assist you in completing the DEMIS Form 2 and also to keep detailed records at the school.

2.   The DEMIS Forms

2.1.   Registration Form   (Form 1)

The school is only required to complete the registration form **once** a term to be registered onto the DEMIS system; ideally this form should be completed on the last day of the first month in a term. Submit the **registration form**, together with a copy of your first DEMIS Monthly School Summary Sheet (Form 2) to your District office and retain one copy at school.

References are made to the numbered sections of the DEMIS Form 1.

1.   General information: Provide in print general information pertaining to your school.
2.   Pupil enrolment: Provide the total enrolment for your school, by grade and gender, at the beginning of this term. This is the number of pupils registered and enrolled at your school.
3.   Number of orphans this month: Give the number of pupils who were one parent orphaned or both parent orphaned at the beginning of this term by grade and gender.
4.   Number of pupils who were assisted/requiring assistance during this month: Indicate by grade and gender the number of bursaries granted to pupils at the beginning of this term. Categories are: BEAM, the District AIDS Funds (usually through the WAAC), other (please specify as much as possible) and awaiting assistance. The last category means that the pupil eligible for support, but that s/he has not yet received assistance.
5.   Number of staff: Indicate the number of paid teachers (trained and untrained) and support staff, by gender, appointed to the school.
6.   HIV/AIDS and Life Skills Training: Indicate the number of teachers that have been trained in HIV/AIDS and Life Skills Education. Differentiate by gender and type of training (provided during pre-service training or in-service training).

2.2.   DEMIS Form 2

This form is to be completed every month, **within three working days** after the end of the previous month. DEMIS Form 2 summarizes all the data captured by the other forms and instruments. All information must pertain to the Month for which you are completing the survey form - provide details for the specific month that is being reported on, and not cumulative totals. During the pilot phase, Form 2 is to be completed in twofold – one copy is to be retained at the school,

and 1 copy is to be submitted to the District Office. Please provide accurate and complete information on all sections of the survey. The Head of School is required to read the statement at the foot of the page and sign as the Head of the school.

- Ensure that you provide the **name of the Month** that you are completing the form for, and the **number of school days in that month.** Number of school days refers to the number of days school is open to the pupils – i.e. the number of days teaching took place excluding public days, weekends and holidays.
- Please **print** the full name of the school, the registration number, the education district, the relevant month, and the number of schooldays in this month, the school term and the year.
- At times you are required to report on days or hours lost and in other sections you have to indicate the number of pupils or members of staff who left the school. Please carefully read the question to see whether you have to report the <u>number of days or hours</u> or the <u>number of persons</u>.
- **Always leave the cell blank if the figure you have to put is zero.**

References are made to the numbered sections of the DEMIS Form 2.

Pupil Information

1. <u>Pupil enrolment</u>: Provide the total enrolment for your school, by grade and gender, for this month. This is the number of pupils registered and enrolled at your school.
2. <u>New entrants:</u> Indicate the number of new entrants by grade and gender. Only reflect the number of newly registered pupils who were admitted into the school during the course of the month.
3. **Number of pupils** who stopped attending school during this month: In this section you are required to indicate the number of pupils who left the school (dropped out) by grade and gender according to the category providing the reason for leaving during the specific given month. Note: these pupils have left the school and they are no longer on the school enrolment register.

- Illness- the pupil leaves school due to any illness or sickness experienced by the pupil
- Death- Indicate the number of pupils who died during the course of the month
- Orphaned- The pupil leaves school as s/he has been orphaned and is no longer in a position to attend school
- Caring for the sick- The pupil leaves school in order to attend or care for the sick at home
- Pregnancy- The pupil leaves due to pregnancy
- Causing pregnancy- the pupil leaves, as he is found responsible for causing a pregnancy. Only male pupils can be reported in this category
- Expelled other than pregnancy- The pupil is required to leave the school since s/he has been expelled for whatever reason provided by the school
- Relocation/Transfer/ Move-The pupil leaves school because the parent or guardian has moved away or relocated and the pupil can no longer attend the same school
- Financial Reasons- The pupil leaves school or drops out during the course of the month due to financial reasons
- Employment- The pupil leaves school to take up employment
- Marriage- The pupil leaves the school to get marriage
- Child abuse- The pupil leaves the school because they were being abused
- Desertion- The pupil leaves the school for no apparent reason or no reason is provided
- Other reasons- Should pupils leave school for a reason other than the categories provided above, indicate the number of pupils by gender
- Total- provide the total number of pupils, by grade and gender, who left the school during the course of the month

4. **Number of schooldays** lost through absenteeism this month: Please note you are to provide the **number of days** that were lost through absenteeism by grade and gender according to the categories provided. Do not report the number of pupils who were absent, but the DAYS lost during the month.

E.g. if one pupil is away Monday, Tuesday and Wednesday (3 days), another pupil is away Wednesday and Thursday (2 days) while yet another is away for the whole week (5 days) then the total (3+2+5) of 10 days will be reflected for these 3 pupils.

- *Illness* – absent due to any illness or sickness experienced by the pupil

- *Compassionate reasons* – Indicate the number of days lost due to the pupil, experiencing any personal problem or trauma that keeps him/her away from school.
- *Suspension*– The pupil leaves school because of a suspension while his/her behaviour is being considered or investigated.
- *Financial reasons* – absent due to pupil not being able to meet financial costs.
- *Transport problems* – if the pupil was not able to attend school, as s/he could not reach school because of transport problems then indicate the number of days lost due to this problem within this category.
- *Weather problems* – if the pupil was not able to attend school, as s/he could not reach school because of weather related problems.
- *Other reasons* – if the reason for being absent does not relate to any of the categories provided above, indicate the number of days the pupil/s are away from school within this category.
- *Total* – provide the total number of days missed during the month, by grade and gender and category.

5. <u>Number of orphans this month</u>: Give the number of pupils who were one parent orphaned or both parent orphaned during the course of the month by grade and gender

6. <u>Number of disadvantaged/vulnerable children during this month:</u> Indicate by grade and gender the number of pupils, who during the course of the month: were neglected or abandoned, had a sick parent, became sick themselves, had very poor parents or started heading the household.

7. <u>Number of pupils who were assisted/requiring assistance during this month:</u> Indicate by grade and gender the number of bursaries granted to pupils during the course of the month. Categories are: BEAM, the District AIDS Funds (usually through the WAAC), other (please specify as much as possible) and awaiting assistance. The last category means that the pupil eligible for support, but that s/he has not yet received assistance.

Teacher and Support Staff Information

8. <u>Number of staff at the school this month</u>: Indicate the number of paid teachers (trained and untrained) and support staff, by gender, appointed to the school.

9. <u>Number of members of staff who left the school this month</u>: Indicate by gender the number of paid members of staff who left the service at the school during the course of the month by gender and category.
- *Death* – indicate the number of teachers and support staff who died during the course of the month.
- *Resigned*- members of staff who have resigned and left the school.
- *Dismissed* – indicate the number of members of staff who were dismissed during the course of the month.
- *Transfer/promotion within the ministry*- teachers and support staff who have left the school, following a promotion
  within the ministry or transfer to another school. This includes transfers to other districts or provinces.
- *Retired* – indicate the number of teachers and support staff that retired from the service. This will include members
  of staff who qualify and take early retirement.
- *Retired on medical grounds* – indicate the number of teachers and support staff that retired from the service on medical grounds.
- *Other* - if the reason for leaving the school does not relate to any of the categories provided above, indicate the number of teachers and/or support staff in this category.
- *Total* - provide the number of members of staff who left the school during the month, by gender, category and under teachers and support staff. (Add the number of teachers and support staff who left, by gender, for each of the categories provided).

10. <u>Number of school hours lost through staff absenteeism during the month</u>: Indicate the **number of school hours** lost where teachers and support staff were absent from school. NOTE this relates to hours away/absent **not leave** taken. Again you are required to separate teachers from support staff and then within these two groups indicate by gender the number of school hours lost through absenteeism.
- *Illness* – absent due to any illness or sickness experienced by the teacher and member of support staff.
- *Compassionate reasons* – absent for any recognized compassionate reason. This will include caring for the sick, attending funerals or dealing with any personal problem or trauma experienced by the member of staff.
- *Transport Problems* – if the teachers and support staff were not able to attend school, or attended for a few hours because of transport problems then indicate the number of hours lost within this category.

- *Weather problems* - if the teachers and support staff were not able to attend school, or attended for a few hours because of weather problems then indicate the number of hours lost within this category.
- *Strike action* – if the teacher/s and support staff are undertaking strike action, indicate the number of hours lost due to the strike action.
- *Attending Official Function* – away from school as the member of staff is attending an official function arranged or recognized by the ministry. These functions could include training sessions, workshops or meetings.
- *Other*– if the reason for being absent does not relate to any of the categories provided above, indicate the number of school hours lost by staff within this category.
- *Total* - provide the total number of hours and days missed during the month, by gender. (Add the number of hours lost, by gender, for each of the categories provided for both teachers and support staff) To get the total number of days, divide the total number of hours by eight working hours in a day.

11. <u>Number of schooldays lost through staff who were on leave this month</u>: Indicate the number of schooldays lost where teachers and support staff were absent from school due to taking LEAVE. NOTE this relates only to days away/absent when leave is taken – not general absenteeism without leave. Again you are required to separate teachers from support staff and then within these two groups indicate by gender the number of schooldays lost through leave taken this month.

- *Vacation* – Leave taken for unspecified purposes, and that one is entitled to take against days accrued over time.
- *Sick* – Leave taken during illness, hospitalization or recovery time.
- *Annual* – Leave granted to deal with "urgent private affairs". This may relate to dealing with a family crisis or personal matters. This leave is generally granted at the discretion of the head teacher.
- *Special* – Includes maternity, examination days, attending court cases as a witness, compassionate.
- *Without pay* – Leave taken without prior approval
- *Other* - If the reason for taking leave does not relate to any of the above categories, please indicate the number of days lost.
- *Total* - provide the total number of days of leave taken by all the members of staff during the month, by gender. (Add the number of days lost, by gender, for each of the categories provided – for both teachers and support staff.)

3.   Other data collection instruments

The data collection instruments described below are tools that have been developed to facilitate the data collection and the entering of these data onto the DEMIS form 2. There aim is twofold:

- To assist the teacher in capturing grade and class-specific data as required by DEMIS.
- To assist the Head of School by providing him/her with grade and class-specific data in order to facilitate the completion of the DEMIS form 2.

The data collection instruments use the same categories as the DEMIS Form 2. For more information on the categories, please visit section 2 of these guidelines.

3.1.   The Teacher's Monthly Summary Sheet (DEMIS Form 3)

This sheet captures all the required data for DEMIS Form 2, related to the pupils of a specific class. The numbering of the Teacher's Monthly Summary Sheet corresponds with the number of the DEMIS Form 2. For the detailed information on the categories, please be referred to section 2 of these guidelines.

It should be stressed here that the Teacher's Monthly Summary Sheet has to be completed on the <u>last working day</u> of the specific month to which the information pertains. On the same day the information should be submitted to the Head of School. It is expected that the Head of School – after receiving all the Teacher's Monthly Summary Sheets - enters the data in DEMIS Form 2 within three working days following the end of the previous month.

3.2.   Head of School Register on Staff Absenteeism (DEMIS Form 4)

Heads of school usually apply two instruments to keep records on teacher absenteeism: the In-Out Control Register and a privately kept notebook. This Head of School Register on Staff Absenteeism is a customized tool, designed in such way

that the records kept can be simply extracted and entered onto the DEMIS Form 1 at the end of the month. The register needs to be completed on a daily basis. The categories used are well explained in section 2 of the guidelines. It is suggested that the Head of School enters the names of all school staff (teachers and support staff) on the first day of the month. When for example a teacher (Mr. X) is absent on the 4th due to illness, the Head of School simply writes 8 hours in the relevant cell of the matrix. The example below illustrates the following: Mr. X was absent due to illness on the 4th, and lost 8 hours and absent due to a strike on the 10th and the11 and lost 16 hours. Mrs. Y was absent on the 8th due to illness and Ms. Z was absent on the 14th and the 15th for unknown reasons and lost 16hours. On the 20th Ms Z left for a funeral at and 1000 am and lost 6 hours.

Name of staff	Reason for absenteeism								Total Hrs	Total Days
	Illness	Compassionate reason	Transport problems	Weather Problems	Strike Action	Attending Official Function	Unknown	Others		
1. Mr. X	8				16				24	3
2. Mrs. Y	8								8	1
3. Mr. Z		6					16		22	2.75
Total hrs:	16	6			16		16		54	
Total days	2	0.75			2		2			6.75

At the end of each month, the Head of School is expected to calculate the total days of absenteeism per staff member as well as the total days of absenteeism per category. The number of days is easily obtained by dividing the number of hours by eight.

3.3.   Register of Attendance Supplement (DEMIS Form 5)

This one page tool is simply an aid to the School Register of Attendance (RoA). The supplement is completed on a daily basis as part of the routine attendance checks. The RoA supplement allows the teacher to keep day-to-day data on pupils absenteeism, by reason and by gender. It also provides space to record information on drop-outs, on pupils' vulnerability and on external assistance given to pupils. For more information on the categories, please visit section 2 of these guidelines.

4.   Declaration

As Head of School you are required to read the declaration, indicate your name in printed letters, sign and date the form.

Remember:

☞   The DEMIS Form 2 is to be completed at the end of every month and only include numbers for that month.

☞   Keep one copy of the DEMIS Form 2 at school and submit a copy to the District Office.

Thank you for the time taken to complete the forms.