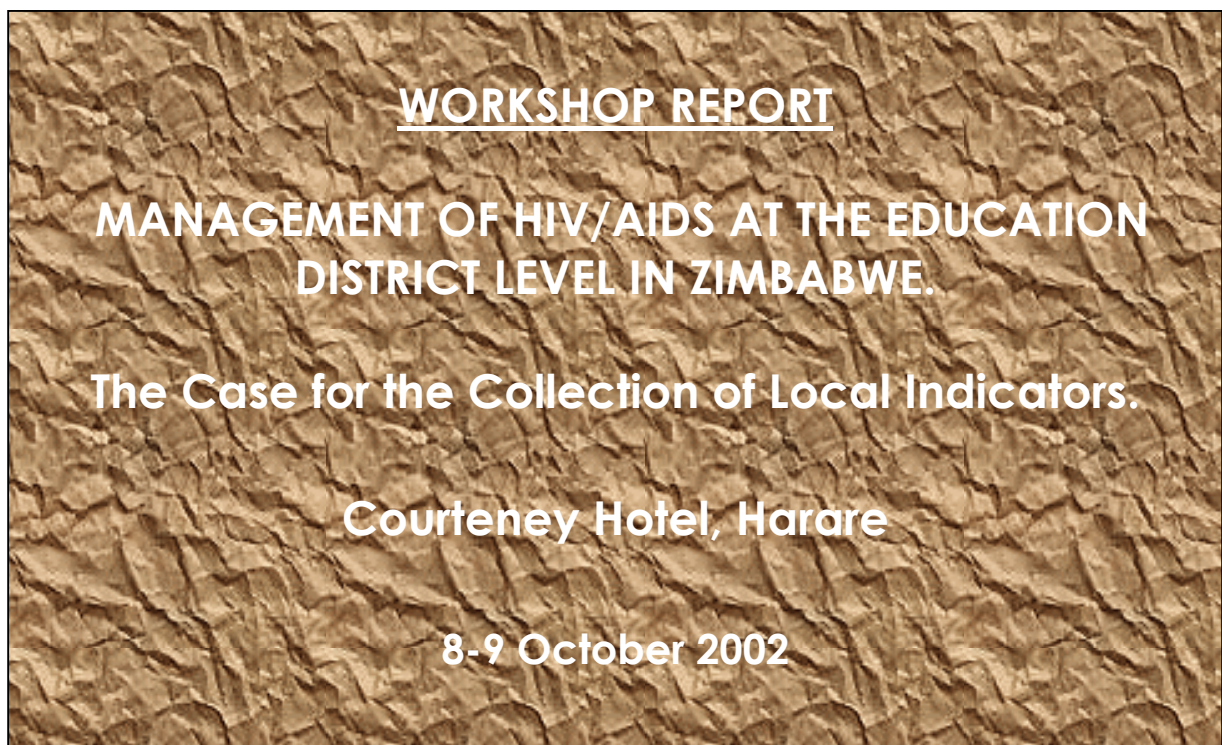




United Nations Educational, Scientific and Cultural Organization
*UNESCO/Belgium Funds-in-Trust Project: HIV/AIDS and education in the
Southern African Region*



A collaborative initiative between the Ministry of Education, Sport and Culture, UNESCO, UNAIDS and National AIDS Council in six selected District in Zimbabwe.

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1. Introduction

The UNESCO office in Harare in conjunction with the Ministry of Education Sport and Culture, UNAIDS and the National AIDS Council organized a workshop on District Management Information Systems for six selected districts in Zimbabwe. The six districts are part of the '*District Initiative*,' an initiative that aims to promote a comprehensive and multi-sectoral approach to dealing with the pandemic in some of the poorest districts in the country. It came about in recognition of the severity of HIV/AIDS throughout the country and the need for accelerated action at every level in society. It was also to ensure equitable access to the National Aids Trust Funds by all communities in rural and urban areas. In addition to money received directly from the National AIDS Council the six districts also receive extra funds from the Turner Foundation through the United Nations Funding for International Partnership. Under the district initiative each UN agency will work on their own specific area of focus and together all agencies work towards promoting a holistic response to HIV/AIDS at the district level.

2. Aim of the Workshop

The aim of the workshop was to assist District AIDS action Committees (DAACS) to develop District Education Management Information System (DEMIS) for the collection of school-based HIV/AIDS indicators.

Specific Objectives

- To explore ways of strengthening linkages between DAACS and Ministry of Education HIV/AIDS strategies
- To highlight the need and utility of a functional, locally driven data collection system (record keeping)
- To customize the DEMIS tool for the Zimbabwean System
- To agree on time frame and implementation modalities for DEMIS as a pilot project

3. Background to the workshop

The HIV/AIDS crisis is affecting all sectors and education has not been spared. HIV/AIDS has become the single management challenge facing education and it will radically change the way education systems do business. In Sub-Saharan Africa education systems are already faced with a host of challenges such as inadequate financing, lack of trained personnel and a growing lack of parental confidence in the quality and utility of schooling. The presence of HIV/AIDS in such systems has the impact of worsening the performance of an already under performing sector. It will be a huge challenge to meet the millennium development goals for education given the erosion of human resources and the subsequent lack of quality of education systems.

One big challenge facing education systems is to try and stabilize the system so that the normal business of education is going on efficiently and reducing the impact of education on learners, teachers and on the system itself. While policy makers may be aware that the system is under threat from educator and learner attrition, in most cases it is difficult to get data on actual numbers. Data on attrition, contact hours etc. can only be obtained at the point of delivery i.e. at the school level.

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.

This pilot project proposes to use a tool developed by the University of Natal, the District Level Education Management Information System (DEMIS). This system allows for the capture of a limited number of key management and HIV/AIDS indicators on a monthly basis in schools. It is designed to facilitate the processing and analysis of these data at a local level to guide immediate management response at the school and district level.

The DEMIS is designed to capture 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.

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 has been piloted to date in Kwa-Zulu Natal and Zambia. Each country has adapted the pre-designed tool to fit their own context and Zimbabwe was also given the chance to analyse the tool during the workshop.

4. Proceedings of the workshop

Day one: presentations and group work

4.1. Presentations

- Ministry of Education, Sports and Culture: Opening speech by the Acting Director for Planning, Research and Development, Mr. P. Fundira (**Annex 1**).
- UNAIDS: Current statistics of HIV/AIDS in Sub-Saharan Africa and in Zimbabwe, Ms. Mujuru and Mr. Matanhire (**Annex 2**).
- National Aids Council (NAC): The District Initiative, Mr. L. Maboreke (**Annex 3**).
- SACMEQ: The need for information at the local level of education management: Responding to the impact of HIV/AIDS on Education, Mr. S. Murimba (**Annex 4**).
- NESIS: Record keeping and education statistics in the face of HIV/AIDS, Mr. G. Makwati (**Annex 5**)

4.2. Group work: Identifying information required to support decision-making.

In groups the participants were assigned the task of coming up with data items that they would like to collect at school level, the data source for collection, the frequency needed, its priority and how to implement it practically. The following questions guided the participants through the exercise:

1. What are **the functions and responsibilities** of managers at:
 - a) School level
 - b) District Office level
 - c) Regional Office level
 - d) Provincial Level – Head Office
2. What **information** is needed to perform these functions effectively and efficiently?
3. What **data** items are needed to provide this information?
4. **Where** does this data originate? (Consider the location – e.g. school, district – and also the source document – e.g. school register, annual school survey)
5. **How often** is this data/information needed – daily, weekly, monthly, according to school term, annually, every 3 years, etc.
6. What **priority** would you give to the various kinds of information needed? Critical, Urgent, Nice to have.
7. Consider how **practical** it would be to implement this.
 - Is this data already available in the system?
 - Is it realistic to ask that the data be provided?
 - Can the data be collected easily?
 - What can be done to encourage schools to participate in this process?

The results of this exercise are presented in **Annex 6**. In summary, the data items identified by the group were:

1. Monitor pupil attendance (by reason for absence)	9. Pupils dropping out (by reason)
2. Monitor teacher attendance (by reason for absence)	10. Number of pregnancies
3. Identify disadvantaged (or vulnerable) children	11. Number of deaths of pupils and teachers
4. Track Financial Management	12. Number of child abuse cases
5. Track examination administration and management	13. Poor performance of learners
6. Enrolment of pupils	14. Leave taken by teachers (by type of leave)
7. Performance management of teachers	15. Number of teachers resigning (by reason)
8. Number of orphans and other vulnerable children	16. Number of retiring (by reason)
	17. Number of pupils financially assisted

Day two: Introduction to DEMIS, group work and conclusions

4.3. The South African Experience

Wendy Heard from the Health Economics and Research Division (HEARD) of the University of Natal introduced the participants to the DEMIS tool. In her presentation she explained how the tool was prompted by;

- Lack of access to information at the district level
- Change in management structures at the district level which placed more emphasis on the district
- Alarming figures being recorded for mortality and absenteeism amongst teachers

She gave participants a detailed presentation of the tool and shared with them the lessons learnt from the experience of Kwa-Zulu Natal and Zambia (**Annex 7**).

She highlighted that the success of the DEMIS tool was highly dependent on ownership at the district level and the support of school heads. The importance of linking the data to policy implementation or support structures was also highlighted.

4.3. Adapting the DEMIS tool to the Zimbabwean Context

Participants were then asked to look again at the data items and select the ones that the group would like to see reflected in the Zimbabwean version of the DEMIS Form. The DEMIS monthly summary information sheet developed for Zambia was used as a template. The result of this exercise is shown on page 9 and 10.

According to the participants, resources needed for a successful implementation of DEMIS in Zimbabwe are:

- Additional Computers, Printers and other consumables
- Photocopiers
- Stationery
- Training of personnel
- Transport
- Financial Support from NAC or other sources
- Community Awareness
- Addition Human Resources Support form the Regional Office

4.5. Closing of the workshop

Mr. Chinamasa, who represented the Secondary Schools Division of the Ministry of Education, Sports and Culture closed the workshop. He praised the participants and the organizers for embarking on a very important pilot project, aiming to empower officials at the district level as this is where the impact of HIV/AIDS is being felt most. He emphasized the need for prompt follow-up action after the workshop in order to ensure that momentum is not lost.

5. Way forward

A tentative work plan has been developed and will be discussed with the key stakeholders. The piloting of DEMIS would be implemented in all six Turner Districts. The work plan assumes additional funding by UNAIDS/District Initiative, a key partner in this initiative. Without additional funds, the piloting will be restricted to one of the six districts.

Phase and activity	Expected result	Time frame	Budget in US\$
Preparatory phase			
1.1 Formal and informal discussions with stakeholders.	Project supported by the MOESC	July-Sept 2002	5,000 UNESCO
1.2 Develop project document.	Draft project document available.	September 2002	
1.3. National workshop with key stakeholders.	<ul style="list-style-type: none"> * Identified and agreed needs and opportunities of a DEMIS to collect and analyze relevant HIV/AIDS and management data at local level in Zimbabwe. * DEMIS adapted and customized to the Zimbabwean context. * DAAC operational support to the DEMIS programme clarified. * Needs for further capacity building identified. 	October 2002	
1.4. Produce workshop report and finalise project work plan	Final project document available.	November 2002	
1.5. Develop a concise proposal for UNAIDS/District Initiative for additional funding that will ensure participation of all 6 Turner Districts.	Additional funding secured.	December 2002	
1.6 Meeting with key stakeholders (NAC, UNAIDS MOESC AND UNESCO) to review progress and plan implementation phase	Final work plan agreed	December 2002	

Implementation phase			
Stage One			
1.1. Design Data collection instruments considering the reporting requirements	Instruments for data collection produced	January 2003	5,000 UNESCO
1.2. Adjust/improve school records or forms that will support the data collection	* Headmaster's DEMIS monthly <u>summary</u> sheet finalized. * Headmaster's DEMIS monthly <u>survey</u> sheet finalized. * Teacher's DEMIS monthly summary sheet finalized.	February 2003	
1.3. Test data collection instruments making adjustments as necessary			
1.4. Finalize instruments for data collection and make them available for piloting in the Districts.	* Sufficient copies of DEMIS instruments available.	February 2003	2,000 UNESCO
Stage two			
2.1. Procurement of logistics: 7 computers, 6 printers, consumables and stationary.	*Logistics procured.	Jan –Feb 2003	18,000 UNAIDS
2.2. Train principals and district level officials: District Education Officers, DAAC members, HIV/AIDS focal points,	*District EMIS teams trained in data collection and analysis. *Additional project support identified: logistical support and monitoring	March 2003	6,000 UNAIDS
2.3. District training workshop with Heads of Primary Schools and distribution of tool kit.	*Heads of schools trained and fully prepared for data collection		12,000 UNAIDS
2.4. Data collection in pilot schools, analysis and monitoring.	*Tool administered in pilot schools * Regular follow-up calls/visits between DEO and Heads of School * Regular follow-up calls/visits between DEO and UNESCO.		2,000 UNESCO
Evaluation and monitoring			
Stage three			
3.1 Monitoring and evaluation	M& E systems set up	Ongoing	3,000 UNESCO
3.1 Develop a draft report of the piloting of DEMIS in 6 districts in Zimbabwe	DEMIS pilot project documented.	December 2003	1,000 UNESCO
3.2. Stakeholders meeting, presenting the findings of the DEMIS piloting.	Efficiency and relevance of DEMIS further analysed.	December 2003	10,000 UNAIDS
3.3. Develop a final report	Consensus reached on consolidating DEMIS at National Level.	January 2004	1,000 UNESCO

6. Draft DEMIS monthly summary information sheet Zimbabwe

**Government of Zimbabwe
Ministry of Education, Sports and Culture**

DEMIS Monthly Summary Information

School Name: _____ Month: _____ Term:

1st	2nd	3rd

Province _____ District _____ School Status _____ EMIS Number:

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Sample

<p>1. Pupil enrolment THIS month:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Boys</td><td style="width: 50px;"> </td></tr> <tr><td>Girls</td><td> </td></tr> <tr><td>TOTAL</td><td> </td></tr> </table>	Boys		Girls		TOTAL		<p>2. Number of pupils who entered the school during THIS month: (new enrolments)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Boys</td><td style="width: 50px;"> </td></tr> <tr><td>Girls</td><td> </td></tr> <tr><td>TOTAL</td><td> </td></tr> </table>	Boys		Girls		TOTAL		<p>3. Number of pupils who stopped school during THIS month:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="width: 15%;">Boys</th> <th style="width: 15%;">Girls</th> <th style="width: 15%;">TOTAL</th> </tr> </thead> <tbody> <tr><td>Relocation/Transfer/Move</td><td> </td><td> </td><td> </td></tr> <tr><td>Financial reasons</td><td> </td><td> </td><td> </td></tr> <tr><td>Expelled</td><td> </td><td> </td><td> </td></tr> <tr><td>Suspension</td><td> </td><td> </td><td> </td></tr> <tr><td>Desertion</td><td> </td><td> </td><td> </td></tr> <tr><td>Orphaned</td><td> </td><td> </td><td> </td></tr> <tr><td>Caring for the sick</td><td> </td><td> </td><td> </td></tr> <tr><td>Pregnancy or causing Pregnancy</td><td> </td><td> </td><td> </td></tr> <tr><td>Offered employment</td><td> </td><td> </td><td> </td></tr> <tr><td>Death</td><td> </td><td> </td><td> </td></tr> <tr><td>Illness</td><td> </td><td> </td><td> </td></tr> <tr><td>Other</td><td> </td><td> </td><td> </td></tr> <tr><td>TOTAL</td><td> </td><td> </td><td> </td></tr> </tbody> </table>		Boys	Girls	TOTAL	Relocation/Transfer/Move				Financial reasons				Expelled				Suspension				Desertion				Orphaned				Caring for the sick				Pregnancy or causing Pregnancy				Offered employment				Death				Illness				Other				TOTAL																																																
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