Introduction

In 2016 Akros, in partnership with the Ministry of General Education with support from UNICEF, has developed and implemented an Education Management Information System (EMIS) in Namwala District, Zambia using DHIS 2. Prior to this EMIS the ministry depended on annual reports from schools which were put into a Microsoft Access database. The yearly reporting prevented data capture of critical education information like attendance or quarterly standardized exam scores. This placed significant limitation in terms of the data available to the ministry for decision and policy making at all levels. DHIS2 has been shown to be an adaptive and flexible tool capable of serving as an EMIS without any additional customization. Below are some key facts of this implementation.

EMIS Reporting
- Monthly (Aggregate)
  - Enrollment
  - Attendance – Students and teachers
  - WASH
  - Exam scores – Literacy and Numeracy
  - School feeding – Feeding days, commodities consumed
  - Temply (Event Capture)
  - Drop-outs: Teachers and Students
  - Commodity requests – Top priority

• Termly (Event Capture)
  - Drop-outs: Teachers and Students
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Challenges
- Yearly paper reporting only prior
- Tablet matrix data entry
- Keeping it simple – 27 pages down to 1 monthly report and one temply report
- Still some paper trail
- Low capacity of data entry persons (teachers)

Successes
- Understanding the importance of data and accountability
- Standardized reporting formalizes SOPs – Feeding program
- Real-time attendance and learner outcome data for decision making
- Uptake of interventions because of routine reporting – group handwashing

Prior to the EMIS the Ministry of General Education did not have any attendance data. Yearly enrollment was the only indicator available for the number of students going to school. Here you can see that the average daily attendance is often significantly different from enrollment. This indicator is calculated by adding all students attending class every day divided by the number of teaching days that month.

Prior to the EMIS the Ministry of General Education did not have any way to capture quarterly exam scores in real time. Now the Ministry can see results as soon as exams are taken and interventions and teacher support can be immediately developed based on exam scores. This chart shows the percentage of students achieving the highest marks in Literacy at each school.

Above, Akros staff trains teachers and a chief on the data visualization widget.

A local chief shows the visualizer tool he uses to view monthly reports on his chieftain’s water and sanitation performance. This same application can be used to allow local leaders to view their chieftain’s education data.

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Next Steps
- Feedback loops: Teachers, PTA, Chiefs, DEBS
- Standardized dashboards
- Data Quality Assessments (Validation rules and SOPs)
- National level reports
- Scale to additional districts

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