Education Sector Support Programme in Nigeria (ESSPIN)

Report on Community EMIS in Kwara and Jigawa: what are the prospects for scaling up C-EMIS to strengthen education access?

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Contents

Abbreviations

ASC	Annual School Census
BOS	Bureau of Statistics
C-EMIS	Community Education Management Information System
CGP	Civil Society-Government Partnership (for supporting SBMCs)
CSOs	Civil Society Organisations
DPRS	Department of Planning, Research & Statistics
EMIS	Education Management Information System
ESSPIN	Education Sector Support Programme In Nigeria
GPE	Global Partnership for Education
LGA	Local Government Authority
LGC	Local Government Council
LGEA	Local Government Education Authority
PRA	Participatory Rapid Appraisal
SBMCs	School Based Management Committees
SMD	Social Mobilisation Department
SMOE	State Ministry of Education
SMOs	Social Mobilisation Officers
SUBEB	State Universal Basic Education Bureau
UBEC	Universal Basic Education Commission

Executive Summary

C-EMIS is a community-based approach to improve education planning and resourcing, which was developed by Save the Children and partners in Asia. It uses community knowledge on challenges with education to improve local and higher-level education planning and resource management.

C-EMIS ESSPIN review

The first pilot of C-EMIS in Nigeria took place in Kwara State with ESSPIN support in 2013. Another pilot, using an adapted method, has recently been concluded in Jigawa. In May 2015, review visits were undertaken to Kwara and Jigawa to follow up on how C-EMIS had worked and what outcomes and learning had been generated from the pilots. This report reviews these experiences of C-EMIS and suggests some ways in which C-EMIS can be incorporated into efforts to improve education access and needs-based education planning in Nigeria.

This report considers several questions:
1. Should C-EMIS be scaled up in other states of Nigeria, and if so how?
2. How could this be done in a way which avoids information overload for Social Mobilisation Departments and excessive burden on communities?
3. Which C-EMIS model will fit best into the UBEC/ESSPIN SBMC development model?
4. How can cost and value for money issues best be addressed in replicating C-EMIS?
5. How can C-EMIS findings complement other data sources more systematically (such as SMO reports, Annual School Census, Out of School Surveys, and attendance monitoring?

A comparison of C-EMIS models used in Jigawa and Kwara is provided, along with a summary of the outcomes and follow-up from undertaking C-EMIS in each state. This report also contains findings from the recent Jigawa C-EMIS exercise in four LGEAs (see Appendix 1), based on analysis of data collected by the CGP in November 2014 and March 2015.

What is C-EMIS?

The principle of C-EMIS is that school communities, particularly children, possess vital (and often unused) information about problems with education, and which solutions would be the most useful. C-EMIS conducts research in communities, led by communities, to capture this information. C-EMIS produces a picture of the total number of school-age children in a community, and whether they are in or out of basic education.

In situations where high numbers of children are out of school, or doing badly in education, it makes sense to bring this information into EMIS, so that it can be used to direct government resources to the most urgent needs and most relevant solutions.

Although government is the duty bearer for the right to education, it is recognised that government alone cannot fix most educational problems. Community and civil society action is needed to encourage families to send their children to school, motivate children themselves, and mobilise society's financial and material resources for increasing participation in education.

At the same time, this data is considered to be owned by the school community, and is kept in transparent and easily accessible formats for them to review and use. Data collected in C-EMIS is also kept and aggregated at local government level, and is fed up into EMIS at higher level. The principles behind this are to ensure transparency and clear understanding of all stakeholders on the data provided by communities, and to stimulate action to improve education in relation to community data at each level – school community, local government, and state/national level. To this end C-EMIS data is always complemented by an action plan at each level which is produced by key stakeholders and responds to the findings.

Uses of C-EMIS data

By asking each household how many of their children are out of school, and checking parents' answers against children's estimates, C-EMIS can produce detailed information on how many children are out of school; which groups of children are not accessing school; and which children are missing substantial amounts of school, risking drop-out. Such an approach is particularly useful in areas where school communities may be remote or costly to visit, and where sending in large survey teams would be a logistical and financial challenge. It is also likely that parents and children will be more open and frank with research teams made up of their peers rather than outsiders.

Having detailed data on out of school children, and the reasons why, enables SBMCs and community leaders to organise efforts to bring specific children back into school, through awareness raising, individual negotiation, and finding resources to help with education access needs like school uniform or writing materials.

C-EMIS is most useful when data collection and action planning takes place each year, regularly informing school development plans and annual planning and budgeting processes. Data on out of school children is particularly relevant to forward planning: knowing year on year which children are out of school (and likely to be mobilised into enrolment by community action), gives clear pointers on how school infrastructure and teaching capacity will need to expand in coming years.

C-EMIS in Kwara State

In 2012-2013 an in-depth version of C-EMIS was conducted in 20 schools in Kaiama LGEA, Kwara state. A detailed breakdown of findings from C-EMIS can be found in the Kwara C-EMIS report[1]. A distinctive issue which came out of C-EMIS was that children and parents across all communities stated the main reason for being out of school was not being able to pay school levies. The PTA levy in Kwara was particularly high in many communities, often to compensate for gaps in central funding. This issue had not come out in Annual School Censuses or other education research, but reflected what newly-formed children's committees in Kwara SBMCs were reporting to the CGP. When these findings were presented to State level officials, this new information led to two policy changes: the ceiling for PTA levies was reduced to N250 from N410, and schools were instructed not to refuse children entry if they could not pay.

[1] Graham, S., (2013)Community EMIS: 'Every Child Counts,' Kaiama LGA Kwara State, February 2013.

A key difference between children's and adult's views was that children felt the demands of household and earning work on their time were a major reason for not going to school. This finding was similar to C-EMIS findings in Jigawa, suggesting that cross-state policy attention to the demands of work on children's time is needed.

Issues which might previously have affected education access, such as early marriage, lack of school infrastructure, and lack of teachers, suggest that in Kaiama, progress has been made by the education system in providing the basic building blocks of education. However, children's and adult's concerns that lack of clothing and reading/writing materials is hampering education access, suggested that family poverty was still a significant barrier.

Kwara attendance monitoring showing C-EMIS effectiveness

Baseline school enrolment and attendance data was taken by the CGP at the beginning of C-EMIS, using school records (see table below). In the Kwara C-EMIS pilot, CSOs continued to support communities with follow up mobilisation and monitoring. Therefore it was possible to produce monthly reports of children in and out of school. capturing a detailed picture of changes in dropout and reasons for dropout. Enrolment data was also captured at the beginning of C-EMIS and at the end of CSO monitoring (see table below). This showed dramatic increases in school enrolment and attendance after C-EMIS follow-up, with schools at risk of closure becoming fully active and viable. This helps to justify the cost of C-EMIS.

CHALLENGE FUND ENROLMENT ANALYSIS: BEFORE AND AFTER C-EMIS RESEARCH AND FOLLOW-UP

		Before C-EMIS (2013)			After C-EMIS follow-up (2014)		
S/N	**SCHOOLS/COMMUNITIES**	**BOYS**	**GIRLS**	**TOTAL**	**BOYS**	**GIRLS**	**TOTAL**
1	**Nuku**	59	36	95	140	119	259
2	**Tunga Garuwa**	17	9	26	60	48	108
3	**Banisulla**	55	25	80	80	45	125
4	**Alh. Bani Moshe**	21	2	23	60	27	87
5	**Vobera**	30	21	51	57	45	102
6	**N/Gatte**	60	37	97	109	80	189
7	**Dada**	53	23	76	55	40	95
8	**Olori**	25	18	43	101	96	197
9	**Hamdallahi**	16	6	22	59	40	99
10	**Tenebo**	58	19	77	73	43	116
11	**Camp**	34	21	55	88	34	122
12	**Gwaria-Labe**	65	33	98	130	101	231
13	**Degeji**	18	18	36	78	60	138
14	**Gwettekuta**	97	42	139	104	77	181
15	**Gorobani**	19	16	35	114	84	198
16	**Tunga Zabaruma**	35	2	37	47	49	96
17	**London**	38	9	47	79	65	144

18	**Moshe-Gada**	52	30	82	104	92	196
19	**Ka'agbona**	18	13	31	45	29	74
20	**Adogun**	15	7	22	60	50	110
TOTAL ENROLMENT FIGURES		727	387	1172	1643	1224	2867

Data collected by the CGP showing the difference in enrolment in C-EMIS schools from baseline to one year after C-EMIS data collection (Sources: school enrolment records). Average increases of 100+% .

The collection of attendance data produced valuable information on whether or not community and government responses to C-EMIS were effective. A review of findings from this data revealed that most children still out of school even after follow-up action to improve attendance were significantly affected by poor health, and in several communities by continuing issues with the PTA levy. This helped the CGP and communities to advocate for resolutions to these problems.

C-EMIS in Jigawa State

In Jigawa, four LGEAs were covered by a C-EMIS pilot which ran from June 2014 to March 2015. The decision to conduct such a large pilot was taken after a C-EMIS workshop in 2013, during which ESSPIN shared the process and findings from C-EMIS in Kwara. Decision makers in Jigawa were keen to gain more insight into persistent low enrolment in many LGEAs, particularly the poorest and most remote.

Two major challenges had to be addressed if C-EMIS was to be viable in Jigawa. One was cost; if SUBEB were to replicate C-EMIS quickly enough to be of use in addressing the current enrolment crisis, the cost per LGEA had to be very low. Another issue was very low literacy in target communities. Stakeholders in the initial C-EMIS workshop felt that most school communities in LGEAs with enrolment problems would not be able to provide 20 research team volunteers with enough literacy to fill out three survey templates, even if teachers and young people were included. Challenges of heat and low population density also meant that visiting all households across communities would be a major challenge for volunteers.

Therefore C-EMIS in Jigawa was adapted into a simpler process, aimed at complementing and informing the findings of the ESSPIN-supported Out of School Survey in Jigawa. In line with the Out of School Survey, communities were asked to estimate the numbers of children in IQTE and other forms of Quranic education as well as those out of school.

Summary of C-EMIS findings in Jigawa

<u>Issues keeping children out of school, prioritised by children</u>

1. Lack of uniform
2. Lack of parental interest in education
3. Farm/domestic work
4. Hawking
5. Low awareness of value of education
6. Poverty (parents can't support children through school)
7. Early marriage
8. Not enough teachers
9. Lack of sporting materials/equipment

Issues keeping children out of school, prioritised by all stakeholders across LGEAs

1. Farm and domestic work
2. Hawking
3. Lack of uniform (i.e. money to pay for it)
4. Poverty taking children out of school and family care
5. Lack of parental awareness/valuing of education
6. Lack of employment opportunities to justify education
7. Not enough teachers

It is likely that the huge importance of children's work as a barrier to education is linked to both the need for very poor families to earn money to survive, and perceived lack of value to academic education, as indicated by other findings. This indicates a possible need to rework what Jigawa schools offer, presenting practical, agricultural and business skills alongside academic education so that children can quickly show tangible benefits which justify the opportunity costs of keeping them in school.

Challenges of basic school infrastructure such as classrooms, toilets, materials and water were raised, but more in Gwiwa LGEA than elsewhere, and significantly less than issues of poverty and motivation. This indicates that the substantial efforts made in Jigawa to expand school infrastructure have been felt.

Children felt that early marriage was more of a threat to their education than adults did. It should be noted that discussing potentially sensitive topics like early marriage at a public meeting may have led to less openness than household level interviews would have produced. Further research by CSOs with SBMC children's committees and out of school children would be helpful to clarify the extent to which early marriage is affecting girls' education chances.

Community estimates of children out of school and in IQTE

In general, more children were in IQTE than out of school, with slightly higher numbers of girls than boys in IQTE and higher numbers of boys out of school. Discussions with communities revealed a tendency for parents to put their sons into Al-majiri (counted as out of school) when the family could not support their living costs, whereas girls were seen as more in need of support within the home.

Total numbers of children with disabilities estimated to be out of school or in IQTE were relatively low (5%), and in discussion children did report that they knew of disabled children in school. It is likely that true rates of disability were underestimated, given possible tendencies to downplay disability in a group meeting.

Follow up from C-EMIS findings in Jigawa

In Jigawa the C-EMIS steering committee, headed by the Director of Social Mobilisation, was recommended to advocate on two issues:

1. The need for SUBEB to significantly increase school uniform budget in 2016: advocacy to MDS and MTSS technical team.
2. The need for SUBEB to engage with cash transfers under GPE and maximise impact of these on education. An orientation session on cash transfers would be helpful to address doubts and questions about cash transfers (targeting; conditional or not; sustainability and

the long term way forward). Advocacy should be aimed at SUBEB and SMOE directors of planning and statistics, as well as the GPE committee.

Future of C-EMIS in pilot states

In both Kwara and Jigawa, each focus LGEA's Education Secretary promoted substantial follow up to the C-EMIS findings, to encourage more children to enter and stay in school. In May 2015 it was agreed in both states that C-EMIS should be continued, and that further state level action was needed to resolve some of the challenges to school attendance which had been found. In both states, high level policy attention to the demands of work on children's time, and the conflict this creates with education, is needed.

It was agreed by SUBEB and SMOE decision makers that C-EMIS should be continued in Jigawa and Kwara, and that LGEA efforts to follow up on C-EMIS findings should continue. Despite the need to keep costs down, there is interest in using the more detailed methods used in Kwara in areas where communities are likely to be more literate, in order to get more precise information.

Recommendations for moving forward with C-EMIS in Nigeria

1. Should C-EMIS be scaled up in other states of Nigeria, and if so how?

The C-EMIS pilots in Jigawa and Kwara have shown that C-EMIS is clearly workable, useful and welcome in states with differing educational, social and financial contexts.

2. How could this be done in a way which avoids information overload for Social Mobilisation Departments and excessive burden on communities?

SMOs and CSOs will need initial training in the C-EMIS approach. Integrating C-EMIS follow-up monitoring into SBMC mentoring will require attaching an annex to the SMO report. There is a section in the SMO report already for numbers of children out of school disaggregated but not the reasons why. A page of C-EMIS data can be appended to the SMO report in communities where it is being implemented.

Ideally, states will set up a C-EMIS Desk Officer at state and LGEA level, as has been done in Jigawa. The C-EMIS Desk Officer at each level would be responsible for co-ordinating C-EMIS data collection (including overseeing contracts with CSOs), entering and analysing data, disseminating data, and briefing leaders on findings and possible action plans. The state level C-EMIS Desk Officer would supervise training of the CGP, and would attend a selection of community training, data collection and review events to ensure quality control.

3. Which C-EMIS model will fit best into the UBEC/ESSPIN SBMC development model?

The Kwara model offers the best chance of delivering detailed, trackable data which can be disaggregated by stakeholders, and includes precise information on numbers of children out of school and at risk of dropout. However, where literacy levels are commonly very low in communities, the Jigawa model can be used effectively, as long as it is recognised that levels of detail and disaggregation will not be so rich as for the original Kwara model.

4. How can cost and value for money issues best be addressed?

Cost

Based on recommendations from state level review meetings, interested State authorities should allocate funds in each year's budget to roll out C-EMIS in 10 schools in 1-3 LGEAs per year. Cost projections for a replicable C-EMIS model, based on the approach used in Kwara, are attached in Appendix 2.

Value for money

Compared to the cost of conducting an out of school survey, the cost of C-EMIS is relatively low. However, in some states it will be difficult to find resources for new items such as C-EMIS, particularly as research can be under-funded in general. Value for money criteria should be attached to C-EMIS budgets and reviewed each year, and retrospectively.

Suggestions for value for money criteria include:

1. Number of schools saved from closure through low attendance, due to C-EMIS response: construction cost of buildings not lost to disuse.
2. Increase in children in school during the school year as a result of C-EMIS response: corresponding decrease in the cost of education per head in those schools (assuming the year's budget for education provision has stayed the same).
3. Value of community and civil society/philanthropy resources mobilised for education through C-EMIS.

Setting these savings and efficiency gains resulting from C-EMIS follow-up action against the cost of C-EMIS, value for money is likely to be rated as high.

Budgeting and resource mobilisation

If funding is particularly difficult, it would be better to allocate budget for C-EMIS in only one LGEA per year, rather than attempt to spread a small amount of funding over several LGEAs. The review showed that undertaking C-EMIS without strong training and follow-up, (which involves some cost), provides less reliable and illuminating data. The large reach of follow-up impact from C-EMIS in one LGEA of Kwara illuminates how useful quality data can be, even if it is from a small-scale study done well. Funding should also be allocated at State level for addressing the most urgent access challenges revealed through C-EMIS.

5. How can C-EMIS findings complement other data sources more systematically (such as SMO reports, Annual School Census, Out of School Surveys, and attendance monitoring?

DPRS and BOS teams traditionally review available information towards the end of each year, in preparation for annual budgeting and planning. This review can be expanded to include C-EMIS data, set against Annual School Census data, to provide an estimate of children in C-EMIS communities. Monitoring changes in C-EMIS data over the years should allow a basic picture to be built up of likely education investment needs against child populations.

Where Out of School Surveys have already been conducted in the last year or two, meaning that accurate out of school numbers already exist, it would be possible to budget for the lower-cost Jigawa C-EMIS model to be carried out in target LGEAs.

1. Introduction

1.1 Overview

C-EMIS is a community-based approach to improve education planning and resourcing, which was developed by Save the Children and partners in Asia. It uses community knowledge on challenges with education to improve local and higher-level education planning and resource management.

The first pilot of C-EMIS in Nigeria took place in Kwara State with ESSPIN support in 2013. Another pilot, using an adapted method, has recently been concluded in Jigawa. In May 2015, review visits were undertaken to Kwara and Jigawa to follow up on how C-EMIS had worked and what outcomes and learning had been generated from the pilots. This report reviews these experiences of C-EMIS and suggests some ways in which C-EMIS can be incorporated into efforts to improve education access and needs-based education planning in Nigeria.

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1.2 How does C-EMIS work?

The principle of C-EMIS is that school communities, particularly children, possess vital (and often unused) information about problems with education, and which solutions would be the most useful. C-EMIS conducts research in communities, led by communities, to capture this information. C-EMIS produces a picture of the total number of school-age children in a community, and whether they are in or out of education.

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At the same time, this data is considered to be owned by the school community, and is kept in transparent and easily accessible formats for them to review and use. Data collected in C-EMIS is also kept and aggregated at local government level, and is fed up into EMIS at higher level. The principles behind this are to ensure transparency and clear understanding of all stakeholders on the data provided by communities, and to stimulate action to improve education in relation to community data at each level – school community, local government, and state/national level. To this end C-EMIS data is always complemented by an action plan at each level which is produced by key stakeholders and responds to the findings.

1.2.1 The data collection process

CSOs and local government officers work with school committees or SBMCs to train community research teams. The role of CSOs is particularly important to establish trust with communities about the purpose of the research, and to bring in the strong participatory facilitation and trainings skills of CSOs, to ensure that research teams are well trained and that all stakeholders are listened to. The community research teams (usually adults and older children) canvass the whole community to find out what problems there are with education, and who these problems affect most.

In many places this research focuses on out of school children, as traditional school censuses only capture the numbers and needs of children already in school. In most versions of C-EMIS, everyone in the community is asked for the number of school age children in their household, and whether they are in or out of school, or in some other form of education. Numbers of out of school children will include children who were enrolled but have dropped out.

Parents or caregivers, teachers and children are also asked why children don't go to school, and what the reasons for this are. In most versions of C-EMIS, respondents are asked for reasons without being given a list of pre-set issues to choose from, and all reasons are

recorded. Research teams are also trained to talk with respondents to 'get to the bottom' of issues so that as precise a cause as possible can be found. This allows a detailed picture of issues affecting education to build up. This richness enables challenges which might otherwise have been missed to be identified and responded to, particularly at local level.

Children, parents and teachers are approached for their insights separately. This makes it possible to see what issues are most important to each type of stakeholder, and highlights divergence between stakeholders, which can be illuminating.

Children's views are prioritised, given that children's voices are often not heard in EMIS research, and that children are the central stakeholders in education: if school is not working for them, change will be necessary for them to participate effectively. Wherever possible, children are interviewed by other children to promote maximum openness.

Data is recorded on survey sheets wherever possible. This enables detailed tracking of data back to (anonymised) individuals, making it possible to see what proportion of parents were concerned about health issues, or how many children were unhappy with corporal punishment.

In communities where there are not enough literate people to undertake surveys, participatory meetings are facilitated by a trusted CSO to capture verbal information on who is out of school and why, and what action is needed to improve education. This can be represented visually, in the form of a PRA map, or recorded in writing.

1.2.2 Community review and action plan

A community meeting is then held to review the results and agree recommendations for what should be done about them. Communities agree the action they will take, as well as producing recommendations for local and higher-level government action. This feeds into school development plans.

1.2.3 Taking C-EMIS data into government delivery and planning systems

The local education officer, who will have taken part in the whole process, takes a copy of the findings and action plan, and presents these at local government level.

This can be done in any format, depending on local system capacity. In Nepal, flipcharts from communities have been turned into handwritten summaries; in Tajikistan, school committees had access to community centres with computers using Access, and set up their own databases which could be shared across communities and up through the levels of the education system. In Nigeria, handwritten survey formats are used to collect data, and at present are summarised in Excel form at LGEA level.

In countries like Indonesia, Nepal and Bangladesh, C-EMIS data is used to help shape annual local government bids for devolved education funding. A local government level action plan is also produced, which should be shared back to school communities.

From there, C-EMIS data is fed up the chain to inform higher-level policy and budgeting discussions. Data can be fed directly into EMIS databases, and/or used in discussions of

future resourcing priorities. Policy advocacy can be undertaken based on C-EMIS findings, either by CSOs or government officers, in order to remove previously unknown barriers to education access. A state or national response plan is also required, which should be fed back down to community level. In this way, C-EMIS strengthens mutual accountability for improving education.

1.2.4 Uses of C-EMIS data

By asking each household how many of their children are out of school, and checking parents' answers against children's estimates, C-EMIS can produce detailed information on how many children are out of school; which groups of children are not accessing school; and which children are missing substantial amounts of school, risking drop-out.

Such an approach is particularly useful in areas where school communities may be remote or costly to visit, and where sending in large survey teams would be a logistical and financial challenge. It is also likely that parents and children will be open and frank with research teams made up of their peers rather than outsiders.

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C-EMIS is most useful when data collection and action planning takes place each year, informing school development plans and annual planning and budgeting processes. Data on out of school children is particularly relevant to forward planning: knowing year on year which children are out of school (and likely to be mobilised into enrolment by community action), gives clear pointers on how school infrastructure and teaching capacity will need to expand in coming years.

1.2.4 Links with similar approaches

C-EMIS is similar in many ways to numerous community mobilisation models to improve children's enrolment in school, such as UNICEF's community mapping approach. The distinctive feature of C-EMIS is that it formalises community knowledge into quantitative and qualitative data which is used by each level of the education management and planning system. Government planners and finance experts can see in detail which issues are affecting which communities and stakeholder groups, and make resource targeting decisions accordingly.

One important feature of C-EMIS is that it is not a statistically representative survey. The data produced only represents the communities involved. Where several communities in a local area are involved in C-EMIS, a strong picture of issues affecting the area can be produced, enough to inform policy and planning. However, specific out of school numbers are only relevant to the communities they are drawn from, and cannot be scaled up to draw conclusions about out of school numbers across the area.

If all school communities in a local area are using C-EMIS as part of their SBMC and school development planning process, then those numbers can of course be aggregated to form a

useful database of children currently out of school. Where this information can be incorporated into EMIS databases, it can provide a valuable overview of the complete population of school age children and their needs, when combined with Annual School Census data.

This means that, as well as complementing the Annual School Census, C-EMIS can be a useful complement to an out of school survey. The out of school survey will often use statistical methods to generate a reliable estimate of numbers of children out of school, and C-EMIS will produce detailed insights into the likely reasons why, from the perspectives of parents, children, teachers, and boys, girls, disabled children, ethnic minorities, and so on.

C-EMIS can also be a smaller-scale alternative an out of school survey, if government funds cannot cover a full out of school survey; as long as the limitations on the representativeness of out of school figures are recognised. Because C-EMIS relies on voluntary action by communities to collect and respond to data, it can be significantly less costly than bringing in external enumerators. Because data formats are very simple, there should be no additional data entry or analysis cost after initial piloting: local and state/national government officials will be able to enter, analyse and report on data as part of their normal duties. However, C-EMIS cannot require too much unpaid time from community researchers each year, and certain key costs are essential - such as training, CSO time and expertise, travel to communities for facilitators, and motivational inputs (such as food for community meetings).

Similarly, C-EMIS can provide useful insights into data produced through school attendance monitoring.

2. Experience from C-EMIS in Nigeria

2.1 C-EMIS in Kwara: approach and findings

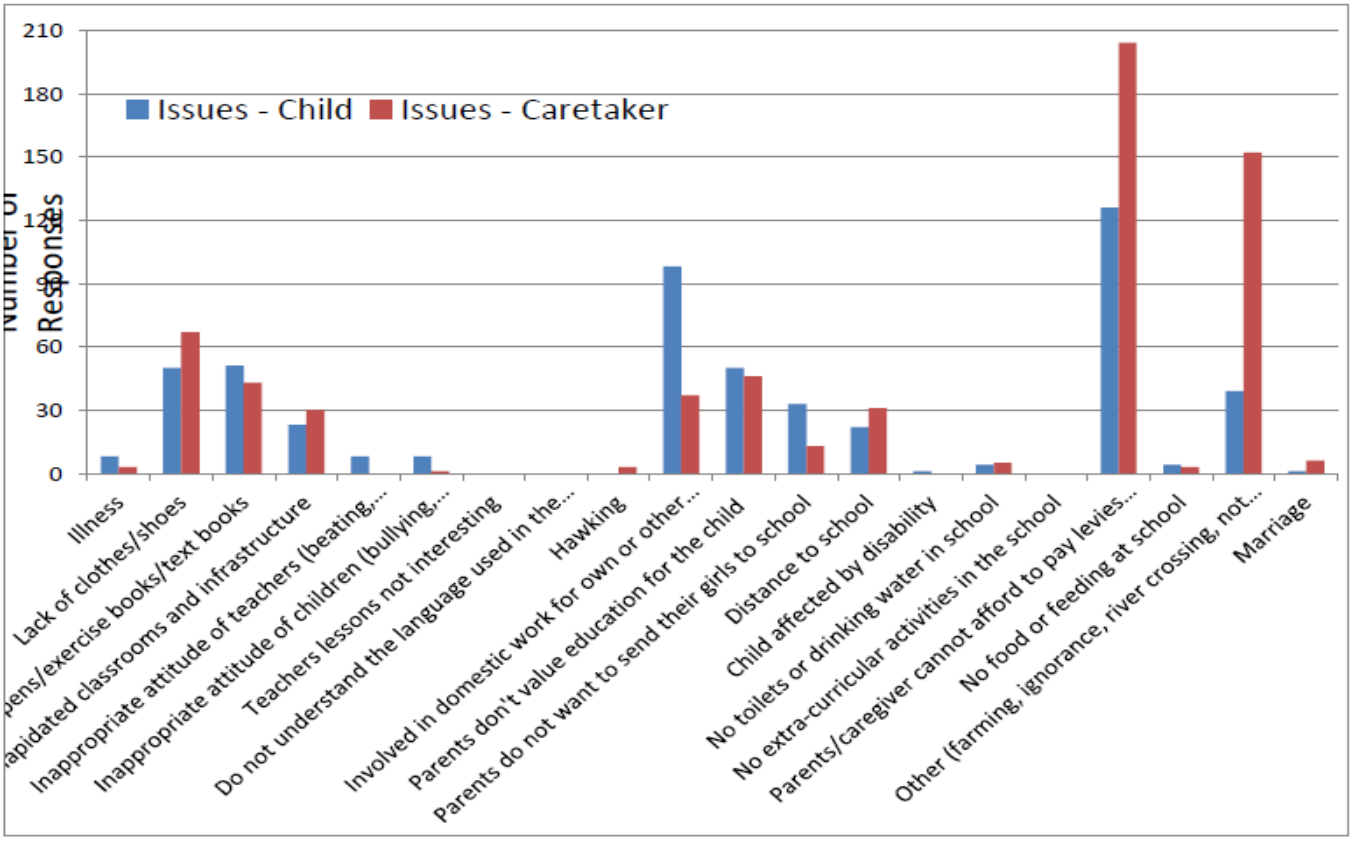
C-EMIS in Kwara was supported with ESSPIN Challenge Fund money, to focus on the children not being covered by the Annual School Census; out of school children and those who have dropped out. The Annual School Census in Nigerian states only captures in-school children, the conditions of education for those in school, and numbers of recent dropouts, without including reasons for dropout.

Kaiama, the LGEA chosen for the Kwara C-EMIS pilot, is a north central LGA that is highly disadvantaged in terms of school enrolment, completion and retention. Dropout is high by Primary Grade 6 – 38.9% according to the latest Annual School Census. C-EMIS in Kaiama was funded by ESSPIN in two stages: first in 2013 for an initial group of ten school communities, and then in 2014 for a further group of ten communities.

Format 2: 10 Schools - Kaiama LGEA, Kwara State: TOTAL OUT of SCHOOL, TOTAL DROP-OUT, COMMUNITY PROFILE	total no of PRIMARY school age children in catchment			total no of school-going children			**total number not enrolled**			total number dropped out			attend regularly	total no households	total family members	primary age children	Main source of income			
	G	B	Total	G	B	Total	G	B	Total	G	B	Total					Farming	Service	Business	Other
Dada	86	85	171	43	64	107	34	17	51	0	4	4		62	423	33	29	0	0	4
Hamdallahi	66	95	161	42	42	84	23	40	63	1	13	14		72	531	36	30	5	1	0
Nasarawagate	162	142	304	98	87	185	64	55	119	0	0	0		177	650	120	118	0	2	0
Olori	132	117	249	57	64	121	75	53	128	0	0	0		68	461	54	54	0	0	0
Tenebo	180	161	341	65	55	120	111	101	212	4	5	9		82	442	74	71	2	1	0
Tungan Garuwa	70	68	138	38	40	78	32	24	56	1	2	3		45	321	45	45	0	0	0
Vobera	120	161	281	49	73	122	71	69	140	0	0	0		54	428	50	50	0	0	0
Bani Moshi	127	122	249	34	55	89	85	67	152	6	0	6		51	414	51	49	0	0	0
Nuku	328	231	559	132	122	254	196	109	305	0	0	0		150	765	131	106	2	23	0
Banisulla	157	281	438	44	69	113	113	212	325	0	0	0		79	584	41	41	0	0	0
	1428	1463	**2891**	602	671	**1273**	804	747	**1551**	12	24	36		840	5019	635	593	9	27	4
A total of 1,551 children, 804 girls ,747 boys out of a total of 2,891 primary school age children in the catchment areas are out-of -school in 10 school communities (54%)																				
Reasons for non-enrolment and drop-out according to pupils, parents/caretakers and teachers captured on other spread-sheets: PTA levy features particularly highly amongst others: lack of classrooms, furniture, learning materials and clothes, distance to school and language used in the classroom																				

C-EMIS data on numbers of school age children from the first 10 pilot schools, Kaiama LGEA, 2013

GRAPH 1: Issues according to Child and Caretaker



Overview of C-EMIS findings in Kaiama LGEA, Kwara (2014): reasons why children are out of school, according to children and caregivers/parents

2.1.1 How the process worked in Kwara

An initial 8-day training course was provided for CSO and SMO staff in the principles and methods of C-EMIS. Then pilot communities were selected, based on their representativeness of diverse contexts in the LGEA, and based on existing concerns about enrolment. LGEA records of enrolment, and CGP knowledge of schools from SBMC mentoring, were used to provide a list of schools where enrolment and dropout were major concerns. At least three schools were at risk of immediate closure if enrolment did not improve.

CSO staff went to communities with SMOs to do SBMC sensitisation. The SBMCs, which welcomed the idea of C-EMIS, set up entry to the communities for the working group members.

SBMCs selected the community research teams from people living in the communities. 20 volunteers for each school community were selected. Students were an important component of each research team. Students can discuss with their peers what they are experiencing, interviewing other children to get a frank picture of why children are not going to school. Once the research teams were set up, the CSOs and SMOs trained them at cluster level using an ESSPIN-developed training manual.

Research teams conducted surveys across their whole community using three formats – for teachers/school level, household adults, and children. Each C-EMIS team divided up into

smaller groups and visited all households with school age children. Researchers' work in the field was supervised by an SMO. At household level, parents and children were interviewed separately. Responses were often different between children and adults.

In Kwara, questionnaires offered community members a detailed choice of reasons why children might not go to school, and recorded additional issues as 'other', recording the specific issues for local action as part of the community C-EMIS response plan.

In some communities, particularly in nomadic areas, not enough available volunteers had literacy skills in Hausa to conduct the research. At times the community teams used picture code to overcome language and literacy barriers. A template provided by ESSPIN (see Annex 3) was used to indicate common reasons for children not going to school. During training, local research teams agreed a common understanding of each symbol to use with respondents. Research teams asked community members for the reason why the child was not in school, and marked the relevant picture symbol on the template. Feedback from this process was positive.

It was discussed whether teachers could also collect data if there were not enough literate community members to do so, but it was felt to be inappropriate to use teachers to ask questions about whether corporal punishment or teacher behaviour was a factor in children leaving school.

The main constraint was that using picture prompts reduced the number of categories of issue which could be recorded, reducing slightly the number of education challenges which could be captured. In this way, the method used had a similar effect to that used in Jigawa, of reducing the complexity and detail of findings. Nevertheless, this approach enabled data from communities that normally would be excluded from having a voice in analysis of educational issues. C-EMIS is intended to be adaptable in method, so that all respondent communities can have a voice despite any capacity issues.

The C-EMIS review found that C-EMIS training should be in local language for communities (i.e. in Fulani or other languages instead of Hausa), to make sure that recording can be done in the language used by local people, and to ensure that, where picture formats are needed, their meaning is clearly understood. In practice, the main implication of this recommendation is that C-EMIS working groups should contain speakers of languages used by the communities targeted. As well as delivering training in local languages, working groups should plan to produce formats in local languages (there should be no extra cost associated with translation, as working group members simply need to rewrite the documents in local language).

Another challenge was that some households were not initially friendly to people asking about their children's school attendance. Such concerns are one reason why C-EMIS was developed in the first place, to bring in the voices of those who may not trust outsiders conducting research. C-EMIS training organised research volunteers to give out messages about the community benefit of education and the reasons for the survey. Some initially hostile households changed their attitudes and did became more receptive to C-EMIS.

C-EMIS methodology encourages local research teams and their communities to analyse and summarise their own data as much as possible. (Communities in Tajikistan, for example, entered their data into Access databases on computers in their existing community centres, producing their own tables and graphs of findings.) In the Kwara pilot, research teams were not confident to analyse their own data, and so handed it to the local C-EMIS working group members for analysis. The staff of RHHF, one of the main CSOs supporting C-EMIS in Kwara, had strong data analysis and presentation skills, and were able to produce regular data reports for the LGEA and ESSPIN. PRS staff in the LGEA supported the process of data analysis. Findings were then taken back to communities by the CSOs and SMOs for discussion and qualitative validation.

2.1.2 Overview of key findings and response

A detailed breakdown of findings from C-EMIS can be found in the Kwara C-EMIS report[2]. A distinctive issue which came out of C-EMIS was that children and parents across all communities stated the main reason for being out of school was not being able to pay school levies. The PTA levy in Kwara was particularly high in many communities, often to compensate for gaps in central funding. This issue had not come out in Annual School Censuses or other education research, but reflected what newly-formed children's committees in Kwara SBMCs were reporting to the CGP. When these findings were presented to State level officials, this new information led to two policy changes: the ceiling for PTA levies was reduced to N250 from N410, and schools were instructed not to refuse children entry if they could not pay.

A key difference between children's and adult's views was that children felt the demands of household and money-earning work on their time were a major reason for not going to school. This finding was similar to C-EMIS findings in Jigawa, suggesting that cross-state policy attention to the demands of work on children's time is needed.

Issues which might previously have affected education access, such as early marriage, lack of school infrastructure, and lack of teachers, suggest that in Kaiama, progress has been made by the education system in providing the basic building blocks of education. However, children's and adult's concerns that lack of clothing and reading/writing materials is hampering education access, suggest that family poverty is still a significant barrier.

2.1.3 Actions in response to C-EMIS findings

ESSPIN Challenge Fund support responded to C-EMIS findings, providing uniforms, handpump repairs (especially where girls had to spend a long time getting water), new and trained teachers where schools were at risk of closure, and school rehabilitation. SBMCs and communities mobilised communities and undertook smaller repairs, such as roof repairs. They also took on para teachers where there were gaps, and continued to do this after attendance began to increase.

When C-EMIS results were shared in the target school communities, SBMCs and communities asked traditional rulers for support in bringing children back to school; agreed

[2] Graham, S., (2013)Community EMIS: 'Every Child Counts,' Kaiama LGA Kwara State, February 2013.

a drop in PTA levies and agreed that no child should be kept away from school if they could not pay; and in some schools changed the school timetable to allow children to go home for breakfast during the break. The break was extended from 30 to 40 minutes (at about 10 o'clock) and the SBMC undertook to chase up children who stayed away longer than that time. Communities in the LGEA are funding temporary teachers to help cope with the increase in enrolment and attendance.

When the C-EMIS data came in and was disseminated at LGEA level, the ES undertook a programme of visiting other schools (in 2014), to find out what their needs were. This led to LGEA-wide action to repair school hand pumps and bring in para teachers (paid by the LGC). Based on this information on school needs, the incoming LGA Chair after the election has pledged to complement ESSPIN support by providing extra classrooms and school furniture.

SUBEB is also building more classrooms and renovating schools for the LGEA, in response to the increased demand being experienced, which is coming through SBMCs and LGEA monitoring.

All participants in the C-EMIS review, both in Kwara and Jigawa, emphasised that government involvement and support was vital for encouraging receptiveness to C-EMIS.

Government involvement in initial orientation about C-EMIS in communities communicated that government was interested in what people thought about education; and then when government responded to the C-EMIS findings in local areas, this helped to build community enthusiasm for returning children to school. Government responsiveness made it clear to communities that government wanted to work with them to improve education, in response to their concerns.

This encouraged people to contribute to the effort. For example, one of the school communities involved (N/Gatte) has raised money for a motorbike to enable a teacher to get to school. Previously he had trouble reaching the school, weakening children's attendance. The teacher attended the review meeting and reported that enrolment has dramatically increased and attendance has stayed steady. 15 children had joined the school last month, over a year after C-EMIS took place, indicating that momentum to bring children back to school was being sustained by the SBMC and CGP.

The importance of continuing to support C-EMIS in communities which have already done one round of data collection was underlined during the review, when the consequences of increased attendance in C-EMIS schools was discussed. Now that more and more children are coming back to school, there is increasing need for teachers and classrooms. While this will hopefully be reflected in the Annual School Census, it would be helpful to have advance notice through C-EMIS of numbers of children out of school, who can be seen as likely to come back to school when C-EMIS follow-up action takes place.
More children are returning to school, which will require planning and budgeting to support their education in future years. C-EMIS allows a further-ahead look than ASC, as it identifies the numbers of children currently out of school that are likely to come in next year, after community mobilisation and school improvement action takes place. This allows more efficient resource targeting. The SMO from Kaiama said the LGEA is anticipating an increase

in need for JSS, as so many more children are now entering primary school, and will soon be graduating and needing to go to JSS.

A request was made by the Director of PRS, SUBEB, for ESSPIN support to bring C-EMIS data into the EMIS database, to enable C-EMIS data to inform joined-up planning and budgeting.

It was agreed that 10 schools per LGEA is a reasonable sample for getting a good view of issues in the LGEA, if spread out geographically and taking into account different environments. In Kwara, schools were also chosen for low attendance. Sampling methods could be reviewed if a more statistically representative sample were needed. However, the ES for Kaiama felt strongly that, in terms of stimulating increased attendance and support for schools, C-EMIS should be spread to as many schools as possible within LGEAs.

2.1.4 Ongoing attendance monitoring

Baseline school enrolment and attendance data was taken by the CGP at the beginning of C-EMIS, using school records.

In the Kwara pilot the CSOs were paid to continue support to communities with follow up and monitoring (a major reason for the greater expense of C-EMIS in Kwara than in Jigawa). Therefore it was possible to produce ongoing monthly reports of children in and out of school, capturing a detailed picture of changes in dropout and reasons for dropout.

The head boy and girl monitor children's attendance and take note of those who miss 5 or more days a month. Every month, this is written up using Format 3 (see Appendix 3), and passed to the SBMC, who follow up with the children and their family to encourage attendance. This does not challenge the teacher's attendance record, but offers a list of the children with the weakest attendance, who appear to be at greatest risk of dropping out.

Through regular follow-up visits, CSO partner RHHF supported the SBMC and children to keep collecting the data. The children's attendance list was used by RHHF to compile a table of attendance data a year after C-EMIS and subsequent ESSPIN Challenge Fund support (see below). This showed dramatic increases in school enrolment and attendance, and proved that the schools at risk of closure had become fully active and viable, justifying the cost of C-EMIS. It should be possible to check against the ASC for these schools to see if the C-EMIS changes in attendance captured by RHHF are corresponding with the ASC figures.

The collection of ongoing attendance data also produced vital information on whether or not community and government responses to C-EMIS were effective. A review of findings from Format 3 data revealed that most children still out of school even after follow-up action to improve attendance were significantly affected by poor health, and in several communities by the PTA levy. This helped the CGP and communities to advocate for better health services, and in Hamdallahi the siting of a new MDG-funded health clinic was influenced by the ongoing concern about child health which had been raised through C-EMIS.

The PTA levy issue appeared confusing at first. Why, if PTA levy policy had been changed at state level, were some children still apparently being kept out of school if they could not pay

the levy? Initial discussions suggest that in some communities, the flow of funds from State to school level is still so weak that schools are forced to push hard for levies from the community in order to stay in operation. This underlines the recognised challenges in Kwara around effective allocation and disbursement of funding for basic education.

CHALLENGE FUND SCHOOLS ENROLMENT ANALYSIS

BEFORE AND AFTER C-EMIS RESEARCH & CHALLENGE FUND INTERVENTION

		Before C-EMIS (2013)			After C-EMIS follow-up (2014)		
S/N	SCHOOLS/COMMUNITIES	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
1	**Nuku**	59	36	95	140	119	259
2	**Tunga Garuwa**	17	9	26	60	48	108
3	**Banisulla**	55	25	80	80	45	125
4	**Alh. Bani Moshe**	21	2	23	60	27	87
5	**Vobera**	30	21	51	57	45	102
6	**N/Gatte**	60	37	97	109	80	189
7	**Dada**	53	23	76	55	40	95
8	**Olori**	25	18	43	101	96	197
9	**Hamdallahi**	16	6	22	59	40	99
10	**Tenebo**	58	19	77	73	43	116
11	**Camp**	34	21	55	88	34	122
12	**Gwaria-Labe**	65	33	98	130	101	231
13	**Degeji**	18	18	36	78	60	138
14	**Gwettekuta**	97	42	139	104	77	181
15	**Gorobani**	19	16	35	114	84	198
16	**Tunga Zabaruma**	35	2	37	47	49	96
17	**London**	38	9	47	79	65	144
18	**Moshe-Gada**	52	30	82	104	92	196
19	**Ka'agbona**	18	13	31	45	29	74
20	**Adogun**	15	7	22	60	50	110
TOTAL ENROLMENT FIGURES		727	387	1172	1643	1224	2867

Data collected by the CGP showing the difference in enrolment in C-EMIS schools from baseline to one year after C-EMIS data collection (Source: school enrolment records). Average increases of 100+% .

2.1.5 Follow up actions agreed (May 2015)

1. At the C-EMIS review meeting held in May 2015, the Principal Secretaries of SMOE and SUBEB agreed that C-EMIS should be continued in Kwara State, and extended to other LGEAs with attendance problems, provided the initial cost of N7m per LGEA could be reduced. The cost of the second phase of C-EMIS in Kwara, reaching a further 10 communities in Kaiama LGEA, was only N3 million, as learning from the first pilot enabled certain parts of the budget to be removed, and initial contributions from ESSPIN for motorbikes to reach communities were one-offs.

   Further cost projections, which assume that travel and salary for follow-up visits to communities are covered through SBMC budgets, take the cost per LGEA to N1.1 million (see Appendix 2), plus approx. N200,000 for training of trainers and reporting.

2. RHHF and the Director of SUBEB PRS will review the C-EMIS attendance data against recent Annual School Census information to see if they correspond.

3. A C-EMIS Committee will be formed, and will meet to review this information, and start the process of advocating for a 2016 budget for expanded C-EMIS.

4. The Committee will be coordinated by the SMoE's PRS team, and will also include BOS, SUBEB DPRS and SMD, and SMoE School Services.

5. A Communique will be produced, to recommend C-EMIS and to identify the key SUBEB teams involved in implementing it. The Bureau of Statistics would hold the budget and have an overview of the work; the Department of Social Mobilisation would implement the budget, organising contracting and logistics, and ensuring data entry and analysis at LGEA level; and the Department of Planning, Research and Statistics would undertake state level analysis, and produce and share C-EMIS reports, with signoff from SMD.

6. This will be complemented by an action plan and budget proposal for 2016, and efforts to bring C-EMIS into the MTSS.

7. DPRS will continue to discuss with ESSPIN how support could be given to integrate C-EMIS data into the Kwara EMIS database: particularly the community data on out of school children; Format 3 data on children at risk of dropping out; and reasons by stakeholder why children are dropping out.

8. The possibilities for conducting another round of C-EMIS in the original 20 schools in Kaiama will be investigated through the CGP. Ideally this should be done as part of upcoming SBMC mentoring visits by the CGP. However, at present there are no funds for CSOs to take part in mentoring. SMOs could organise C-EMIS during mentoring visits; but many of them do not have funds to visit SBMCs for mentoring either. If another round of C-EMIS takes place through SMOs, CSOs should be involved in dissemination and advocacy using the findings. ESSPIN should facilitate a CGP meeting to discuss possible plans.

2.2 C-EMIS in Jigawa: approach and findings

In Jigawa, four LGEAs were covered by a C-EMIS pilot which ran from June 2014 to March 2015. The decision to conduct such a large pilot was taken after a C-EMIS workshop in 2013, during which ESSPIN shared the process and findings from C-EMIS in Kwara. Decision makers in Jigawa were keen to gain more insight into persistent low enrolment in many LGEAs, particularly the poorest and most remote. One particular LGEA, Birniwa, was of great concern, with previous ASC data indicating extremely low enrolment. Therefore SUBEB offered to fully fund C-EMIS in Birniwa, with ESSPIN funding C-EMIS in Budi, Babura and Gwiwa LGEAs. Concerns had been raised about school enrolment and attendance in these LGEAs through the CGP supporting SBMCs. SMO reports had identified worries about low attendance and dropout.

Two major challenges had to be addressed if C-EMIS was to be viable in Jigawa. One was cost; if SUBEB were to replicate C-EMIS quickly enough to be of use in addressing the current enrolment crisis, the cost per LGEA had to be very low. Another issue was very low literacy in target communities. Stakeholders in the initial C-EMIS workshop felt that most school communities in LGEAs with enrolment problems would not be able to provide 20 research team volunteers with enough literacy to fill out three survey templates, even if teachers and young people were included. Challenges of heat and low population density also meant that visiting all households across communities would be a major challenge for volunteers. Therefore C-EMIS in Jigawa was adapted into a much simpler process. It was agreed that research would be conducted directly by the local working group formed of one SMO and one CSO representative for each LGEA. The SMOs and CSO staff concerned should be already well known to communities through regular SBMC mentoring visits, meaning that separate C-EMIS orientation in communities would not be required.

Ten schools would be selected per LGEA, using a purposive sampling approach with a good spread of geographic, social and economic context. It would be important to include remote communities as well as communities where there was particular concern in the LGEA about school enrolment and attendance. To save costs on orientation and community entry, only schools which already had active SBMCs were selected.

Each research pair would arrange a one-day visit to a school community through the school head and the SBMC. Groups of stakeholders from the community would be selected to attend a workshop at the school run by the researchers. This workshop would use participatory facilitation methods and data formats designed to capture information and opinions from non-literate groups.

It was recognised that this approach would only result in estimates of numbers of children out of school, rather than accurate household level data – but the estimates would at least be from a diverse community group. To follow the approach used in the Jigawa Out of School Survey, children in IQTE were counted separately from out of school children. Children in Islamic-only education where academic topics and literacy were unlikely to be covered were counted as out of school.

As with the Kwara C-EMIS approach, issues raised by children, teachers and parents would be disaggregated. Spreadsheets would enable viewers at LGEA and state level to see which problems were identified by which communities and groups of stakeholders, as well as presenting a picture of priority issues across communities and stakeholder groups.

The principle that C-EMIS data is owned by communities was upheld by leaving a copy of each workshop's findings with the SBMC. During the workshop, each group of participants was asked to identify what government should do, what the community should do and what the SBMC should do to bring more children back into school. The SBMC was given a record of these recommendations and asked to take them forward in the community.

The research teams would take findings to the LGEA, where data would be collated and passed upwards to State level. The LGEA was also given a summary of community action plans, and was tasked with producing its own C-EMIS response plan. Follow up action would be organised at LGEA level by the ES and Social Mobilisation staff. A C-EMIS Committee was set up, with a C-EMIS Officer based in the Social Mobilisation Department. This would co-ordinate the state response to C-EMIS findings and would oversee further C-EMIS research if the pilot were successful.

The research group was provided with training and data formats by ESSPIN in June 2014, and spent a day in a local school to conduct a practice session. ESSPIN and the Department of Social Mobilisation then supported data collection, with CSOs being contracted by SMD and LGEAs organising school visits.

After data collection had been completed in March 2015, a consultant from ESSPIN conducted data review and validation with the research group, and presented initial findings to the state C-EMIS Committee. At the findings meeting, LGEA representatives shared the follow-ups which they had undertaken and planned further responses to community education concerns.

Direct cost per LGEA of data collection was N525370, which did not include training provided by ESSPIN. Future replication of C-EMIS would require the budget to add funds for state C-EMIS officer supervision in at least one initial school per LGEA, as well as funding training of trainers and report production. This would require at least another N300000 per year.

2.2.1 Learning

Ramadan and the demands on education departments and ESSPIN of conducting a major out of school survey in Jigawa meant that a fixed window of time was available for data collection, in late 2014 and early 2015. As training had been provided a few months earlier, it was agreed that the gap between training and data collection led to some inconsistencies in the way data was recorded, with variations of format being used for recording the findings of community workshops. This made validation of data more cumbersome, as data had to be reviewed across a range of formats.

The period available for C-EMIS data collection also coincided with large scale rollout of SBMC training to new communities across Jigawa State. This meant that many of the CGP

with experience of SBMC training and mentoring were unavailable to conduct C-EMIS. Colleagues from SMO and CSO ranks were selected to form the C-EMIS working group. While the research group was committed to C-EMIS and had good links with communities, some members had less strong English skills, and were less familiar with participatory consultation and data collection methods, than the CGP members who were intensively involved with SBMC training and mentoring.

This meant that C-EMIS methods were more challenging than expected for some of the research group, and data validation revealed that opportunities to follow up on issues raised by community members were not always taken. This had the result that some findings were less nuanced than hoped for, with less information available on the root causes of some aspects of children being out of school. It is recommended that C-EMIS is conducted by CGP members with substantial experience of participatory research and facilitation.

Security challenges affecting travel of international staff meant that substantially less technical support was available for Jigawa than Kwara. Only two days' training could be provided for the CGP working group, compared to 8 days for the CGP in Kwara. This led to some variation in the understanding of working group members. Apparently as a result, the final review of data revealed that some formats had been incompletely filled out, requiring the CGP to spend extra time correcting the errors from their original records.

Given that pilot training in Kwara and Jigawa was done by expatriates using English, requiring more time for translation and clarification, it is likely that some training time will be saved in future by conducting training in local language. The Jigawa methodology is also a great deal simpler than that used in Kwara, requiring less training input. However, despite the need to keep costs low, the C-EMIS review found that a minimum of three days' training in the Jigawa approach is needed to ensure that participants get enough chance to ask questions, revise processes and practice data collection methods.

There was initially a lack of clarity regarding who should keep the original survey formats in Jigawa. It was established during the review period that formats should be kept by the CGP and photocopied for central storage. It was agreed that the C-EMIS Desk Officer, who will co-ordinate C-EMIS in Jigawa in future, should keep the formats. The Desk Officer should also supervise research in communities, adding to the cost of travel.

2.2.2 Summary of C-EMIS findings in Jigawa (see Appendix 1 for detail)

<u>Issues prioritised most by children overall</u>

10. Lack of uniform
11. Lack of parental interest in education
12. Farm/domestic work
13. Hawking
14. Low awareness of the value of education
15. Poverty (parents can't support children through school)
16. Early marriage
17. Not enough teachers
18. Lack of sporting materials/equipment

Issues prioritised by all stakeholders across LGEAs

8. Farm and domestic work
9. Hawking
10. Lack of uniform (i.e. money to pay for it)
11. Poverty taking children out of school and family care
12. Lack of parental awareness/valuing of education
13. Lack of employment opportunities to justify education
14. Not enough teachers

It is likely that the huge importance of children's work as a barrier to education is linked to both the need for very poor families to earn money to survive, and perceived lack of value to academic education, as indicated by other findings. This indicates a possible need to rework what Jigawa schools offer, presenting practical, agricultural and business skills alongside academic education so that children can quickly show tangible benefits which justify the opportunity costs of keeping them in school.

Challenges of basic school infrastructure such as classrooms, toilets, materials and water were raised, but more in Gwiwa LGEA than elsewhere, and significantly less than issues of poverty and motivation. This indicates that the substantial efforts made in Jigawa to expand school infrastructure have been felt.

There was substantial debate during validation about whether 'not enough teachers' referred to not having enough fully qualified teachers, or to not having enough teachers available at all. It was also not clear whether the issue was one of teacher attendance or teacher quality. Unfortunately the lack of time available for training meant that researchers did not clearly follow up and record this distinction. Further investigation on this issue by SBMCs and the CGP in C-EMIS schools as part of the SBMC mentoring process would be helpful.

Children felt that early marriage was more of a threat to their education than adults did. It should be noted that discussing potentially sensitive topics like early marriage at a public meeting may have led to less openness than household level interviews would have produced. Further research by CSOs with SBMC children's committees and out of school children would be helpful to clarify the extent to which early marriage is affecting girls' education chances.

Communities' estimates of children out of school and in IQTE

In general, more children were in IQTE than out of school, with slightly higher numbers of girls than boys in IQTE and higher numbers of boys out of school. Discussions with communities revealed a tendency for parents to put their sons into Al-majiri (counted as out of school) when the family could not support their living costs, whereas girls were seen as more in need of support within the home.

Estimated numbers of children in IQTE and out of school, in 40 communities across 4 LGEAs

Total numbers of children in IQTE			
Girls	Boys	*Total*	Disabled children
4,756	4466	9222	240
Total numbers of children not in school			
Girls	Boys	*Total*	Disabled children
3797	4607	8404	450

Total numbers of children with disabilities estimated to be out of school or in IQTE were relatively low (5%), and in discussion children did report that they knew of disabled children in school. It is likely that true rates of disability were underestimated, given possible tendencies to downplay disability in a group meeting. However, double the number of disabled children were out of school as compared to in IQTE, whereas numbers of children out of school and in IQTE were almost equal. This suggests that children with disabilities are disproportionately more likely to be excluded from education.

Birniwa LGEA showed by far the best enrolment estimates, with most children not in formal school enrolled in IQTE. It is important to note that the Birniwa CGP was not able to collect data until March 2015, while data collection in the other three LGEAs took place in October/November 2014. It would be useful to establish whether anything had changed in C-EMIS schools during the last year, and in particular whether State government concern about Birniwa had led to more action to improve enrolment.

Estimated numbers of children in IQTE and out of school, Birniwa LGEA

Total numbers of children in IQTE			
Girls	Boys	*Total*	Disabled children
827	658	1,485	29
Total numbers of children not in school			
Girls	Boys	*Total*	Disabled children
356	292	648	32

<u>Summary of local barriers to education</u>

- Among the communities surveyed, the most urgent action needed to bring children into school was in Gwiwa and Babura.
- Infrastructure support needs were highest in Gwiwa.
- Gwiwa also had the highest need for educational materials.
- Where is the need for school uniform provision highest? Gwiwa and Birniwa.
- Where is the need for basic family support through poverty, such as cash transfers, highest? Birniwa, Buji and Gwiwa.
- Where is the need for more teachers highest? Gwiwa.
- Where is the biggest need for awareness campaigns? Babura.

- Where is the most need for schools to offer more relevance to families? Gwiwa and Babura.
- Where is the need for SBMCs, LGEAs and head teachers to agree different work and schooling patterns for children? Gwiwa.

2.2.3 Follow up from Jigawa findings

New ES's were briefed on C-EMIS results on taking office in, and reported to the C-EMIS review that they have been responding ever since.

Babura LGEA

Babura LGEA distributed 1600 school uniforms after the ES was briefed about C-EMIS, and did water projects in some of the schools affected by lack of water.

The ES is currently undertaking awareness raising to reduce the educational impact of hawking, domestic work and rearing, and on the value of education.

The ES will propose to the Local Government Council to organise school breakfasts and provide more uniforms.

Buji LGEA

The ES and LGEA staff will work with traditional rulers to promote educational enrolment and attendance, preaching to address this and early marriage

The ES and LGEA staff will work with politicians, wealthy individuals to challenge domestic work conflicting with school, and raise money for school uniforms

The LGEA Social Mobilisation team will work with Fulani organisations to orient on value of education/not conflicting with rearing etc.

The ES will ask the LGA to request refresher skills training for teachers from SUBEB.

Birniwa LGEA

The ES will ask LGA to request SUBEB budget for school uniform (will also reach out to the other C-EMIS LGEAs to collaborate on this)

Birniwa LGEA is keen to be involved in any cash transfer work.

The LGEA will get SBMC Desk Officers to ask SBMCs to mobilise parents for better school attendance

The CGP could work with SBMCs to organise lifts to school from people who own transport (bearing in mind child protection issues).

The ES will suggest rural posting allowance and provision of staff quarters for teachers to SUBEB.

Birniwa have tried encouraging schools to arrange co-curricular activities in the past on big market days to attract children. The LGEA team will develop this further.

The ES will engage with traditional rulers and religious leaders and their gatekeepers to promote enrolment and attendance.

The ES will also seek philanthropists' support for sports equipment.

Gwiwa LGEA

The ES and LGEA will request state support for irrigation projects to address seasonal migration for water (support will be needed from the Ministry of Agriculture)

The ES and LGEA will request SMOE and Ministry of Economic Empowerment for help setting up skills acquisition centres, to work in cooperation with schools – to make education of more practical relevance to communities.

The ES will request SUBEB to increase its budget for school uniforms, and for rural teachers allowance and head teacher duty post allowances (in collaboration with other LGEAs)

The LGEA will attempt to rationalise teacher postings – the head of school services will be asked to do this by the ES.

The ES will also encourage sensitisation on early marriage, involving traditional rulers and religious leaders.

It was recognised that all these LGEA-level ideas should be brought to SBMC LGEA Forums for discussion. The SMOs and CSOs in Jigawa's CGP should be asked by the Department of Social Mobilisation to put C-EMIS on the agenda of the next LGEA Forum, and/or arrange an LGEA Forum meeting soon to include C-EMIS.

State level

It was agreed that C-EMIS should be continued in Jigawa, and that LGEA efforts to follow up on C-EMIS findings should continue.

The C-EMIS steering committee, headed by the Director Social Mobilisation, should advocate on two issues:

1. Need for SUBEB to significantly increase school uniform budget in 2016: advocacy to MDS and MTSS technical team.

2. Need for SUBEB to engage with cash transfers under GPE and maximise impact of these on education. An orientation session on cash transfers would be helpful to address doubts and questions about cash transfers (targeting; conditional or not; sustainability and long term way forward). Advocacy aimed at SUBEB and SMOE directors of planning and statistics, as well as GPE committee.

Advocacy targets should therefore be invited to the launch of the C-EMIS report.
The C-EMIS Committee should also present the report to the Chair of State SBMC group as a way to engage traditional rulers, and to QA. The executive summary from this report can be used to help this sharing of report findings.

QA and Social Mobilisation Departments will reach out to the Ministry of Economic Empowerment to collaborate on skills acquisition centres/opportunities to make education more practically relevant. SSOs/SSIT could be asked to look at how social studies classes could be focused on practical skills, for example.

SUBEB should consider requests for school hours adjustment for market days.

The C-EMIS Committee will share the C-EMIS review report with all LGEAs. and school clusters.

2.2.4 Follow up for the future of C-EMIS in Jigawa

It was agreed at the state C-EMIS meeting that SUBEB – particularly the C-EMIS Committee – should advocate, plan and budget for 3 LGEAs per year to be covered for C-EMIS from SUBEB funds. The possibility of asking UBEC for additional SBMC intervention funds for some of this could be explored.

There is interest in using the more detailed Kwara method in areas where communities are likely to be more literate, in order to get more precise information. The C-EMIS Committee should approach Kwara ESSPIN/SMD if they would like advice on using this approach.

Further training for the CGP on data entry and analysis should be provided to support C-EMIS in other LGEAs in Jigawa, as the ESSPIN consultant will not be available to conduct data validation and analysis. This could be arranged through ESSPIN in Kwara, where one of the CSOs (RHHF) has strong data entry and analysis skills which could be adapted and transferred.

State SUBEB should write a memo endorsing C-EMIS and requesting UBEC or GPE support.

DPRS will need to support the research, including data validation. The C-EMIS desk officer (SMD) will write reports.

2.3 Common findings and features of the two C-EMIS approaches

Top level priorities displayed some similarity between C-EMIS findings from Jigawa and Kwara. Hawking, lack of clothes/shoes for school and lack of teaching/learning materials (including writing materials) were commonly identified factors in why children were out of school.

However, issues of poverty (inability to support children through school) and lack of interest or engagement in education were top priorities in Jigawa, while the problems caused by the high levels of PTA levy families were expected to pay in Kwara outstripped every other issue.

This reflects some key differences in state context. In Kwara, PTA levies have a key role to play in supplementing the very limited funding released for education. In Jigawa, subsistence farming communities may well find little relevance in academic education for their livelihoods, particularly if schools do not offer skills which are important for daily life.

'A man told the meeting that since completing secondary education, his son had refused to do things like repairing the roof. He said that was not for educated people. But there are no opportunities for him to use his education.'
HDC, Birniwa LGEA

Children's difficulties in understanding the language of instruction were identified as a far greater challenge in Kwara than in Jigawa (primarily for nomadic children), although language was highlighted in one or two school communities in Jigawa. While Jigawa has many more Fulfulde speakers than Kwara, it is possible that in Kwara more Fulani children are in schools taught by people who speak only Hausa or English.

Disability was also highlighted as a bigger challenge in accessing school in Kwara than in Jigawa, where it did not feature in results. This could be because the Jigawa method tended to exclude disabled people from having their voices heard: no disabled people were invited to the smaller group sessions where the Jigawa data was collected.

Another area of similarity was that concerns over lack of teachers in rural areas were of concern. Issues were raised of the need to rationalise teacher postings and improve incentives and accommodation in rural areas so that more teachers were posted to rural areas where large numbers of children lack a teacher.

2.4 Conclusions

The interest and enthusiasm with which senior SUBEB and SMOE representatives in Kwara and Jigawa have reacted to C-EMIS findings indicate that C-EMIS is useful at State level. C-EMIS is welcomed for providing detailed insight into challenges which state officials would normally not get to hear about. (The SUBEB Principal Secretary in Kwara said after the C-EMIS review meeting that he had seen a lot of information that was new to him.) Review discussions showed that C-EMIS's clarity, trackability and disaggregation was valued at State level.

At LGA/LGEA level, ES's and SMOs in both Jigawa and Kwara have shown that they consider C-EMIS a valuable tool for helping them understand challenges at community level, and are using it to stimulate wider fact-finding and responses to improve enrolment. The value of C-EMIS in producing easily digested, yet specific, data and recommendations for briefing new officials was shown in Jigawa after the recent election.

At school level, undertaking C-EMIS can provide a level of detail, and an opportunity for reflection, which enhances SBMC and action to improve education access. The value of follow-up monitoring for children at risk of dropping out in Kwara is potentially huge: SBMCs already monitor at-risk children, but having clear data from children themselves to show exactly what is keeping them out of school, and whether or not that changes, can spur more focused action by the SBMC. Feeding this information upwards and comparing across schools can show whether an issue is widespread, which potentially allows LGEAs to take preventive action before children drop out completely.

It was also clear from the C-EMIS review visit that government stakeholders in both Jigawa and Kwara value the extra detail that the Kwara C-EMIS model provides, despite concerns about how to manage the more demanding Kwara model in communities with low literacy.

The use of C-EMIS data in CSO advocacy is also recognised. Because the data on education challenges is specific and trackable down to source, CSOs can present detailed and robust evidence to policy makers and duty bearers of what is going wrong. C-EMIS, particularly if conducted year on year, offers good opportunities to monitor the impact of policy changes (or to see to what extent policy is being implemented).

ES's in Kwara and Jigawa were keen to see C-EMIS being used in more schools in their LGEAs, to get a clearer picture of challenges for out-of-school children and their families. At state level, there was more interest in targeting resources so that C-EMIS could be conducted in a few LGEAs each year which were known to have low enrolment/high dropout. This approach (a departure from how C-EMIS has been used in Asia), would give a reasonable 'rotating sample' of information to inform resource allocation and policy.

Discussions from the review meeting in Kwara indicated that it would still be useful to encourage school communities trained to start C-EMIS to continue with yearly data collection, with support from the SBMC mentoring process. This would gradually enrich the SDP process in school communities, and could help build up a sustained picture of the profile of out of school and dropout children, and the challenges they are facing.

3. Recommendations for moving forward with C-EMIS in Nigeria

3.1 Should C-EMIS be scaled up in other states of Nigeria, and if so how?

The C-EMIS pilots in Jigawa and Kwara have shown that C-EMIS is clearly workable, useful and welcome in states with differing educational, social and financial contexts.

3.2 How could this be done in a way which avoids information overload for Social Mobilisation Departments and excessive burden on communities?

SMOs and CSOs will need initial training in the C-EMIS approach.

Integrating C-EMIS follow-up monitoring into SBMC mentoring will require attaching an annex to the SMO report. There is a section in the SMO report already for numbers of children out of school disaggregated but not the reasons why. A page of C-EMIS data can be appended to the SMO report in communities where it is being implemented. SMOs will also need support from the Department of Social Mobilisation to plan time to cover C-EMIS in mentoring visits.

Ideally, states will set up a C-EMIS Desk Officer at state and LGEA level, as has been done in Jigawa. Desk Officers can be based in either DPRS or SMD, and may well have other duties and titles - C-EMIS should not take up an entire job role in each LGEA, unless there is interest in rolling out C-EMIS to a large number of schools. The C-EMIS Desk Officer at each level would be responsible for co-ordinating C-EMIS data collection (including overseeing contracts with CSOs), entering and analysing data, disseminating data, and briefing leaders on findings and possible action plans. The state level C-EMIS Desk Officer would supervise training of the CGP, and would attend a selection of community training, data collection and review events to ensure quality control.

Whether or not specific C-EMIS Desk Officers are identified, the above tasks will need to be allocated to staff within LGEAs and SUBEB. They may sit with one person at each level, or be split between staff of DPRS, SMD and BOS. A C-EMIS Committee at state level will also be important to review findings and advocate for policy and resource changes in response, as well as directing resources towards rollout of C-EMIS.

To avoid too much burden on communities from C-EMIS data collection and response, C-EMIS community training should always be done at school level, and transport/ accommodation for the CGP to get there must be funded. In areas where the community is very far apart, budgeting should include some transport for community research teams to reach the furthest away families. This should be negotiated between LGEAs and SUBEB.

3.3 Which C-EMIS model will fit best into the UBEC/ESSPIN SBMC development model?

The Kwara model offers the best chance of delivering detailed, trackable data which can be disaggregated by stakeholders, and includes precise information on numbers of children out of school and at risk of dropout. In most cases the skills of participatory facilitation and good writing and communication skills required by C-EMIS research leaders are available, but where the CGP is involved in intensive, large scale SBMC training rollout, for example, people with the higher level of skills may be deployed on this rather than C-EMIS.

However, where literacy levels are commonly very low in communities, the Jigawa model can be used effectively, as long as it is recognised that levels of detail and disaggregation will not be so rich as for the original Kwara model.

Where communities have a reasonable number of literate members, but not enough to form a full research team – or where community research teams meet language barriers within their own communities (such as the need to interview using a language which is not written down - using the picture key deployed in the Kwara model was found to help research team capacity.

It is important to note that all C-EMIS community training must be done in the local language of the community, and research formats should either be translated
Using teachers as community research team member substitutes would only be possible if survey questions about the effectiveness of teachers and teacher behaviour were deemed unnecessary.

If requested, ESSPIN would be able to support UBEC to produce revised manuals and formats for C-EMIS for any State authorities interested in taking up C-EMIS. UBEC to date has not received a great deal of information about C-EMIS, and so it would be important to present information to C-EMIS in a setting which would allow discussion and debate.

3.4 How can cost and value for money issues best be addressed?

Cost

Based on recommendations from state level review, interested State authorities should allocate funds in each year's budget to roll out C-EMIS in 10 schools in 1-3 LGEAs per year.

Cost projections for a replicable C-EMIS model, based on the approach used in Kwara, are attached in Appendix 2. The minimum cost for C-EMIS using the Kwara model would be N1.1m per LGEA. This cost applies if the CGP is also receiving funding for SBMC mentoring visits. SBMC mentoring visits should include follow-up in communities on SBMC findings, and incorporation of community action and recommendations into school development plans. If follow-up is not funded under SBMC mentoring, the cost of the full Kwara model increases to approx. N3m per LGEA.

For subsequent years, the cost of continuing to do C-EMIS data collection in previously-trained communities would be approximately N600000. See Appendix 2 for more detail.

The lower-quality, less detailed approach used in Jigawa would cost approx. N550000 per LGEA per year. However, this approach is only recommended where an Out of School Survey is also being conducted, or has been conducted within the last two years.

Either approach would require an additional N2-300000 for training of trainers and reporting costs.

Assumptions to inform budgeting for future C-EMIS

Year 1 of C-EMIS in a new area:
CGP and LGEA training. Orientation for SBMCs. Training for community research teams in each school. Transport for trainers. Printing of survey materials and materials for follow-up monitoring.

Central costs: Cost of printing and disseminating C-EMIS report.

Year 2:
Data collection and follow up costs should be subsumed in ongoing SBMC mentoring visits, assuming costs exist to cover transport for those. This will save substantially on the cost of C-EMIS.

Central costs: Printing of materials. Cost of printing and disseminating C-EMIS report.

Subsequent years: occasional refresher training; materials; printing and dissemination of reports.

It will be necessary to check to make sure that SMOs have the skills needed for C-EMIS data entry into Excel, and train them if necessary.

Value for money

Compared to the cost of conducting an out of school survey, the cost of C-EMIS is relatively low. However, in some states it will be difficult to find resources for new items such as C-EMIS, particularly as research can be under-funded in general.

Value for money criteria should be attached to C-EMIS budgets and reviewed each year, and retrospectively. Suggestions for value for money criteria include:

4. Number of schools saved from closure through low attendance, due to C-EMIS response: construction cost of buildings not lost to disuse.
5. Increase in children in school during the school year as a result of C-EMIS response: corresponding decrease in the cost of education per head in those schools (assuming the year's budget for education provision has stayed the same).
6. Value of community and civil society/philanthropy resources mobilised for education through C-EMIS.

Setting these savings and efficiency gains against the cost of C-EMIS, value for money is likely to be rated as high. For example, in Kaiama LGEA, Kwara, three schools at risk of closure due to low attendance were targeted by C-EMIS. All three schools showed dramatic increases in attendance, taking them into viability. If they had closed, with an estimated average construction investment of N7m would have been lost to the education system. While the initial C-EMIS pilot in Kwara was relatively costly, at N7m for 10 schools, on this value for money marker alone, N14m in assets was saved.

Budgeting and resource mobilisation

If funding is particularly difficult, it would be better to allocate budget for C-EMIS in only one LGEA per year, rather than attempt to spread a small amount of funding over several LGEAs. The review has clearly shown that undertaking C-EMIS without strong training and follow-up, (which involves some cost), provides less reliable and illuminating data. The large reach of follow-up from C-EMIS in one LGEA of Kwara illuminates how useful quality data can be, even if it is from a small-scale study done well.

Funding should also be allocated at State level for addressing the most urgent access challenges revealed through C-EMIS. This can be done through the school development plan system: action in response to C-EMIS is included in SDPs' access components, and is met through direct funding to schools which targets both the quality and access components of the SDP.

Such a system will take a little time to develop, particularly in states which have not yet scaled up direct funding against SDPs. A shorter-term alternative in states receiving donor support would be to include C-EMIS and response funding in state plans. This approach could easily be pursued within GPE, which already contains C-EMIS in its overall framework. State governments interested in C-EMIS in GPE states would need to work quite quickly to include C-EMIS data collection and response funding within their state workplans.

3.5 How can C-EMIS findings complement other data sources more systematically (such as SMO reports, Annual School Census, Out of School Surveys, and attendance monitoring?

DPRS and BOS teams traditionally review available information towards the end of each year, in preparation for annual budgeting and planning. This review can be expanded to include C-EMIS data, set against Annual School Census data to provide an estimate of children in C-EMIS communities.

Monitoring changes in C-EMIS data over the years should allow a basic picture to be built up of likely education investment needs against child populations.

C-EMIS data should be reconciled with ASC data wherever possible, to check that apparent enrolment gains due to C-EMIS responses at different levels are captured in the ASC, and are sustained year on year.

Bringing C-EMIS reporting into the SMO Report as an annex will be helpful. Once a year the SMO report for C-EMIS schools should ask SMOs to attach a spreadsheet with C-EMIS findings. The SMO report itself should ask for a summary of key findings from children, parents and teachers. The report should also ask for the school level C-EMIS action plan to be attached; for the SMO to identify who in the LGEA will be briefed about the C-EMIS results; and to state who at State level will receive the C-EMIS findings.

Where Out of School Surveys have already been conducted in the last year or two, meaning that accurate out of school numbers already exist, it would be possible to budget for the lower-cost Jigawa C-EMIS model to be carried out in target LGEAs. The estimated cost for this would be N550,000 per LGEA, compared to c.N1 million for the Kwara model (plus central costs). The Jigawa model could also be used where the CGP lacks the facilitation and

follow-up capacities required by the Kwara model, as long as it is recognised that out-of-school numbers are broad estimates.

Appendix 1: Results from Jigawa Community EMIS pilot

Summary

Issues prioritised most by children overall

1. Lack of uniform
2. Lack of parental interest in education
3. Farm/domestic work
4. Hawking
5. Low awareness of the value of education
6. Poverty (parents can't support children through school)
7. Early marriage
8. Not enough teachers
9. Lack of sporting materials/equipment

Issues prioritised by all stakeholders across LGEAs

1. Farm and domestic work
2. Hawking
3. Lack of uniform (i.e. money to pay for it)
4. Poverty taking children out of school and family care
5. Lack of parental awareness/valuing of education
6. Lack of employment opportunities to justify education
7. Not enough teachers

It is likely that the huge importance of children's work as a barrier to education is linked to both the need for very poor families to earn money to survive, and perceived lack of value to academic education, as indicated by other findings. This indicates a possible need to rework what Jigawa schools offer, presenting practical, agricultural and business skills alongside academic education so that children can quickly show tangible benefits which justify the opportunity costs of keeping them in school.

Challenges of basic school infrastructure such as classrooms, toilets, materials and water were raised, but more in Gwiwa LGEA than elsewhere, and significantly less than issues of poverty and motivation. This indicates that the substantial efforts made in Jigawa to expand school infrastructure have been felt.

There was debate during validation about whether 'not enough teachers' referred to not having enough fully qualified teachers, or to not having enough teachers available at all. It was also not clear whether the issue was one of teacher attendance or teacher quality. Unfortunately the lack of time available for training meant that researchers did not clearly follow up and record this distinction. Further investigation on this issue by SBMCs and the CGP in C-EMIS schools as part of the SBMC mentoring process would be helpful.

Children felt that early marriage was more of a threat to their education than adults did. Further research by CSOs with SBMC children's committees and out of school children would be helpful to clarify the extent to which early marriage is affecting girls' education chances.

Communities' estimates of children out of school and in IQTE
In general, more children were in IQTE than out of school, with slightly higher numbers of girls than boys in IQTE and higher numbers of boys out of school. Discussions with communities revealed a tendency for parents to put their sons into Al-majiri (counted as out of school) when the family could not support their living costs, whereas girls were seen as more in need of support within the home.

Estimated numbers of children in IQTE and out of school, in 40 communities across 4 LGEAs

Total numbers of children in IQTE

Girls	Boys	Total	Disabled children
4,756	4466	9222	240

Total numbers of children not in school

Girls	Boys	Total	Disabled children
3797	4607	8404	450

Total numbers of children with disabilities estimated to be out of school or in IQTE were relatively low (5%), and in discussion children did report that they knew of disabled children in school. It is likely that true rates of disability were underestimated, given possible tendencies to downplay disability in a group meeting. However, double the number of disabled children were out of school as compared to in IQTE, whereas numbers of children out of school and in IQTE were almost equal. This suggests that children with disabilities are disproportionately more likely to be excluded from education.

Birniwa LGEA showed by far the best enrolment estimates, with most children not in formal school enrolled in IQTE. Birniwa CGP was not able to collect data until March 2015, while data collection in the other three LGEAs took place in October/November 2014. It would be useful to establish whether anything had changed in C-EMIS schools during the last year, and in particular whether State government concern about Birniwa had led to more action to improve enrolment.

Estimated numbers of children in IQTE and out of school, Birniwa LGEA

Total numbers of children in IQTE

Girls	Boys	Total	Disabled children
827	658	1,485	29

Total numbers of children not in school

Girls	Boys	Total	Disabled children
356	292	648	32

Top 5 issues for children: 1) Lack of value/interest in education; 2) distance to school; 3) lack of school uniform; 4) poverty; and 5) not enough teachers.
Top 5 issues for parents: 1); Farm and domestic work; 2) migration/irrigation; 3) poverty; 4)Lack of value/interest in education; and 5)distance to school.
Top 5 issues for teachers: 1)Hawking; 2) Lack of sport facilities; 3) lack of school uniform; 4) poverty; and 5) farm and domestic work

Urgent follow-up needs

Among the communities surveyed, where is most urgent action needed to bring children into school? The C-EMIS communities in Gwiwa and Babura.

Where are infrastructure support needs highest? Gwiwa.

Where is the need for support for educational materials highest? Gwiwa

Where is the need for school uniform provision highest? Gwiwa and Birniwa.

Where is the need for basic family support through poverty, such as cash transfers, highest? Birniwa, Buji and Gwiwa

Where is the need for more teachers highest, with implications for incentives? Gwiwa

Where is the biggest need for awareness campaigns? Babura.

Where is the most need for schools to offer more relevance to families? Gwiwa and Babura.

Where is the need for SBMCs, LGEAs and head teachers to agree different work and schooling patterns for children? Gwiwa.