

**esspin**  
Education Sector  
Support Programme  
in Nigeria



**UKaid**  
from the Department for  
International Development

# Community EMIS: **'Every Child Counts'**

Kaiama Local Government Area  
Kwara State

February 2013

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How many children are out-of-school?

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How many children drop from school before they finish?

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How many children do not attend school regularly enough to learn well?

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What are the reasons that children never enrol?

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What are the factors which cause them not to finish school?

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What are the factors affecting their attendance at school?

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Which factors affect children's learning in school?

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## Acronyms

ASC	Annual School Census
C-EMIS	Community Education Management and Information System
CGP	Civil Society Government Partnership
DSM	Department of Social Mobilisation
EMIS	Education Management and Information System
LGA	Local Government Authority
LGEA	Local Government Education Authority
SBMC	School Based Management Committee
SMO	Social Mobilisation Officer
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission

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## Executive Summary

Background: ESSPIN's support on Community Engagement and Learner Participation is part of an integrated approach to school improvement aiming to make quality basic education accessible to all children and to raise learning outcomes.

ESSPIN has supported 6 States to domesticate federal policy guidelines on School Based Management in Nigeria and implement the new state-specific policies through a partnership of Civil Society Organisations working in partnership with government (CGP) to activate, train and mentor School Based Management Committees (SBMCs). SBMCs are the vehicle for increased community demand, voice and accountability in education and school improvement.

Each state during domestication set up a high level State SBMC Task Team (STT) made up of Ministry, SUBEB, LGEA and other officials to monitor SBMC development in the state and advocate internally for resources to support it. Following visits in 2011 by the Federal Universal Basic Education Commission (UBEC) to ESSPIN supported states to share experience of support to SBMC development, UBEC decided to replicate the model in all 36 states plus the Federal Capital Territory of Nigeria.

They have now completed SBMC visioning and domestication in all but two states (Yobe and Borno) using their own resources and are ready to conduct the next level of the implementation process.

With capacity development from ESSPIN in pilot states Civil Society Organisations (CSOs) in ESSPIN have partnered with the government department of Social Mobilisation to deliver a programme of training and mentoring for SBMCs based on State SBMC policy guidelines, and as a result SBMCs have become more functional in targeted LGEAs, monitoring schools and taking a wide range of actions which contribute to both access and quality of education at school level. Women and children are becoming more involved in school-based management through capacity development activities with Women's and Children's SBMC Committees.

SBMCs are now finding a range of ways to engage with local and state government including through their contribution to School Development Planning, the SBMC forum now initiated at LGEA level in the state, and the space created by LGEAs for SBMCs to articulate community concerns about schools and education for all children.

Civil Society Organisations are becoming more involved in state-level education planning processes including the Annual Education Sector Performance Review (AESPR) and Medium Term Sector Strategy (MTSS) activity based budgeting process, channelling community voice into education planning. They are also beginning to contribute to wider platforms for advocacy in states based on their experience with SBMCs, communities and schools.

The Challenge Fund and C-EMIS in Kwara State: The Challenge Fund in ESSPIN supported States focuses on particularly marginalised LGEAs and the attendance of the most disadvantaged groups of children in terms of school attendance and retention.

In rural Kaiama LGEA of Kwara State, ESSPIN has been providing technical support through its Challenge Fund programme to pilot C-EMIS (Community Education Management and Information Systems) as an additional strategy to ensure that the education system plans for and includes all children, and not only those who are in school. Another strand of the Challenge Fund in Kwara is support to the construction of teacher housing close to schools to encourage teachers to teach in rural areas.

C-EMIS is a participatory community data collection system which builds on what School Based Management Committees in Kwara State are already doing to support school improvement. In conducting their roles and responsibilities many SBMC members have been making house-to-house visits to encourage parents to send their children to school and to help them address any challenges they may have in doing so.

C-EMIS enables communities to take this one step further through actual recording of monitoring data on children who are out of school, who drop out early, or who are irregular. It also captures the reasons why children are excluded with a view to building this qualitative and quantitative information into school development and LGEA planning as well as strengthening other methods of education data including the Annual School Census (ASC) and EMIS.

## About this report

This report describes C-EMIS and presents the first round of C-EMIS data collected by small teams of community members, including children and youth, (C-EMIS teams) who are linked to their School Based Management Committees (SBMCs) in 10 school communities of Kaiama LGA, Kwara State.

The data collected highlights how many children in the school communities are not enrolled in school, how many don't finish school. It also collects the perspectives of children, parents/ caretakers and teachers as to why these children struggle with their education. Also included in the report is a model agreed by all participants at the C-EMIS workshop in Ilorin City of Kwara State in February 2013 of how C-EMIS might be institutionalised and the data used in LGEA action planning and to complement Annual School Census (ASC) and EMIS data.

The C-EMIS teams at community level collected the data presented here and it was then summarised across the 10 schools by one Civil Society Organisation, Royal Heritage Health Foundation (RHHF), working in partnership with the Social Mobilisation Officers (SMO) at the LGEA. The CSO and SMOs will return to provide support to school communities to review the data they have collected, what it tells them and how they can use it to improve their school and education outcomes for all children in their community.

ESSPIN has provided technical support to this process, and in the case of this report, support to conduct analysis and presentation of the initial data collected to education stakeholders in the state.



**Left:** Planning together to get all children to stay and learn in school.

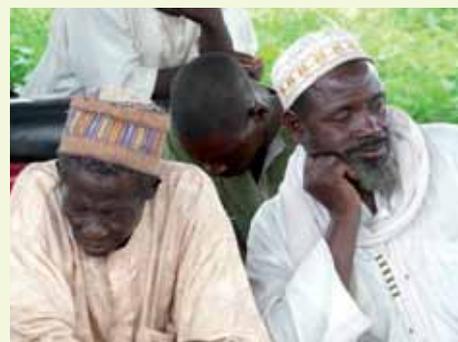
## How does C-EMIS work?

### What does C-EMIS involve?

C-EMIS involves C-EMIS team members who are linked to SBMCs actually recording the numbers of children in a catchment area who are not in school or who are dropping out of school during their house to house visits and community mobilisation work. The C-EMIS teams find out from children, parents and caretakers, and teachers what they think the issues are which cause children (including girls, boys and children affected by disability) to never enrol, drop out of school early or attend irregularly.

### Under which conditions does C-EMIS work best?

C-EMIS works well in school communities where there is a well-established and fully functional SBMC, which has received the full package of training and mentoring support. The information collected strengthens the school development plan with quantitative data on the children who are struggling with education, so that they can be planned for in LGEA action plans and the AESPR/MTSS process.



**Above:**  
Community reflecting on how to address the issue of out of school children.

**Left:**  
Games and sports encourage children to attend school.

### Sharing the C-EMIS Data:

Once communities are able to collect and use the data themselves the question is, who else has an interest in data on children who are out of school or dropping out, and the reasons why? The data should therefore be shared with relevant government partners and others to help make sure that all children access the best quality of education they can. It can also be used in planning at local levels to ensure that relevant resources flow down to school level for school improvement.

### Focus on Children:

The C-EMIS model is based on the idea that an information system which focuses on children (including children not in school) and not only on the school will give more insights as to why schools are failing children.

### A partnership of Government and Civil Society:

Kwara State has a Memorandum of Understanding between government and civil society to work together towards the Kwara State education reform agenda “Every Child Counts”. It is this partnership of government and civil society (CGP) which has worked together to activate, train and mentor SBMCs across 255 schools in 3 LGEAs of the state between 2010 and 2013. The CGP are the structure which have also been supporting this small C-EMIS pilot in 10 schools of Kaiama LGEA in Kwara State. The C-EMIS pilot is now being rolled out to an additional 10 schools in Kaiama LGA as part of ESSPIN’s Challenge Fund support, making a total of 20 participating schools.

### What have C-EMIS teams and SBMCs been able to find out through C-EMIS?

1. The summary table below highlights the quantitative data that has been produced through implementation of C-EMIS in 10 schools of Kaiama LGA.
2. The summary shows that in relation to the 10 pilot schools: An estimated total of 1,551 children, (804 girls ,and 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%)
3. Reasons for non-enrolment and drop-out according to pupils, parents/caretakers and teachers captured on graphs below: PTA levy features particularly highly amongst others: lack of classrooms, furniture, learning materials and clothes, distance to school and language used in the classroom.



**Above:**  
Kwara state  
Education Reform  
Agenda slogan.



**Right:**  
Bringing data  
together at  
community level.

Data from 10 school communities of Kaima LGEA, Kwara state	Total number of primary school age children in catchment			Total number of school going children			Total number not enrolled			Total number dropped out			Total number of households	Total number of family members	Total households with 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
Nasarawagata	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

## Data Analysis – Household Data Collection (Format 2)

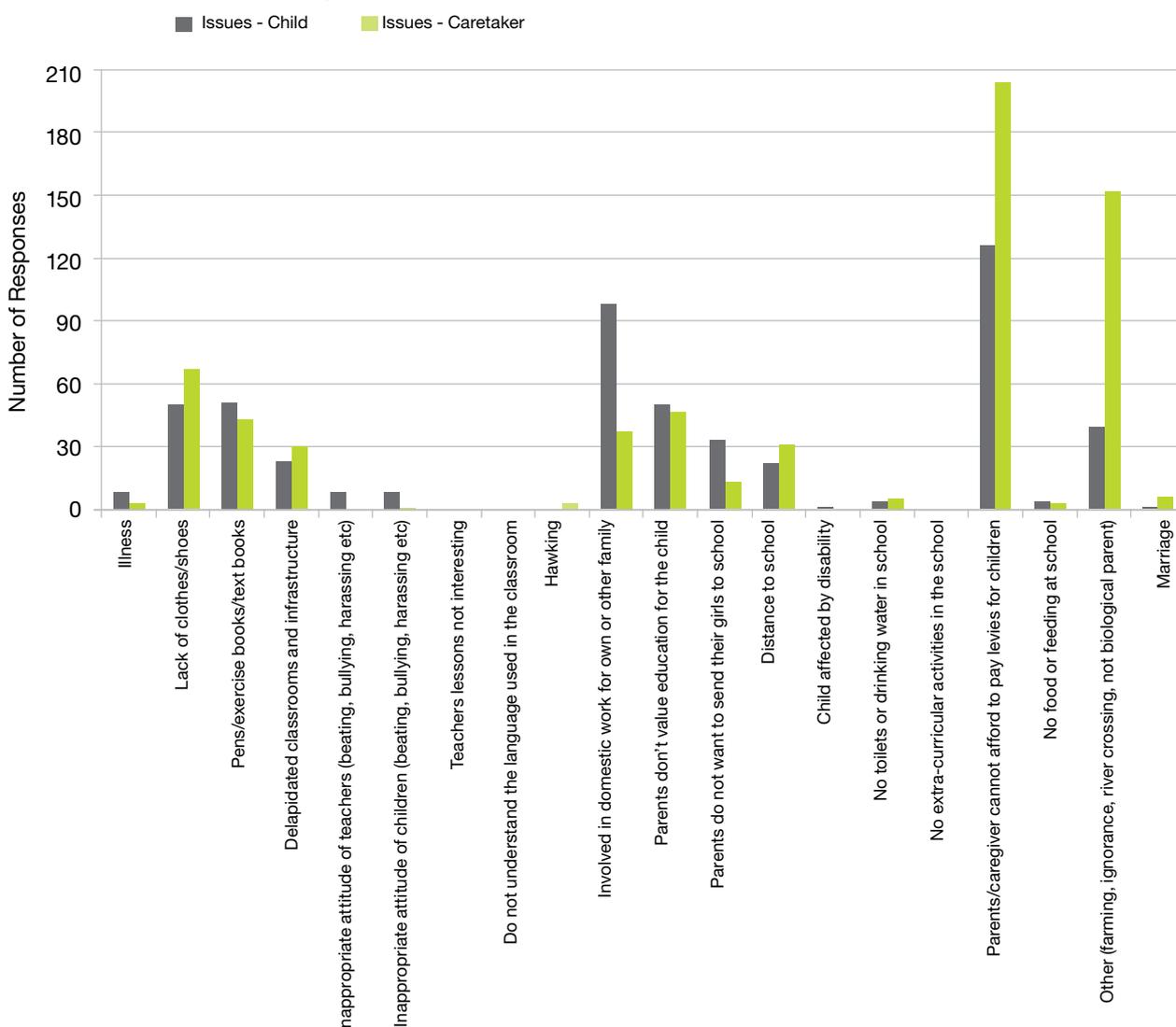
The data collected by C-EMIS teams from households also collects the reasons why children are out-of-school or drop-out early according to both parent/ caretaker and children as well as what caretakers and children think are the main solutions to these problems.

The information which this data collection flags up to communities about why their children are struggling with education can be further investigated and analysed as necessary by SBMCs and communities and discussed further at community and school level for local solutions to the problems.

The data and solutions can then be shared with the relevant local government departments and other stakeholders for better education planning at local level.

Graph 1 below shows what Caretakers and Children see to be the factors affecting children

**Graph 1: Issues according to Child and Caretaker**



## Analysis Graph 1:

The balance of issues affecting children's enrolment, regularity and drop-out varies according to group asked (children and their parents/caretakers).

On reasons why children never enrol at all, the continued charging of the PTA levy, remains the highest concern of both parents and children. Families in these school communities cannot afford to pay this levy for their children to attend school. The next most pressing issue affecting children's enrolment, irregularity and drop-out is the different kinds of work that children are expected to undertake, particularly farming in Kaiama LGEA, but also hawking of goods.

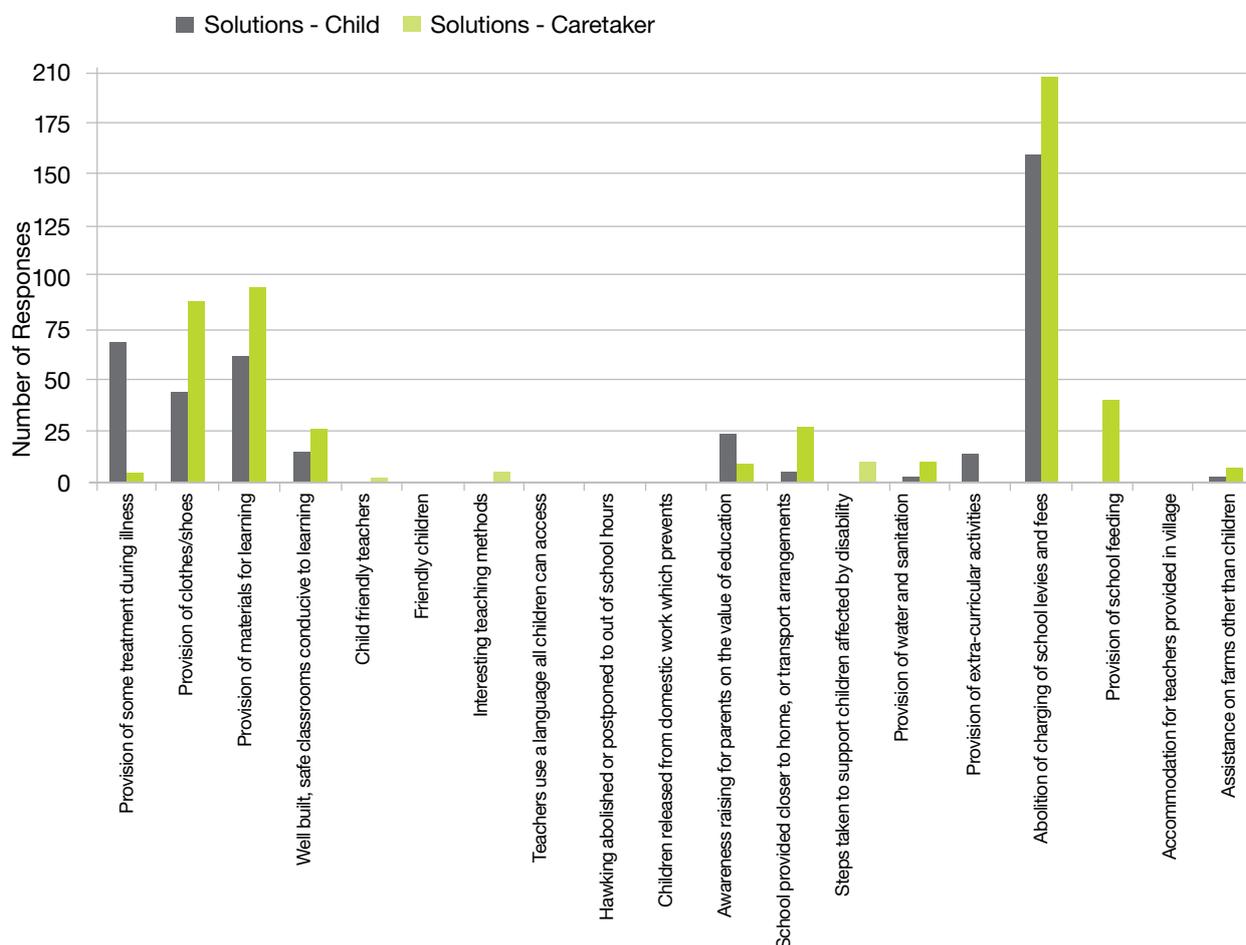
The support of parents/caretakers in sending children to school is also a key issue, though this may be linked to the issue of children having to work instead of attend school. Other issues related to the hidden costs of schooling such as uniform, clothes, shoes and learning materials are highlighted strongly, as is the lack of adequate and appropriate infrastructure/classrooms to support numbers of children in school.

From a Gender and Inclusive Education perspective, there is a clear issue for girls in that some parents don't want to send their girls to school. It is interesting that this is mentioned more by the children interviewed than the parents and is useful information for the SBMC and community in taking forward their plans to support inclusive education. Distance to school is also highlighted by both children and parents, though more so by the caretakers. Early marriage is mentioned as a barrier for girls. The data suggests that boys are particularly affected by farm work although girls are also affected.

From a classroom perspective, some children are raising issues related to teacher's methods of discipline in the classroom and the behaviour of other pupils within the school. It is interesting that these issues are not mentioned at all by caretakers. This may be an area where the CGP and SBMCs and the SSIT and School Support Officers (SSOs) can strengthen work with teachers, pupils and parents/community to create a positive school ethos and environment in which all children can learn. The Nigeria Teacher's Code of Conduct sets out standards on teacher-student relations and could also provide guidance.



**Left:**  
Community meeting to discuss how to address the issue of children not in school.

**GRAPH 2: Solutions according to Child and Caretaker**

According to the perspectives of children and their caretakers on solutions to the issues raised, abolishing the PTA levy is important to most of those interviewed. In addition to other costs of sending children to school the PTA levy constitutes a major barrier for poorer families in sending all of their children to school.

The kind of information provided through C-EMIS is useful for all stakeholders. For example, CGP reports highlight the commitment and impact of traditional and religious leaders taking action on the issue of children who are still not in school in the LGEA. When influential people are advocating that all children should be in school, having specific evidence available on the barriers they face, through C-EMIS, can help them to better target their messages.

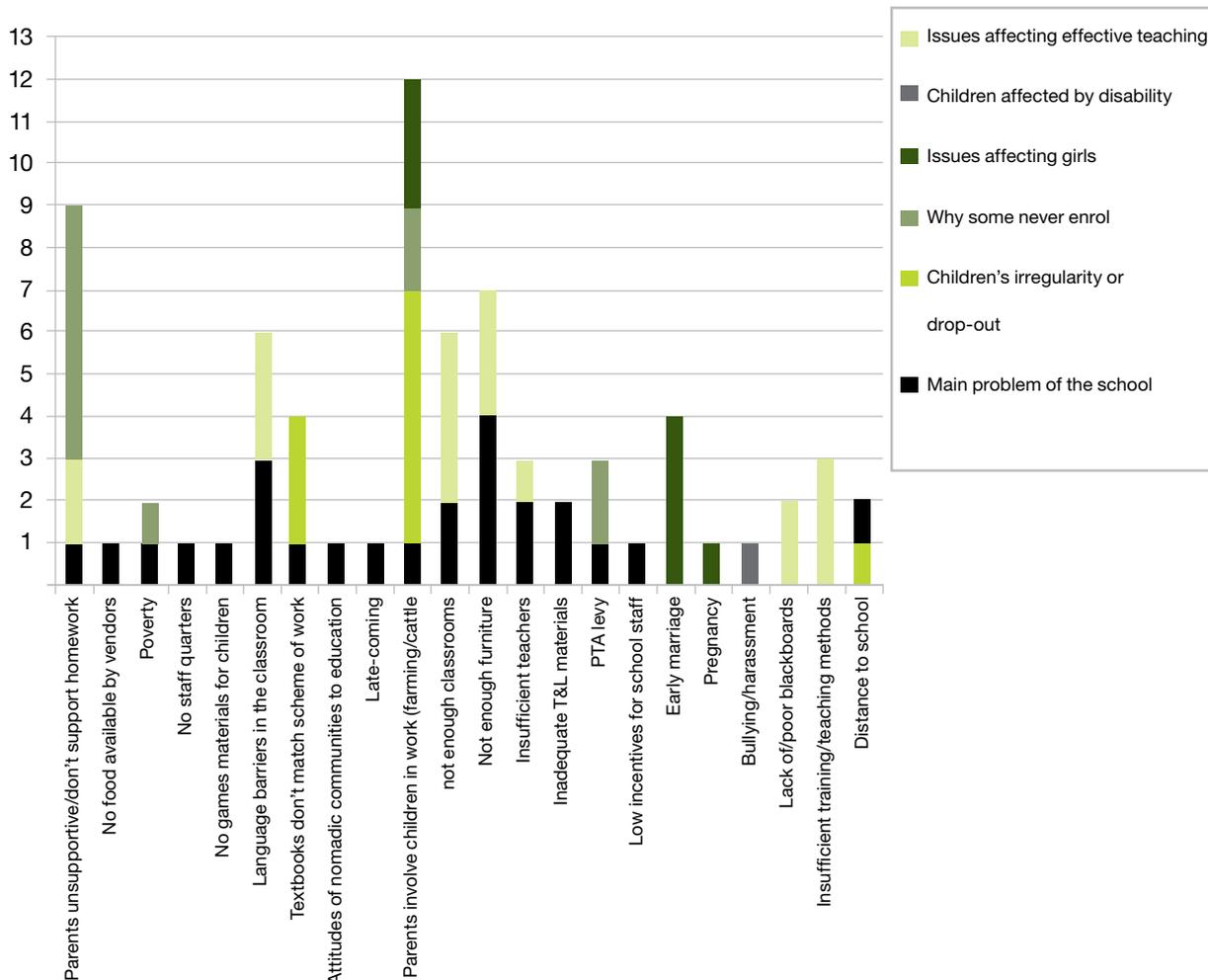
## Views of the teachers

(see GRAPH 3 below on Teacher's Views)

Teachers in the same 10 Kaiama LGEA schools were asked open-ended questions by C-EMIS teams on what they see to be the main problems with their schools, what causes non-enrolment, drop-out and irregularity and what affects effective teaching and learning in the school. They were also asked if there were any issues particularly affecting girls or children affected by disability.

The CGP members doing data entry and analysis on the teacher's perspectives first of all wrote down the list of causes for children's non-enrolment and drop-out identified by the teachers. Then they did a tally, or ranking of the number of times a particular issue was mentioned to find out what the main issues are according to the teachers. The perspective of the teachers when compared to that of children and caretakers is similar in some cases and quite different in others, as illustrated in GRAPH 3 below.

GRAPH 3: School Profile – Teacher's Perspective



Teachers raised the issue of language in the classroom as a barrier to effective teaching and learning. This was not raised by children or their caretakers, perhaps because the link between language of instruction and learning outcomes is not widely understood. However, with this issue flagged up by the teachers, the SBMC and others can now try to find out more about what exactly the problem is. In Kaiama LGEA of Kwara State there are more than 4 different languages spoken including Hausa, Yoruba, Fulani and other indigenous languages, so participants agreed that it is not surprising that teaching and learning in English medium may present challenges for teachers and for children's learning outcomes.

**Below:**

Girls from Bororo nomadic community Kaiama LGEA Kwara, Vobera School.



With an inclusive education and gender lens, the issues which particularly affect girl's education, teachers highlighted to be early marriage, early pregnancy and distance to school. Teachers also highlighted that there are children in the community affected by disability who do not attend school due to fear of ridicule and teasing. Again this is an inclusive education issue which can be addressed at both community and school level, through the promotion of a positive school ethos in the school and with SBMC/community support.

Teachers identified many of the same issues which cause children to struggle with education, but with a different emphasis. They did highlight the fact that levies are still charged and that farming in particular keeps children away from school, but they also highlighted poverty generally including issues such as children not having uniform or learning materials for school.

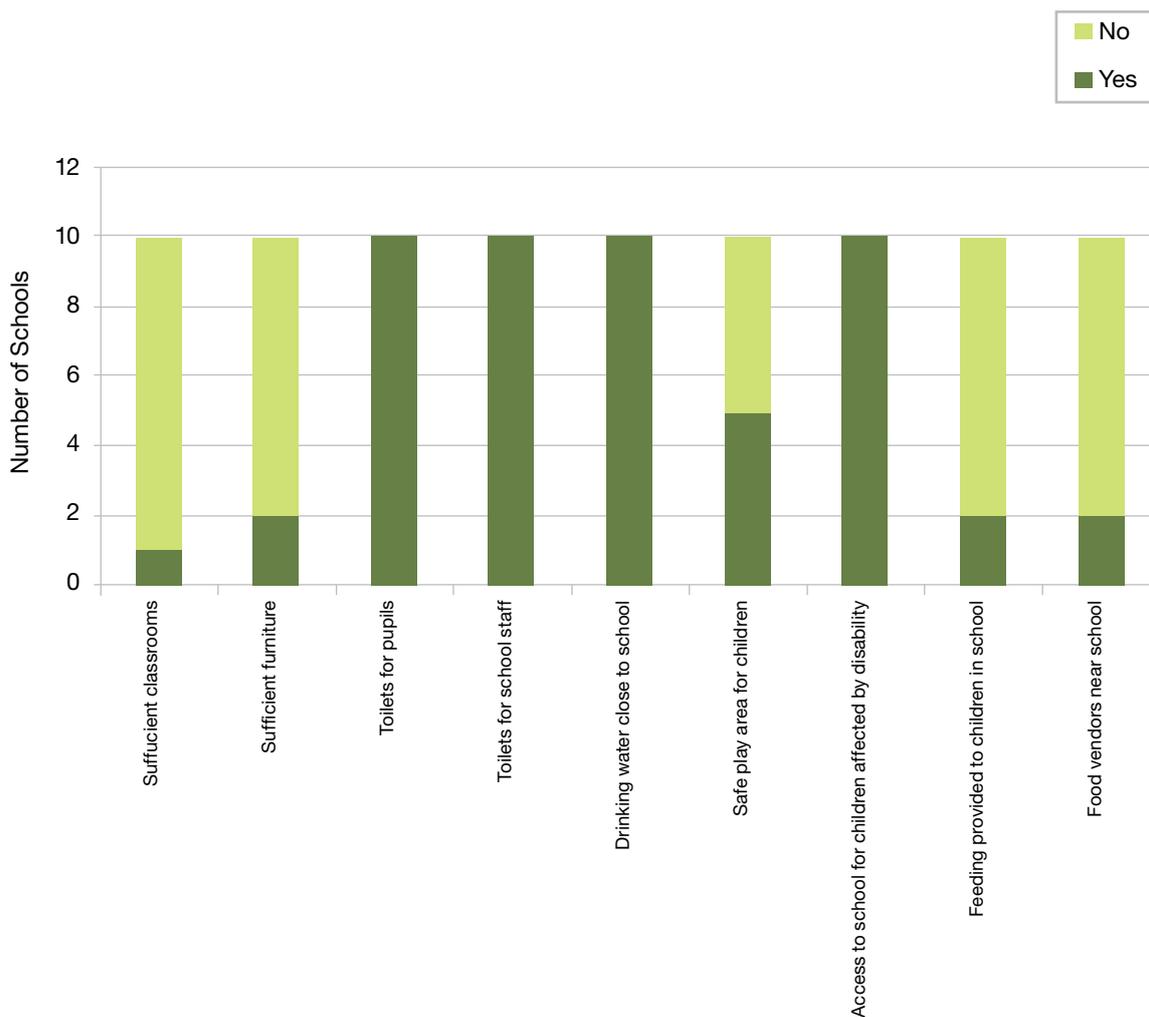
**Below:**

Including everyone in supporting children to go to school and learn better.



## School Profile – School Facilities – Teacher’s Perspective

Graph 4 below highlights the teacher’s views of the facilities within the school. It highlights whether they think there are adequate classrooms, sufficient furniture, toilets for girls, boys and staff, drinking water, a safe play area, access for children affected by disability and food options for children who come to school with nothing to eat.



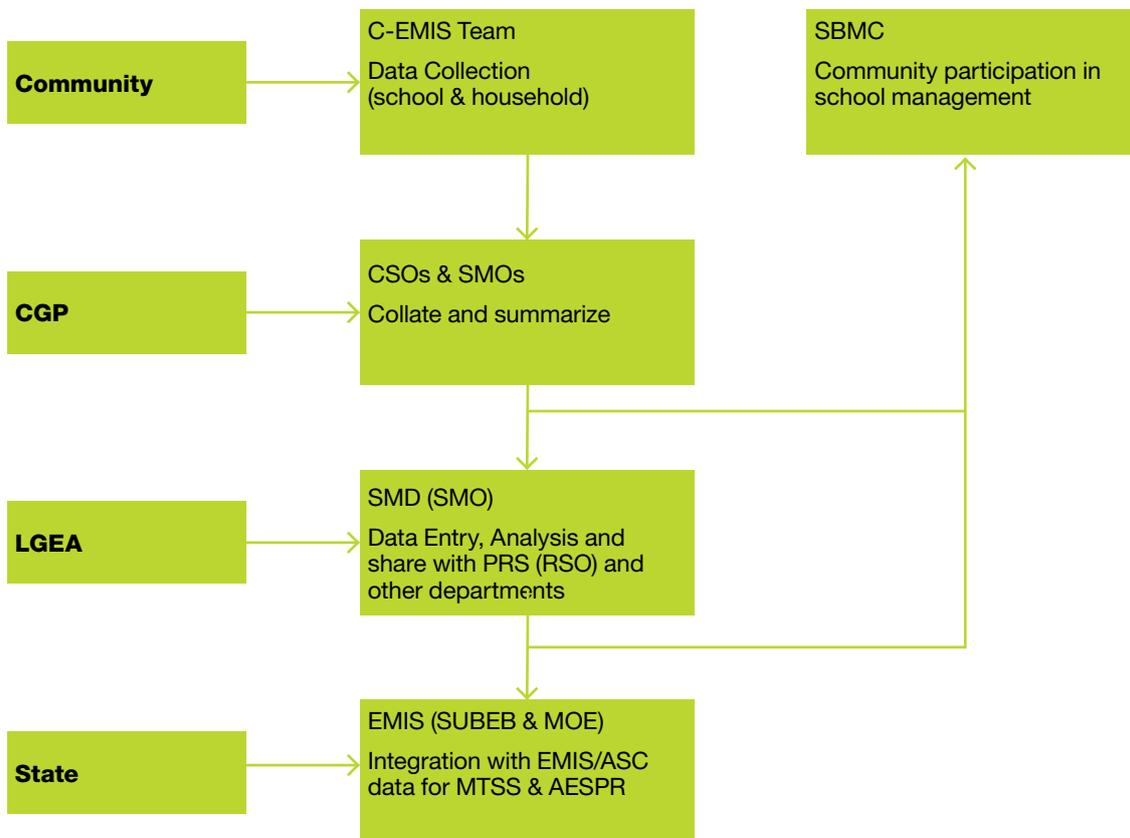
This information will help SBMCs and Head Teachers to plan based on their school needs. All of the 10 schools scored highly on toilets and drinking water, owing to ESSPIN support on infrastructure.

### Institutionalising C-EMIS

Participants discussed how C-EMIS might be institutionalised once SBMCs and communities are collecting and using the data themselves to address issues they are finding.

The participants deliberated on how the C-EMIS data would reach the LGEA/ DSM, then who would take action on it (enter, analyse, share with others and back to the communities), how it would complement the ASC/EMIS data and how it might fit into the MTSS planning and budgeting process. After much discussion, the below draft diagram was developed as a summary of how education stakeholders from the Dept of Social Mobilisation (DSM) LGEA, DSM SUBEB, EMIS Ministry and Civil Society see it working:

Suggested C-EMIS Data and Reporting Flow-Chart



All participants, from Social Mobilisation at LGEA and SUBEB, the CSO, from Ministry EMIS and ESSPIN supporting EMIS and planning agreed the following on flow of information:

From the SBMC/school level the data would be shared with the SMD at the LGEA who would do the data-entry summary across all schools and the analysis of this.

The CSO can support this process, especially initially

SMD would pass the data to other departments – PRS, School Services etc because there is information collected which is important for the Department of School Services, particularly reasons which cause children to stop attending school, which may be related to teacher performance, behaviour and attendance for example.

From here the data would be shared with the EMIS department at the Ministry of Education for integration with the ASC data as far as is possible, and for use in planning.

If CSOs are present at AESPR and MTSS planning processes they can also contribute from their knowledge of what the C-EMIS data is indicating.

### Benefits of C-EMIS Articulated by Key Stakeholders:

The C-EMIS data complements the School Development Plan with hard quantitative data collected by the community and SBMC.

The summarised quantitative C-EMIS data can provide a broad picture across a number of schools in a LGEA of the numbers of children missing out on education and the issues which are causing them to struggle to stay in and achieve in school.

It provides a quantitative analysis of qualitative data which is not captured anywhere else in the system – ie. the diverse barriers that children face and the root causes of children's exclusion from education.

It provides estimated numbers of children in a school catchment area, with numbers in school and the number out of school, also not captured by ASC/EMIS data.

The data that C-EMIS collects, if used properly, can help to ensure more holistic planning for education because it considers how the system has to adapt and change and the resources that will be needed to include all children in education and in learning.

It highlights that poverty is a huge barrier, but it breaks this down to more useful information which can be addressed by relevant stakeholders on a case by case basis – for example the issue of the PTA levy still being charged when it has been abolished, the issue of hidden costs of schooling (uniform, learning materials, clothing and shoes). This is helpful in making a case for Direct Funding to Schools.

It should be possible to find a way to store this information in a data-base which complements the ASC/EMIS data

The Department of Social Mobilisation are the institutional home of the data from where the data should be shared with PRS, School Services and other departments for their attention and action.

If all of this is working well, it will make everyone's job easier.

#### Highlighting the issues to a wider forum:

It was agreed that the LGEA SBMC Forum recently started in ESSPIN supported LGEAs of Kwara State is a good forum for the wider sharing of this community driven information with key education stakeholders. It was suggested to involve the District Education Committee in the SBMC forum as they would be key in supporting this activity. It was also agreed necessary that the SBMC forum at LGEA level is pursued with the Ministry to ensure that there is a budget for the activity in the future.

#### Right:

All stakeholders have a role to play in school governance.

#### Below:

Women have a strong role to play in supporting children to attend school.



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