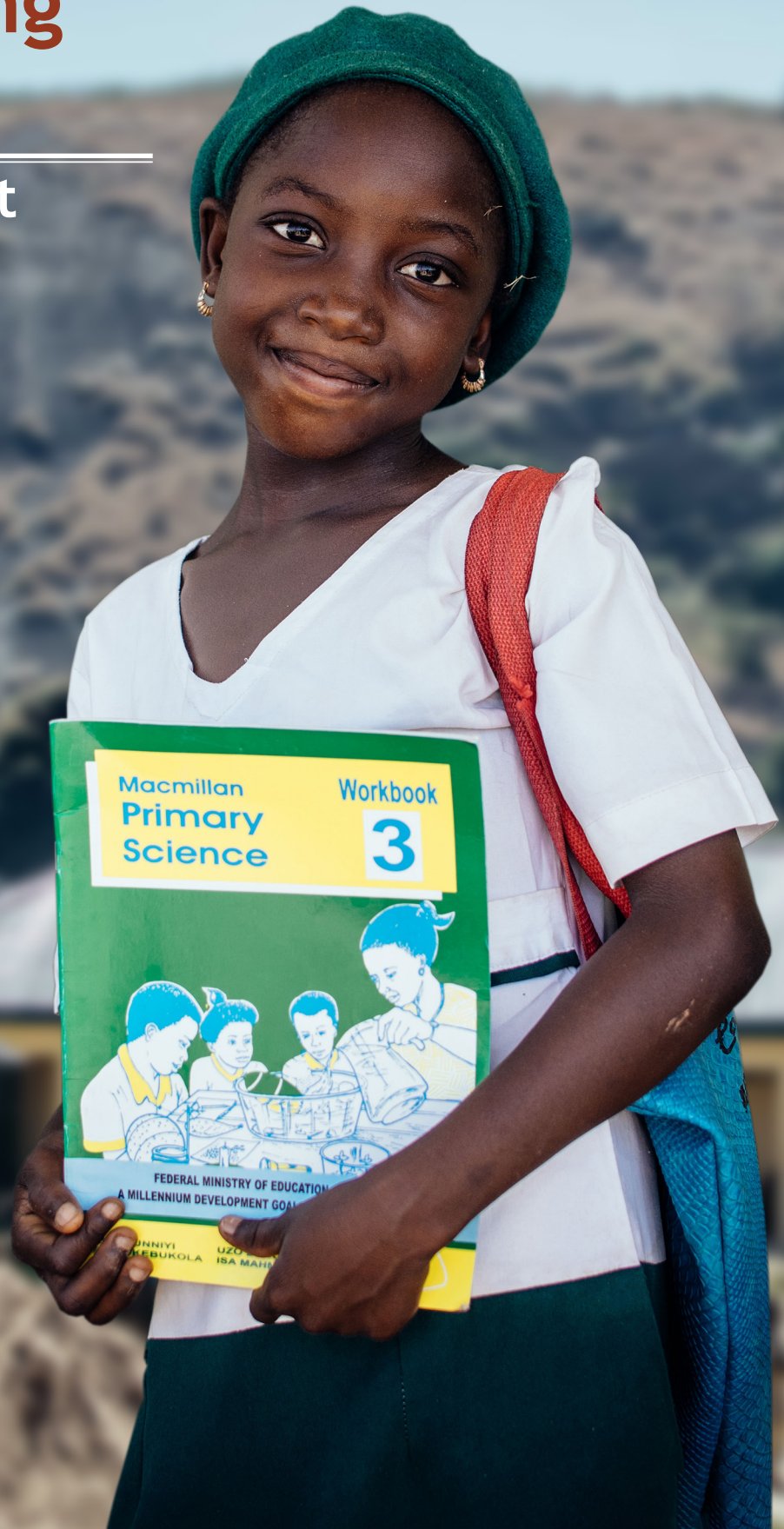


# Tracking UBE Spending

in Kaduna State

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## Impact Assessment



With support from

**MacArthur  
Foundation**



## Abbreviations

CODE	Connected Development
CSOs	Civil Society Organizations
ES	Education Secretary
IA	Impact Assessment
KAD-SUBEB	Kaduna State Universal Basic Education Board
LGA	Local Government Area
LGEA	Local Government Education Authority
PTA	Parents Teachers Association
SBMC	School Based Management Committee
SDP	School Development Plan
SUBEB	State Universal Basic Education Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
FTM	Follow The Money

## OUR COMMITMENT TO GRASSROOTS

### OUR VISION

We envision a world where all people – even in the most remote areas of the globe can hold their government accountable

### OUR MISSION

To empower marginalized communities

### OUR OBJECTIVES

- Increase people's access to information through whatever technological means they choose.
- Increase and share innovative approaches to information exchange through experimentation, research, and technology.
- Develop innovative platforms for coverage of social, environmental and governance issues.
- Increase the adoption and implementation of international development laws and policies.

*From activist to trainers, trainers to mobilizers, mobilizers to community builders.*

*We see the need to make governments accountable, and we do it by engaging them with verifiable facts.*



## About

### Connected Development [CODE]

Within the past 8 years, Connected Development [CODE] through its Follow The Money (FTM) Initiative has tracked and monitored public spending in rural communities across Nigeria, reaching an estimate of 4 million community members covering 373 communities, across 33 Nigerian states.

As such, CODE has collaborated with tens of community governance structures to monitor the implementation of USD 13.5 million worth of socio-economic projects in their communities. By following the money, CODE has promoted and ensured open government, improved service delivery in the execution of community projects by the government, exposed and mitigated corruption, as well as fought extreme poverty in rural communities.

Follow The Money's works have been recognized both nationally and globally as Africa's leading anti-corruption and social accountability movement. In May 2019, the initiative won the United Nations Sustainable Development Goals (SDGs) Mobilizer Award. In November 2019, Follow The Money emerged the 2019 winner of the Council of Europe's Democracy Innovation Award - amongst other awards and recognitions. Starting in Nigeria, the FTM Initiative has spread to several countries including Liberia, Kenya, Cameroon, Zimbabwe, Malawi, The Gambia, Uganda with interest in Pakistan and Haiti etc., and has a national spread across Nigeria.

# Executive Summary

Education is the foundation of contemporary social development. It is therefore appalling that schools in Northern Nigeria have a net attendance rate of 53%, according to UNICEF.

In July 2017, through support of the MacArthur Foundation and under its ON Nigeria project, Follow The Money (FTM) kicked-off Tracking UBE Spending in Kaduna State. The 3-year project strengthened the capacity of School Monitoring Teams (SMTs) which consist of Community Based Organizations/Associations (CBO/A), School Based Management Committee (SBMCs) and Parents Teachers Association (PTA) to conduct high quality tracking of Universal Basic Education (UBE) spending in 70 schools in the state. The project was implemented in four Local Government Areas (LGAs) in Kaduna state (Kajuru, Kudan, Zango Kataf and Jema'a)

Our findings during the course of the project showed that the dilapidated state of classrooms and school environments were keeping children from attending school. There was also the issue of poor access to water, sanitation and hygiene infrastructure and adequate learning aids that could enhance study, improve attendance and ensure more children, especially girls, are eager to learn.

Follow The Money recorded a number of successes while tracking; for example, enrollment has increased in Model Primary School Nisama in Jema'a LGA from 489 pupils in 2017 to 590 in 2020, an increase of 101 pupils (a 21% rise in enrollment) in Kufana 1 primary School in Kajuru LGA, and from 335 pupils in 2017 to 442 in 2020.

In addition, many schools in project communities that had poor infrastructure were renovated in comparison to the deplorable state of schools before 2017. These improvements can be seen in the construction and renovation of classroom blocks, WASH facilities and ICT facilities.

Furthermore, the schools recorded improvements in human resources including teachers, security guards and other utility staff in comparison to 2017. Some of the identified factors for this increase, according to the respondents, is the efforts of parents and the SBMCs as well as a joint effort of the education community stakeholders in the communities.

As a product of the training received and advocacy of the stakeholders, community stakeholders were involved in the needs assessment process of the schools in the Kad-SUBEB UBE action

plan. Community stakeholders are also becoming increasingly aware of their roles and responsibility in project implementation and tracking.

Finally, there was an increase in the participation of community leaders and youth during project training and capacity building on tracking, understanding bills of quantity, assessing action plans among many others. Lessons learnt have aided the stakeholders skills to track government projects and hold their elected representatives to account.

Despite security challenges, the FTM team built the capacity of the Kad-SUBEB on data analysis, monitoring and evaluation, and also enhanced community citizens' knowledge on how to track and hold UBEC/Kad-SUBEB to transparency standards. Follow The Money urged Kaunda State to provide ICT materials and computers to schools, potable drinking water for the majority of schools that lacked these facilities, and ensure that adequate WASH facilities were built in school to encourage girl-child enrolment.

**Hamzat B. Lawal**  
Chief Executive,  
Connected Development (CODE)  
Founder, Follow The Money

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# Introduction

**A**larmed by the increasing number of out-of-school children in the country, as well as limited citizen participation in government spending, Nigeria's leading social accountability initiative, Follow The Money launched a three-year project: "Tracking UBE Spending in Kaduna State." In two years, FTM tracked school projects in 20 communities, ensuring that the Education budget of NGN 569,579,737.83 (USD 1.5 million) was efficiently expended to combat the education shortcomings in 4 local governments in Kaduna. The project impacted over 200,000 lives, assessed the needs of 600 schools and reached 1.4 million people through the media.

## The highlights of the activities implemented in the project include:

■ The Establishment of SMTs in each of the LGAs is a composition of SBMC members; PTA members; community women and youth leaders; and CBO/As.

■ Eight capacity strengthening sessions for SMTs on various areas which include: the basic education spending ecosystem; budget and project tracking/monitoring mechanisms; the School Intervention Programme (SIP) Fund; social accountability; community and resource mobilization; and Bills of Quantities (BOQ) interpretation. This ensured they have the adequate capacity to become agents of change by providing effective public oversight to the government's basic education spending.

■ Four capacity building sessions for Kad-SUBEB officials including educational secretaries and technical officers on technical areas such as: Monitoring and Evaluation; data management; construction project management; social accountability; and human resource management. The strategy was to improve their work processes, efficiency and delivery, while building a more formidable information-sharing partnership with the Board. This in part facilitated collaborations with the Board, who shared details of implementing UBE projects including costs, timelines, contractors and BoQs that were cascaded down to the SMTs.

■ 35 community outreaches and onsite project monitoring/tracking of several projects across 23 schools in 20 communities in Kaduna's 2014 and 2015 UBE action plan. Reports and findings from these outreaches were forwarded to Kad-SUBEB for redressals.

■ Four town hall meetings to address issues relating to the projects in 23 schools. Participants included Kad-SUBEB; contractors; SMTs; community members and the press.

■ 60 episodes, 125 contributors and an average of 2 million media reach per episode on the Follow The Money Radio show on Liberty 91.7 FM in Kaduna state and its environs. The purpose was to enhance citizen participation in Kad-SUBEB spending in the state.

■ Needs Assessment Survey in 609 primary schools in the state in alliance with SBMCs/SMTs to ensure subsequent Kad-SUBEB UBE work planning in the state is reflective of the needs of the communities. This was presented to Kad-SUBEB's Chair and the deputy governor of Kaduna state.



Ultimately, after a consistent advocacy in the 3 years, in partnership with the Kaduna State Universal Basic Education Board (Kad-SUBEB), Follow The Money drafted a policy for participatory basic education spending in the state which mainstreams SBMCs in Kad-SUBEB's UBE work planning and implementation. The policy was formulated through a harmonised model and tools (school projects nomination and project monitoring framework), jointly reviewed by Kad-SUBEB and basic education stakeholders. The review resulted in several meetings between the Follow the Money team and the Board to internalize the observations, revisions and additions that were made during the review workshop. The policy was mounted and adopted on 25 August 2020 in a joint press conference between FTM and Kad-SUBEB.

This policy allowed SBMCs to inform Kad-SUBEB's annual work plans to UBEC and access the list of school projects currently being implemented for effective oversight. It allowed SBMCs to participate in pre-contract implementation briefings between Kad-SUBEB and contractors. It mandated project contractors to always pay courtesy calls on community leaders at the commencement of projects or have communities in participation when the Board was handing over project sites to contractors.

As we wind down on this project, we conducted this end-line survey to investigate if the project's objectives and outcomes were achieved (find them below).

- Enhance citizen's participation in UBE spending in the state by establishing school monitoring teams that are responsible for ensuring effective service delivery to increase demands while setting citizen's monitoring framework with on-the-ground data.
- Strengthen the capacity of existing monitoring agents and stakeholders such as community-based organizations and associations to be directly linked to reports on State Universal Basic Education Board spending on basic education.
- Strengthening project linkages between the government, citizens and investigative reports from media organizations.

### Outcomes:

SBMCs contributed to the Universal Basic Education Commission (UBEC)/Kaduna State Universal Basic Education Board's (Kad-SUBEB) yearly budgeting and implementation cycle.

SBMCs, and community residents took collective action to demand for transparency and accountability in UBEC/Kad-SUBEB Spending.

Substantial reviews to education policies and project plans by the Kad-SUBEB as a result of our advocacy and key policy recommendations.

# Research Methodology

The Research was conducted in 4 communities across 4 LGAs (Kajuru, Kudan, Zango Kataf and Jema'a) and SUBEB HQ in Kaduna (SUBEB's role was basically to rate the level of work CODE has done in enhancing their capacity and integrating communities into their processes). The Research is an impact assessment of the 3 years ON Nigeria MacArthur's project which CODE implemented.

The planned sample size in the communities was to be at least 7 people (youth, women & traditional leaders, a headteacher or a teacher, the SBMC chairman & Secretary and a student) per community; and, at SUBEB, the Director of SM, the PM project.



Category 1	Respondents	Expected respondents
Category 1	Village heads	7
	Youth leaders	7
	Women leaders	7
	Head teachers	7
	SBMC Chairman	7
	SBMC Secretary	7
	PTA Chairs	7
Category 2	SUBEB	7
	Education Secretaries	7
Category 3	Students	12
		69

At the end of the data collection, we were not able to meet our target as regards respondents for the study; this was due largely to the insecurity in the local government areas as well as the timeline for data collection.

## Activity 1: Development of the IA Tool

The success of the research relied on the quality of data collected from the field. To this end, the research team, in collaboration with the Follow The Money Program Officers in Kaduna Chapter developed a detailed instrument to document the actual impact of the project on the communities in the four selected LGAs.

## Activity 2: Capacity Building Training on the Impact Assessment Tool

An online training was held for the field data collectors on how to use the data collection tool.

## Activity 3: Deployment of IA Tool to the Field

The Impact Assessment tools were administered in representative schools (and communities) from our focal LGAs and kad-SUBEB. Data was collected, collated, cleaned and analysed from these schools (and communities) in focus LGAs.

*Our sample respondents include members of the SBMCs, PTA, traditional head of communities, women leaders, youth leaders, pupils and head teachers because of their access to the data needed to gather.*

## Research Limitations

One limitation for this study was the recent insecurity challenge in the part of the state specifically in Zango Kataf Local Government Area where data could only be collected via phone calls from the identified respondents because of a 24 hours curfew imposed in the LGA.



# Data Presentation, interpretation and Analysis

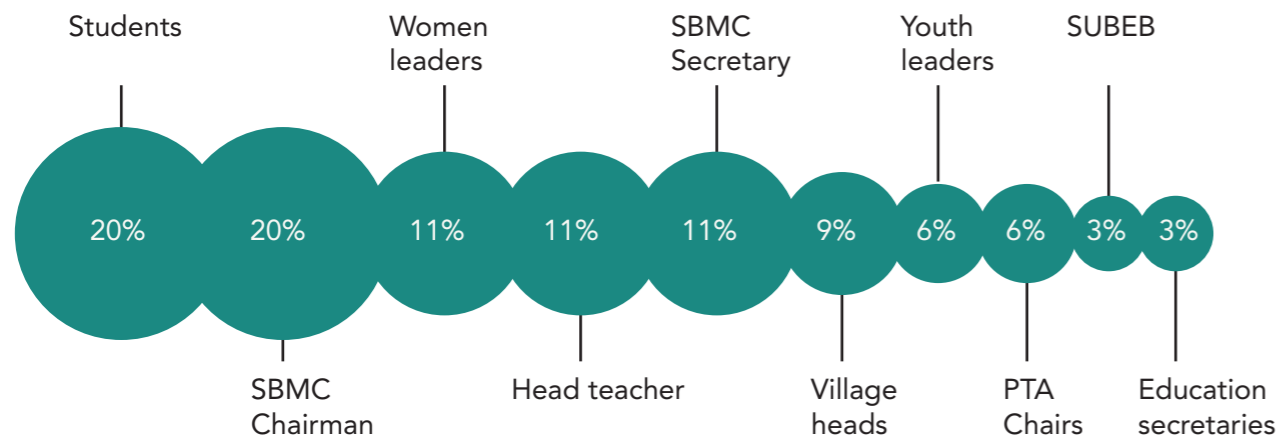
The Impact Assessment process resulted in the capture, interpretation, analysis and documentation of findings in a report format with apt recommendations for subsequent actions. The analysis was done with a combination of both qualitative and quantitative methods.

Quantitative methods were used to address the close-ended questions. While the qualitative method was used to address the open-ended questions where the respondents gave detailed responses.

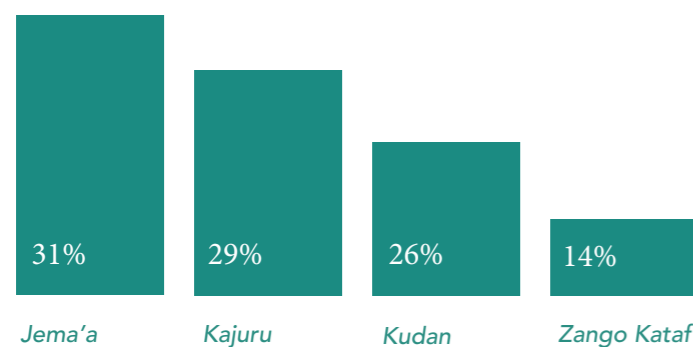
The analysis covered the objectives of the study as stated in the Introduction above and some of the areas covered included: state of enrollment, infrastructural and human resource improvements, impact of CODE/FTM training sessions and overall perception of the reforms.

## Demographic Information of Respondents

### Number of Respondents:



### Number of respondents per LGA



The figure shows the distribution of respondents across the Four L.G.As. Jema'a LGA had the highest number of respondents with 31%, Kajuru had 29% while Kudan and Zango Kataf had 26% and 14% respectively.

## Gender of Respondents



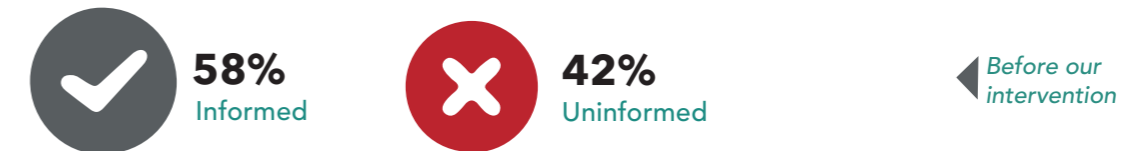
This shows the gender of the respondents with 71% Male and 29% Female. This shows that men were more involved as respondents in this study than women.

## Citizens' participation in UBE spending



### Information on contracts before 2017

As shown below, 58% of the respondents said before 2017, they did get informed before the commencement of any project implementation by the SUBEB Officials while 42% said they didn't get informed.



### Information on contracts after 2017

As shown below, 88% of the respondents said from 2017, they were informed before the commencement of any project implementation by the SUBEB officials while 12% said they were not informed.



There is increased awareness (30%) on UBE contracts in the past 3 years. Before 2017, only 58% were aware of UBE contracts in their communities, compared to 88% in 2020 as shown in the figure below:

Time Period	Awareness Percentage
Before 2017	58%
After 2017	88%



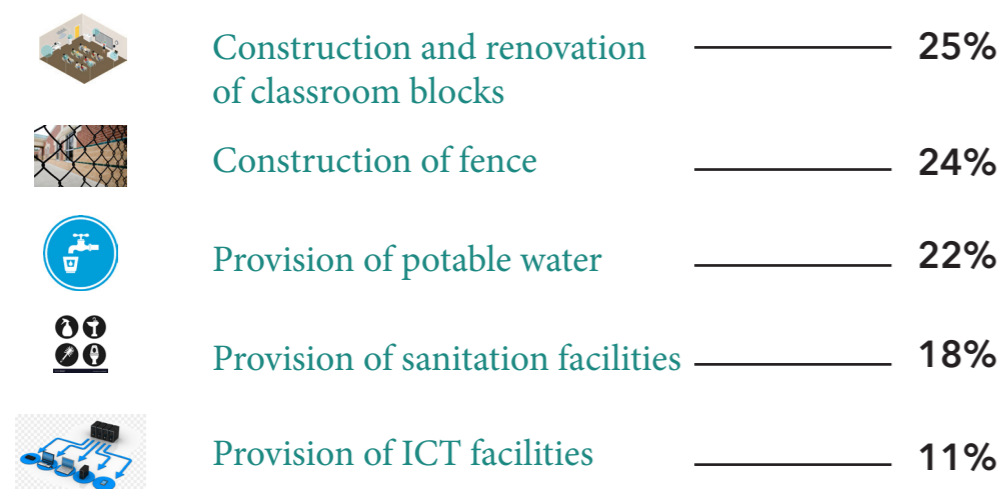
## Involvement in Needs Assessment between 2017 and Now

As an outcome of the project, there should be an increase in participation of community members in the needs assessment of the schools. The respondents were therefore asked if they had been part of the needs assessment over the last 3 years.



Majority of the respondent 85% said that they have been involved in the needs assessment of their school prior to project selection in line with the Kad-SUBEB UBE action plan while 15% said that they have not been involved. This is largely due to the increased sensitization on the need for citizens to actively participate in tracking education funds in their communities.

## Infrastructural Improvements in Schools between 2017 and Now



On the infrastructural improvements experienced within the past 3 years, 25% of the respondents had noted the construction and renovation of classroom blocks while 24% mentioned the construction of fences as infrastructural improvements. 22% and 18% noted the provision of potable water and sanitation facilities respectively while 11% mentioned the provision of ICT facilities.

In discussing the factors responsible for these infrastructural improvements, most of the respondents believed community effort and government effort in increasing enrolment were responsible for the infrastructural improvements experienced in schools in their communities over the past 3 years.

**"Our Parents' efforts"**  
- Fatima Zakariya (Pupil, LGEA Taban Sani Primary School, Kudan)

**"SBMC were behind the improvements of the schools."** - Bawa Iliyasu Yangs (Village Head, Jema'a)



## Human Resource Improvements in Schools between 2017 and Now

The respondents were also asked about the improvement and adequacy of human resources including teachers and security guards over the last 3 years.

This shows that 82% of the respondents indicated that they have adequate human resources in their school while 18% indicated they do not have adequate human resources.

In addition to that response, they also mentioned an adequate number of desks and seats, books and instructional materials in their schools.



## Level of School Enrollment in the Communities

Has there been increased enrollment in the last 3 years?



96% of the respondents indicated that there has been increased enrollment in schools around their communities in the last 3 years while 4% indicated there has been no increase in enrollment.

For example, enrollment has increased in Model Primary School Nisama (a school FTM tracked), Jema'a LGA from 489 pupils in 2017 to 590 in 2020, an increase of 101 pupils (a 21% rise in enrolment). In Kufana 1 primary School in Kajuru LGA, enrollment has increased from 335 pupils in 2017 to 442 in 2020 which indicates an increase of 107 pupils (a 32% rise in enrollment).



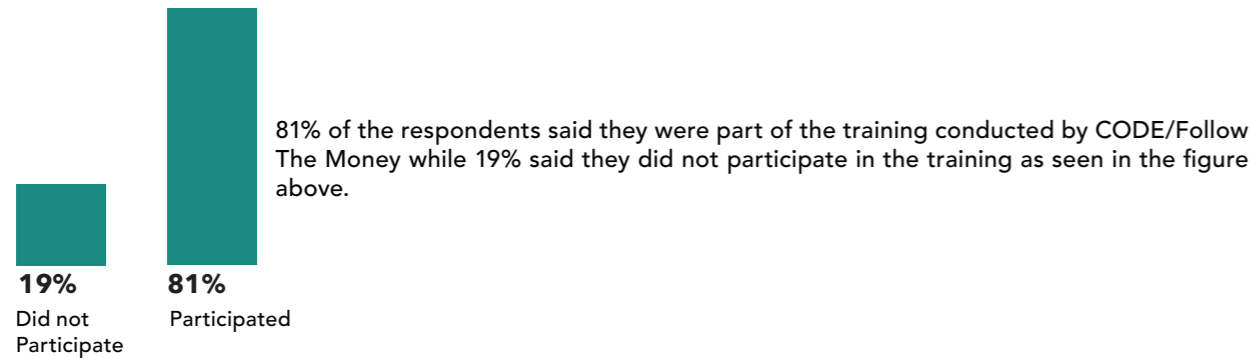
## Factors Responsible for Increased Enrollment in the Communities

The respondents were further asked about the factors that have influenced the increase and factors such as: improved school infrastructure, school feeding programme, increased community sensitization among others was mentioned as shown in the table and chart below.

Factors that has led to increased enrollment over the past 3 years	%
Improved infrastructure	30%
School feeding programme	25%
Increased awareness and sensitization	18%
Better trained teachers	16%
Free and mandatory education	5%
Crisis in neighboring communities	3%
Free provision of books and uniforms	3%
	100%

## Strengthen the Capacity of Existing Monitoring Agents and Stakeholders

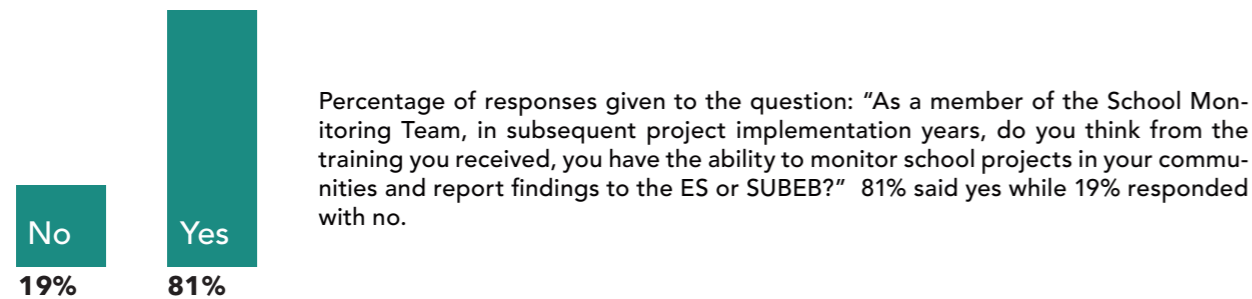
Participation in Capacity Building Training Organized by CODE/FTM



## Capacity Building Training Attendance

CODE/FTM Trainings Attendance	Percentage
Head teachers and SBMC project tracking workshop	54%
Bill of Quantity training	18%
Community stakeholders' workshop	18%
SUBEB training	7%
Assessing Action plans	4%
	100%

## Adequacy of Training Received



## Did the Reforms Change your Perception of the Potential Roles of SBMCs in Overseeing School Projects Implementation in the State?



# Success Stories in Pictures

## #EducateNisama campaign

Nisama Model Primary School, Nisama, Jema'a LGA, Kaduna state.



## #RebuildKufana campaign

Kufana 1 Primary School, Kufan, Kajuru LGA, Kaduna state.



# Findings



The following are some of the findings resulting from the study:

## Increased level of school enrolment:

Over the last 3 years and through the life-cycle of this project, there has been an increase in school enrolment in the project communities, for example, enrollment has increased in Model Primary School Nisama (a school FTM tracked); in Jema'a LGA from 489 pupils in 2017 to 590 in 2020, an increase of 101 pupils (a 21% rise in enrollment) and in Kufana 1 primary School in Kajuru LGA, enrollment has increased from 335 pupils in 2017 to 442 in 2020 an increase of 107 pupils (a 32% rise in enrollment). This increase is due to active participation of the citizens in tracking of UBE spending which resulted in improved infrastructure in the schools. It is also noteworthy that the school feeding programme, increased awareness among many others as well as the insecurity in neighboring communities has led to increased school enrolment.



## Improved school infrastructure:

In comparison to the state of schools before 2017, the schools in the project communities have experienced an improvement in terms of infrastructure, especially in the construction and renovation of classroom blocks, WASH facilities and ICT facilities.



## Improved human resources:

The schools have also had an improvement in human resources including teachers, security guards and other utility staff in comparison to prior 2017. Some of the identified factors for this increase according to the respondents is the efforts of parents and the SBMCs as well as a joint effort of the education community stakeholders in the communities.



## Increased involvement in school's needs assessment:

As a product of the training received and advocacy of the stakeholders, there has been an improved involvement in needs assessment of the schools before project selection on the Kad-SUBEB UBE action plan.



## Information on contracts:

Before 2017, the information received on the commencement of project implementation was low compared to after 2017. Community stakeholders are becoming increasingly aware of their roles and responsibility in project implementation and tracking.

## Increased participation in capacity building training:

There is an increase in participation of community leaders and young people in the capacity building training organized by CODE/FTM where they are trained on project tracking, bills of quantity, assessing action plans among many others. Lessons learnt have helped the stakeholders better track government projects and hold the government more accountable.



HQ Office: 3rd floor, D-Wing, 10th Street, Bassan Plaza, Central Area, Abuja Nigeria.

FTM Country Chapters: Nigeria, Liberia, The Gambia, Kenya, Cameroon, Zimbabwe, Malawi

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