

Copyright ©2018

Resource Centre for Human Rights & Civic Education (CHRICED)

Postal: P. O. Box 13674, Kano

Office: No. 46 Lawan Danbazau Street, behind Ado Bayero Mall, Gandu Albasa New Layout, Kano, Kano State, Nigeria.

This document is published in the interest of the development of basic education in Kaduna State, Nigeria. The contents of this publication may be used in part or in whole provided that Resource Centre for Human Rights & Civic Education (CHRICED) is acknowledged.

Citation:

CHRICED, (2018). *State of Universal Basic Education (UBE) in Kauru, Kubau and Zaria LGAs in Kaduna State: A Baseline Survey*. Nigeria: Resource Centre for Human Rights & Civic Education.

TABLE OF CONTENTS

List of Tables	-	-	-	-	-	-	-	-	-	-	-	3
List of Figures	-	-	-	-	-	-	-	-	-	-	-	6
Abbreviations Used	-	-	-	-	-	-	-	-	-	-	-	9
Acknowledgements	-	-	-	-	-	-	-	-	-	-	-	10
Preface	-	-	-	-	-	-	-	-	-	-	-	12
Executive Summary	-	-	-	-	-	-	-	-	-	-	-	15
Introduction	-	-	-	-	-	-	-	-	-	-	-	17
Needs Assessment	-	-	-	-	-	-	-	-	-	-	-	17
Justification	-	-	-	-	-	-	-	-	-	-	-	17
The Objective of the Study	-	-	-	-	-	-	-	-	-	-	-	18
Research Methodology	-	-	-	-	-	-	-	-	-	-	-	19
Population of the Study	-	-	-	-	-	-	-	-	-	-	-	19
Sampling Method and Sampling Size	-	-	-	-	-	-	-	-	-	-	-	19
Method of Data Collection	-	-	-	-	-	-	-	-	-	-	-	19
Method of Data Analysis	-	-	-	-	-	-	-	-	-	-	-	20
Universal Basic Education in Nigeria: A Brief Review of Literature	-	-	-	-	-	-	-	-	-	-	-	21
Data Presentation, Interpretation and Analysis	-	-	-	-	-	-	-	-	-	-	-	24
Part A: Respondents Demographic Variables	-	-	-	-	-	-	-	-	-	-	-	25
Part B: Data from LGEA Staff, School Heads and Community Members	-	-	-	-	-	-	-	-	-	-	-	30
Summary of Findings	-	-	-	-	-	-	-	-	-	-	-	77
Conclusion and Recommendations	-	-	-	-	-	-	-	-	-	-	-	78
Conclusion	-	-	-	-	-	-	-	-	-	-	-	78
Recommendations	-	-	-	-	-	-	-	-	-	-	-	79
References	-	-	-	-	-	-	-	-	-	-	-	81
Appendix I: Checklist for the Assessment of Public Schools in 3 LGAs, Kaduna State	-	-	-	-	-	-	-	-	-	-	-	82
Appendix II: Checklist for the Assessment of 3 LGEA Departments, Kaduna State	-	-	-	-	-	-	-	-	-	-	-	84
Appendix III: Checklist for the Assessment of Public Schools in 3 LGAs, Kaduna State	-	-	-	-	-	-	-	-	-	-	-	85

LIST OF TABLES

Table 1: Departments in the LGEA	25
Table 2: Sex Distribution Across LGEA	25
Table 3: Number of Schools in Each of the LGAs	26
Table 4: The Sex Distribution of the School Respondents	26
Table 5: The Sex Distribution of SBMC and PTA Members	27
Table 6: The Age Distribution of SBMC and PTA Respondents	28
Table 7: The Membership Distribution of the SBMC and PTA Respondents	28
Table 8: Are Schools in Zaria LGA Working with Appropriate Standard Teacher to Student Ratio?	28
Table 9: Awareness of Free Education Policy	30
Table 10: School Fees Waiver	31
Table 11: School Levies Waiver	31
Table 12: Are Free School Uniforms Provided to Pupils?	32
Table 13: The Provision of Teaching and Learning Materials	33
Table 14: The Provision of Tables and Chairs	33
Table 15: The School Feeding Program	34
Table 16: Functional SBMC in Schools	34
Table 17: Functional PTA in Schools	35
Table 18: A Copy of the School Development Plan	36
Table 19: Do Schools Have Sufficient Classrooms?	36
Table 20: Does Every Pupil Have a Suitable Table and Chair?	37
Table 21: Do Schools Have Separate Functional Toilets for Male and Female?	38
Table 22: Does Your School Have a Gate and Fence?	38
Table 23: Do Majority of Schools Have a Potable Source of Water Supply?	39
Table 24: Report of Classes with Leaky Roofs and Bare Floors	40
Table 25: Timeliness of Staff	40
Table 26: SBMC Advocacy to LGEA	41
Table 27: SBMC Resource Mobilization for Schools	42
Table 28: Has Your School Benefitted from Donor Funding?	42

Table 29: Training and Retraining Teachers	43
Table 30: Does Your LGEA Frequently Collate School Needs?	43
Table 31: Community Involvement in School Projects	44
Table 32: Government Approved Teacher-Student Ratio	45
Table 33: Awareness of the Free Education Policy	45
Table 34: School Fees Waiver	46
Table 35: School Levies Waiver	47
Table 36: Free School Uniform	47
Table 37: Teaching and Learning Materials	48
Table 38: The Provision of Tables and Chairs	48
Table 39: School Feeding Program	49
Table 40: Functional SBMC in Schools	50
Table 41: Functional PTA in Schools	50
Table 42: School Development Plan	51
Table 43: Do Schools Have Sufficient Classrooms?	51
Table 44: Does Every Pupil Have Suitable Table and Chair?	52
Table 45: Functional Separate Toilets for Males and Females	52
Table 46: Do Majority of Schools Have a Gate and a Fence?	53
Table 47: Do Majority of the Schools Have Potable Source of Water Supply?	54
Table 48: Report of Classes with Leaky Roofs and Bare Floors	54
Table 49: Timeliness of Staff	55
Table 50: SBMC Advocacy to LGA	55
Table 51: SBMC Resource Mobilization for Schools	56
Table 52: Schools Benefitted from Donor Funding	57
Table 53: Training and Retraining Teachers	58
Table 54: Does the LGEA Frequently Collate Schools Needs?	59
Table 55: Community Involvement in School Projects	59
Table 56: Are Schools in Kubau LGA Working with Appropriate Standard of Teacher-Student Ratio?	61
Table 57: Awareness of Free Education Policy	62
Table 58: Benefitting from School Fees Waiver	62
Table 59: Benefitting from School Levies Waiver	63
Table 60: The Provision of Free School Uniform	63

Table 61: The Provision of Teaching and Learning Materials	64
Table 62: The Provision of Tables and Chairs	65
Table 63: School Feeding Program	65
Table 64: Functional SBMCs in LGEA	66
Table 65: Functional PTA in LGEA	66
Table 66: Do Schools in Kubau LGA Have School Development Plan?	67
Table 67: Does Schools in Kubau LGA Have Sufficient Classrooms?	68
Table 68: Do Pupils Have Suitable Tables and Chairs?	68
Table 69: Functional Separate Toilets for Males and Females in Schools	69
Table 70: Do Majority of Schools Have Gates and Fences?	70
Table 71: Potable Source of Water Supply in Schools	70
Table 72: Report of Classes with Leaky Roofs and Bare Floors	71
Table 73: The Timeliness of School Teachers	72
Table 74: SBMC Advocacy to LGEA	72
Table 75: SBMC Resource Mobilization for Schools	73
Table 76: Have Schools Benefitted from Donor Funding?	74
Table 77: Training and Retraining Teachers	74
Table 78: Does LGEA Frequently Collate School Needs?	75
Table 79: Community Involvement in School Projects	75

LIST OF FIGURES

Figure 1: Departments in the LGEA	25
Figure 2: Sex Distribution Across LGEA	26
Figure 3: Number of Schools in Each of the LGAs	26
Figure 4: The Sex Distribution of the School Respondents	27
Figure 5: The Sex Distribution of SBMC and PTA Members	27
Figure 6: The Age Distribution of SBMC and PTA Respondents	28
Figure 7: The Membership Distribution of the SBMC and PTA Respondents	29
Figure 8: Are Schools in Zaria LGA Working with Appropriate Standard Teacher to Student Ratio?	30
Figure 9: Awareness of Free Education Policy	31
Figure 10: School Fees Waiver	31
Figure 11: School Levies Waiver	32
Figure 12: Are Free School Uniforms Provided to Pupils?	32
Figure 13: The Provision of Teaching and Learning Materials	33
Figure 14: Provision of Tables and Chairs	33
Figure 15: The School Feeding Program	34
Figure 16: Functional SBMC in Schools	35
Figure 17: Functional PTA in Schools	35
Figure 18: A Copy of the School Development Plan	36
Figure 19: Do Schools Have Sufficient Classrooms?	36
Figure 20: Does Every Pupil Have Suitable Table and Chair?	37
Figure 21: Separate Functional Toilets for Male and Female	38
Figure 22: Does Your School Have a Gate and Fence?	39
Figure 23: Do Majority of Schools Have a Potable Source of Water Supply?	39
Figure 24: Report of Classes with Leaky Roofs and Bare Floors	40
Figure 25: Timeliness of Staff	41
Figure 26: SBMC Advocacy to LGEA	41
Figure 27: SBMC Resource Mobilization for Schools	42
Figure 28: Has Your School Benefitted from Donor Funding?	42

Figure 29: Training and Retraining Teachers	43
Figure 30: Does Your LGEA Frequently Collate School Needs?	44
Figure 31: Community Involvement in School Projects	44
Figure 32: Government Approved Teacher Student Ratio	45
Figure 33: Awareness of the Free Education Policy	46
Figure 34: School Fees Waiver	46
Figure 35: School Levies Waiver	47
Figure 36: Free School Uniform	47
Figure 37: Teaching and Learning Materials	48
Figure 38: The Provision of Tables and Chairs	49
Figure 39: School Feeding Program	49
Figure 40: Functional SBMC in Schools	50
Figure 41: Functional PTA in Schools	51
Figure 42: School Development Plan	51
Figure 43: Do Schools Have Sufficient Classrooms?	52
Figure 44: Does Every Pupil Have a Suitable Table and Chair?	53
Figure 45: Functional Separate Toilets for Males and Females	53
Figure 46: Do Majority of the Schools Have Gates and Fences?	54
Figure 47: Do Majority of the Schools Have Potable Source of Water Supply?	54
Figure 48: Report of Classes with Leaky Roofs and Bare Floors	55
Figure 49: Timeliness of Staff	56
Figure 50: SBMC Advocacy to LGA	56
Figure 51: SBMC Resource Mobilization for Schools	67
Figure 52: Schools Benefitted from Donor Funding	58
Figure 53: Training and Retraining Teachers	58
Figure 54: Does the LGEA Frequently Collate Schools Needs?	59
Figure 55: Community Involvement in School Projects	60
Figure 56: Are Schools in Kubau LGA Working with Appropriate Standard of Teacher- Student Ratio?	61
Figure 57: Awareness of Free Education Policy	62
Figure 58: Benefitting from School Fees Waiver	63
Figure 59: Benefitting from School Levies Waiver	63
Figure 60: The Provision of Free School Uniform	64

Figure 61: The Provision of Teaching and Learning Materials	64
Figure 62: The Provision of Tables and Chairs	65
Figure 63: School Feeding Program	66
Figure 64: Functional SBMCs in LGEA	66
Figure 65: Functional PTA in LGEA	67
Figure 66: Do Schools in Kubau LGA Have a School Development Plan?	67
Figure 67: Do Schools in Kubau LGA Have Sufficient Classrooms?	68
Figure 68: Do Pupils Have Suitable Tables and Chairs?	69
Figure 69: Functional Separate Toilets for Males and Females in Schools	69
Figure 70: Do Majority of Schools Have Gates and Fences?	70
Figure 71: Potable Sources of Water Supply in Schools	71
Figure 72: Report of Classes with Leaky Roofs and Bare Floors	71
Figure 73: The Timeliness of School Teachers	72
Figure 74: SBMC Advocacy to LGEA	73
Figure 75: SBMC Resource Mobilization for Schools	73
Figure 76: Have Schools Benefitted from Donor Funding?	74
Figure 77: Training and Retraining Teachers	74
Figure 78: Does LGEA Frequently Collate School Needs?	75
Figure 79: Community Involvement in School Projects	76

ABBREVIATIONS USED

CHRICED	-	Resource Centre for Human Rights & Civic Education
KADSUBEB	-	Kaduna State Universal Basic Education Board
LGA	-	Local Government Area
LGEA	-	Local Government Education Authority
NERDC	-	National Educational Research and Development Centre
NTI	-	National Teachers Institute
PTA	-	Parent Teachers Association
SDP	-	School Development Plan
SUBEB	-	State Universal Basic Education Board
SBMC	-	School Based Management Committee
UBE	-	Universal Basic Education
UNESCO	-	United Nations Education and Scientific Organization
UNICEF	-	United Nations International Children's Emergency Fund

ACKNOWLEDGEMENTS

Baseline Survey on the State of Universal Basic Education in Kauru, Kubau and Zaria LGAs of Kaduna State is the outcome of a detailed inquiry to ascertain how the UBE system is faring with respect to its core mandate. An understanding of how the system currently operates and its strong points, as well as its limitations, is important if any intervention to promote accountability and transparency in the sector is to be effective. Education at a foundational level is critical to the progress of any nation, especially to a developing country such as Nigeria. Nigeria's developmental aspirations in terms of its objective of evolving a political and economic model, which would leave no citizen behind, makes the critical place of foundational education well apparent. Even now, as the country grapples with serious governance challenges, one core area of concern is the need to invest in the future of the nation's young population. This has apparently motivated the resonant calls for the country to look beyond oil and explore the potentials in its vast human resources.

These calls presuppose that the educational system, especially the foundational level, is sufficiently positioned to produce the human resource required to put Nigeria on the road to

stability and sustainable economic prosperity. Given the outcomes produced by the UBE system, including anecdotal perceptions around the falling standards of education in Nigeria, the task is made more critical that there be an investigation on the state of the system, with a view to understanding the structural and human defects that have rendered the UBE system unable to deliver on its mandate to the Nigerian people.

CHRICED expresses its immense gratitude to **The John D. and Catherine T. MacArthur Foundation** for its support to the project of *Promoting Transparency and Accountability in the Education Sector in Nigeria*. We especially thank Dr. Kole Shettima and his team at the Nigerian Office of MacArthur Foundation for their technical support. CHRICED similarly thanks the government and people of Kaduna State, especially the stakeholders in the UBE system, including the Kaduna State Universal Basic Education Board (KADSUBEB), the Education Departments of Kauru, Kubau and Zaria LGAs, the School Based Management Committees (SBMCs) religious and community leaders without whose support, this survey would not have been possible.

CHRICED acknowledges the consultant, Mr. Isah Gidado for coordinating the administration of questionnaires, especially in many of the rural communities, which formed the bulk of this survey. Also, our Community Organizer for this project, Yushau Abubakar, did a lot of the leg work, visiting communities for the purpose of eliciting information for this survey. Also worthy of our thanks is Dr. Moses T. Aluaigba, Senior Research

Fellow with Mambayya House, who painstakingly reviewed the final draft of this report. CHRICED is equally grateful to Abdullah Tijjani who typeset and designed the report.

Finally, CHRICED acknowledges the commitment and dedication of its Board and staffs at the CHRICED Secretariat Yusuf for their unwavering commitment to the successful completion of this survey.

PREFACE

The crisis in the education system in Nigeria has been one of the most glaring manifestations of the absence of good governance, which in turn puts the spotlight on the many unmet expectations of millions of citizens. Nearly two decades after the return of democracy in 1999, there have been questions around how democratic governance has translated into the improvement of the social conditions of the vast majority of citizens, especially in the delivery of critical services like education and health. Nowhere is the problem of quality service delivery more apparent than in the Universal Basic Education (UBE) sector. Despite the enactment of a legislation to ensure that all children of school age in Nigeria get the opportunity for basic education, the UBE system continues to fail millions of such children, who ideally should be benefiting from a well-run public education system capable of molding young minds in preparation for their roles as citizens.

As things stand, however, the UBE system across the country is producing outcomes, which are at variance with Nigeria's core developmental aspirations. This fact is worrisome because of the foundational nature of UBE and its critical role in

achieving the goals of banishing illiteracy, tackling poverty and contributing to building citizens as they work for national development. Figures from the United Nations Education and Scientific Organization (UNESCO) indicate that as at 2008, Nigeria's population of those who cannot read and write, aged between 15 and 24 years stood at 9,674,856. The number of those who cannot read and write aged 15 years and older stood at 41,214,097.

According to the United Nations International Children's Emergency Fund (UNICEF), there has been an increase in primary school enrolment in Nigeria in recent years, but net attendance is only about 70 per cent. Yet, Nigeria is still faced with a situation of having 10.5 million children out of the school system, thereby earning itself the unflattering reputation of being the country with the world's highest number of out of school children¹. UNICEF data also point to the fact that 60 per cent of these out of school children are in northern Nigeria. This baseline study is putting the spotlight on Kaduna State to elicit information on the state of the UBE system.

One dimension of the challenges of the UBE system is that there have been policies and a clear

¹ <https://www.unicef.org/nigeria/education.html>

legal framework aimed to produce better outcomes than what is currently the case. Financial and other resources have also been devoted to the cause of ridding Nigeria of illiteracy. Why these efforts have fallen short calls for an investigation of the implementation framework and to make findings focusing on where the resources allocated actually end up. In terms of creating a holistic legal framework for basic education, the UBE legal architecture is one instance in which the Nigerian governance system has attempted to address a core issue, right from the constitution of the Federal Republic of Nigeria. Therefore, among the fundamental objectives and directive principles of state policy contained in chapter two of Nigeria's 1999 Constitution as amended, the objective on primary education is one that has received attention from successive governments since 1999.

Section 18, under the fundamental objectives and directive principles of state policy, is explicit about the need for government to direct its policy towards ensuring there are equal and adequate educational opportunities at all levels. Specifically, Section 18 (3a) provides that "government shall strive to eradicate illiteracy; and to this end Government shall as, and when practicable provide; free, compulsory and universal primary education." There can be no debating the fact that among the many other

fundamental objectives and directive principles of state policy, the directive on UBE is one on which governments at both Federal and State level have taken action by devoting resources to the realization of the objective.

This much we can see from the UBE Act of 2014, which has the laudable objectives of working towards ensuring unfettered access to nine (9) years of formal basic education, the provision of free, UBE for every Nigerian child of school going age and the drastic reduction in the incidence of drop-outs from the formal school system. Given the outcomes that these interventions from government actors have designed and implemented, it is apparent that the good intentions are being derailed by other factors. It is in this respect that the lack of accountability and transparency in the implementation of funds for UBE schemes has been implicated as one of the core factors driving the poor outcomes, which the Nigerian UBE system has produced. This serious challenge revolving around the lack of transparency and accountability in the implementation of UBE merits intervention due to its serious consequences.

This baseline survey on the state of UBE system in Kauru, Kubau and Zaria Local Government Areas of Kaduna State aims to provide research-based knowledge on the status of UBE-funded

projects in those areas. These facts and knowledge gleaned about the current state of the projects, it is hoped, will strengthen civic interventions towards opening up the system for citizen scrutiny and invariably foster transparency. It is also the first step towards arresting the risks of retail and grand corruption, which tend to fester in the face of lack of clear mechanisms for monitoring the usage of funds. These risks of corruption have to be removed because, for the millions of pupils who are to pass through the basic education system, it will be a story of lost opportunities if monies meant for their education end up in private pockets. Also, for the security of the society and for national development, it is imperative to understand the state of things, as a prelude to tracking the resources being expended on the UBE projects. However, it is pertinent to state that the overarching goal of ensuring resources meant for the critical service of basic education are used for that purpose may not be achieved if Nigerian citizens, the ultimate beneficiaries of government's intervention in the sector, do not take the interest in closely monitoring and tracking those resources to ensure the duty bearers in the implementation agencies put these resources to proper use. This baseline survey is the first step by CHRICED in that direction, as it provides a trove of data to help citizens and

communities understand their rights and responsibilities with respect to how the UBE funds are expended. This is an important step towards strengthening accountability and transparency in service delivery in this sector.

This baseline survey further seeks to provide a holistic picture of the situation on the ground, as a prelude to galvanizing citizen action in the area of expenditure monitoring. Hopefully, citizens will be jolted from apathy and lack of interest, in the use of the public resources earmarked for critical services, to take a greater interest in how those resources are used to deliver those services. This is an important behavioral change to elicit because the future of millions of Nigerian children depends on the UBE system. The UBE program is the bedrock of education in Nigeria. The foundational role it plays in terms of preparing children, as they grow to become responsible citizens, with the skills and competencies to contribute to national development, makes it a service of utmost importance. Citizen pressure must, therefore, be brought to bear to ensure that the UBE system produces outcomes reflecting Nigeria's grand national priorities.

Ibrahim M. Zikirullahi,
Executive Director, CHRICED

EXECUTIVE SUMMARY

This survey on the state of UBE in Kubau, Kauru and Zaria aimed to provide research-based knowledge on key issues affecting the UBE system; and to establish a standard against which improvements in resource distribution for Universal Basic Education (UBE) will be measured. Furthermore, the survey intended to elicit information from a broad spectrum of stakeholders in respect of the state of facilities and school infrastructure, transparency and accountability in the projects management, the quality of education imparted to UBE beneficiaries and the extent of community participation in the UBE system. It was conducted across 35 wards of three Local Government Areas of Kubau, Kauru and Zaria in Kaduna State. The elements in the study desk included research of published sources for secondary information on the state of UBE in the project area, focus group discussions (FGD), key informant interviews (KII) and a questionnaire-based field survey. The stakeholder groups involved in the survey were duty bearers responsible for the delivery of education services, including SUBEB and Education Secretaries in the respective LGAs, the SBMCs, parents, heads of schools and traditional and community leaders. The field survey consisted of 35 political wards across the three LGAs of Kauru, Kubau and Zaria.

The key findings of the survey as related to teacher to student ratio indicate that 100% of respondents answered “NO” to the question, as to whether schools in Zaria LGA have an appropriate teacher to student ratio. 100% of the respondents in Kauru LGA similarly responded “NO” to the question of whether the schools observe the appropriate teacher to student ratio. 100% of the respondents answered “NO” to the question on whether the appropriate teacher to student ratio is followed in Kubau LGA. Regarding awareness of free education policy, the survey found that 100% of respondents in Zaria LGA, answered “YES” when asked if they are aware of the policy on free education. 100% of the respondents in Kauru also answered “YES” when asked if they are aware of the policy on free education. 100% of the respondents in Kubau also answered “YES” when asked if they were aware of the policy on free education. Finally, there were findings about the provision of chairs and desks. In Zaria LGA, all the respondents drawn from the Education Department of the local government agreed that tables and chairs were provided for schools there. 60% of the school representatives answered in the affirmative, while 40% said No. 80% of community representatives said yes, while 20% of them said no tables and chairs were provided. 100% of the respondents from the Education Department of the LGA in Kauru

responded that tables and chairs were provided for schools in Kauru LGA. 40% of the school representatives answered "Yes" to the question that chairs and tables were being provided, while 60% said "No". On the other hand, 48% of community representatives said "Yes" to the question as to whether tables and chairs were provided, while 52% responded "NO". 100% of

the respondents from the Education Department of the LGA in Kubau answered "Yes" to the question whether tables and chairs were provided to schools. 60% of the respondents from the schools also answered "Yes" while 40% answered "No". 48% of the community respondents answered "Yes", while 52% answered "No".

INTRODUCTION

Needs Assessment

Evidence is available of lack of accountability in the management of funds for Universal Basic Education in Nigeria. This manifests in the theft of funds or other resources meant for education delivery, over-invoicing of purchases, payroll-padding with ghost-workers and extorting money from pupils. There is evidence also that such practices have significant negative impacts on education delivery and outcomes. First, they reduce the quantity and quality of the education resources available; and, second, they degrade the performance of these resources by subjecting them to ends other than their proper ones.

This problem merits intervention due to its serious consequences for the millions of the pupils produced by the basic education system, for the civil security of the society and for national development. First, the poor educational foundation these pupils receive hampers their capacity to acquire the knowledge and abilities they need subsequently for effective competition in the market economy, thus condemning most to a life of social insecurity, material and non-material poverty and limited opportunities for upward mobility. Second, in line with learned findings that such conditions of existence render youth susceptible to enticements to crime, electoral violence and terrorism, it is safe to conclude that these pupils could in the future

contribute to aggravating these challenges in Nigeria. Third, and finally, by producing masses of pupils destined to become part of a national labour force lacking the skills needed for the mastery of science, technology and social dynamics, the corruption-impaired basic education system would contribute to hampering the socio-economic development of the country.

Justification

Lack of accountability in the management of universal basic education funds in Kaduna State is, like in Nigeria at large, a function not of managers' ignorance of their consequences for education delivery and outcomes, but of their illicit pecuniary interests. The situation is, therefore, not amenable to efforts at enlightening these managers on those consequences or to preachments for their moral uprightness but only to the enforcement of accountability and transparency in the management of the funds in question. Given the structural commonality of interests among the top managers of the state bureaucracy, as evident in the stubborn persistence of the corruption problem in the country, state agencies cannot be relied upon to provide this enforcement. This leaves citizens as the most reliable force to demand accountability and transparency and apply civil pressure for their enforcement.

The CHRICED intervention thus takes justification from the notion that ordinary people are the ones who suffer the consequences of corruption in the form of poor service. It has been documented that the presence of corruption results in the erosion of the social contract between citizens and the state. Thus, it is critical to equip and galvanize citizens at the grassroots to closely watch expenditures for basic services, especially in an area like education. This approach draws from the notion that, when citizens fight corruption, the priorities often shift from technocratic reforms and grand corruption, to curbing those forms of graft and abuse that are most harmful or common to ordinary people, particularly the poor. In people-centered approaches, such as this project, curbing corruption becomes part of a larger set of goals for accountability, participatory democracy and social justice. Added to this is the drive towards accountable

governance as demonstrated by the current administration of Malam Nasir el-Rufai, the Governor of Kaduna State. Under the watch of the Governor, citizens have regularly published budgets and expenditures of the State in a move to stimulate accountability demands. Added to this is the heightened debate in the Nigerian polity about the need to deal decisively with the problem of corruption. This shift in the public debate towards the need to entrench accountability would be seen in President Muhammadu Buhari's inauguration day warning that "if Nigeria does not kill corruption, corruption will kill Nigeria".

The Objective of the Study

The key objective of this survey is to provide research-based knowledge on the impact of lack of accountability and transparency on education delivery in the three local government areas of Kaduna State.

RESEARCH METHODOLOGY

Population of the Study

This section discusses the research setting, research population, the sampling method and sample size, measurement of independent and dependent variables, the method of data collection, the instruments for data collection and method of data analysis. In this study, the population is the entire staff of Local Government Education Authority (LGEA) in three LGAs, all the head teachers across the 35 political wards of the three LGAs and members of Schools' SBMC and PTA members. Due to the large size of the population, this survey adopted the sampling method below.

Sampling Method and Sampling Size

The population of this study ideally was supposed to be the entire SBMC and PTA members of the whole UBE schools in the 13 political wards of Zaria LGA, the 11 political wards of Kubau and the 11 political wards of Kauru LGA in Kaduna State, the heads of all the LGEA Schools in Zaria, Kubau and Kauru, and the entire management staff of UBE in Zaria, Kubau and Kauru LGAs, who provide UBE services in the LGAs. The SBMCs and PTAs are the people whose children attend the schools; being on the demand side of UBE services, it is within their purview to make accountability demands and

push for quality service delivery. However, due to the limitations of the study, respondents were selected using the purposive sampling method. In purposive sampling, the sample was selected on the grounds of the existing knowledge of the population. It includes elements selected for specific characteristics or qualities and eliminated those who failed to meet these criteria.

Thus, using the purposive sampling method, six staff of the management team of the UBE in each LGA were selected as the respondents for the study. They were chosen due to the special knowledge they have in the implementation of free education policy in the state. Their views will provide adequate information, which will help to achieve the purpose of this study. Wards and schools were selected at random because they share the same geographic locations and being served by the same administration.

Method of Data Collection

The measuring instrument for this study was a questionnaire. The study therefore, used both the close-ended with a series of possible answers and some open-ended patterns in order to give the respondents the freedom to give their detailed personal views. The questionnaire was administered personally due to a number of reasons. It includes the nature of the

respondents and curtailing bias and in order to give the respondents a personal touch in the process of eliciting information.

Method of Data Analysis

Statistical analysis was used as the method of data analysis for this study. Accordingly, descriptive statistical tools like percentages,

averages and frequency distribution formed the basis of our data analysis. These, in addition to tables and charts, which graphically illustrate the findings, constitute the suitable means of breaking down the statistical data, with a view to relating it to the research problem. By doing this, the finding will be presented in such a manner that the goals of the research will be attained.

UNIVERSAL BASIC EDUCATION IN NIGERIA

A BRIEF REVIEW OF THE LITERATURE

Education is recognized as one of the most vital ingredients of societal development because of its propensity to develop the talents of individuals and equip them with the requisite skills needed to fit into the developmental process of a country. This underscores the reason why virtually all societies and nations the world over places a high priority on instituting the structures that will provide the best education for their citizens. It is the recognition of education as a key tool for development that countries have introduced various programs in order to achieve mass education for their population. In the case of Nigeria, the country has made great strides in education since the attainment of independence in 1960 through the introduction of different education programs; the Universal Basic Education (UBE) is one of such programs. This brief literature review highlights the origin of the UBE, its objectives, structure, operation and constraints.

The origin of the UBE is traceable to the pre-independence period when the then Western Region in 1955 implemented the policy. It was replicated in the Eastern Region in 1957 and in 1976; the Universal Free Primary Education

(UFPE) was launched in Nigeria (Salihu and Jamil, 2015: 148). The UBE was formally adopted as a National Policy on Education in Nigeria in 2004 and the policy states that:

Basic education shall be of 9-year duration, comprising 6 years of primary education and 3 years of junior secondary education. It shall be free and compulsory. It shall also include adult and non-formal education programmes at primary and junior secondary education levels and out-of-school youths (cited in Salihu and Jamil, 2015: 150).

Since its formal launching in 2004, the UBE has undergone a series of transformations, especially in the area of implementation. The objectives of the UBE include, among others, the following:

Development of the entire citizenry a strong consciousness for education and a strong commitment to its vigorous promotion; the provision of free, universal basic education for every Nigerian child of school-going age; reducing drastically the incidence of drop-out from formal school system (through improved

relevance, quality and efficiency); catering for the learning needs of young persons who, for one reason or another have had to interrupt their schooling through appropriate forms of complementary approaches to the provision and promotion of basic education; and ensuring the acquisition of appropriate levels of literacy, numeracy, manipulative, communicative and life skills, as well as the ethical, moral and civic values needed for laying a solid foundation for life-long learning (UBE Digest, 2001:4).

As demonstrated later on, the achievement of these objectives has, however, been eroded due to the myriad of constraints the UBE has faced since it was launched in 2004.

With regards to the structure of the UBE, it operates collectively at the federal, state and local government levels. The Federal Government, among other functions, ensures that minimum standards and operational guidelines are adhered to, monitors and provides holistic oversight, mobilizes local and international support for the UBE, provides support for the institutions involved in the implementation of the UBE, such as the National Teachers Institute (NTI) and the National Educational Research and Development Centre

(NERDC), etc. At the state level, the various state governments are involved in the implementation of the UBE by formulating policies for the program in their respective states and the day-to-day administration of the UBE, recruiting, disciplining and promoting teachers on Grade Level 07 and above, paying teachers' salaries in junior secondary schools and so on. Finally, at the local government level, in order to enhance the UBE, the LGAs are responsible for the establishment and maintenance of the Local Government Education Authorities (LGEAs), paying teachers' salaries in primary schools in their areas, etc. Through the performance of these various functions, the federal, state and local governments jointly run the UBE in Nigeria. Reports across some states in Nigeria (see UBE Digest, 2001: 15 – 20; Tahir, 2001: 1 - 12 and Universal Basic Education Programme Annual Report, 2002) indicate that there are basic areas of operation through which the program strives to make a positive impact on Nigeria's education. Examples of these operational areas of UBE include, but are not limited to, sensitization and mobilization, the renovation of classrooms, the provision of instructional materials, capacity building of teachers through training and re-training, the enrichment of the curriculum, staff welfare, etc.

The implementation of the UBE program has encountered many constraints. Some of such challenges, according to Obanya (2001), include

the ever-increasing number of children in schools and, therefore, large classes, poor quality assurance, lack of public trust about the UBE because of the failure of previous similar programs in Nigeria and the application of orthodox managerial skills. Another major constraint of the UBE is poor funding. Like many other similar programs in Nigeria, the UBE is grossly underfunded; this is why most of the projects meant to produce the desired educational results through the program are not implemented. For instance, in 2002, the approved national budget for the UBE was N4,808,640,300.00. However, out of this amount,

only N1,353,745,961.00 was released, the remaining balance of N3,454,894,339.00 was not (Universal Basic Education Programme Annual Report, 2002: 75). With this type of deficit, it is inconceivable how the program for 2002 would have succeeded, given that the budgeted unavailable funds far outweighed the ones provided. The problem of poor financing is even more desperate in the states and LGAs where the program almost virtually has no monetary basis to operate. The development does not augur well for improved education, as envisaged by the UBE.

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

This section presents and interprets the data collected from the field and the analysis and interpretation of the data. To interpret and analyze the responses from the questionnaires, the study took each question and analyzed the responses given by the 105 respondents chosen by the study; 6 LGA SUBEB Staffs from 3 LGAs, 6 LGEA School heads in 3 LGAs and 90 SBMC and PTA members across the 3 LGAs under study.

The questionnaire was divided into two parts, Part A and Part B. Part A focused on the analysis and interpretation of the demographic variable of the respondents like gender, age, position and membership status. On the other hand, Part B was concerned with the interpretation and analysis of the LGEA staff, School Head Teachers,

SBMC and PTA members. In all, a total of 105 copies of the questionnaire were filled, which represents all the responses. 15 copies were administered on 15 LGA UBE Staff, 15 on 15 school head teachers in the 3 LGAs of Kaduna purposively chosen by the study, and 75 randomly administered on 35 SBMC and PTA members, representing the 35 wards in Zaria, Kubau and Kauru Local Government in Kaduna State.

However, in supplying the answers, all the questions were answered by the respondents; no question was skipped. In analyzing the data, therefore, we treated all the responses as appropriate. The data were presented in tables and histograms, interpreted and discussed accordingly, as shown below.

Part A: RESPONDENTS DEMOGRAPHIC VARIABLES

Table 1: Departments in the LGEA

Departments	Zaria	Kauru	Kubau
	Frequency	Frequency	Frequency
Education Secretary	1	1	0
Planning Research and Statistics	1	0	1
School Services	1	1	2
Human Resource	1	1	0
Quality Assurance	1	0	0
Budget and Planning	0	0	0
Social Mobilization	0	2	2
Total	5	5	5

Figure 1: Departments in the LGEA

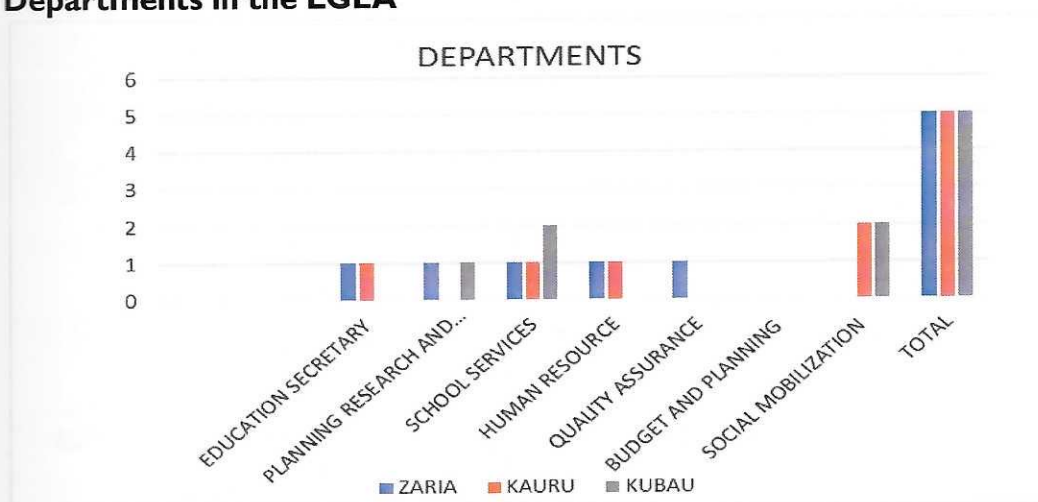
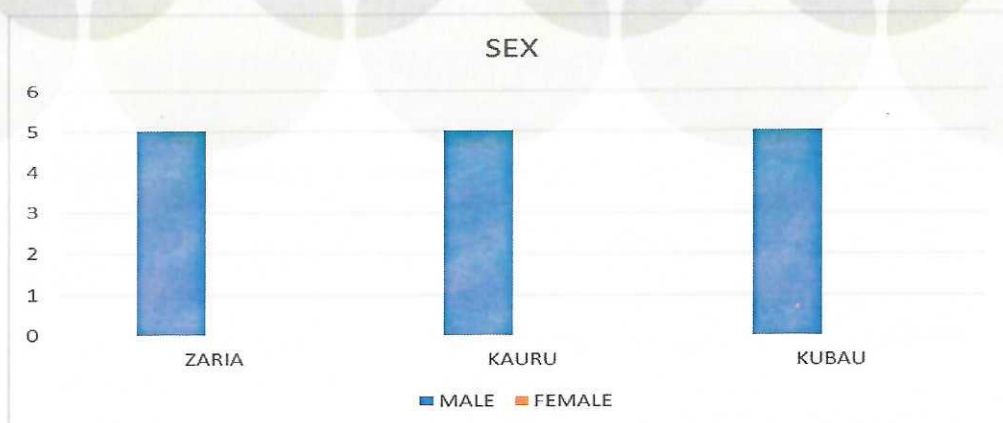


Table 1 and Figure 1 above show the number and position of the people that were engaged in the course of the study at the LGEA Secretariat in the three LGAs. Two Education Secretaries, two from Research and M & E Department, four from school services department, two from human resource department, one from quality assurance department and four from social mobilization department; 15 staff were engaged at the three LGEAs Departments.

Table 2: Sex Distribution Across LGEA

Sex	Zaria		Kauru		Kubau	
	Male	Female	Male	Female	Male	Female
Frequency	5	0	5	0	5	0
Total	5	0	5	0	5	0

Figure 2: Sex Distribution Across LGEA

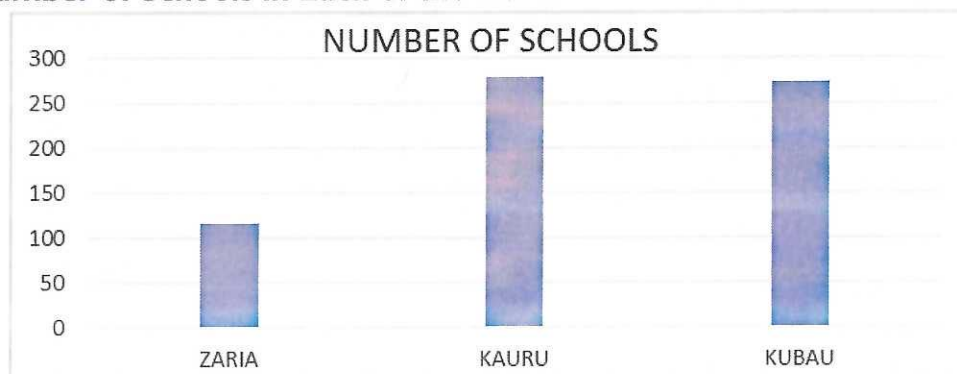


The above Table and Figure shows that all the respondents, who represented the LGEA Departments in the three LGAs, are Males, five from each LGA.

Table 3: Number of Schools in Each of the LGAs

LGA	Zaria	Kauru	Kubau
	Frequency	Frequency	Frequency
Number of Schools	116	280	274
Total	116	280	274

Figure 3: Number of Schools in Each of the LGAs



The above Table shows the total number of LGEA Schools in each LGA, with Zaria having 116, Kauru 280 and Kubau 274.

Table 4: The Sex Distribution of the School Respondents

Sex	Zaria	Kauru	Kubau
Male	3	5	5
Female	2	0	0
Total	5	5	5

Figure 4: The Sex Distribution of the School Respondents



The Table and Figure above show the sex distribution of the school heads that took part in the survey with Zaria LGA having three males and two females and Kauru five males and Kubau five males respectively, making a total of fifteen respondents from the three LGAs.

Table 5: The Sex Distribution of SBMC and PTA Members

Sex	Zaria	Kauru	Kubau
Male	24	25	25
Female	1	0	0
Total	25	25	25

Figure 5: The Sex Distribution of SBMC and PTA Members

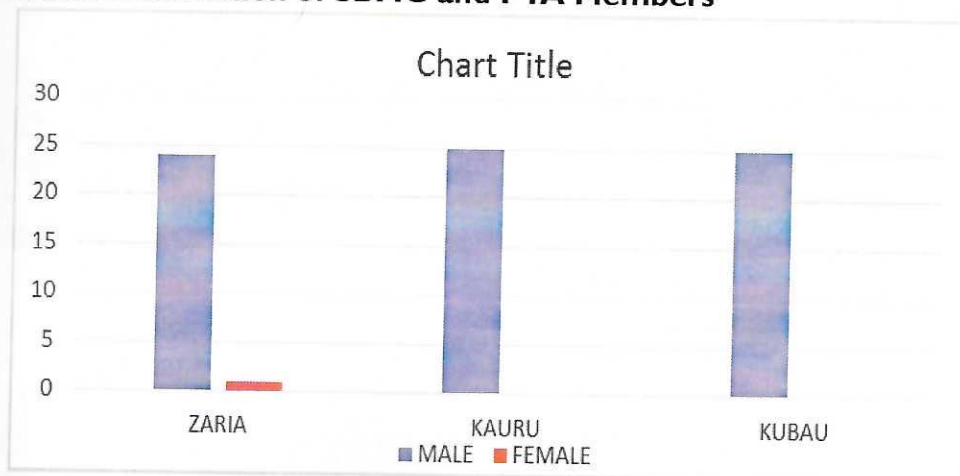


Table 5 above shows the sex distribution of the SBMC and PTA respondents engaged in the survey. For Zaria, it was 24 males and one female and Kauru and Kubau all males, making the total of seventy-five community members from different communities in the three LGAs.

Table 6: The Age Distribution of SBMC and PTA Respondents

	Zaria	Kauru	Kubau
Age	Frequency	Frequency	Frequency
21-30	0	3	1
31-40	4	4	8
41-50	7	12	10
51-60	9	4	4
61 & Above	5	2	2
Total	25	25	25

Figure 6: The Age Distribution of SBMC and PTA Respondents

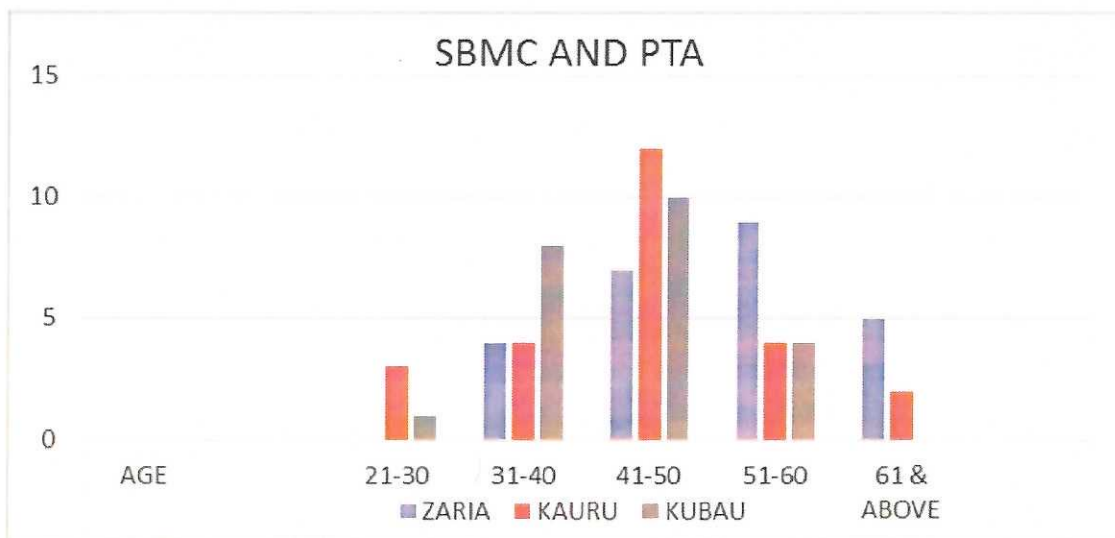
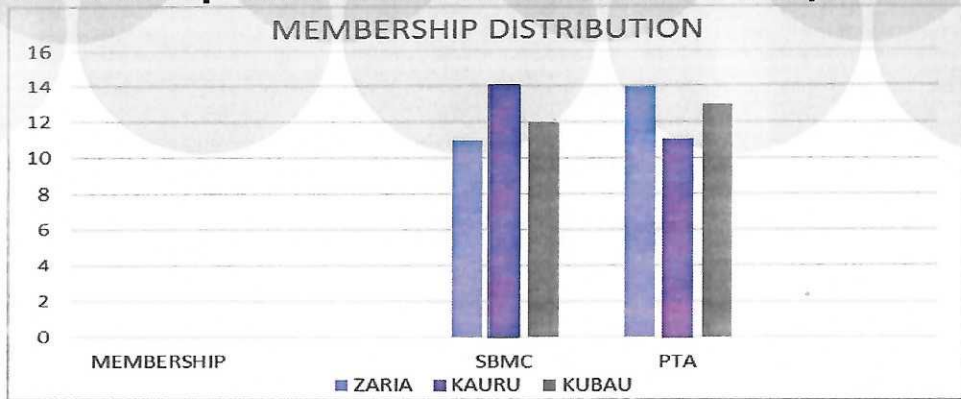


Table 6 above shows the age distribution of the community members engaged during the survey. Four people were engaged, ranging in age between 21 to 30, 16 people, aged 31 to 40, 29 respondents, aged 41 to 50, 17 aged 51 to 60 and nine from 61 and above. This Table shows the age distribution of seventy-five respondents from the three LGAs where the survey was conducted.

Table 7: The Membership Distribution of the SBMC and PTA Respondents

	Zaria	Kauru	Kubau
Membership	Frequency	Frequency	Frequency
SBMC	11	14	12
PTA	14	11	13
Total	25	25	25

Figure 7: The Membership Distribution of the SBMC and PTA Respondents



The above Table shows the membership distribution of respondents, showing 37 SBMC and 38 were PTA Members from the three LGAs, respectively.

Four
ents,
on of

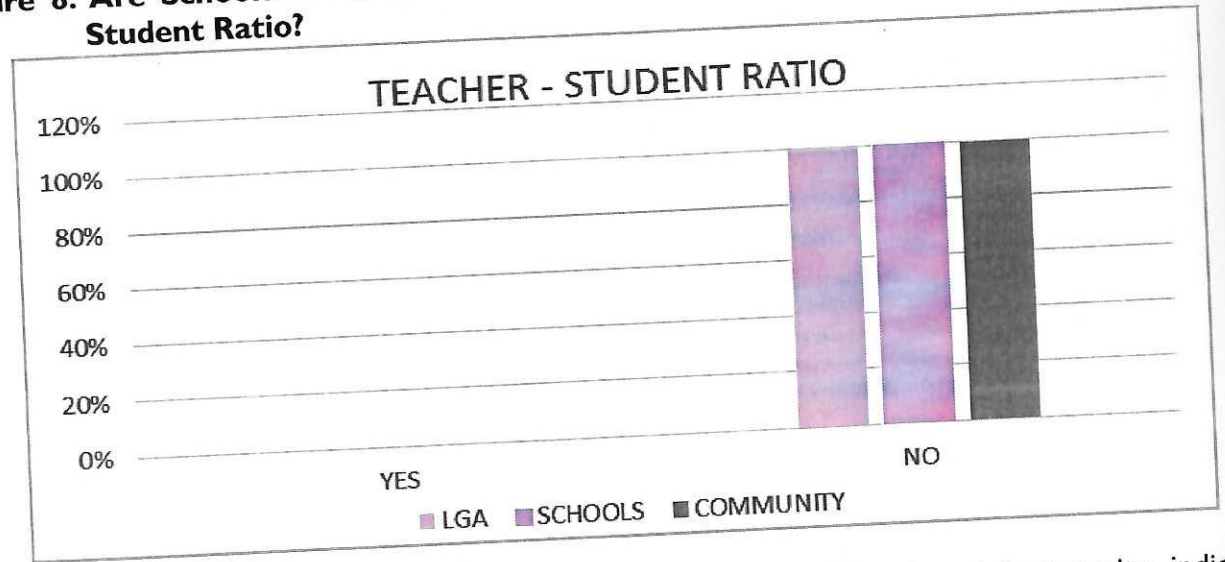
Part B: DATA FROM LGEA STAFF, SCHOOL HEADS AND COMMUNITY MEMBERS

PRESENTATION OF DATA FROM ZARIA LGA

Table 8: Are Schools in Zaria LGA Working with Appropriate Standard Teacher to Student Ratio?

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Answer						
Yes	0	0	0	0	0	0
No	5	100%	5	100%	25	100%
Total	5	100%	5	100%	25	100%

Figure 8: Are Schools in Zaria LGA Working with Appropriate Standard Teacher to Student Ratio?

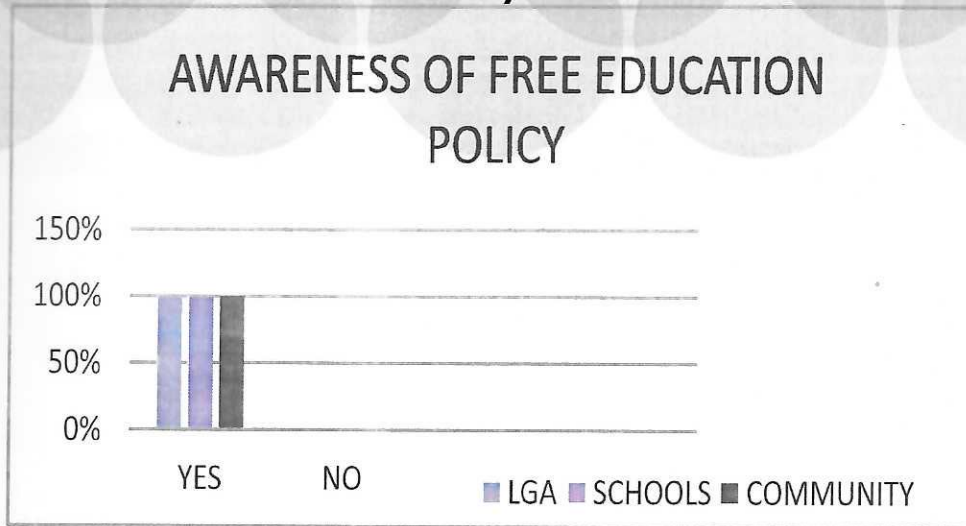


The above Table and Figure depict the respondents from LGEA, Schools and Community, indicating that Schools in Zaria LGA are not working with the appropriate standard student-teacher ratio. In most schools, there are situations of overcrowding in classrooms and there are cases where one teacher teaches more than 70 pupils.

Table 9: Awareness of Free Education Policy

Zaria	LGA		School		Community	
	FREQUENCY	%	FREQUENCY	%	FREQUENCY	%
Answer						
Yes	5	100%	5	100%	0	0
No	0	0	0	0	25	100%
Total	5	100%	5	100%	25	100%

Figure 9: Awareness of Free Education Policy

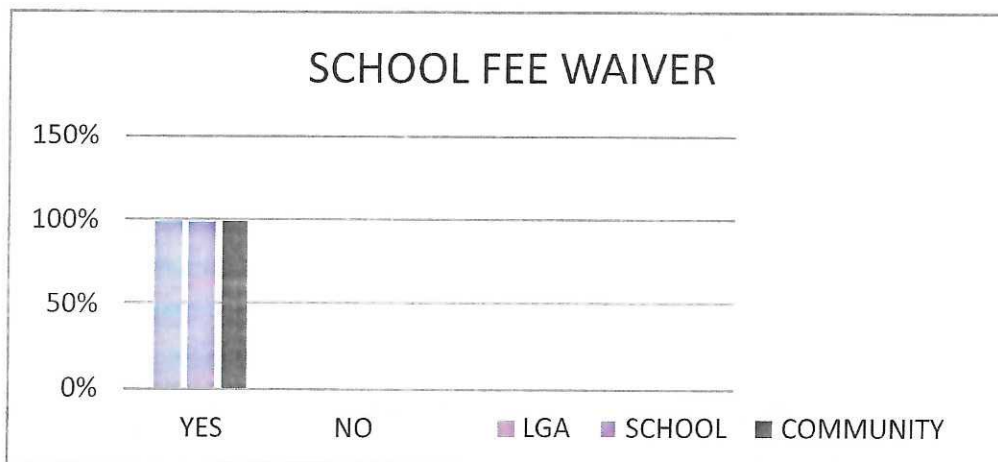


The above Table and Figure show that all the respondents from LGA, Schools and community are aware of the Kaduna State free education policy.

Table 10: School Fees Waiver

Zaria	LGA		School		Community	
Answer	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 10: School Fees Waiver

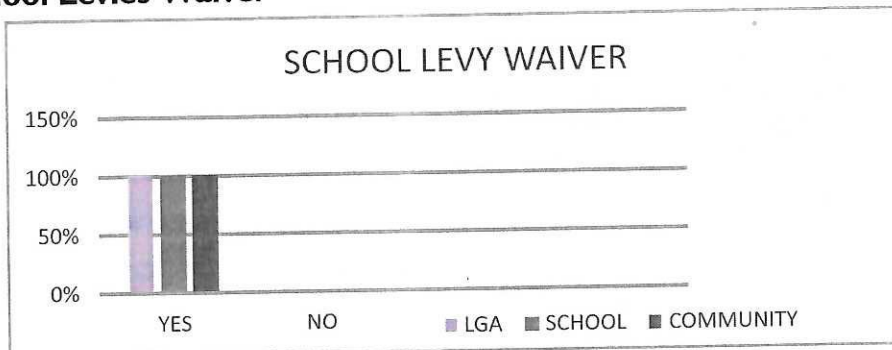


The above Table and Figure indicate that all the respondents from LGA, schools and community agree that there exists a school-fee waiver in Zaria LGA.

Table 11: School Levies Waiver

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Answer						
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 11: School Levies Waiver

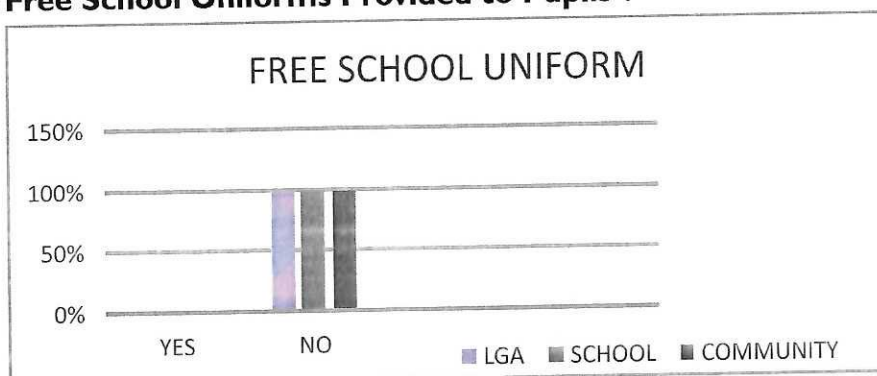


The above responses from people who represented the LGA, schools and community indicate that all of them agreed that pupils studying in Zaria LGEA do not pay school levies.

Table 12: Are Free School Uniforms Provided to Pupils?

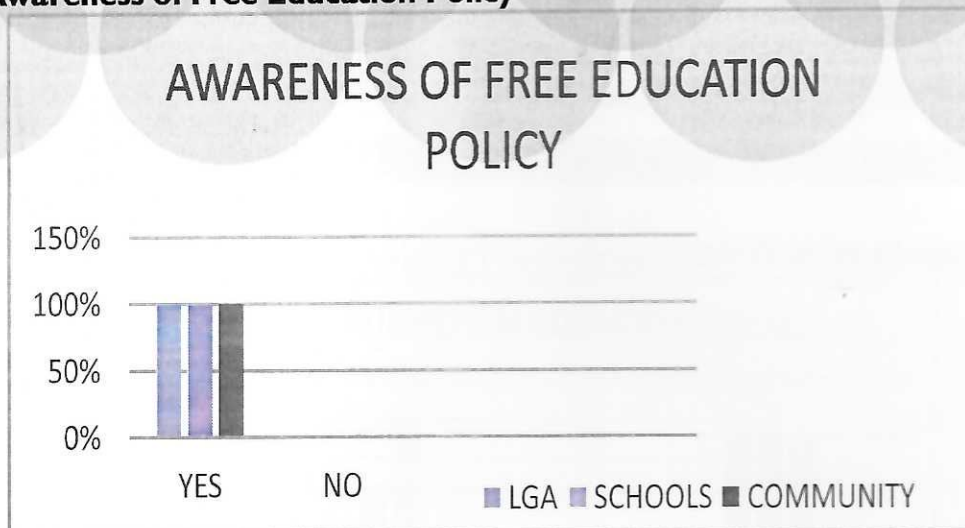
Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Answer						
Yes	0	0	0	0	0	0
No	5	100%	5	100%	25	100%
Total	5	100%	5	100%	25	100%

Figure 12: Are Free School Uniforms Provided to Pupils ?



The above Table and Figure indicate that all the respondents from LGEA, Schools and Community are of the view that they are aware of the free school uniform policy. However, pupils are not being provided with uniforms.

Figure 9: Awareness of Free Education Policy

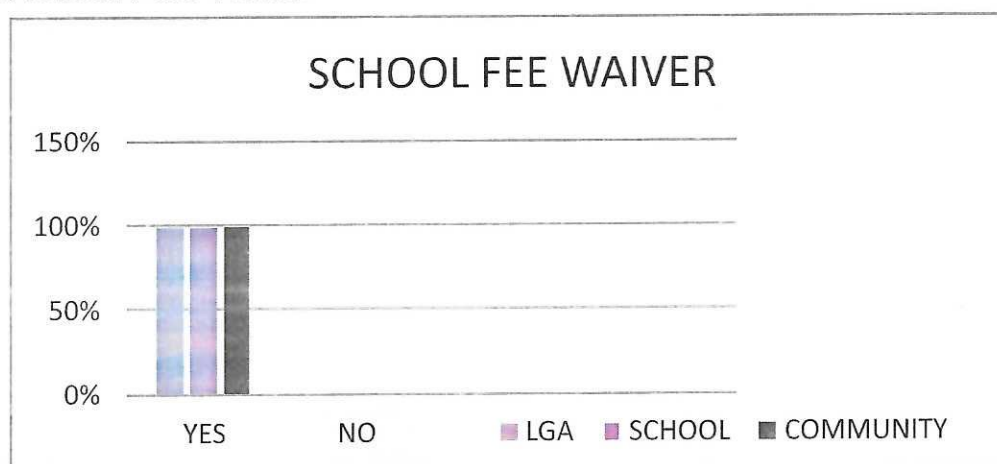


The above Table and Figure show that all the respondents from LGA, Schools and community are aware of the Kaduna State free education policy.

Table 10: School Fees Waiver

Zaria	LGA		School		Community	
Answer	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 10: School Fees Waiver

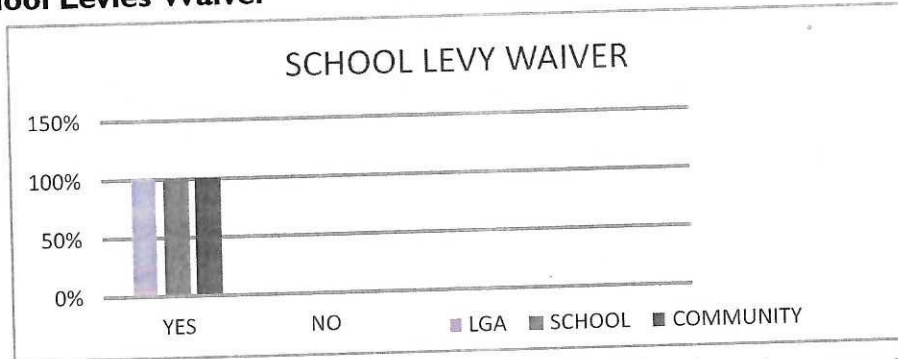


The above Table and Figure indicate that all the respondents from LGA, schools and community agree that there exists a school-fee waiver in Zaria LGA.

Table 11: School Levies Waiver

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Answer						
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 11: School Levies Waiver

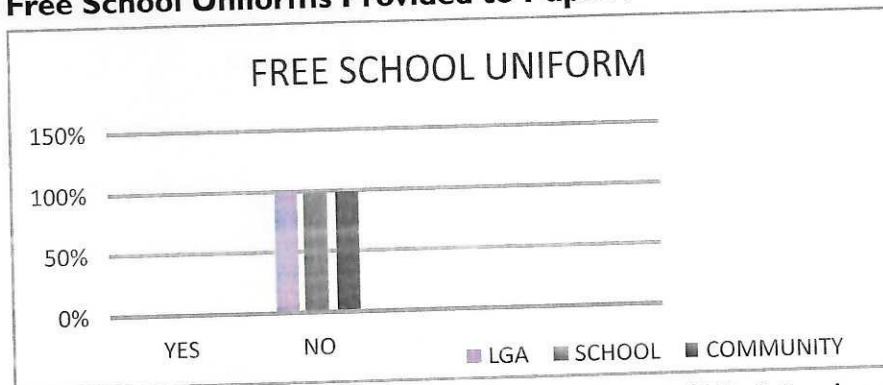


The above responses from people who represented the LGA, schools and community indicate that all of them agreed that pupils studying in Zaria LGEA do not pay school levies.

Table 12: Are Free School Uniforms Provided to Pupils?

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Answer						
Yes	0	0	0	0	0	0
No	5	100%	5	100%	25	100%
Total	5	100%	5	100%	25	100%

Figure 12: Are Free School Uniforms Provided to Pupils ?

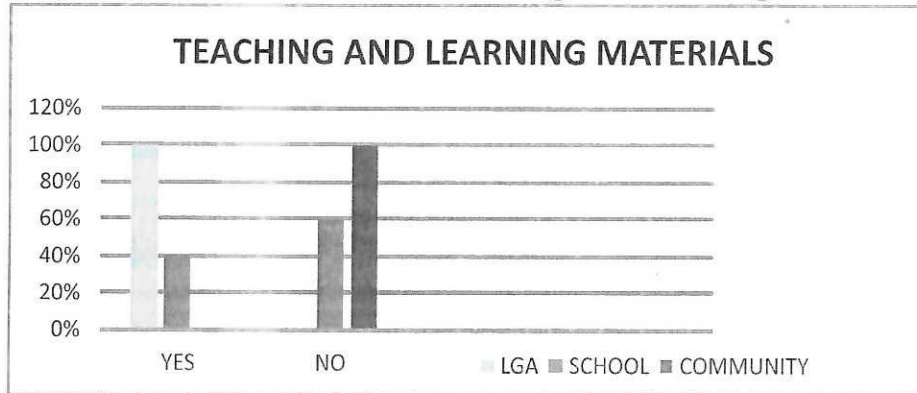


The above Table and Figure indicate that all the respondents from LGEA, Schools and Community are of the view that they are aware of the free school uniform policy. However, pupils are not being provided with uniforms.

Table 13: The Provision of Teaching and Learning Materials

Zaria	LGA		School		Community	
Answer	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	2	40%	0	0
No	0	0	3	60%	25	100%
Total	5	100%	5	100%	25	100%

Figure 13: The Provision of Teaching and Learning Materials

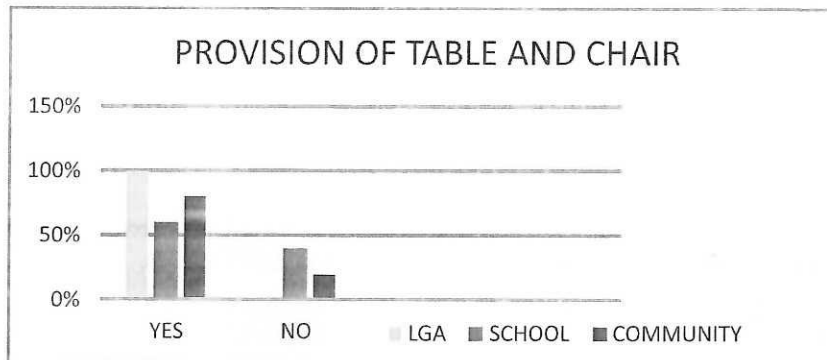


The Table and Figure above indicate that all the respondents from LGAs agree that teaching and learning materials are being provided to schools. 40% from the schools said teaching and learning materials are being provided while 60% said they are not. All the representatives of the community said they are not being provided with teaching and learning materials and that parents buy with their money.

Table 14: The Provision of Tables and Chairs

Zaria	LGA		School		Community	
Answer	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	3	60%	20	80%
No	0	0	2	40%	5	20%
Total	5	100%	5	100%	25	100%

Figure 14: Provision of Tables and Chairs

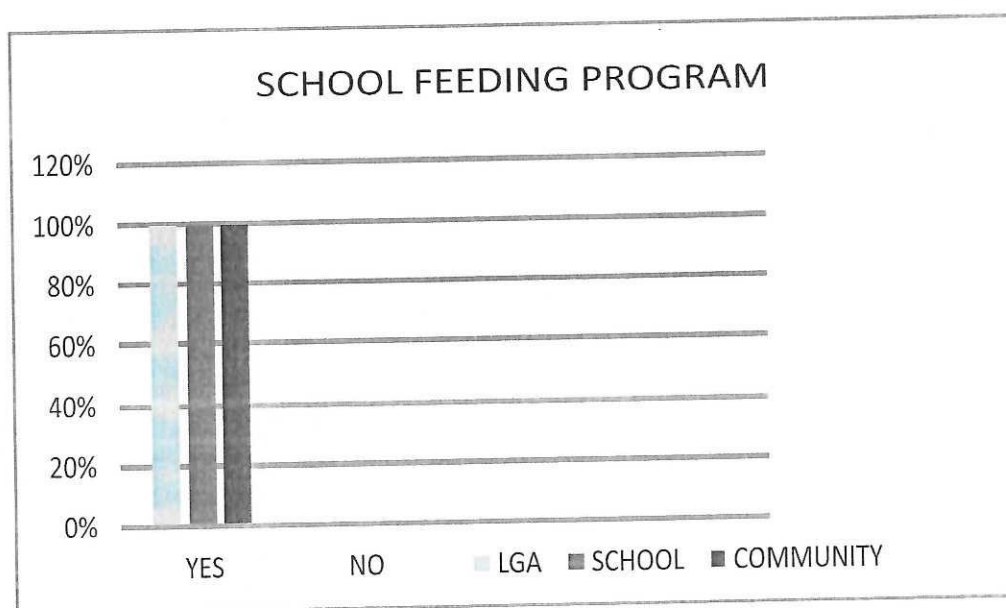


From the data, all the representatives of the LGAs agreed that tables and chairs are provided for schools in Zaria LGA while 60% of the school representatives answered “Yes”, 40% said “No.” 80% of community representatives returned “Yes,” indicating that table and chairs are being provided while 20% of them returned “No,” indicating that they are not available in a lot of the schools in Zaria LGA.

Table 15: The School Feeding Program

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 15: The School Feeding Program

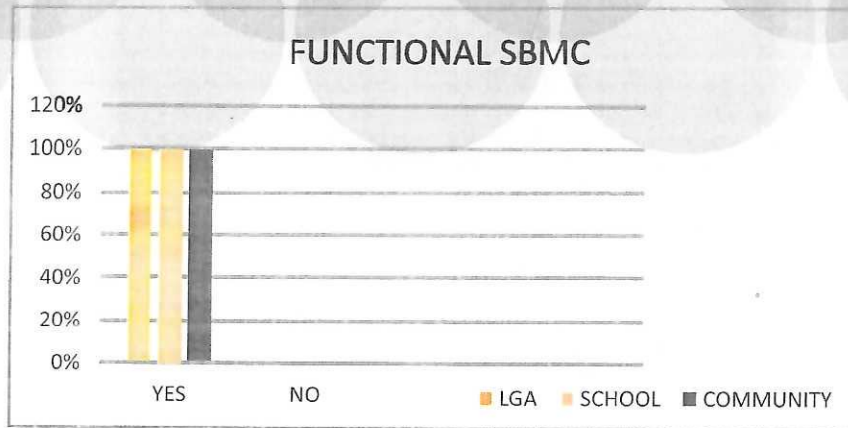


The above Table and Figure show that all the respondents who represented the LGA, Schools and Community reveal that school feeding is being implemented in schools across the Zaria LGEA.

Table 16: Functional SBMC in Schools

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 16: Functional SBMC in Schools

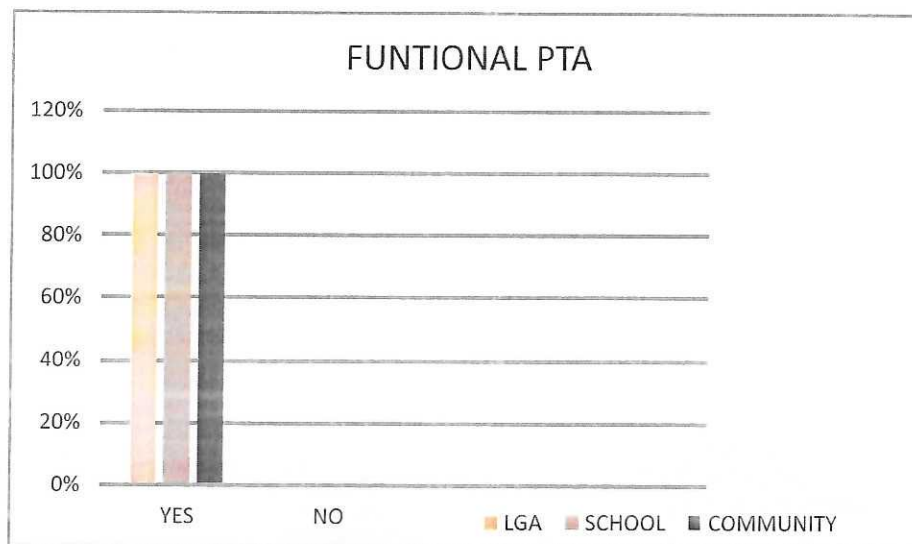


All representatives of the LGA, schools and community said that SBMCs are existing and functional in schools across Zaria LGEA and that they monitor and support school activities.

Table 17: Functional PTA in Schools

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 17: Functional PTA in Schools

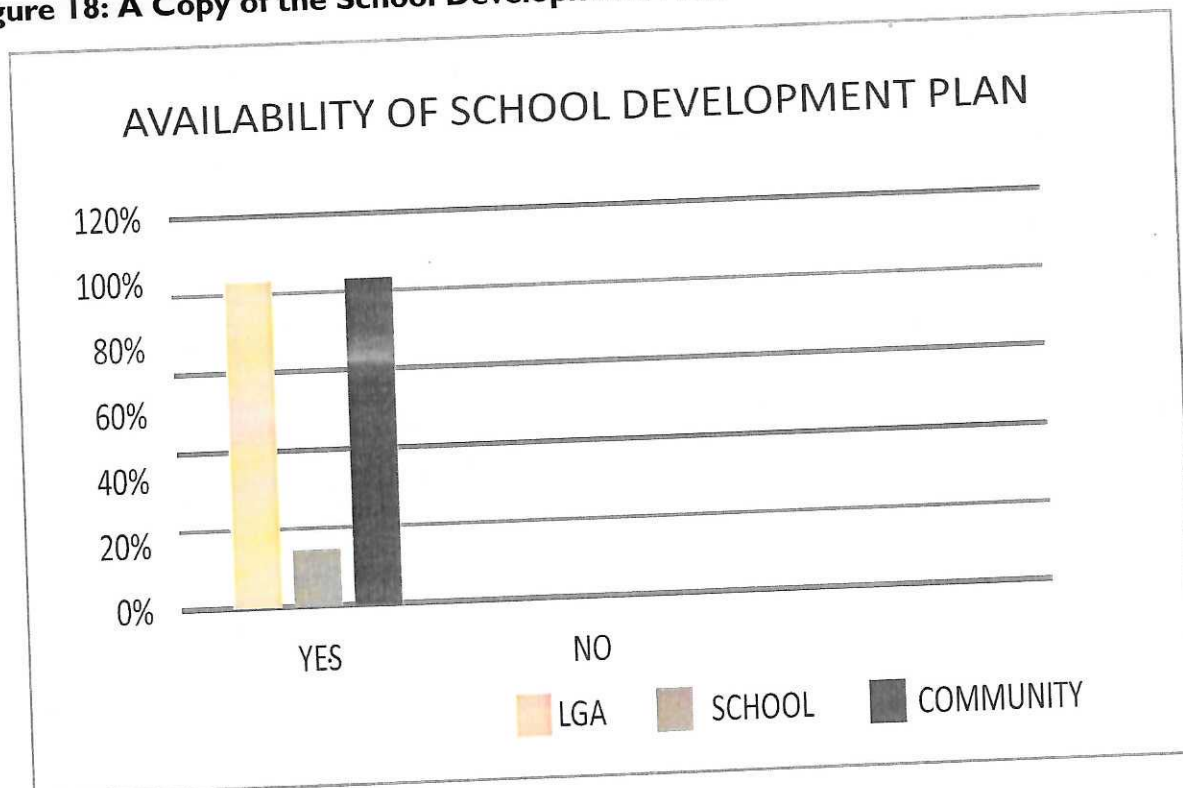


All the representatives of LGEA, schools and community said that PTAs exist and are functional in schools across Zaria LGEA.

Table 18: A Copy of the School Development Plan

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Answer						
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 18: A Copy of the School Development Plan



All the respondents agreed that schools have copies of their school development plan. Respondents further agreed that it is the development plan that informs areas of rehabilitation and improvement of LGEA schools across Zaria LGA

Table 19: Do Schools Have Sufficient Classrooms?

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Answer						
Yes	0	0	0	0	0	0
No	5	100%	5	100%	25	100%
Total	5	100%	5	100%	25	100%

Figure 19: Do Schools Have Sufficient Classrooms?



All the respondents from the LGA, schools and community said schools do not have enough classes. In some classes 100 or more pupils are found and for some schools, teachers are over-worked to run morning and afternoon shifts before they close.

Table 20: Does Every Pupil Have a Suitable Table and Chair?

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	0	0	0	0
No	5	100%	5	100%	25	100%
Total	5	100%	5	100%	25	100%

Figure 20: Does Every Pupil Have Suitable Table and Chair?

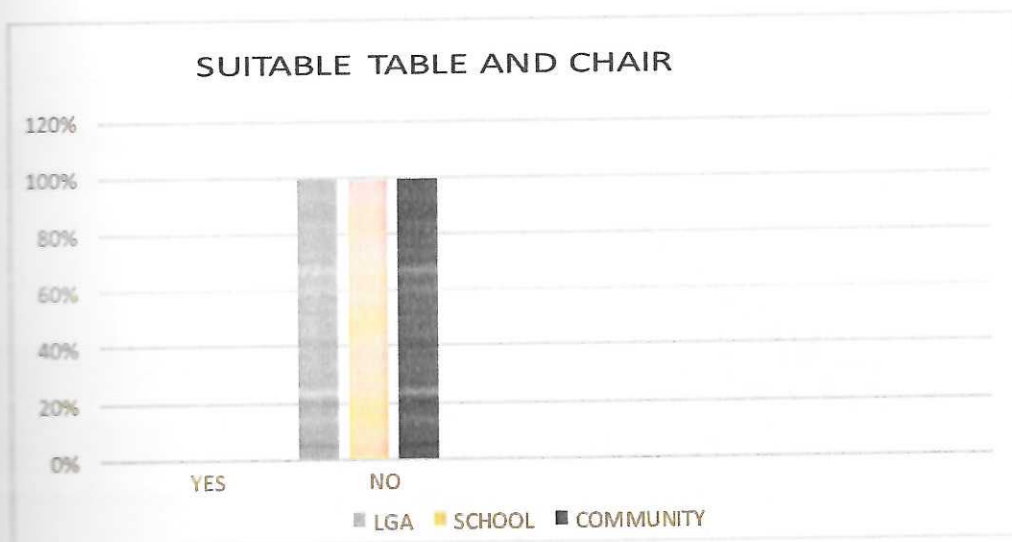
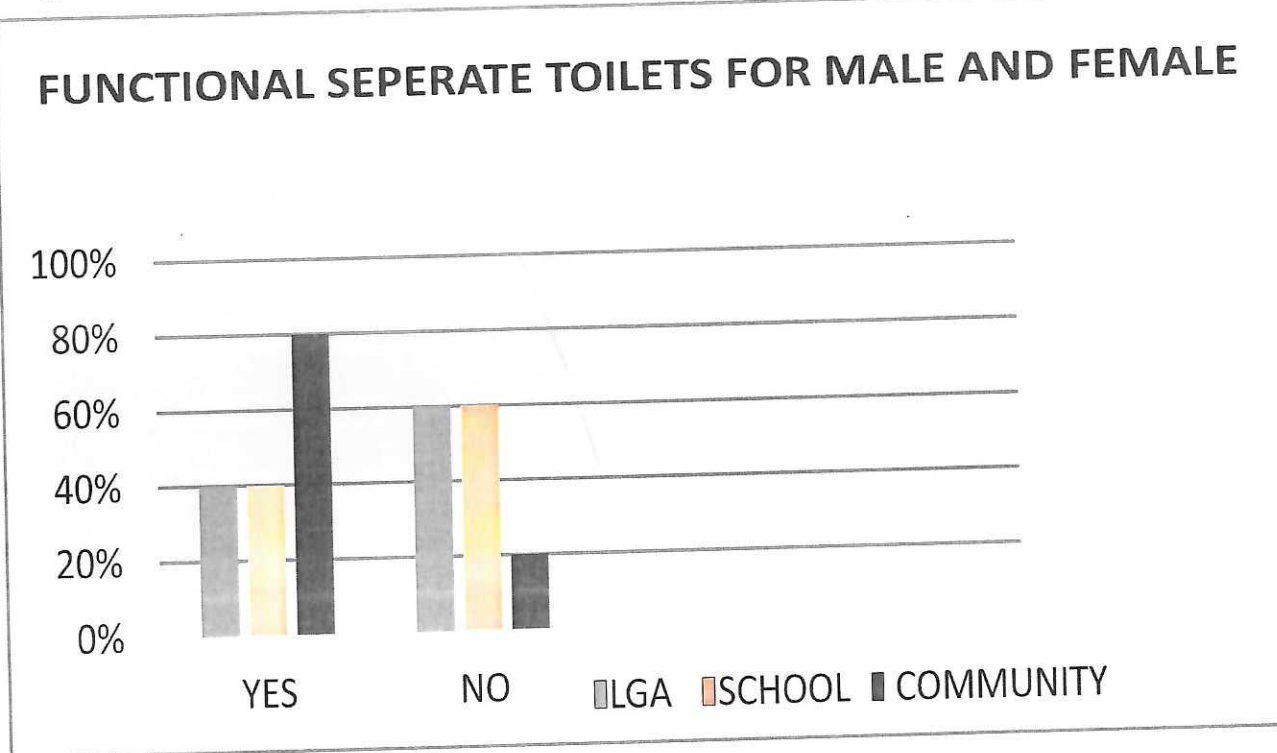


Table 21: Do Schools Have Separate Functional Toilets for Male and Female?

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	2	40%	2	40%	20	80%
No	3	60%	3	60%	5	20%
Total	5	100%	5	100%	25	100%

Figure 21: Separate Functional Toilets for Male and Female



As indicated in Table 21 above, 40% of the respondents from LGA responded that majority of schools in Zaria LGA have functional and separate toilets. 60% answered “No” and 40% who represented schools answered “Yes”.

Table 22: Does Your School Have a Gate and Fence?

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	2	40%	1	20%	3	12%
No	3	60%	4	80%	22	88%
Total	5	100%	5	100%	25	100%

Figure 22: Does Your School Have a Gate and Fence?

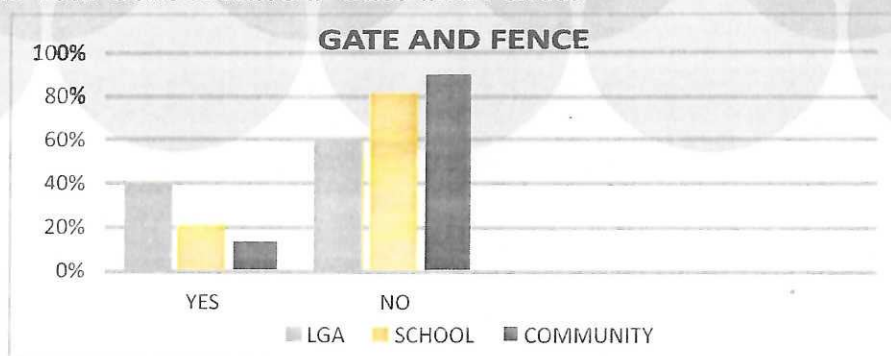
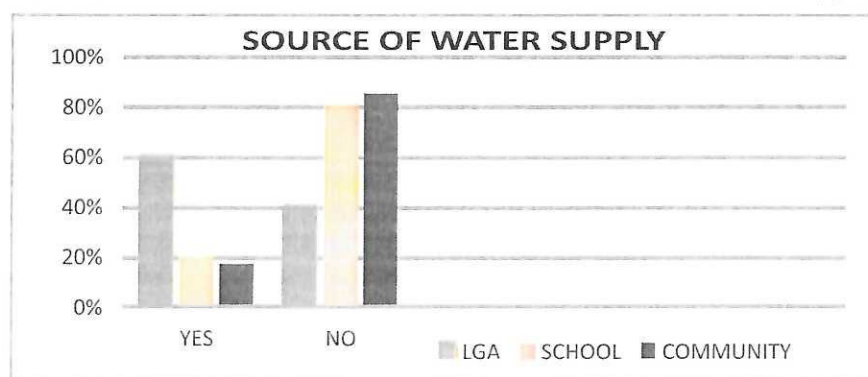


Table 22 shows that 40% of the LGA respondents answered “Yes” while 60% replied “No”, 20% from schools returned “Yes” and 80% “No”, indicating that majority of the schools don't have a gate and a fence. On the other hand, 12% from communities returned “Yes” and 88% responded “No”, indicating that majority of the schools in Zaria LGA does not have gates and fences.

Table 23: Do Majority of Schools Have a Potable Source of Water Supply?

Zaria	LGA		School		Community	
Answer	Frequency	%	Frequency	%	Frequency	%
Yes	3	60%	1	20%	4	16%
No	2	40%	4	80%	21	84%
Total	5	100%	5	100%	25	100%

Figure 23: Do Majority of Schools Have a Potable Source of Water Supply?

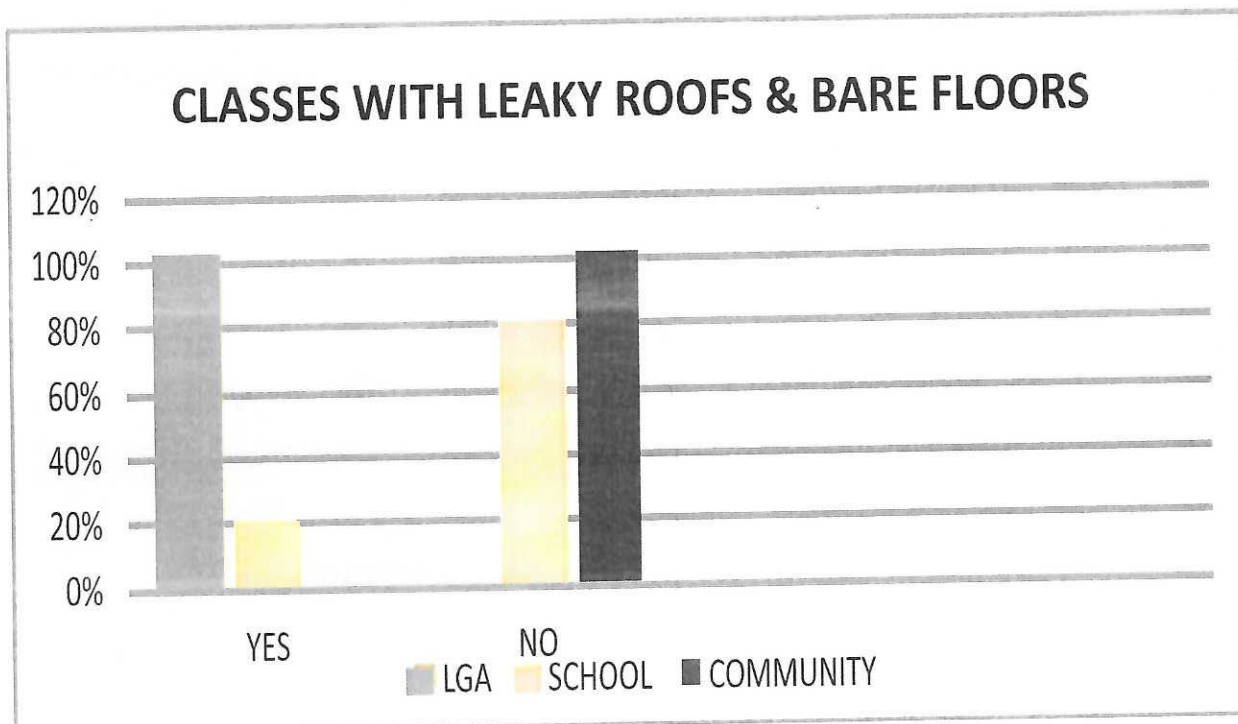


In Table 23 above, 60% of the respondents from LGA answered that there is a potable source of water but in very few of the schools in Zaria LGEA while 40% said majority of the schools don't have it. 20% from schools answered “Yes”, while 80% answered “No” that majority of the schools don't have water and 16% of the community respondents said yes while 84% said “No” especially in the rural schools.

Table 24: Report of Classes with Leaky Roofs and Bare Floors

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Answer						
Yes	5	100%	1	20%	0	0
No	0	0	4	80%	25	100%
Total	5	100%	5	100%	25	100%

Figure 24: Report of Classes with Leaky Roofs and Bare Floors

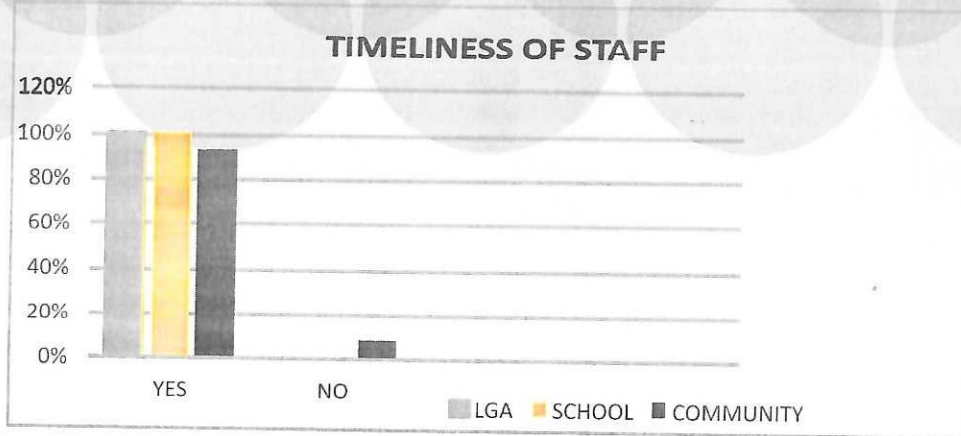


The above responses show that 100% of the LGEA staff said they frequently get reports from schools of leaky roofs and bare floors, 20% of the school representatives returned “Yes” and 80% “No” while 100% of the representatives of the community said “No”.

Table 25: Timeliness of Staff

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Answer						
Yes	5	100%	5	100%	23	92%
No	0	0	0	0	2	8%
Total	5	100%	5	100%	25	100%

Figure 25: Timeliness of Staff

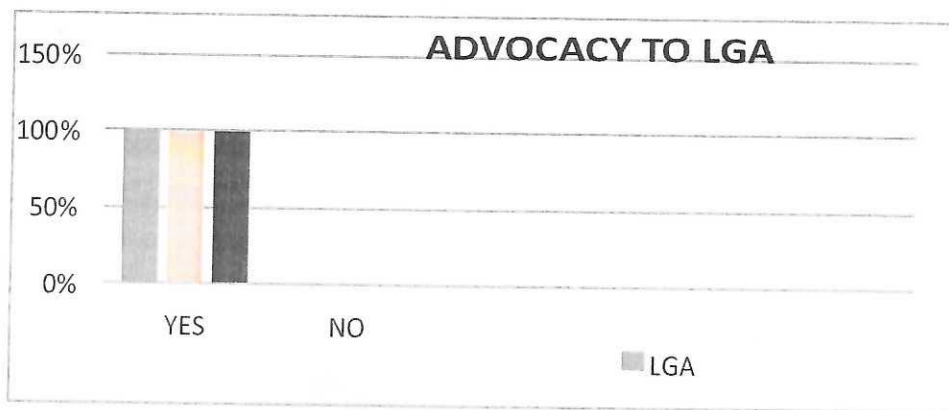


On the responses of respondents on the timeliness of teachers in Zaria LGA, 100% of the respondents from the LGA and schools responded “Yes” to indicate that staff have been timely, while 92 of those from the community also responded “Yes.” 8% of the latter answered “No” to indicate that not all the teachers come to work on time.

Table 26: SBMC Advocacy to LGEA

Zaria	LGEA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 26: SBMC Advocacy to LGEA

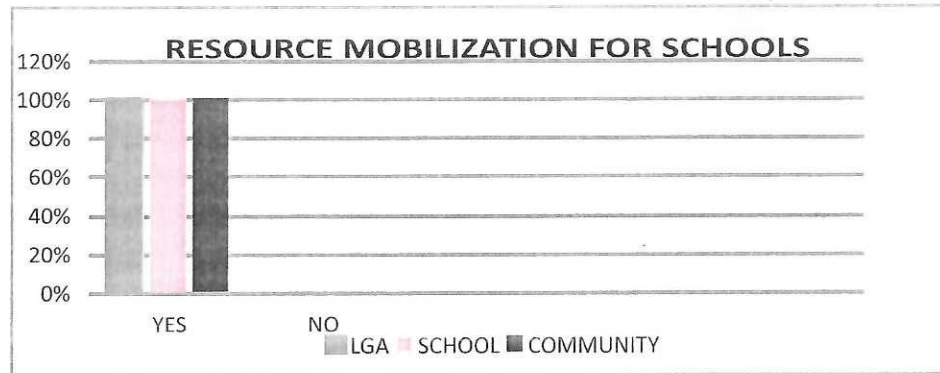


100% of the respondents from LGEA, schools and the community indicated that SBMCs in Zaria LGA go for advocacy visits to the LGEA Secretariat to present their school complaints. The above information shows that SBMC Members conduct advocacy visits on behalf of schools in their communities.

Table 27: SBMC Resource Mobilization for Schools

Zaria	LGA		School		Community	
Answer	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 27: SBMC Resource Mobilization for Schools



The data presented in Table 27 above show that all the 100% of the respondents, representing the LGEA, schools and communities, answered “Yes” to the question whether the SBMCs mobilize resources to fix problems in schools. Response from community members said the SBMCs solve most of the schools financial problems.

Table 28: Has Your School Benefitted from Donor Funding?

Zaria	LGA		School		Community	
Answer	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 28: Has Your School Benefitted from Donor Funding?

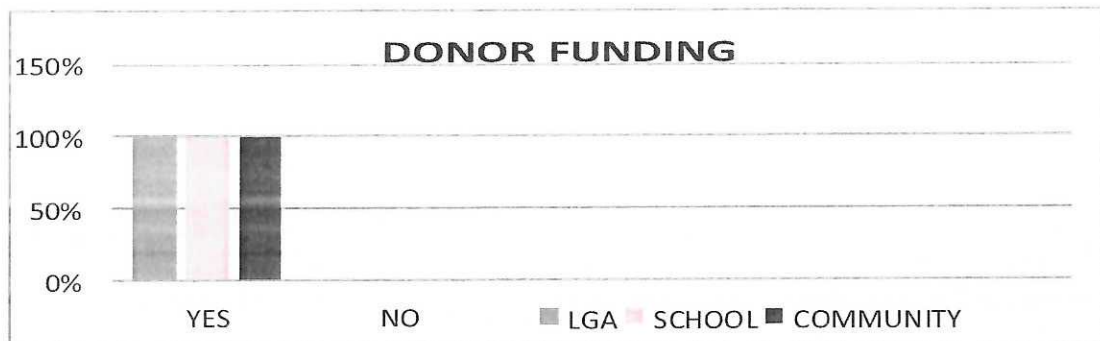
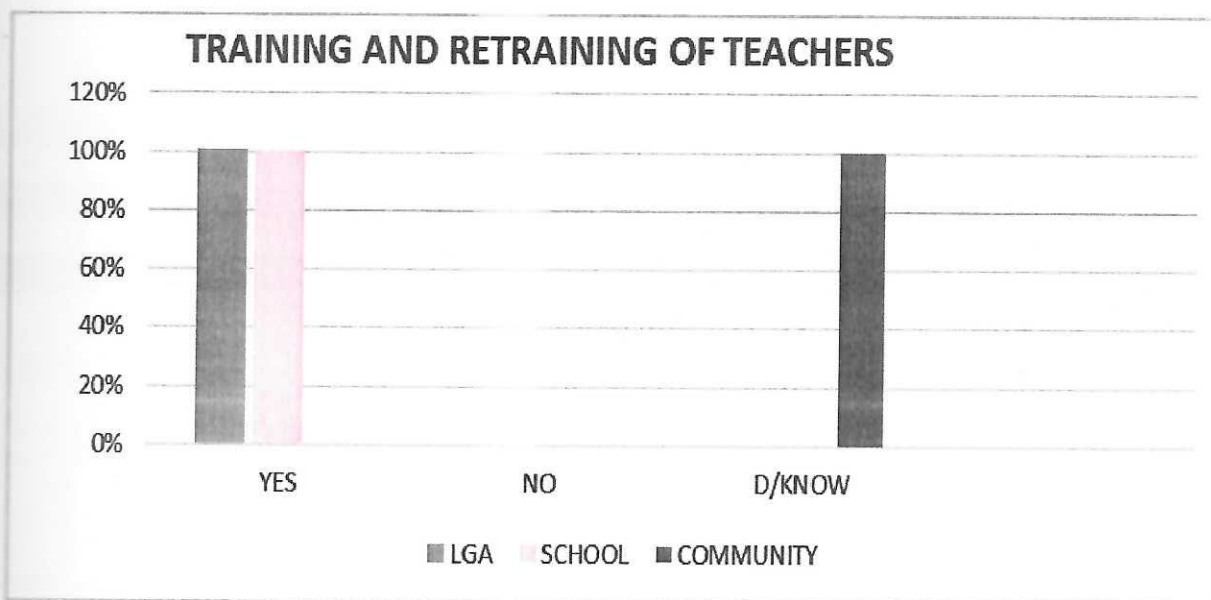


Table 28 and the Figure show that 100% of all the representatives of the LGA, schools and community responded “Yes” to the question whether their school has benefited one time or the other from donor funding.

Table 29: Training and Retraining Teachers

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	0	0
No	0	0	0	0	0	0
D/Know	0	0	0	0	25	100%
Total	5	100%	5	100%	25	100%

Figure 29: Training and Retraining Teachers

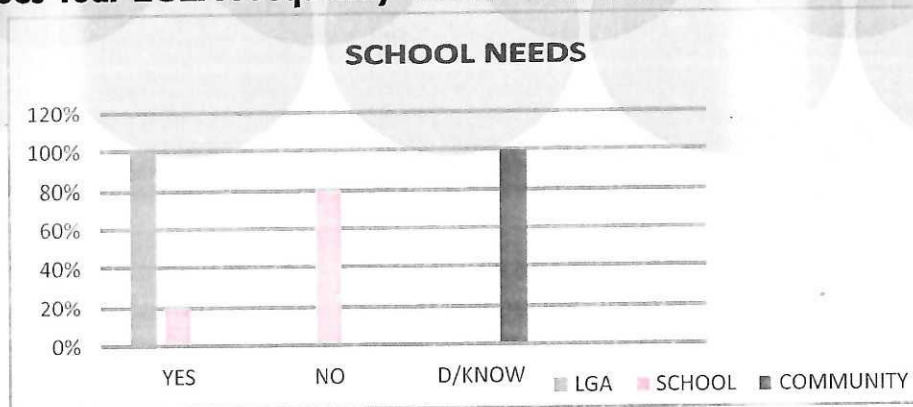


The Table and Figure above show that all the LGEA and school respondents answered “Yes” to the question whether teachers in Zaria LGA go for training and retraining. All the community respondents answered that they do not know.

Table 30: Does Your LGEA Frequently Collate School Needs?

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	1	20%	0	0
No	0	0	4	80%	0	0
D/Know	0	0	0	0	25	100%
Total	5	100%	5	100%	25	100%

Figure 30: Does Your LGEA Frequently Collate School Needs?

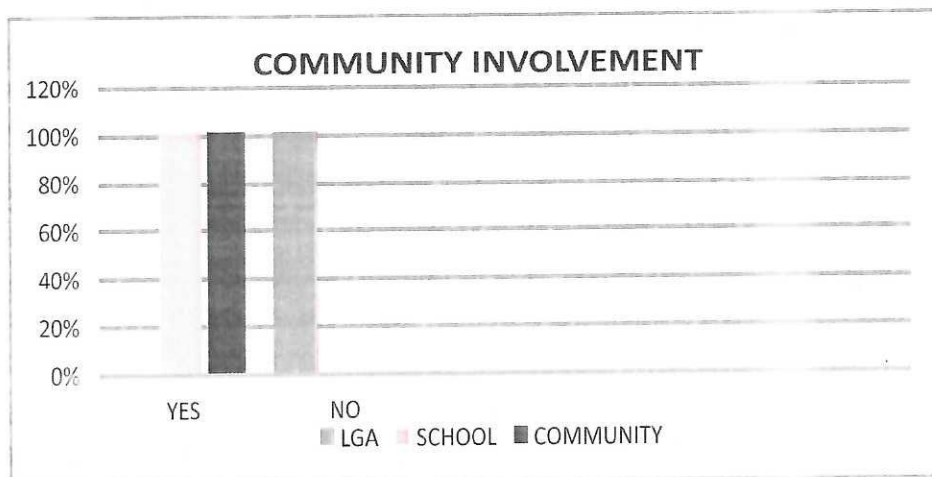


In Table 30 above, all the respondents who represented the LGA answered “Yes” when asked if their school needs are frequently collated. 20% of the school representatives returned “Yes,” while 80% said no and 100% of the community members said they don’t know.

Table 31: Community Involvement in School Projects

Zaria	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	5	100%	25	100%
No	5	100%	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 31: Community Involvement in School Projects



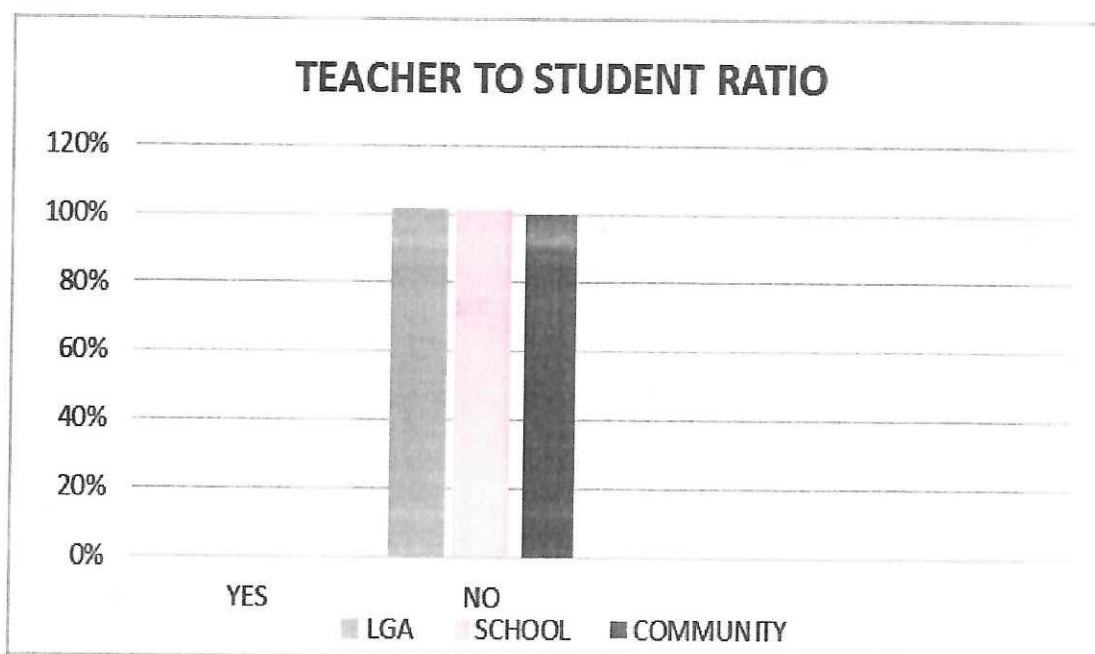
The above responses show that 100% of the LGEA respondents answered “No” to the question whether the community is involved in the implementation of school projects. 100% of school representatives returned “Yes.” Community representatives returned “Yes”, noting that school heads always inform them of ongoing projects.

PRESENTATION OF DATA FROM KAURU LGA

Table 32: Government Approved Teacher - Student Ratio

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	0	0	0	0
No	5	100%	5	100%	25	100%
Total	5	100%	5	100%	25	100%

Figure 32: Government Approved Teacher - Student Ratio



The above Table 32 and Figure 32 show that 100% of all the respondents answered “No” to the question on whether the selected respondents from the LGA, schools and community said schools in Kauru LGA are not working with the appropriate standard student-teacher ratio.

Table 33: Awareness of the Free Education Policy

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 33: Awareness of the Free Education Policy

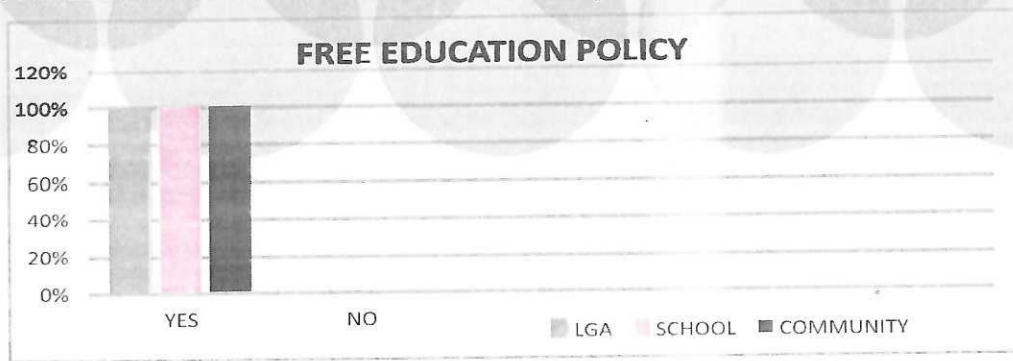


Table 33 and Figure 33 show that all the respondents from the LGEA, schools and community are aware of the Kaduna State Free Education Policy.

Table 34: School Fees Waiver

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 34: School Fees Waiver

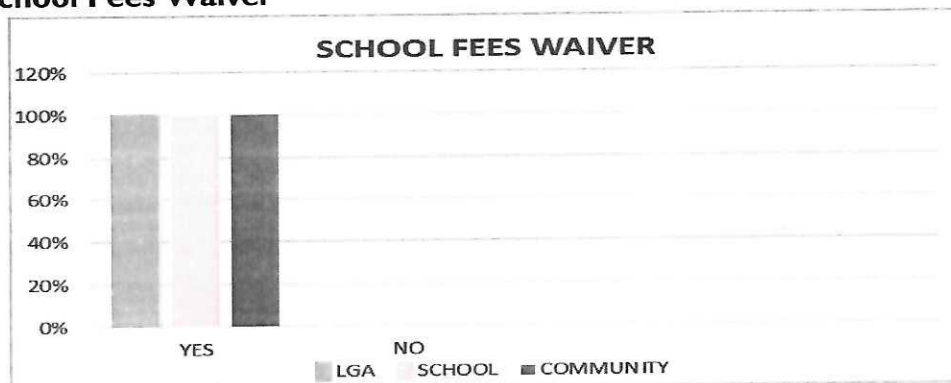


Table 34 and Figure 34 show that 100% of the respondents representing the LGEA, schools and community answered "YES" to the question whether the policy of school fees waiver is implemented in Kauru LGA.

Table 35: School Levies Waiver

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 35: School Levies Waiver



Table 35 and Figure 35 show that 100% of the respondents from the LGEA, Schools and Community answered “Yes” when asked about school levies waiver.

Table 36: Free School Uniform

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	0	0	3	12%
No	5	100%	5	100%	22	88%
Total	5	100%	5	100%	25	100%

Figure 36: Free School Uniform

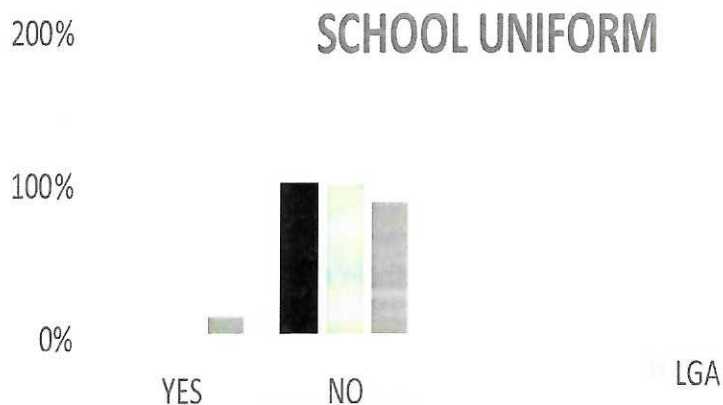
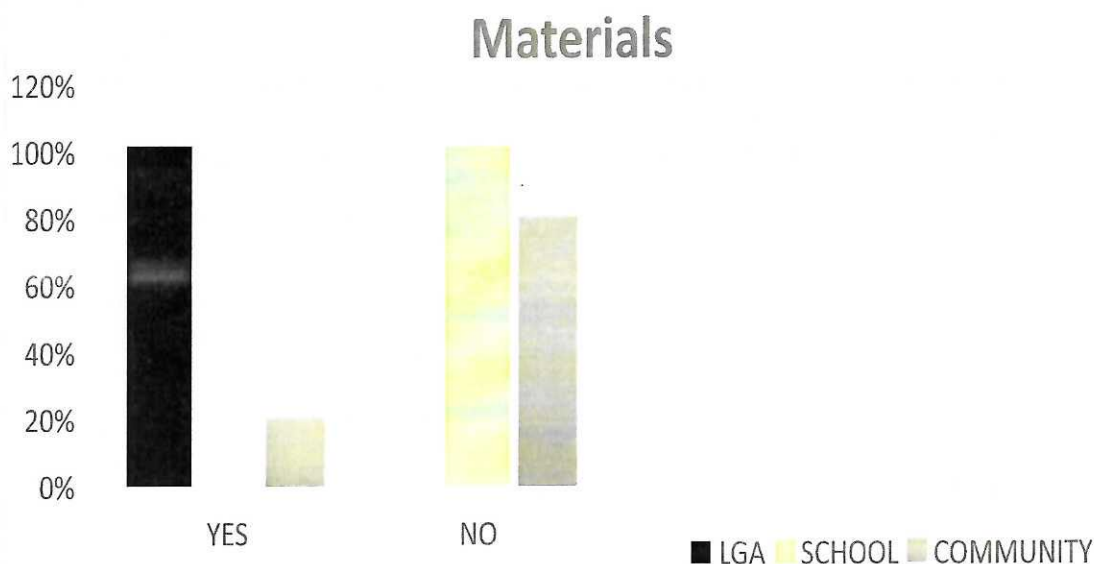


Table 36 and Figure 36 indicate that the respondents from the LGA and schools said that free school uniform policy exists in Kauru LGA but is not functioning, while 12% who represents the community returned “Yes” and 82% answered “No”. The above information shows that there is no free school uniform given to pupils in Kauru LGEA.

Table 37: Teaching and Learning Materials

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	0	0	5	20%
No	0	0	5	100%	20	80%
Total	5	100%	5	100%	25	100%

Figure 37: Teaching and Learning Materials



The Table and Figure above indicate that all the respondents from the LGEA agree that teaching and learning materials are being provided to schools in the LGA. 100% who represented schools in the LGA answered that teaching and learning materials are not provided. On their part 20%, of the community respondents said they are provided and 80% of them said they are not. The above information shows that teaching and learning materials are not being provided in majority of schools in Kauru LGEA.

Table 38: The Provision of Tables and Chairs

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	2	40%	12	48%
No	0	0	3	60%	13	52%
Total	5	100%	5	100%	25	100%

Figure 38: The Provision of Tables and Chairs

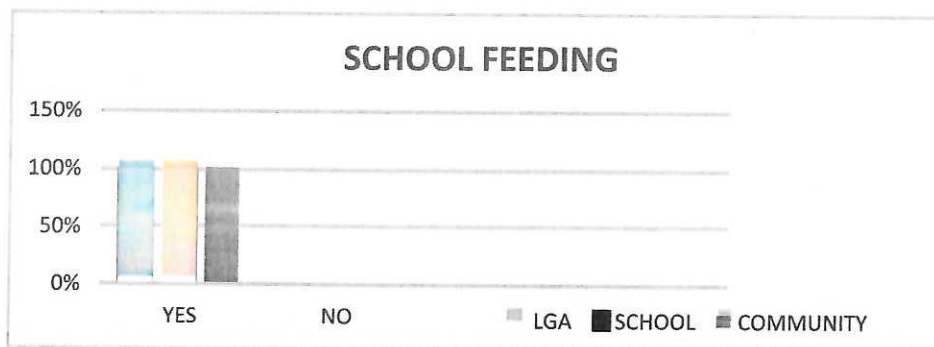


The Table and Figure above show that all the representatives of the LGEA agree that tables and chairs are provided for schools in Kauru LGEA. 40% of the school representatives returned “Yes” and 60% “No”. 48% of community representatives returned “Yes” to the question about table and chairs being provided. On the other hand, 52% of them returned “No”. The above information indicates that government does not provide tables and chairs in the majority of the schools in Kauru LGEA.

Table 39: School Feeding Program

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 39: School Feeding Program



The Table and Figure above show that the all respondents, who represented the LGEA, schools and community, answered “Yes” to the question on the implementation of the Homegrown School Feeding program.

Table 40: Functional SBMC in Schools

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 40: Functional SBMC in Schools

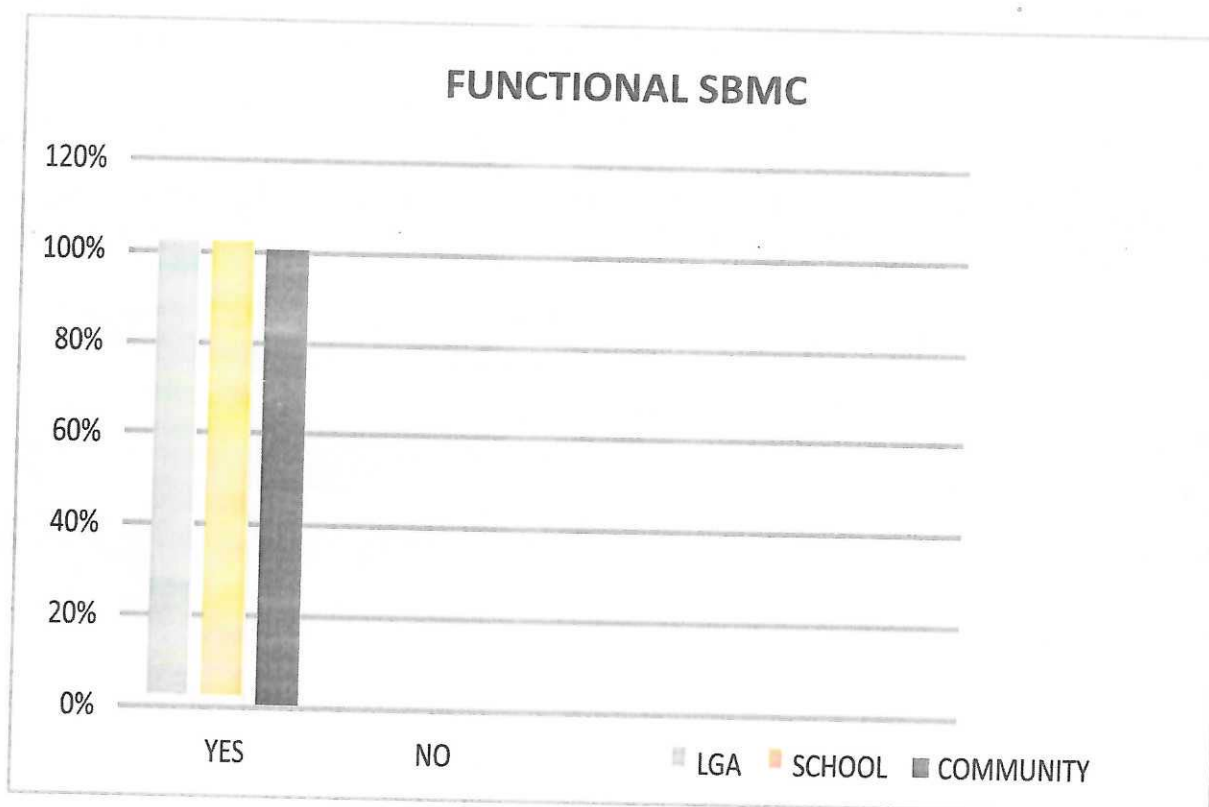
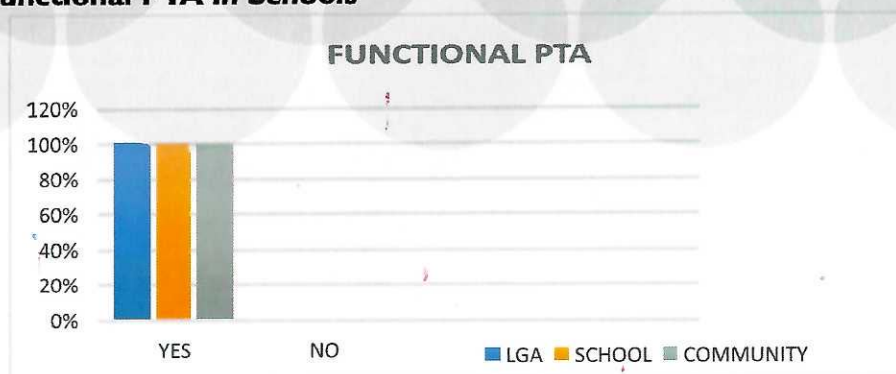


Table 40 and Figure 40 above show that 100% of the representatives from LGEA, schools and community answered in the affirmation that SBMCs exist and are functional in Schools across Kauru LGA.

Table 41: Functional PTA in Schools

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 41: Functional PTA in Schools

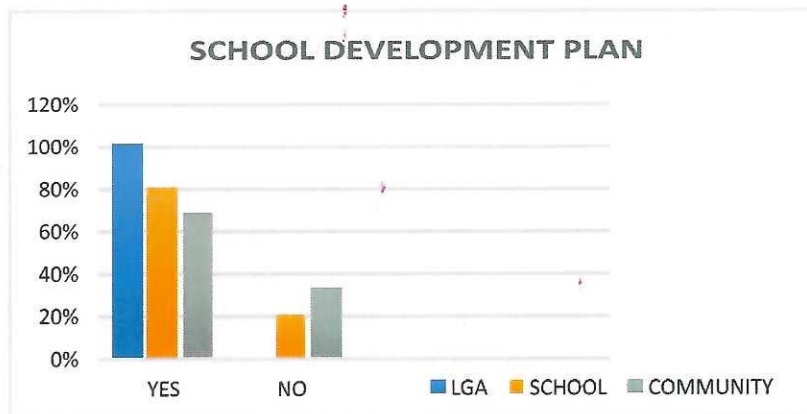


All the respondents who are representatives of LGEA, schools and community answered that Parent Teachers Associations exist and are functional in schools across Kauru LGA.

Table 42: School Development Plan

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	4	80%	17	68%
No	0	0	1	20%	8	32%
Total	5	100%	5	100%	25%	100%

Figure 42: School Development Plan

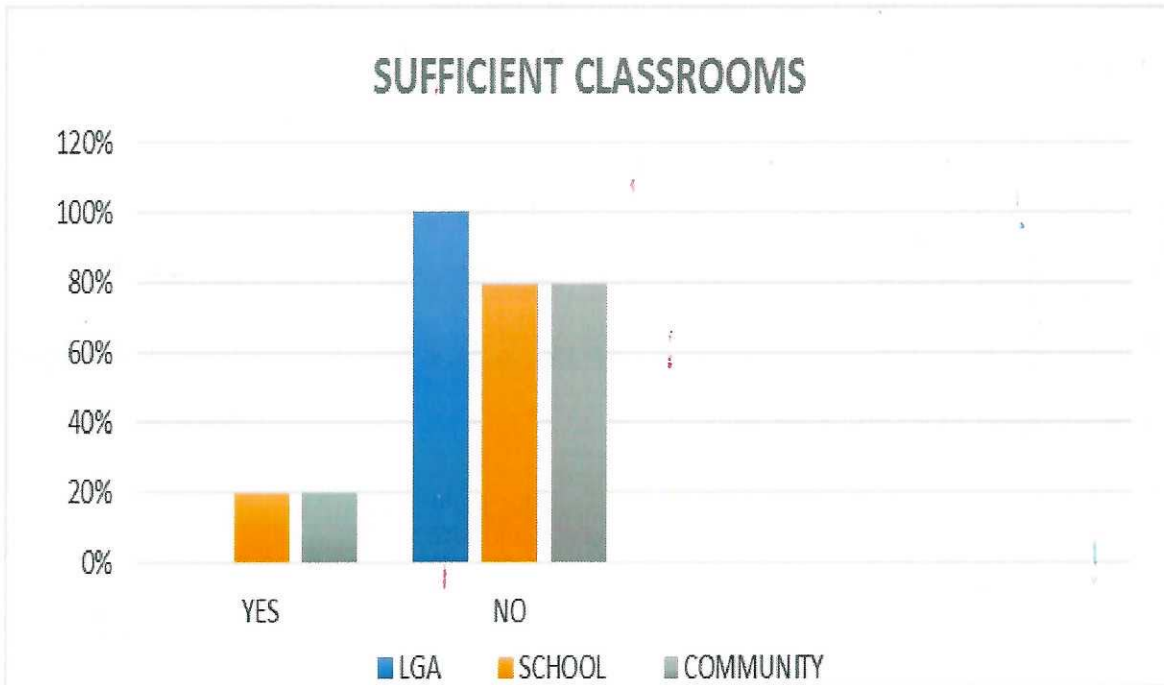


100% of the people who responded from the LGEA answered that schools have a copy of their school development plan. 80% of the respondents from Schools also answered “Yes” while 20% answered “No”. 68% of community respondents answered “Yes” while 32 answered “No”. For those who said “Yes”, said it is the development plan that informs areas that need repairs or improvement in the schools. The above information reveals that majority of schools in Kauru LGEA have a copy of school development plan.

Table 43: Do Schools Have Sufficient Classrooms?

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	1	20%	5	20%
No	5	100%	4	80%	20	80%
Total	5	100%	5	100%	0	100%

Figure 43: Do Schools Have Sufficient Classrooms?

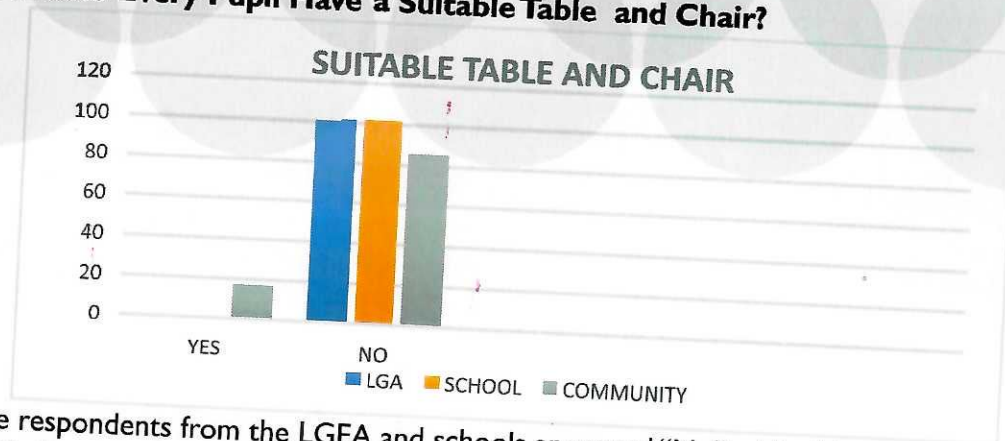


100% of the people who responded from the LGEA answered “No”, just as schools and community respondents informed that schools do not have enough classes because some classes have 80 - 100 or even more pupils.

Table 44: Does Every Pupil Have Suitable Table and Chair?

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	0	0	4	16%
No	5	100%	5	100%	21	84%
Total	5	100%	5	100%	25	100%

Figure 44: Does Every Pupil Have a Suitable Table and Chair?

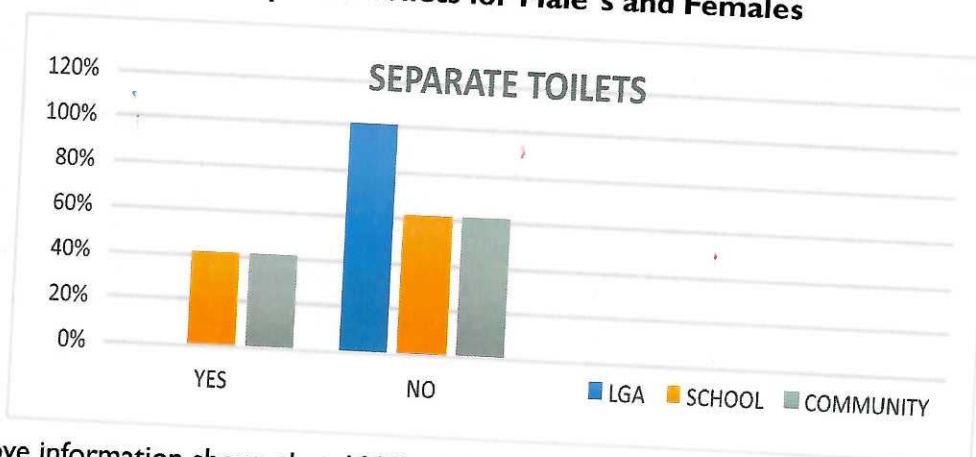


100% of the respondents from the LGEA and schools answered “No” while 16% from the community answered “Yes” and 84% answered “No.” This shows that pupils in LGEA schools in Kauru LGA don’t have enough suitable tables and chairs for every pupil to work with.

Table 45: Functional Separate Toilets for Males and Females

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	2	40%	10	40%
No	5	100%	3	60%	15	60%
Total	5	100%	5	100%	25	100%

Figure 45: Functional Separate Toilets for Male s and Females



The above information shows that 100% of the LGA respondents answered “No ” to the question on whether majority of schools in Kauru LGA have separate toilets for males and females. 40% of school respondents returned “Yes” while 60% answered “No ” and 40% of community respondents replied “Yes” while 60% replied “No ”. The latter reported that most schools that have toilets were built by SBMC or donor support.

Table 46: Do Majority of Schools Have a Gate and a Fence?

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	0	0	0	0
No	5	100%	5	100%	25	100%
Total	5	100%	5	100%	25	100%

Figure 46: Do Majority of the Schools Have Gates and Fences?



100% of the respondents from the LGEA, schools and communities said majority of the LGEA schools do not have fences and gates.

Table 47: Do Majority of the Schools Have Potable Source of Water Supply?

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	1	20%	5	20%
No	5	100%	4	80%	20	80%
Total	5	100%	5	100%	25	100%

Figure 47: Do Majority of the Schools Have Potable Source of Water Supply?

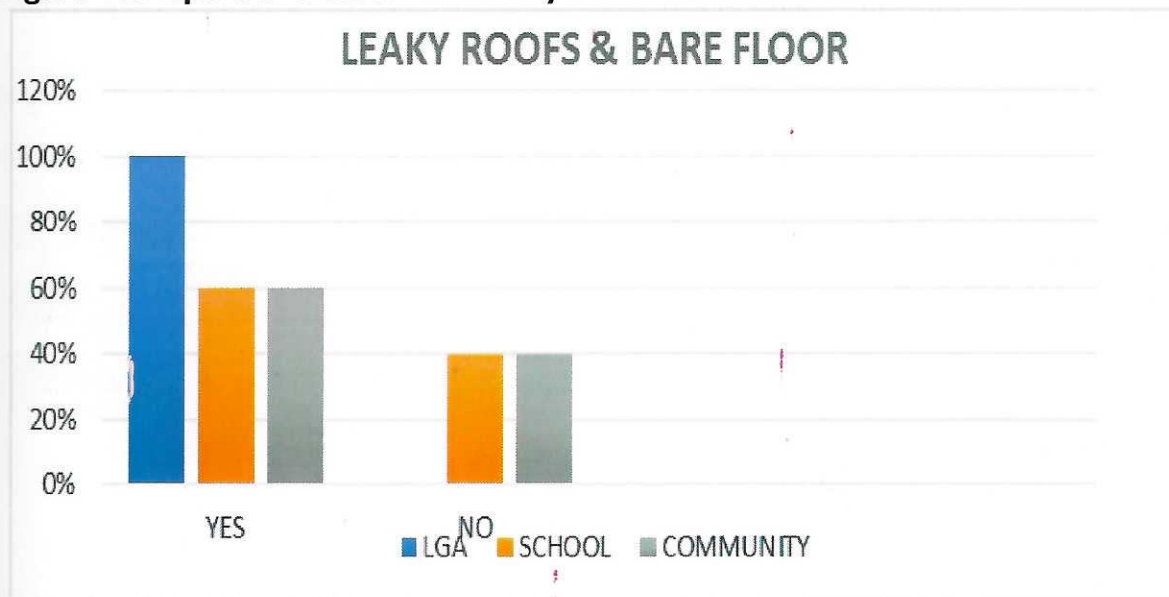


20% of the school representatives and communities said schools have a potable source of water supply while 100% of the LGEA respondents said majority of the LGEA schools do not. 80% of the school representatives and communities answered “No”.

Table 48: Report of Classes with Leaky Roofs and Bare Floors

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	3	60%	15	60%
No	0	0	2	40%	10	40%
Total	5	100%	5	100%	25	100%

Figure 48: Report of Classes with Leaky Roofs and Bare Floors



100% of the LGEA respondents answered “Yes”, noting that majority of the schools in the LGA have reported having leaky roofs and bare floors. 60% of the school representatives and community also answered “Yes”, while 40% of the schools and communities replied “No”.

Table 49: Timeliness of Staff

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 49: Timeliness of Staff

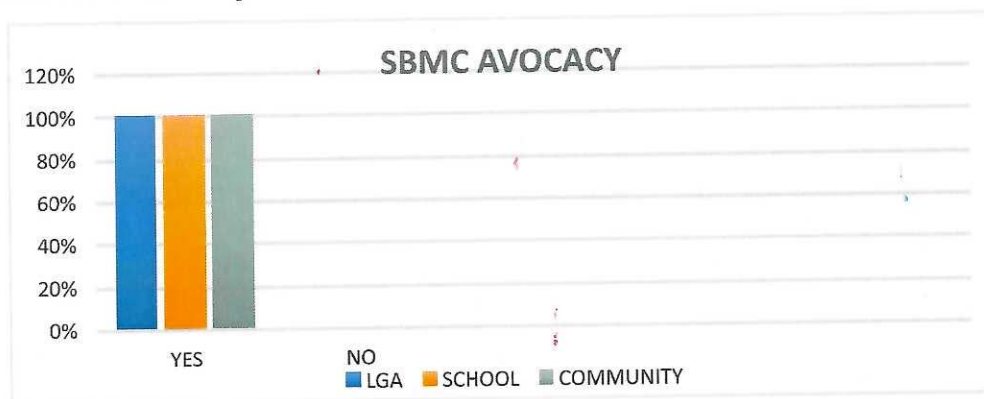


100% of the respondents from the LGEA, schools and communities answered “Yes”, informing that teachers come to work at the right time and close at the right time.

Table 50: SBMC Advocacy to LGA

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 50: SBMC Advocacy to LGA

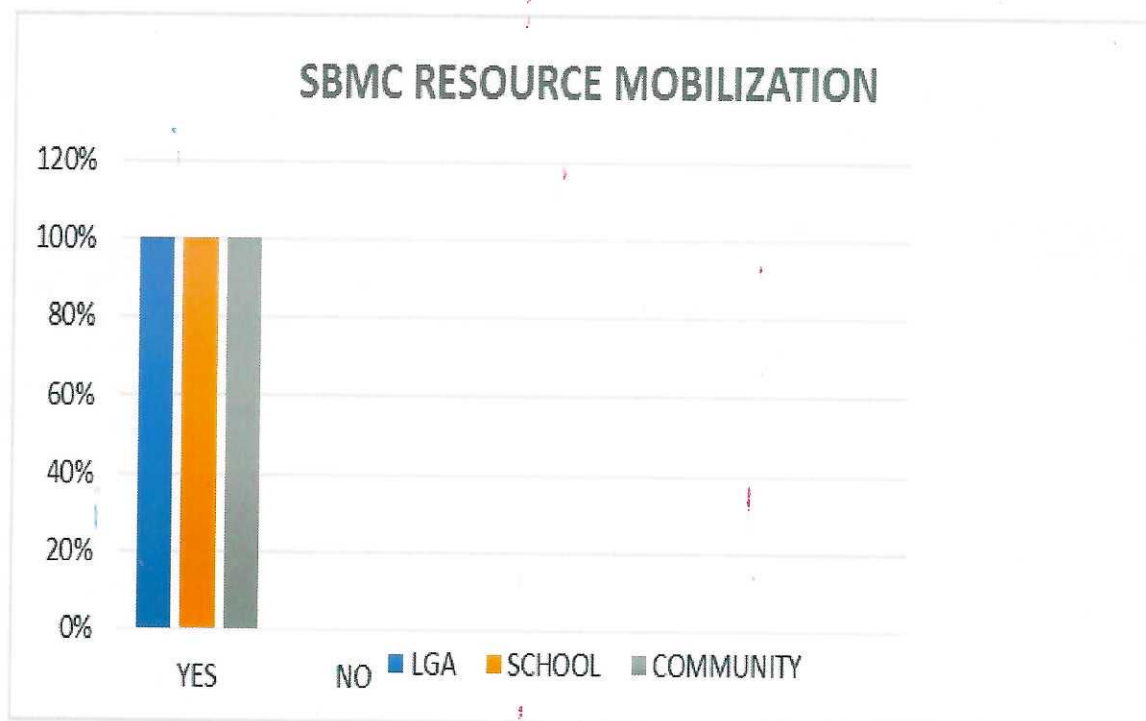


100% of the respondents from the LGEA, school and communities said the SBMCs do pay advocacy visits to LGEA to put forward requests on school needs. But they hardly get their requests and that is the more reason why they don't wait for government.

Table 51: SBMC Resource Mobilization for Schools

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 51: SBMC Resource Mobilization for Schools



100% of the respondents from the LGEA, schools and communities said SBMCs do mobilize resources to fix all schools problems and make available teaching materials for example, chalk. The LGEA respondents further said they have been doing so either in cash or in kind and that SBMC members mobilize community youth to voluntarily work as a labor force in building any structure in the school.

Table 52: Schools Benefitted from Donor Funding

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 52: Schools Benefitted from Donor Funding



100% of the respondents from the LGEA, schools and communities responded "Yes" because a lot of schools in the LGA have benefitted from donor funding (example, Global Partnership for Education) most recently.

Table 53: Training and Retraining Teachers

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Answer						
Yes	5	100%	3	60%	0	0
No	0	0	2	40%	0	0
Don't Know	0	0	0	0	25	100%
Total	5	100%	5	100%	25	100%

Figure 53: Training and Retraining Teachers

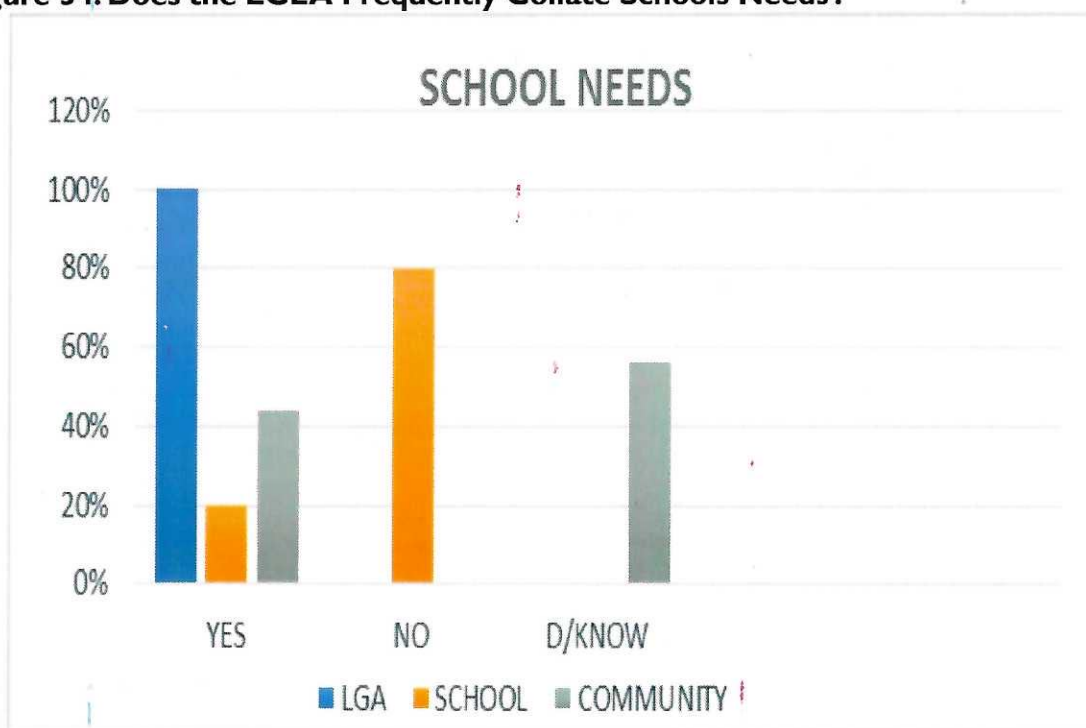


100% of the respondents from the LGEA answered "Yes", reporting that teachers in Kauru LGA frequently go for training and retraining, 60% of school representatives answered "Yes" but 40% of the school respondents returned "No" because their schools have not been attended in the while. While 100% of the community representatives said they do not know.

Table 54: Does the LGEA Frequently Collate Schools Needs?

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	1	20%	11	44%
No	0	0	4	80%	0	0
Don't Know	0	0	0	0	14	56%
Total	5	100%	5	100%	25	100%

Figure 54: Does the LGEA Frequently Collate Schools Needs?

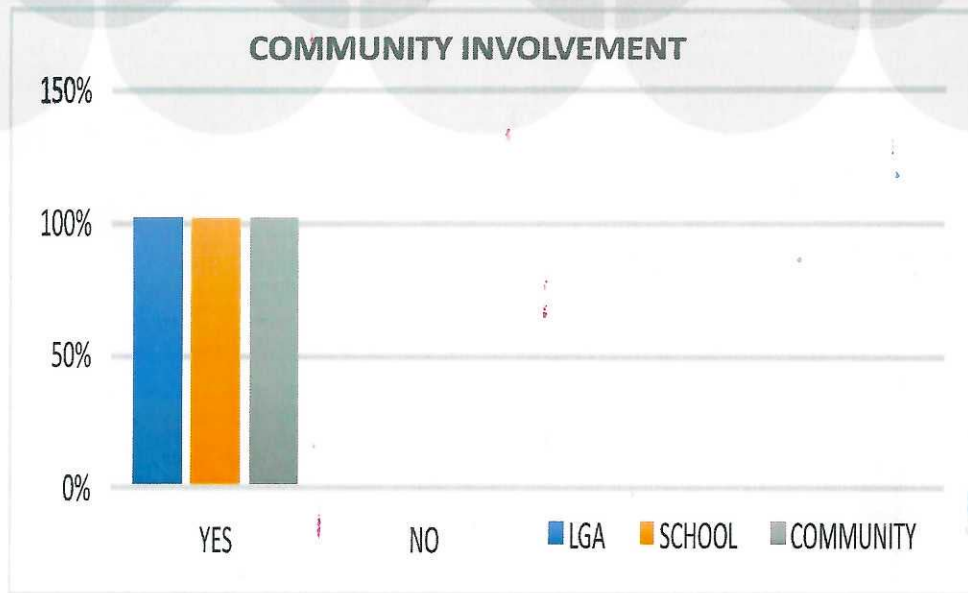


100% of the respondents from the LGEA returned "Yes", reporting that they do collate school needs frequently in the LGA: 20% of the Schools respondents returned "Yes" but 80% of them answered "No". 44% of the community respondents answered "Yes", while 56% of the respondents said they don't know.

Table 55: Community Involvement in School Projects

Kauru	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 55: Community Involvement in School Projects



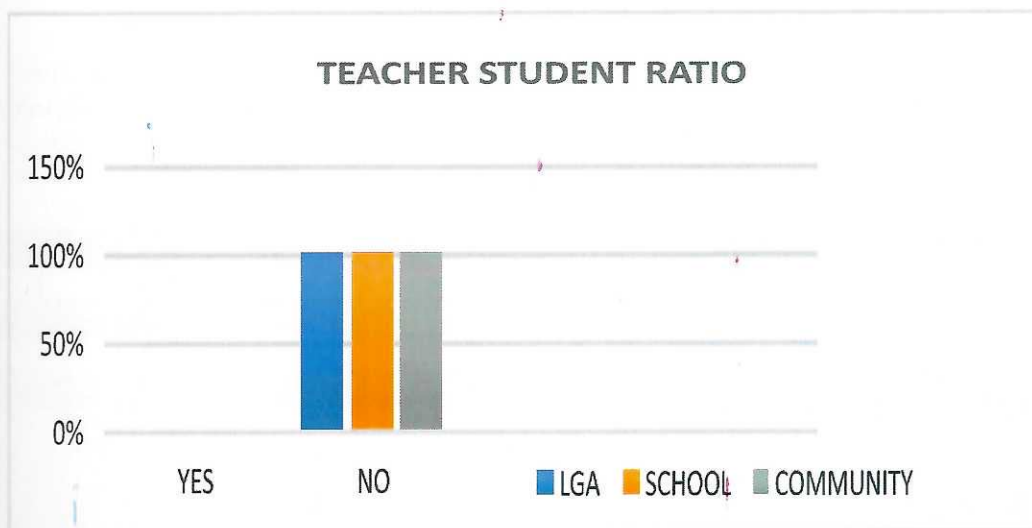
100% of the respondents from the LGEA, schools and communities answered “Yes”, noting that SBMCs are always involved in most of school activities in the LGA because each SBMC chairman is an account signatory for the school.

PRESENTATION OF DATA FROM KUBAU LGA

Table 56: Are Schools in Kubau LGA Working with Appropriate Standard of Teacher - Student Ratio?

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	0	0	0	0
No	5	100%	5	100%	5	100%
Total	5	100%	5	100%	5	100%

Figure 56: Are Schools in Kubau LGA Working with Appropriate Standard of Teacher - Student Ratio?



The above information in Table 56 and the Figure indicates that, in the view of all the selected respondents from the LGEA, schools and community, schools in Kubau LGA are not working with the appropriate standard teacher-student ratio. The above information reveals that teaching there is not according to the approved standard of student-teacher ratio: the ratio is about 80 or 100 to 1 in the LGEA.

Table 57: Awareness of Free Education Policy

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	5	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	5	100%

Figure 57: Awareness of Free Education Policy

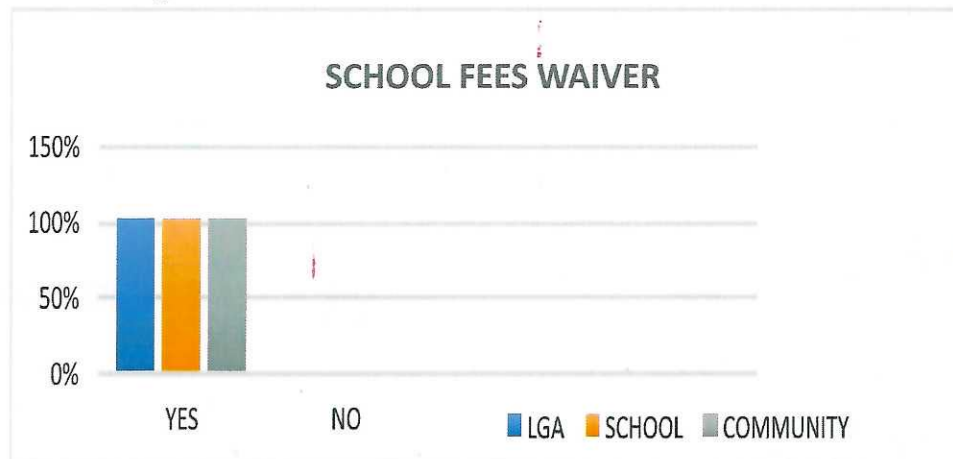


100% of all the respondents from the LGEA, schools and communities answered “Yes” to the question on whether they are aware of free education policy in the state. The above information reveals that they are aware of it and is being practiced in LGEA schools in the LGA.

Table 58: Benefitting from School Fees Waiver

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 58: Benefitting from School Fees Waiver

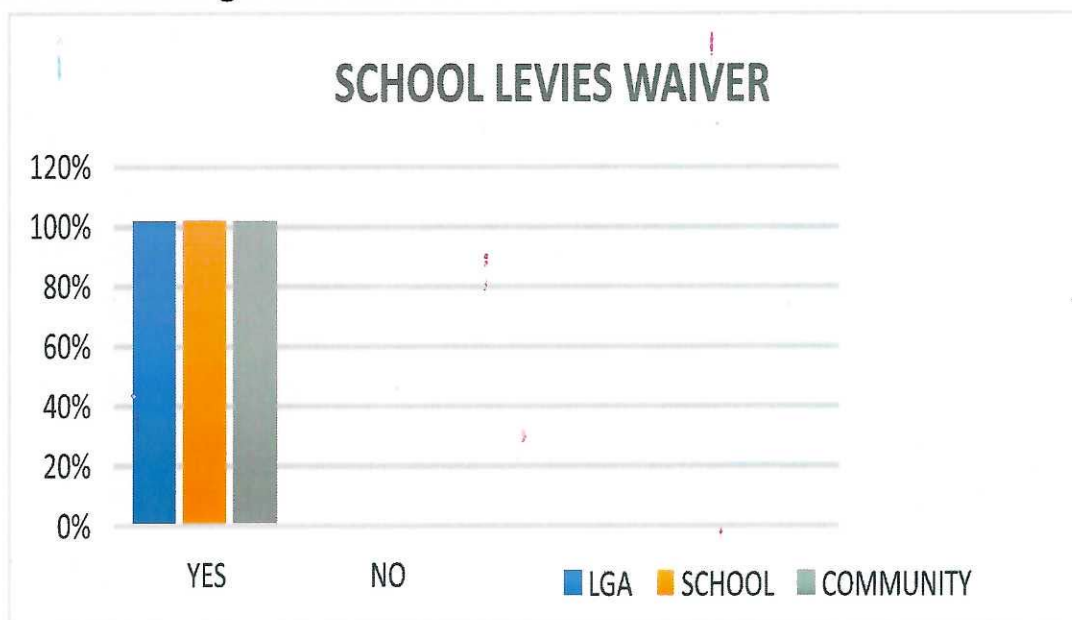


From the data depicted on Table 58 and the Figure above, pupils schooling in Kubau LGA are benefiting from school fees waiver, because all of the respondents from the LGEA, schools and community answered “Yes”.

Table 59: Benefitting from School Levies Waiver

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 59: Benefitting from School Levies Waiver



The above information shows that school pupils attending LGEA schools in Kubau LGA are benefiting from school levies waiver, because 100% of the respondents from the LGEA, schools and community answered “Yes” to the question.

Table 60: The Provision of Free School Uniform

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	3	60%	0	0	0	0
No	2	40%	5	100%	25	100%
Total	5	100%	5	100%	25	100%

Figure 60: The Provision of Free School Uniform

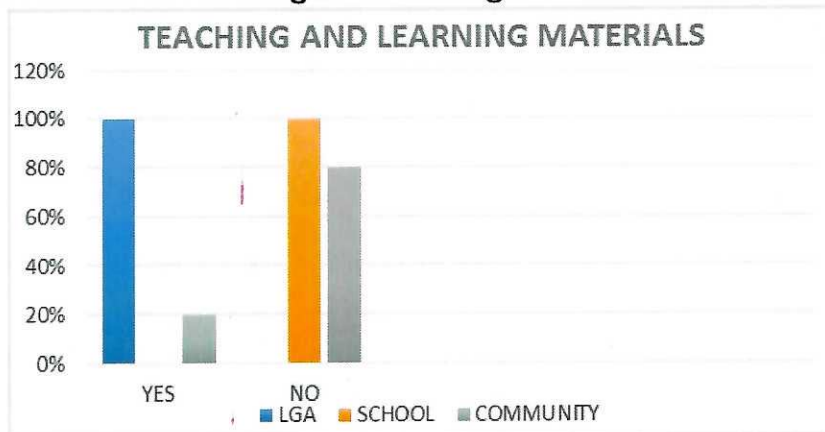


60% of the respondents from the LGA indicated by answering “Yes” that free school uniform is being provided for LGEA schools in Kubau LGA but 40% answered “No”, 100% of those from schools and community also answered “No” to the question on the provision of school uniforms.

Table 61: The Provision of Teaching and Learning Materials

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	0	0	5	20%
No	0	0	5	100%	20	80%
Total	5	100%	5	100%	25	100%

Figure 61: The Provision of Teaching and Learning Materials

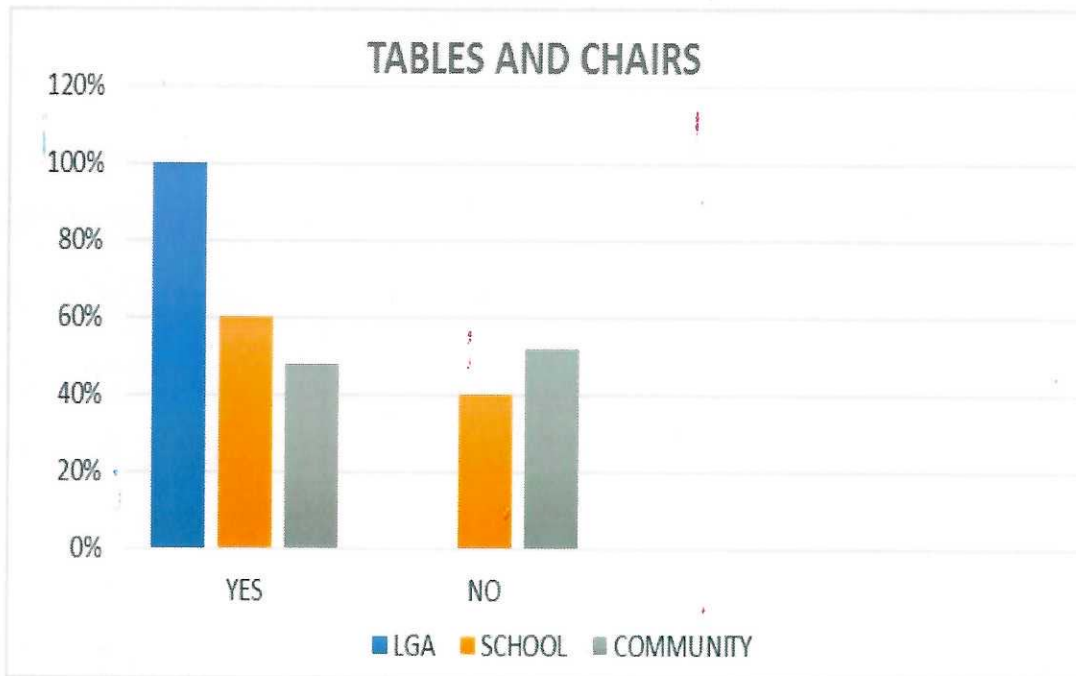


The above information shows a difference in the responses because 100% of the respondents from the LGEA said “Yes” teaching and learning materials are made available in Kubau LGA: 100% of schools’ representatives said no and 20% of community members said “Yes”, while 80% of them said “No”.

Table 62: The Provision of Tables and Chairs

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	3	60%	12	48%
No	0	0	2	40%	13	52%
Total	5	100%	5	100%	25	100%

Figure 62: The Provision of Tables and Chairs

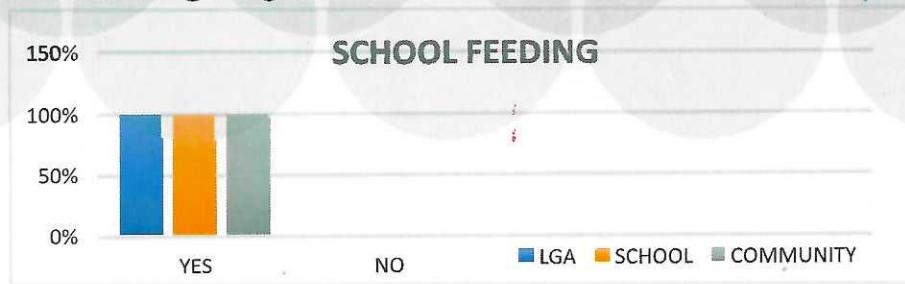


There is a difference in the above information because 100% of the respondents from LGEA returned "Yes," indicating that tables and chairs are being provided to the schools in Kubau LGA. 60% of the school respondents said "Yes" but 40% answered "No", while 48% of the community respondents responded "Yes" 52% said "No".

Table 63: School Feeding Program

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 63: School Feeding Program

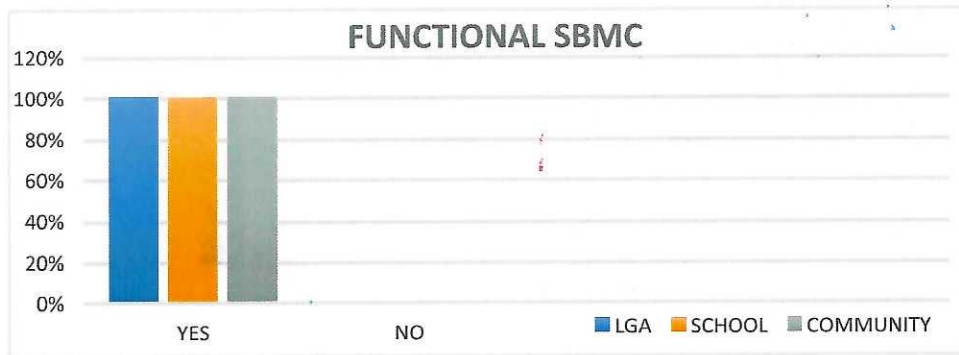


The above information shows that there is a school feeding program in the LGEA schools of Kubau LGA, as the data show 100% returning “Yes” for the LGEA, schools and community respondents.

Table 64: Functional SBMCs in LGEA

Kubau	LGA		School		Community	
Answer	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 64: Functional SBMCs in LGEA

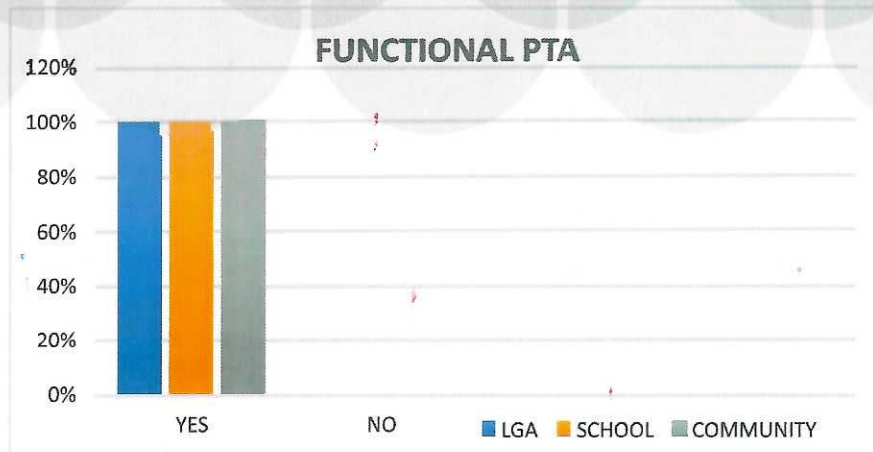


The above information shows the LGEA schools in Kubau LGA have SBMCs. 100% of the respondents answered “Yes”, schools have SBMCs but not all are actively functional. Information from the LGA respondents said 196 SBMCs out of over 200 are actively functioning.

Table 65: Functional PTA in LGEA

Kubau	LGA		School		Community	
Answer	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 65: Functional PTA in LGEA

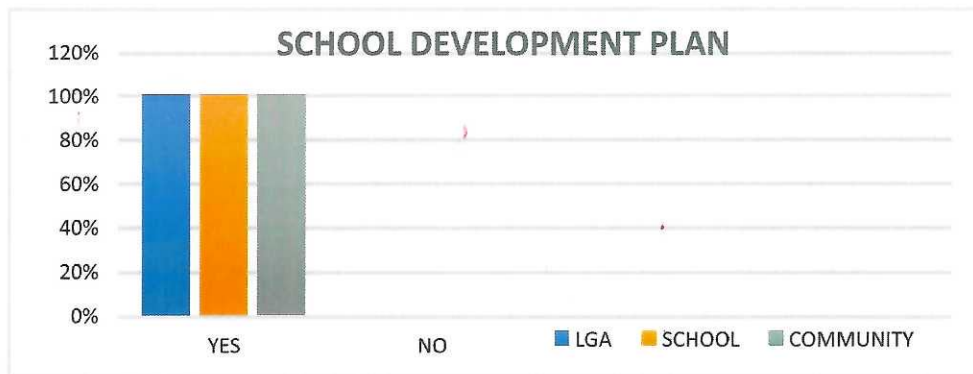


The data above indicate that all LGEA schools in Kubau LGA have functional PTAs, because all respondents from the LGEA, schools and community answered “Yes”.

Table 66: Do Schools in Kubau LGA Have School Development Plan?

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 66: Do Schools in Kubau LGA Have a School Development Plan?

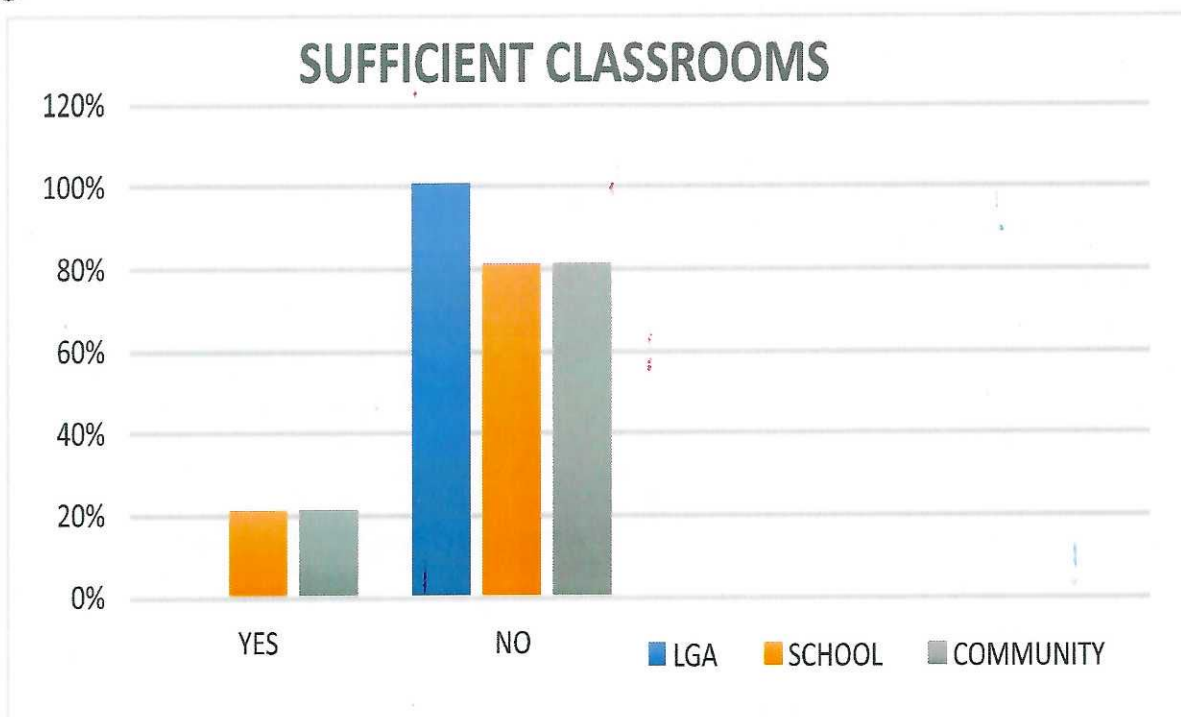


The above information indicates that LGEA schools in Kubau LGA have an SDP because 100% of the respondents from LGEA, schools and community returned “Yes”. The school development plan contains priority projects articulated by the school.

Table 67: Does Schools in Kubau LGA Have Sufficient Classrooms?

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	1	20%	5	20%
No	5	100%	4	80%	20	80%
Total	5	100%	5	100%	25	100%

Figure 67: Does Schools in Kubau LGA Have Sufficient Classrooms?

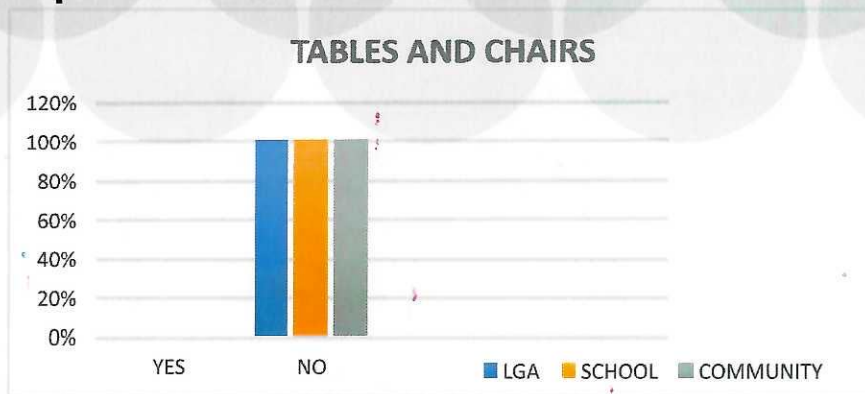


The above information shows there are no sufficient class rooms in the LGEA schools of Kubau LGA; 100% of the respondents from there said classrooms are not enough, but 80% each of the schools and community respondents returned “No”.

Table 68: Do Pupils Have Suitable Tables and Chairs?

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	0	0	0	0	0	0
No	5	100%	5	100%	25	100%
Total	5	100%	5	100%	25	100%

Figure 68: Do Pupils Have Suitable Tables and Chairs?



From the above information there are no sufficient suitable tables and chairs for each pupil to work on across LGEA Schools in Kubau LGA. 100% each of respondents from the LGA, schools and community said “No”.

Table 69: Functional Separate Toilets for Males and Females in Schools

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	4	80%	2	40%	10	40%
No	1	20%	3	60%	15	60%
Total	5	100%	5	100%	25	100%

Figure 69: Functional Separate Toilets for Males and Females in Schools

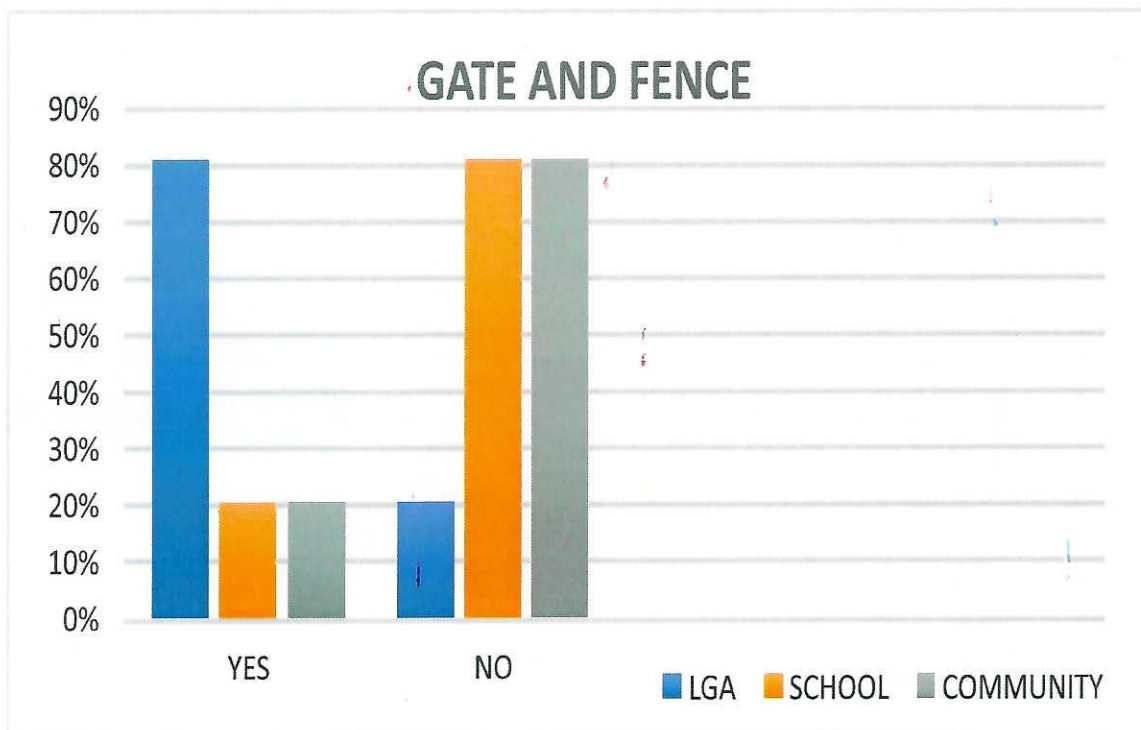


The above information in Table 69 shows majority of schools do not have functional separate toilets for males and females to use. This fact would be seen from the data, which show that 80% of the respondents from LGEA returned “Yes,” 40% each from schools and the community also returned “Yes”. Only 20% from LGEA answered “No,” but 60% from schools and communities also said “No”.

Table 70: Do Majority of Schools Have Gates and Fences?

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	4	80%	1	20%	5	20%
No	1	20%	4	80%	20	80%
Total	5	100%	5	100%	25	100%

Figure 70: Do Majority of Schools Have Gates and Fences?



80% of the respondents from the LG EA answered “Y es” while 20% returned “N o”: only 20% each of respondents from schools and communities said “Yes” but 80% answered “N o”.

Table 71: Potable Source of Water Supply in Schools

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	4	80%	2	40%	5	20%
No	1	20%	3	60%	20	80%
Total	5	100%	5	100%	25	100%

Figure 71: Potable Sources of Water Supply in Schools

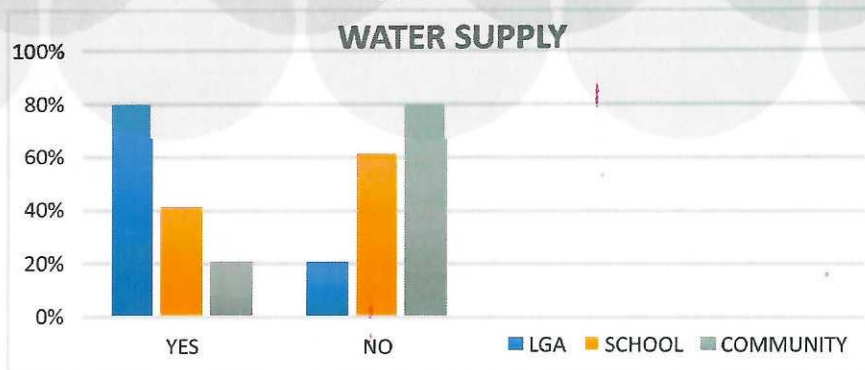
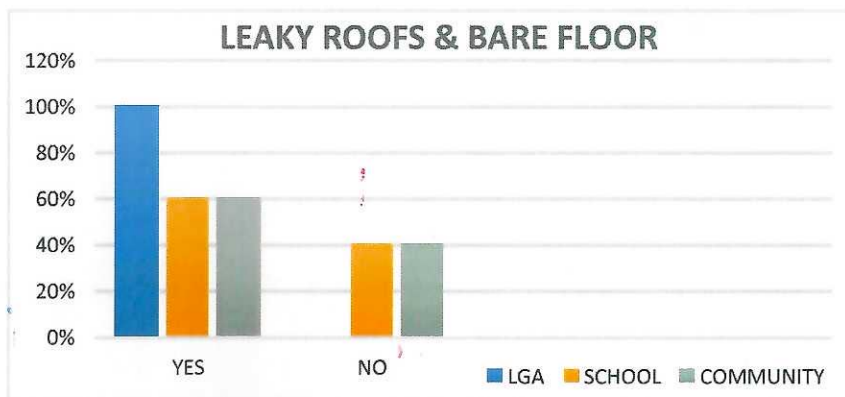


Table 71 and Figure above show that 80% of the respondents from the LGEA replied “Yes ” while 20% said “No” to the question on availability of a potable water supply in their schools. 40% from schools returned “Yes ” while 60% said “No ” and while only 20% from the community said “Yes ” up to 80% said “No”.

Table 72: Report of Classes with Leaky Roofs and Bare Floors

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	3	60%	15	60%
No	0	0	2	40%	10	40%
Total	5	100%	5	100%	25	100%

Figure 72: Report of Classes with Leaky Roofs and Bare Floors

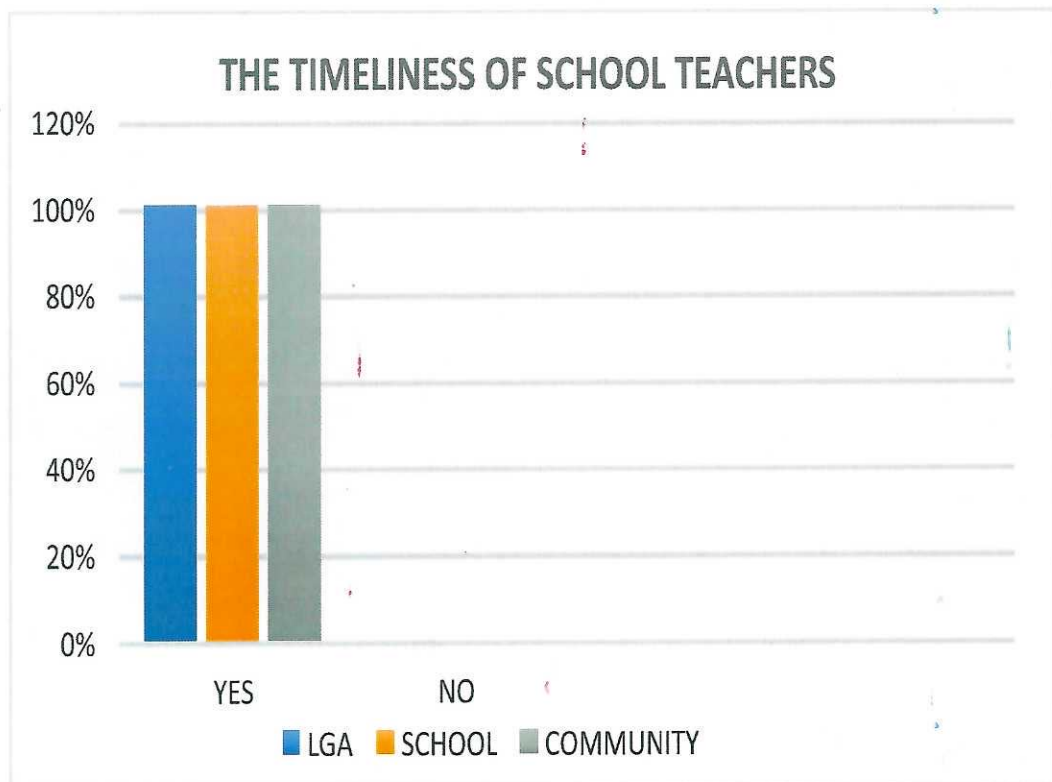


The above information shows that majority of the schools in Kubau LGA have reported leaky roofs. 100% of the respondents from LG EA answered “Yes”, 60% each of those from Schools and Communities said “Yes” and 40% each of them returned “No”. The schools and communities’ respondents said there are even schools with classes that don’t have roofs at all. The above information reveals that majority of LGEA schools have reported cases of leaky roofs and bare floors.

Table 73: The Timeliness of School Teachers

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	25%

Figure 73: The Timeliness of School Teachers



100% of the LGEA, school and community respondents said “Yes” to the question of the timeliness of teachers and relevant staff.

Table 74: SBMC Advocacy to LGEA

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 74: SBMC Advocacy to LGEA

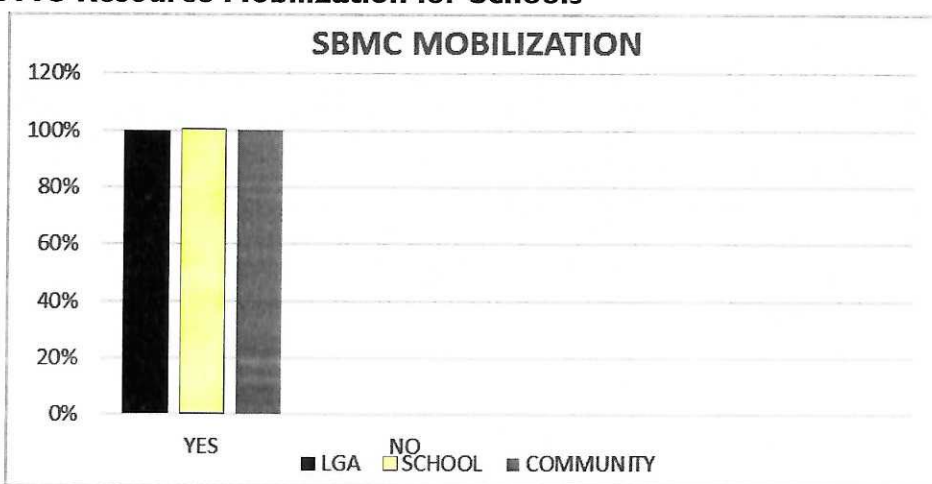


100% each of the respondents from the LGEA, schools and community answered “Yes,” indicating that SBMCs visit the LGEA for advocacy to press their complaints on LGEA school needs.

Table 75: SBMC Resource Mobilization for Schools

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 75: SBMC Resource Mobilization for Schools

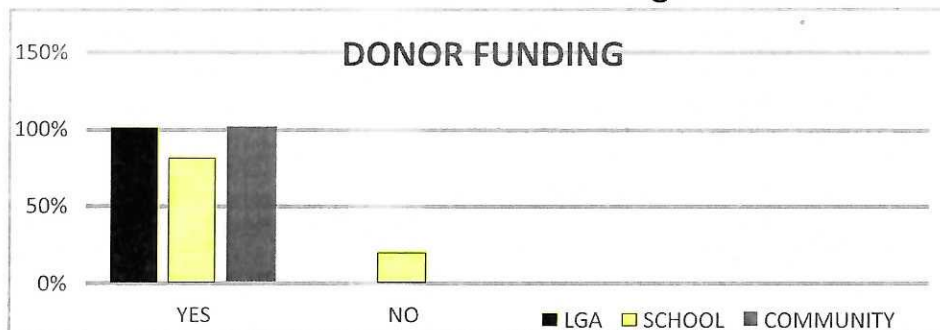


From Table 75 and Figure 75 above, 100% of all the respondents from the LGEA, Schools and Communities said “Yes”, agreeing that SBMC members do mobilize resources either in cash or in kind to manage the LGEA Schools in their communities. The above information shows that SBMCs mobilize resources for LGEA Schools in their communities.

Table 76: Have Schools Benefitted from Donor Funding?

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	4	80%	25	100%
No	0	0	1	20%	0	0
Total	5	100%	5	100%	25	100%

Figure 76: Have Schools Benefitted from Donor Funding?

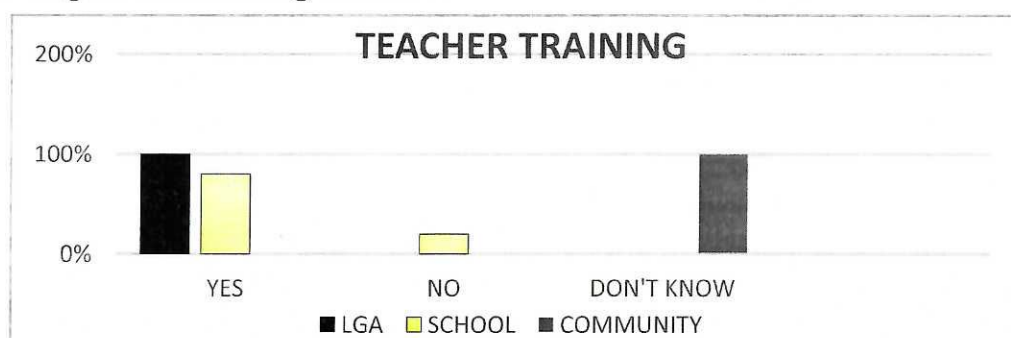


The above information shows that majority of the LGEA Schools in Kubau LGA have ever accessed donor funding because all of the LGA and communities said “Yes”, while 80% of those from schools said “Yes” and only 20% said no because their school and some other schools have not benefitted.

Table 77: Training and Retraining Teachers

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	4	80%	0	0
No	0	0	1	20%	0	0
Don't Know	0	0	0	0	25	100%
Total	5	100%	5	100%	25	100%

Figure 77: Training and Retraining Teachers



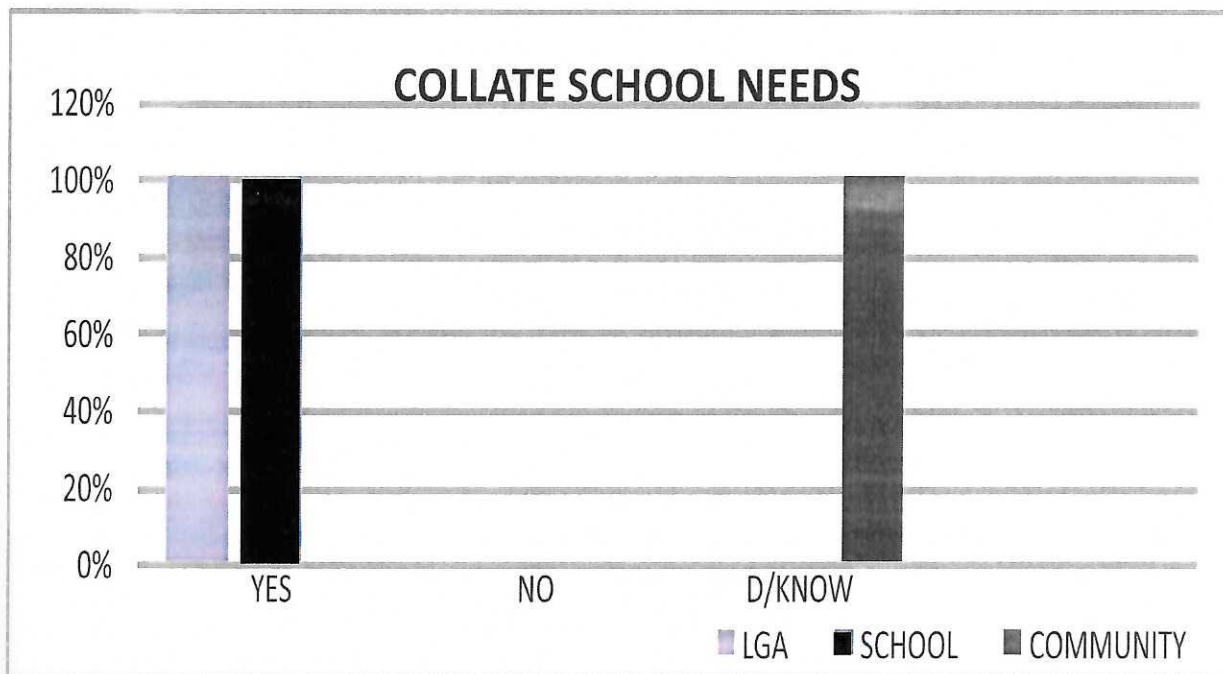
The above Table 77 and Figure 77 shows that 100% of LGA respondents answered “Yes,” that in the LGEA schools, teachers go for training and retraining. 80% of school respondents said “Yes” while

20% said “No” because teachers in their school have not attended in the recent time. 100% of respondents from communities said they don’t know.

Table 78: Does LGEA Frequently Collate School Needs?

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	0	0
No	0	0	0	0	0	0
D/Know	0	0	0	0	25	100%
Total	5	100%	5	100%	25	100%

Figure 78: Does LGEA Frequently Collate School Needs?

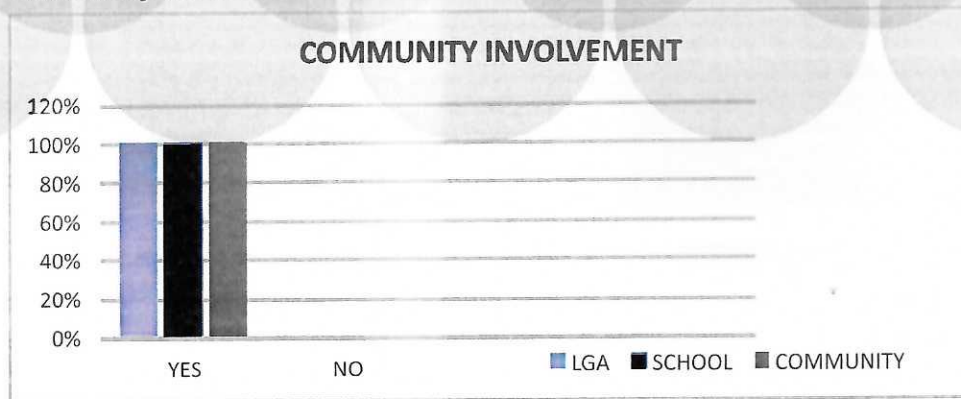


100% each of the LGA and Schools answered “Yes”, indicating that the LGA frequently collates schools needs at end of term and annually during census. 100% of the respondents from communities said they don’t know. The above information shows that the LGA collates the needs of schools though not regularly.

Table 79: Community Involvement in School Projects

Kubau	LGA		School		Community	
	Frequency	%	Frequency	%	Frequency	%
Yes	5	100%	5	100%	25	100%
No	0	0	0	0	0	0
Total	5	100%	5	100%	25	100%

Figure 79: Community Involvement in School Projects



The above information shows that community members are fully engaged in LGEA Schools' projects from beginning to end. 100% each of the LGA, Schools and Community respondents returned "Yes" to the question.

SUMMARY OF FINDINGS

The findings arising from the data collected and presented in Tables 1 – 79 above as interpreted and analyzed are summarized as follows:

- a) The standard teacher-student ratio in the Kubau, Kauru and Zaria LGAs in Kaduna State has never been observed. Often than not, there are over 100 students in a single class, thus over-stressing the teachers.
- b) There is a high level of awareness about the free education policy in the three LGAs studied. All the respondents there said they were aware of the existence of the free education policy.
- c) With regards to the provision of tables and chairs in schools, there is variation across the LGAs, as respondents were not unanimous in admitting provision. For instance, while respondents drawn from the Education Departments of the three LGAs agreed that tables and chairs were provided for schools, an overwhelming majority of those that made up community and school representatives said schools have never been supplied with any.
- d) On the issue of school fees waiver, it exists in all the schools domiciled in the three LGAs and pupils do not have to pay school fees and levies.
- e) Concerning the existing free school uniforms policy in Kubau, Kauru and Zaria LGAs, no uniforms have ever been provided to school pupils in the areas.
- f) Teaching and learning materials are not provided to schools, as parents have to buy these materials for their wards.
- g) The School Feeding Program is being implemented in schools sited in Kubau, Kauru and Zaria LGAs.
- h) Functional SBMCs and PTAs exist in the three LGAs covered by the study.
- i) Classrooms are grossly inadequate in schools in these LGAs, as classes are usually congested with some having as many as over 100 pupils crowded in one classroom.
- j) On the issue of water availability, virtually all the schools in the three LGAs do not have potable water for use by both teachers and pupils.
- k) With regards to funding, schools have benefitted from donor funds at one time or the other.
- l) The various communities in the three LGAs are involved in the process of implementing school projects in their localities.
- m) Teachers in the schools located in Kubau, Kauru and Zaria LGAs are trained and re-trained, although some respondents expressed reservation of the quality and frequency of the training.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This baseline survey aimed to provide insight into the nature and character of the UBE system in the three LGAs of Kubau, Kauru and Zaria. Importantly, the data gathered provided a contrast between the potentials of the UBE system, the level of implementation of basic education as a policy and the nature of outcomes that have been produced by the system. Also of great importance is the mix of stakeholders, ranging from community members to the implementers of the UBE policy, as well as teachers, who are the vanguard of imparting knowledge, in an attempt to provide a balanced and nuanced picture of what ails the system. The realities of the UBE system hold far reaching implications for the outcomes produced, which eventually affect citizens, who pass through the basic education system. The most important question would have to focus on the level of skills and literacy these citizens have been able to acquire to justify the huge public resources being expended on the UBE system.

The baseline has provided certain insights, which offer a contrast between clear resource gaps and the results achieved as outcomes of the use of human, material and financial resources. An interrogation of the outcomes, especially in the light of the data generated from this survey, points clearly to the fact that several key factors have to be addressed to put the UBE system on a solid and sustainable footing. The firmness and sustainability of the system would necessarily come from the impact the investments made in the lives of beneficiaries. The data gathered across the three LGAs point to a number of serious deficiencies and defects, which have tended to undermine the laudable goals of the UBE policy. These defects in the context of policy distortions or resource constraints, leading to insufficient inputs, especially in the implementation process, are many. They range from the non-adherence to the normal students-teacher ratio, lack of the basic inputs to support the effective delivery of basic education and the lack of basic infrastructure, such as potable water, toilet facilities and other amenities, without which a suitable learning environment

would remain elusive.

An in-depth understanding of these challenges, distortions and gaps within the system apparently provides stakeholders with the diagnosis required to begin addressing the most fundamental issues facing basic education delivery in these three LGAs. Data from the survey point to a widespread awareness in communities about free education at the UBE level, as well as the existence of such interventions as the Home-Grown School Feeding Program. However, these lofty intentions are seriously constrained by the lack, or inadequacy of the critical inputs required for the realization of the strategic goals of the UBE system. Poorly equipped classrooms, the lack of furniture and the absence of basic amenities, such as potable water, without which effective learning would be impossible, are some of the major questions confronting the system.

Furthermore, close interaction with communities where various schools are located across the LGAs similarly brought to the fore the wide disparities in the provision of critical inputs between rural communities and urban or suburban centres. In a number of cases, this survey encountered situations where far flung

rural communities struggle to implement self-help projects in order to have classrooms, while there are schools in urban centres, where classroom blocks have been built but kept under lock and are not used. This need for balance in terms of the varied needs in the implementation of the UBE system in the urban and disadvantaged rural communities puts a spotlight on the needs assessment mechanism for the implementation of the UBE. Also, in terms of active community participation, the survey reveals several gaps, which in turn necessarily bring to the fore the challenge of the ownership of projects and interventions in the UBE system. Community involvement and ownership are also important to ensure transparency and accountability. Limited or skewed community involvement in the UBE implementation process implies weak citizen oversight of the process. As citizens are the eventual beneficiaries of the resources expended for UBE programs, it is critical that they are at the vanguard of ensuring value for money in the implementations of all such programs.

Recommendations

On the basis of the findings of this survey, the core question facing the implementation of the UBE in the LGAs in focus is not just about the

need to put in more resources. The resources being expended have to be aligned to clear needs and priorities. It is, therefore, recommended that there is a dire need to:

- a) Strategically re-evaluate the needs and inputs of the UBE system in Kauru, Kubau and Zaria, with the aim of aligning those needs and inputs to the available resources available to government, partners and communities.
- b) Strengthen further community participation for improved transparency and accountability in the implementation of the UBE at the school level, and collectively at the level of the LGAs.
- c) The Kaduna State Ministry of Education should set up a committee for the provision of uniforms to pupils in schools. The committee should investigate why uniforms are not supplied if budgetary provisions are made for these items and, if not, then the committee should work on preventive proposals to the ministry on how uniforms can be made available to pupils as a form of education aid.
- d) There is the dire need for the Kaduna

- State Ministry of Education to work towards improving the teacher-student ratio in the schools in the three LGAs by building more classrooms to decongest the present classroom overpopulation.
- e) The SBMCs, PTAs and the Kaduna State Ministry of Education should collaborate to improve the supply of equipment, such as tables, chairs and teaching and learning materials to schools in Kauru, Kubau and Zaria LGAs to facilitate qualitative education in the area.
 - f) In the same manner, the Kaduna State Government should initiate projects on water supply in schools in Kauru, Kubau and Zaria LGAs to enhance the availability of potable water for teachers and pupils.
 - g) Given the gender disparities observed in the appointment of head teachers in Kauru, Kubau and Zaria LGAs, the Kaduna State Government should commission research into the barriers faced by women teachers in particular which prevent them from been appointed for higher graded posts in schools.

REFERENCES

- Bolujoko, S. N. (2008), "Education and Human Capital Development in Northern Nigeria", a paper presented at the conference of the Northern States Chambers of Commerce, Industry, Mines and Agriculture (CONSIMA) held on October 7 at the Sheraton Hotel and Towers, Abuja.
- Obanya, P. (2001), "Major Management Challenges of UBE", in *UBE Forum - A Journal of Basic Education in Nigeria*, Vol. 1, No. 1, Pp. 13 – 22.
- Salihu, M. J. and Jamil, H. (2015), "Policy of Universal Basic Education in Nigeria: An Examination of its Effectiveness Implementation and Management", in *American International Journal of Contemporary Research*, Vol. 5, No. 6, December. Pp. 147 – 155.
- Tahir, G. (2001), "Federal Government Intervention in Universal Basic Education", in *UBE Forum - A Journal of Basic Education in Nigeria*, Vol. 1, No. 1, Pp. 1 – 12.
- UBE Digest*, a Newsletter of Basic Education in Nigeria, Vol. 1, No. 1, December 2001.
- Universal Basic Education Programme Annual Report, 2002.*

Appendix I

Checklist for the Assessment of Public Schools in 3 LGAs in Kaduna State

Introduction

I am a Researcher from Resource Centre for Human Rights and Civic Education (CHRICED) Kano. The purpose of this survey is to have baseline data on the status of schools in Zaria, Kubau and Kauru LGAs for a successful project implementation. I will be glad if you will spare me the next few minutes of your time to answer a few

questions. Can I start? I assure you that any information you give will be confidential and only be used for the benefit of analyzing this research, which will add value to our work. Also, your participation is voluntary. Do I have your permission to continue?

Background

SCHOOL INFORMATION

LGA	
Ward	
Sex (male/female)	
Age of respondent	
Membership status (SBMC, PTA, Gender Champion, etc.)	
Date of Assessment	

SCHOOL ASSESSMENT

S/No.	Question	Responses	Further Comments
1	Do you have children who attend a government primary school?		
2	If yes, how many? If no, go to the next question		
3	Are you aware of the free educational policy in the state?		
4	What are the provisions that your child/children are benefitting from the free education policy? <i>(Example: School fees waiver, School levies waiver, free school uniform, teaching & learning materials, provision of desks and chairs, School Feeding)</i>		
5	Does the School have a functional SBMC? If yes, what are their functions <i>(Share the minutes of the last meeting as evidence)</i>		
6	Are you a member of the SBMC? State your position on the SBMC.		
7	Does the School have a PTA? If yes, provide the date and reason for their last meeting		
8	Are you a member of the PTA?		
9	Does your child's school have a School Development Plan (SDP)?		
11	Does the school have enough classrooms?		
12	Does every pupil in the school have a suitable table and chair to work?		
15	Does the school have functional and separate toilet facilities for Males and Females?		
16	If Yes, comment on the current status		
17	Does the school have a potable source of water within the school compound or nearby within the community?		
18	Are there classrooms with leaky roofs and/or bare floors		
19	Are you seeing the impact of knowledge in your children?		
20	Do teachers in the school come to work on time and close on time?		
21	What recommendation will you give to better the quality of education?		
22	Does the SBMC carry out advocacy to the LGEA for school improvement?		

23	Does the SBMC carry out resource mobilization activities?		
24	If yes, what activities and how much were they able to generate?		
25	Have schools in this LGA ever benefitted from any donor support? If yes, in what area? <i>Please provide the name(s) of the organization(s)</i>		
26	Please, share how you have sustained the donor support		

Appendix II

Checklist for the Assessment of LGEA Departments in 3 LGAs Kaduna State

Introduction

I am a Researcher from Resource Centre for Human Right and Civic Education (CHRICED), Kano. The purpose of this survey is to have baseline data on the status of schools in 3 LGAs for a successful project implementation. I will be glad if you will spare me the next few minutes of your time

to answer a few questions. Can I start? I assure you that any information you give will be confidential and only be used for the benefit of analyzing this research, which will add value to our work. Also, your participation is voluntary. Do I have your permission to continue?

Background

BASIC INFORMATION

State	
LGA	
Department	
Position	
Sex (Male/Female)	
Date of Assessment	

SCHOOL ASSESSMENT

S/No	Question	Responses	Further Comments
1	How many Government schools do you have in this LGA?		
2	What is the students/pupils: Teacher ratio per classroom?		
3	Is the school benefiting from the free educational policy by the state/Local government? If no, go to Question (5)		
4	If yes, what are the provisions that are being implemented under the free education policy in this LGA? <i>(Example: School fees waiver, School levies waiver, free school uniform, teaching & learning materials, Provision of desks and chairs, School Feeding)</i>		
5	Are there functional SBMCs in all schools in your LGA? If yes, do they come for advocacy and do you grant their requests?		
6	Are there functional PTAs in all schools in your LGA? If yes are they involved in the LGEA activities in the Secretariat?		
7	Do schools in this LGA have sufficient classrooms?		
8	Does every pupil in the LGA have a table and chair to work?		
9	If No, what is being done to address this?		
10	Do schools in this LGA have functional and separate toilet facilities for Males and Females?		
11	Do schools in this LGA have security gates and fence? Or are there plans to provide them by the Government?		
12	Do schools in this LGA have potable source of water within the school compound or nearby within the community?		
13	Have you gotten any report of classrooms in the LGA Schools with leaky roofs and/or bare floors? If yes, by who and what was done?		
14	When was the last time any teacher from this LGA attended any training or retraining?		
15	Have Schools in this LGA ever benefitted from any donor support? If yes, in what area? <i>Please provide the name(s) of the organization(s)</i>		
16	Please, share how you have sustained the donor support		

Appendix III

Checklist for the Assessment of LGEA Departments in 3 LGAs, Kaduna State

Introduction

I am a Researcher from Resource Centre for Human Right and Civic Education (CHRICED), Kano. The purpose of this survey is to have baseline data on the status of schools in Zaria, Kubau and Kauru LGAs for a successful project implementation. I will be glad if you will spare me the next few minutes of your time to answer a few questions. Can I

start? I assure you that any information you give will be confidential and only be used for the benefit of analyzing this research, which will add value to our work. Also, your participation is voluntary. Do I have your permission to continue?

Background

SCHOOL INFORMATION

State	
LGA	
Ward	
Name of School	
Name/Phone number of School Head	
Sex (Male/Female)	
Date of Assessment	

SCHOOL ASSESSMENT

S/No	Question	Responses	Further Comments
1	What is the population of students/pupils in the school? (Male/Female)		
2	Number of teachers in school?		
3	What is the students/pupils-Teacher ratio per classroom?		
4	Is the school benefiting from the free educational policy by the state/local government?		
5	What are the provisions that are being implemented under the free education policy? (Example: School fees waiver, School levies waiver, free school uniform, teaching & learning materials Provision of desks and chairs, School Feeding)		
6	Do you have SBMC in this School? If yes, provide date and reason for their last meeting		
7	Does your school have a School Development Plan (SDP)? If yes, may we have a look?		
8	Do you have a PTA in this School? If yes, provide date and reason for their last meeting.		
9	Do you have enough Classrooms? Ask for the number of class rooms		
10	Does every pupil in the school have a suitable table and chair to work?		
11	If No to #9, indicate the number of tables and chairs needed		
12	Does the school have a functional toilet facility for males and females?		
13	If Yes, comment on the current status		
14	Does the school have a functional gate and fence? Or are there plans to provide them by the PTA or Government?		
15	Does the school have a potable source of water within the school compound or in the community?		

16	Are there classrooms with leaky roofs and/or bare floors (determine the numbers)?		
17	When was the last time any teacher from this school attended any training or retraining?		
18	Has this school ever benefitted from any donor support? Please provide the name(s) of the Organization(s) and in what area?		
19	If #18 is yes, please share how you sustained the donor support		

About CHRICED

Legal Status

The Resource Center for Human Right & Civic Education (CHRICED) is registered in October 2006 with the Corporate Affairs Commission (CAC) as a non-profit, non-partisan, non-governmental organization [NGO] for the promotion of human rights, democratic participation, accountability and inclusiveness on the basis of the Nigerian Constitution and other national and international human rights instruments.

Vision

CHRICED envisions a democratic Nigeria where participation, inclusion and transparency are guaranteed and state and non-state actors actively collaborate towards accountable and responsive use of resources for the collective wellbeing of citizens.

Mission

CHRICED's mission is to mobilize state and non-state actors to actively collaborate towards fostering the rule of law, accountability and the responsive use of resources for the collective well-being of the people. *Civic education is our strategic vehicle for empowering citizens, in pursuit of this mission*

CHRICED Thematic and Approach

CHRICED is a Nigerian not-for-profit, and a knowledge-driven platform of active citizens working for the promotion of human rights, rule of law, democracy and accountability. CHRICED uses democratic principles to safeguard rights and ensure the benefits of democracy accrue to citizens.

With offices in Lagos and Kano, we are currently pioneering rights-based approach to tackle the debilitating problem of maternal mortality in northern Nigeria. We are also intervening in the region to improve accountability in management of local government resources. Access to education for the girl-child through robust community action has been another core focus of our intervention, as well as preventing the labour exploitation of the vulnerabilities of almajiri street children in Northern Nigeria. CHRICED programme targeting marginalized youths, especially in the poor rural areas, has focused on promoting equitable access to economic and livelihood opportunities for youths in northern Nigeria. CHRICED also has over a decade-old experience in monitoring and advocating transparent and credible elections within Nigeria and outside Nigeria.

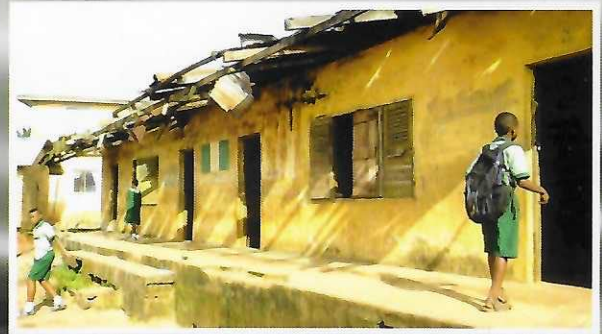
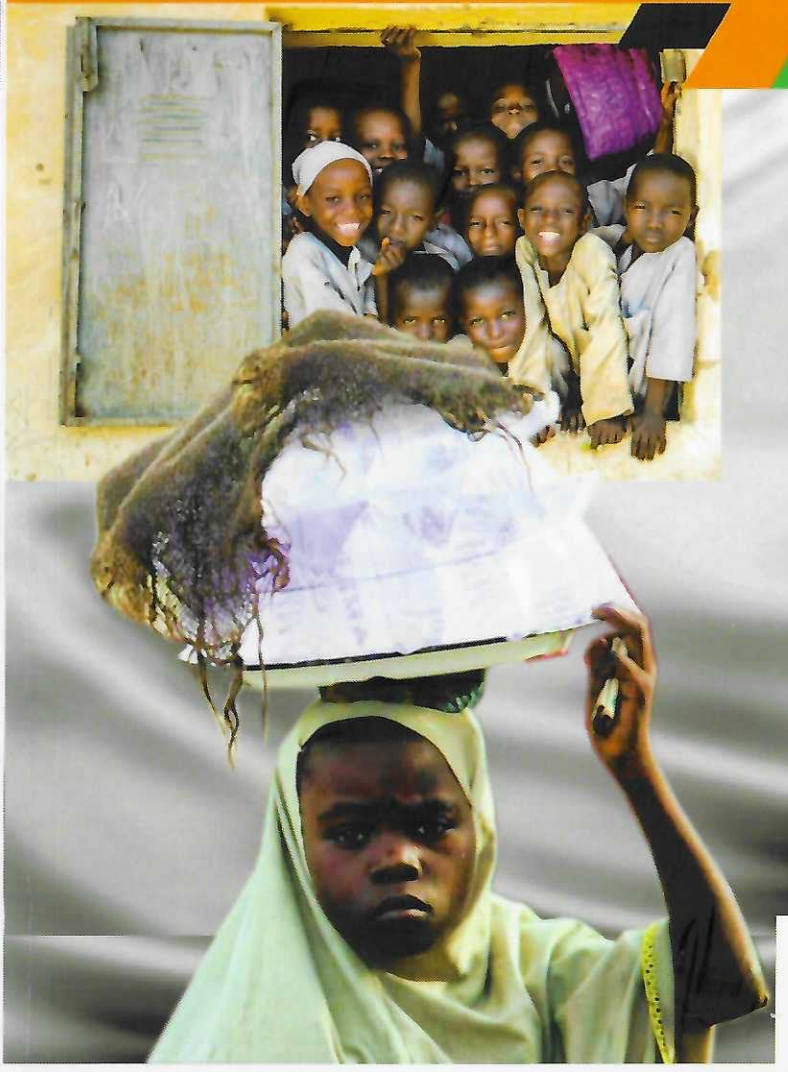
The rights approach allows us to call out government and agencies based on national and international legislations and commitments endorsed by the Nigerian government.

We work in partnership with community based associations and organisations, religious bodies, traditional rulers, women groups, government and its agencies, youths and the media. This broad spectrum of engagement has over the years increased our ability to reach diverse constituencies, amplifying their voices and legitimizing our convening power both as friends of the people and critical allies of government.

Governance and Management

CHRICED is governed by a 2-member Advisory Council comprising Dr. Olisa Agbakoba, SAN (Nigerian, former President of Nigeria Bar Association) and Martin Wilde (German; Secretary General of German Association of Catholic Entrepreneurs). An 8-member Board of Directors, headed by Professor Momodu Kassim-Momodu, a renowned Lawyer, academic and social activist is responsible for the strategic direction of the organization. Other members have been deliberately selected from the academia, professional groups and civil Society. The Board meets at least twice annually. The CHRICED Secretariat is headed by the Executive Director, who supervises the programme, finance, media, civic engagement, and administrative staff.

STATE OF UNIVERSAL BASIC EDUCATION IN KAURU, KUBAU AND ZARIA LOCAL GOVERNMENT AREAS OF KADUNA STATE:



A BASELINE SURVEY

JULY, 2018

Conducted by
**RESOURCE CENTRE FOR HUMAN
RIGHTS & CIVIC EDUCATION
(CHRICED)**



With support from
MacArthur Foundation

**MacArthur
Foundation**