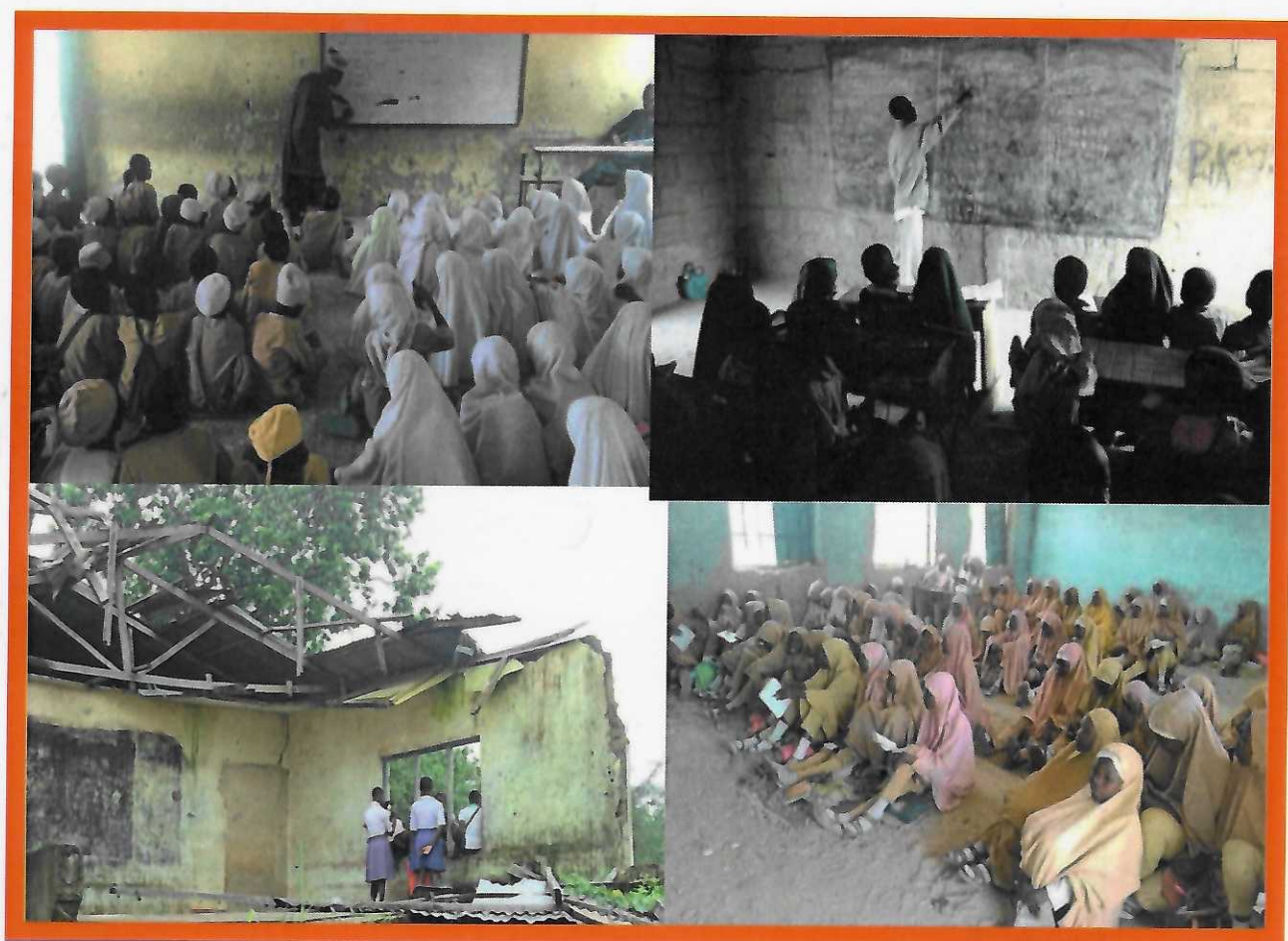


# PROJECT ASSESSMENT REPORT

*Social Mobilization for Transparency and Accountability  
in the Implementation of Universal Basic Education Funds*

*Supported by*

The John D. and Catherine T. MacArthur Foundation



MacArthur  
Foundation

First published in 2020 by:

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**ISBN:978-978-986-819-3**

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This project: Social Mobilization for Accountability and Transparency in the Implementation of UBE Funds in Kaduna State is supported by MacArthur Foundation



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# Project Assessment Report

*Social Mobilization for Transparency and Accountability  
in the Implementation of UBE Funds in Kaduna State*

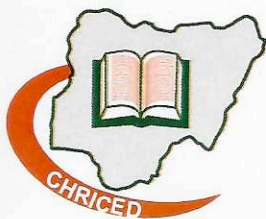
*by*

FSEdge Consulting, Lagos

*For*

Resource Centre for Human Rights & Civic Education

October, 2020







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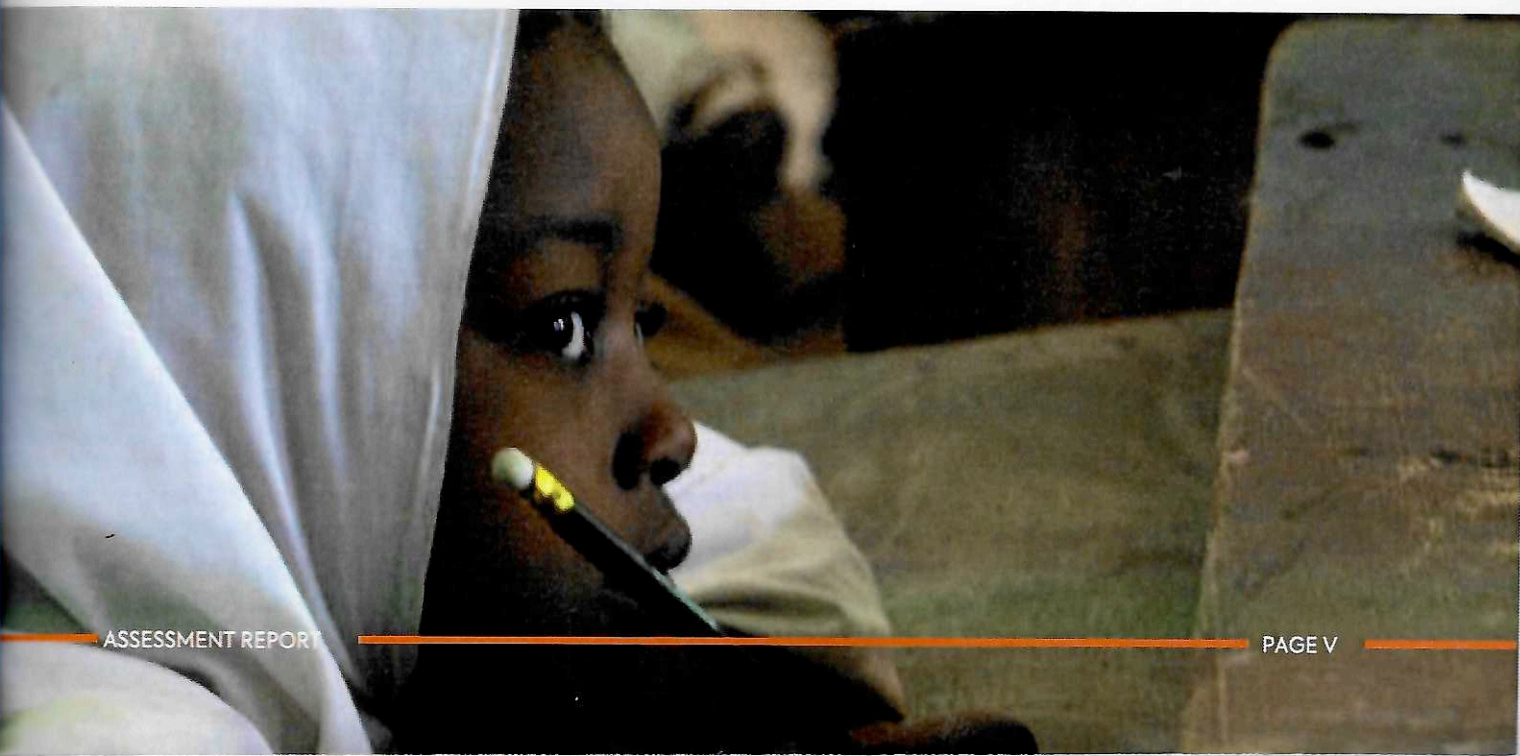


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# Acknowledgement

The Evaluation Team would like to thank all the staff at the CHRICED who took time out of their very busy schedules to interact with us about the program. This Evaluation Team enjoyed profound cooperation with the Project Team, which went out of its way to provide the necessary technical support to get the evaluation done. The team is equally grateful to Dr. Kole Shettima and his entire team at the Africa Office of MacArthur Foundation for the strong belief in the possibility of a new Nigeria, where corruption and other manifestations of bad governance would be eliminated. Our gratitude also goes to all the stakeholders in the project communities, including community leaders, School Head teachers, SBMC members, and staff of SUBEB, LGEA officials, and PTA members, who patiently provided frank perspectives about the changes the program precipitated in their communities, and how those changes are translating into behaviors capable of reducing corruption and its debilitating effects on quality UBE services. These men and women dedicated their time to patiently answering our many questions. They also filled out a detailed survey to provide us with the information required to accurately evaluate this program.





# Acronyms

1. Resource Centre for Human Rights&Civic Education (CHRICED)
2. Federal Government
3. Universal Basic Education (UBE)
4. Local Government Area (LGA)
5. State Universal Basic Education Board (SUBEB)
6. School Based Management Committee (SBMCs)
7. Education Secretaries (ES)
8. Local Government Education Authority (LGEA)
9. Project Implementation Areas (PIA)
10. Key Informant Interviews (KII)
11. United Nations Office on Crime and Drugs (UNODC)

# Executive Summary



This report presents the findings and conclusions of an end of project assessment of the CHRICED project of *Social Mobilization for Transparency and Accountability in the Implementation of UBE Funds in Kaduna State*; the project is funded by The John D. and Catherine T. MacArthur Foundation. The objectives of the evaluation are to review cumulative results achieved against agreed objectives during the project lifespan; assess the nexus between the project implementation process and the extent to which it served as a basis for the realization of outcomes outline in the theory of change. This assessment equally aimed to interrogate program implementation strategies and approaches, and proffer solutions to enhance the effectiveness of the project. The assessment similarly worked to extrapolate the lessons learnt generally which would enhance implementation of further projects.

The methodology for this evaluation deployed data collection strategies, including the review of existing project documents, consultations with key CHRICED staff, KIIs and field visits to projects sites where UBE projects are located. The evaluation relied on information included in the periodic project reports, discussions with participants of the project since its initiation. Available data from project documents indicate that the CHRICED project of Promoting Transparency and Accountability in the Education Sector in Kaduna State was launched in 2017 and covered a three-year period between September 1, 2017 to August 31, 2020. The overarching goal of the project was to reduce corruption in the delivery of basic education projects and services by promoting transparency and accountability. The project focused on building the capacity and sustaining the interest of communities to amplify accountability demands as they relate to UBE projects.

In the first year of the project, CHRICED commissioned a baseline survey, to understand the core issues and problems affecting the delivery of quality basic education under the UBE system in the project's focal areas. The main objective of the survey was to provide data, which would guide CHRICED intervention in the sector. The objective of the baseline assessment was to provide knowledge-based assessment to establish a standard against which improvements in resource distribution for Universal Basic Education will be measured in the 3 Local Government Areas of Kauru, Kubau and Zaria in Kaduna state. The baseline provided insight into the nature and character of the UBE system, 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 the survey, point to a number of serious deficiencies and defects, which tended to undermine the laudable goals of the UBE policy. Finally, the study provided first-hand information on the state of UBE by establishing what has worked and what has not



in the implementation of UBEC projects in the LGAs; and produced insights for developing strategies for project advocacy and outreach.

This evaluation found that the baseline elicited important baseline data with respect to the key processes for ensuring transparency and accountability in the delivery of UBE services. The observation in the baseline of the limited community involvement and participation in the SUBEB project delivery process contributed to the focusing of advocacy on concrete issues, rather than abstract calls for action. Furthermore, the baseline provided an opportunity for an external analysis of SUBEB areas of strengths and deficiencies, which in turn provided the basis for improve the planning and design of future SUBEB programs.

During this phase also, CHRICED embarked on several advocacy visits to Kaduna SUBEB, LGEAs, SBMCs and Schools in in Kauru, Kubau and Zaria. The evaluation indicated the evaluation and CHRICED's capacity to convene critical stakeholders in the UBE service delivery process was an important step in achieving one of the project's major milestone, which is the creation of the connection between demand and supply side stakeholders to put transparency and accountability of UBE services on the front side of the public discourse. Project beneficiaries were found to be very enthusiastic about the role played by the project in fostering active citizens participation in the UBE project and service delivery processes.

In this second year of the project, CHRICED focused on strengthening transparency and accountability mechanism in the UBE sector in Kaduna state by empowering citizens with relevant tools and technology, information (through training), to track UBE funds in the PIAs. This was backed up with elaborate media and public awareness and enlightenment campaigns, using live radio broadcasts and Information, Education and Communication (IEC) materials such as handbills and posters, among other means of mass communication. Evaluation data points to the fact that CHRICED brand voice resonated clearly with the project target group. 85 percent of target group sampled could recall the topics discussed during the CHRICED radio programs, which were broadcast in English and Hausa languages.

This evaluation found that the mix of the local language and the national *lingua franca* contributed to the penetration of key messages disseminated through the radio programs. However, for future dissemination, program target groups noted that it will be more effective for the radio programs to be produced using a more compact messaging strategy targeting further behavior changes across demand and supply side of the UBE service delivery loop. Target group interviewed in the course of this evaluation expressed preference for such formats as radio drama and storytelling to make messaging compact and consistent.

In the third and final year of the project, CHRICED attempted to build on the gains recorded in phases one and two of the project by deploying trained community-based monitors to track UBE projects in their communities and providing interactive platforms for the demand side and supply side of the UBE system in Kaduna state to come face-to-face with each other. Some of the activities implement to facilitate this objective include; community



enlightenment workshops, community accountability report back forums, radio awareness program radio interactive town hall meeting, among others.

By building capacity of communities to make transparency and accountability demands on UBE spending, CHRICED hopes to reduce corruption in the basic education sector in Kaduna State to the barest minimum. The overall purpose of this evaluation exercise was to assess the relevance, efficiency, efficacy and impact of the project interventions and the sustainability of the project measures and make recommendations to enhance learning.

The evaluation team concluded that the project indeed created a general environment of cooperation between the project communities, women, youth and professional groups, participating NGOs, SBMC, PTAs, development partners, and key government institutions such as Kaduna DSUBEB and LGEAs whereby they were able to network and synergize in pursuit of the goal of reduced corruption in UBE service delivery. The project also enhanced the capacities of the participating community groups to take ownership of UBE projects in their communities. Furthermore, the project was able to deliver important advocacy messages, which directly and indirectly contributed to policy reforms in the UBE sector in Kaduna State.

The policy changes elicited by the project is exemplified by the reforms in the contracting process through the introduction of pre-qualification of contractors bidding for UBE projects, and the subsequent open bidding for the projects. This evaluation showed evidence of attempts to enhance the transparency and accountability of contracting processes as a result of the combined effect of the work of CHRICED and other MacArthur Foundation grantees working in Kaduna State.

The evaluation indicated that the project had impactful communication outcomes as the project team built a productive synergy with the mass media and online bloggers. Journalists Klls assessed the communications approach of the project as one which integrated the needs of their media in the project planning and execution framework. The result is that the media played a very supportive role in amplifying community accountability demands, and in disseminating important information about the project. The knowledge and experience in different areas, in which the project intervened, were documented through the publication of research findings, as well as the designing of posters, leaflets, videos, and jingles.

The evaluation team found that project also compiled a database containing detailed information for all participants in the project, which can be used as a reference in future activities. In terms of sustainability, the evaluation found that the project goal and objectives remain very relevant in the communities. 90 percent of community stakeholders sampled through structured questions expressed their readiness to use the skills and knowledge received from this project to continue making accountability demands.



# 1. Introduction:

A close scrutiny of Nigeria's developmental aspirations in terms of its objective of evolving a political and economic model, which would leave no citizen behind makes education one of the critical themes in the discourse around national development. Even as Africa's biggest economy grapples with challenges of insecurity, poverty, and unemployment, one of the core areas being suggested for exploration to find a way out of the crisis is investment in education as a way of empowering citizens. Repeatedly, Nigeria's policy makers have been reminded of 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 perceptions about the falling standards of education in Nigeria, the task of ensuring resources devoted for the realization of the goals of basic education, becomes even more urgent.

According to Worldometers, Nigeria's population is currently estimated at about 208, 000, 000, with the median age fixed at 18.1 years, and this is projected to have almost doubled by the year 2050. Making reference to the 2006 figures from the National Population Commission, the National Bureau of Statistics reported that over 41% of Nigeria's population was under age 15.<sup>2</sup> The practical implication of this data is that a large chunk of Nigerians (41% of them) fall within the age bracket of those in need of basic education, hence the need for huge investment for the realization of the objectives of UBE.

In recognition of the importance of basic education, and as a sign of commitment to providing access to qualitative basic education to its teeming population of young children, Nigeria is a signatory to many international conventions guaranteeing the right of children to basic education, regardless of their gender or socio-economic background. It was one of such attempts at domesticating these international conventions that led to the enactment of the

<sup>1</sup> <https://www.worldometers.info/world-population/nigeria-population>



UBE Act of 2004, with the laudable objectives of working towards ensuring unfettered access to nine (9) years of formal basic education for Nigerian children. Section 2(1) of the UBE Act states that *“Every government in Nigeria shall provide free, compulsory and universal basic education for every child of primary and junior secondary school age.”* Section 3(1) goes on to instruct that *“The services provided in public primary and junior secondary schools shall be free of charge.”*

Although there have been calls for amendment of the UBE Act to reduce the percentage counterpart funding to be contributed by states from 50% to 25%, stakeholders have continued to ask questions about the extent to which funds received by states have been spent in a transparent and accountable manner. At the sub-national levels therefore, while governments, especially in the states have continued to proclaim their commitment to revamping basic education in line with the UBE Act, the citizens have also been clamoring for transparency and accountability. The logic in the clamor is that if the financial resources already allocated for UBE projects and services are not utilized in a prudent, transparent and accountable manner, even if bigger quantum of funds eventually come in, they would be lost to corruption, and the opaqueness which characterizes the UBE system.

Subsequently, the sorry state of UBE system in Nigeria was portrayed by United Nations International Children Emergency Fund (UNICEF), which recently observed that *“even though primary education is free and compulsory, about 10.5 million of the country's children aged 5-14 are not in school. Only 61 percent of 6-11 years-olds regularly attend primary school and only 35.6 percent of children aged 36-59 months receive early childhood education”*. Data from the organisation further revealed that one in every of the world's out-of-school children is in Nigeria.

UNICEF noted that as bleak as the picture of Nigeria's basic education sector painted above looks, the picture in the northern part of the country is even bleaker, with a net school attendance rate of 53 percent. It is also instructive to note that majority of those 10.5 million out-school-children in Nigeria (about 60 percent of them) are from northern Nigeria. On its own part, the government of Kaduna State has been making efforts to provide quantitative and qualitative basic education for its citizens. An analysis of the state's Economic development plan tagged *Kaduna State Economic Empowerment and Development Strategy (KADSEED)* revealed

<sup>2</sup> <https://www.voanews.com%2Fafrika%2Fun-nigeria-more-13-million-school-age-children-out-school>



that the main education objective of the state is “to attain 80 per cent primary school enrolment, 100 per cent transition from primary to junior secondary school (JSS), and over 40 percent transition to tertiary education by 2007”.

In 2017, the same year the CHRICED project of *Social Mobilization for Transparency and Accountability in the Implementation of UBE Funds* was launched, the Kaduna State government released the report of its statewide school census. The Annual School Census, which was conducted by the Kaduna State Bureau of Statistics in collaboration with the Ministry of Education Science and Technology had the objectives, the need to provide the state government with up to date data of all schools in the state. <sup>3</sup> The census was also for the purpose of highlighting areas of interventions by the state government for easy policy making and implementation in the state. The census data puts the number of enrolment of children into public schools in the state at 263,239. The census further reports that gender distribution of the enrolment across the state is even, with the female gender contributing not less than 48 percent of the enrolment in pre-primary entries.

Importantly, the census goes on to highlight a number of key issues, which underlie the need for financial resources set aside for basic education to be prudently and efficiently utilized. The census data indicates that the state has a total of 21,133 classrooms. Of this number, the document points out that only 4,624 of the classrooms are in “good condition.” In terms of how the data related to CHRICED PIAs, the data indicates Zaria has about 2700 schools with good black boards, Kubau LGA has less than 1500, while there were no figures recorded for Kauru.<sup>5</sup> The census equally documented other issues critical to successful basic education delivery such as sources of water and electricity supply for the schools in the state.

Some of the issues of infrastructure or equipment deficit highlighted in the school census formed the focus of a baseline survey titled State of Universal Basic Education in Kauru, Kubau and Zaria LGAs of Kaduna State. The survey, which was aimed at spotlighting the effects of corruption and lack of accountability in the UBE service delivery process raised fundamental issues such as teachers to pupils ratio, inadequate provision of tables and chairs, the free uniforms policy and the non-provision of teaching and learning materials amongst others. The

<sup>3</sup> See Kaduna State Annual School Census, August 2017.

<sup>4</sup> Ibid

<sup>5</sup> Ibid



baseline found that virtually all the schools across the three LGAs do not have potable water for use by both teachers and pupils. Among a number of other recommendations, the survey called for strengthening of community participation for improved transparency and accountability in the implementation of UBE at the school level and collectively at the level of the LGAs.

The document (KADSEEDS) identified the following, among others: inadequate qualified personnel for teaching services, very rapid enrolment growth, particularly in the urban and semi-urban areas, inadequate teaching/teaching materials such as textbooks, equipment, and teaching aids in schools, and outdated textbooks and materials in public and school libraries as some of factors inhibiting education in the State. In order to achieve the objectives stated above, the state government came up with some strategies which include: the construction of at least 600 primary schools; the purchase of textbooks; the setting aside at least N100 million annually for the rehabilitation of tertiary institutions; the introduction of an inducement allowance to teachers posted to rural areas; and encouraging increased private sector participation in the education sector.

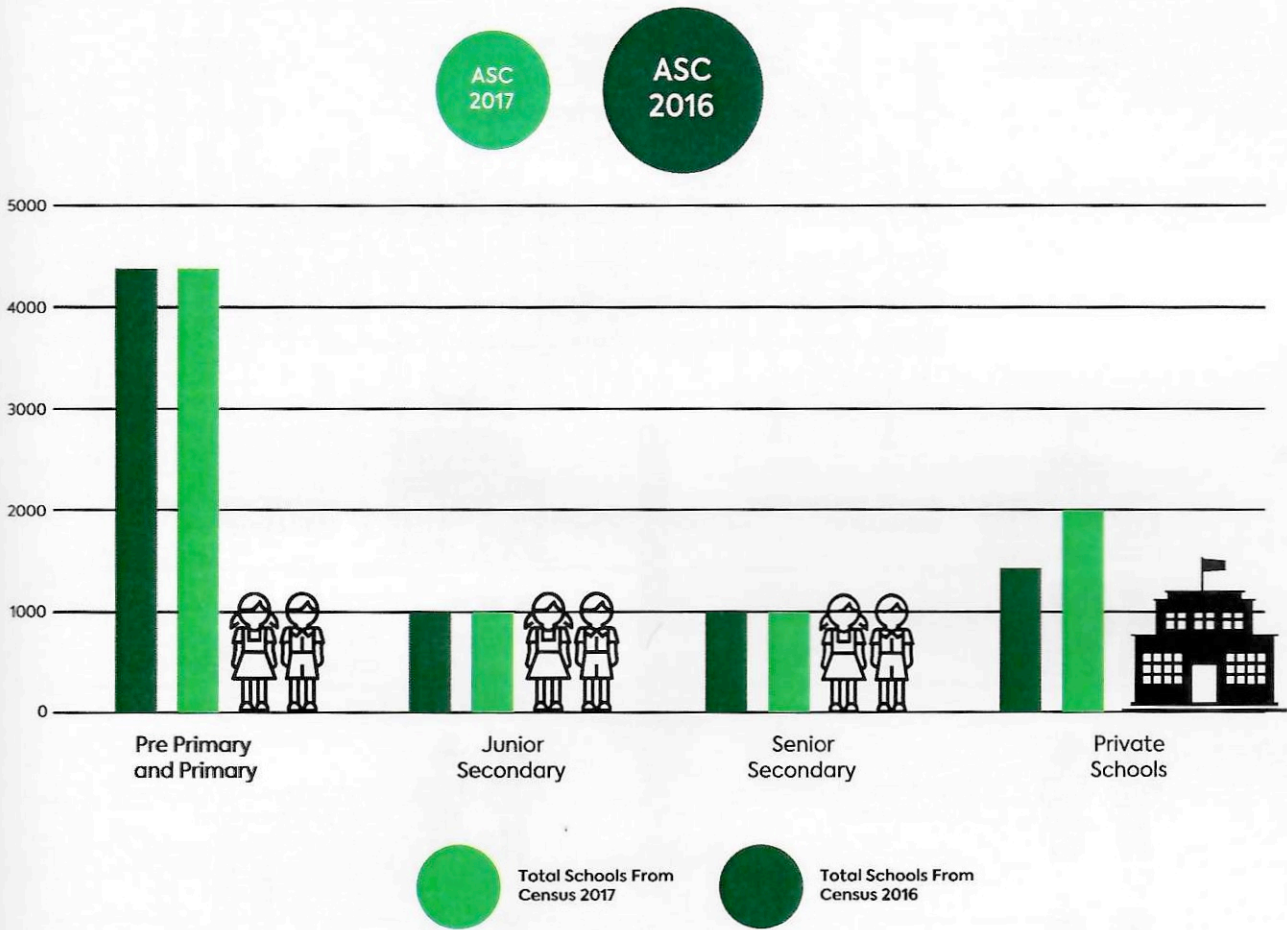
However, the plans of the government have not been explicit about how to reduce the cost of corruption. According to the UNODC, the challenge with corruption in the educational sector is in how it affects the disadvantaged and most vulnerable disproportionately. The UN body states that corruption as it affects education creates obstacles to the realization of the SDGs.<sup>7</sup>

Referencing the 2010/2011 Global Corruption Barometer, the body points out that the poor are twice as likely to be asked to pay bribes than the wealthy. It further notes that when the poor cannot afford to pay bribes, they are either subjected to extortion in other ways, for example through sexual exploitation, or are denied access to education services, which should be free or affordable. In the context of Nigeria, these assertions can be confirmed through the work that CHRICED has been doing to reduce corruption in the delivery of UBE services.

<sup>6</sup> See CHRICED, 2018, State of Universal Basic Education (UBE) in Kauru, Kubau and Zaria LGAs in Kaduna State: A Baseline Survey.

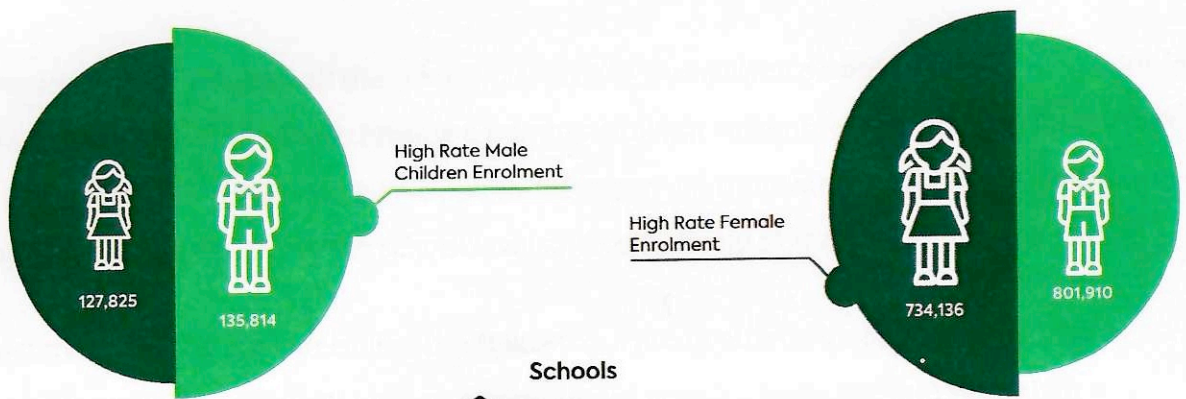
<sup>7</sup> See <https://www.unodc.org/e4j/en/anti-corruption/module-9/key-issues/costs-of-corruption-in-education.html>



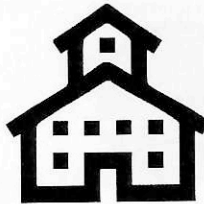


Source: Kaduna State 2017 school census





Pre Primary Enrolment



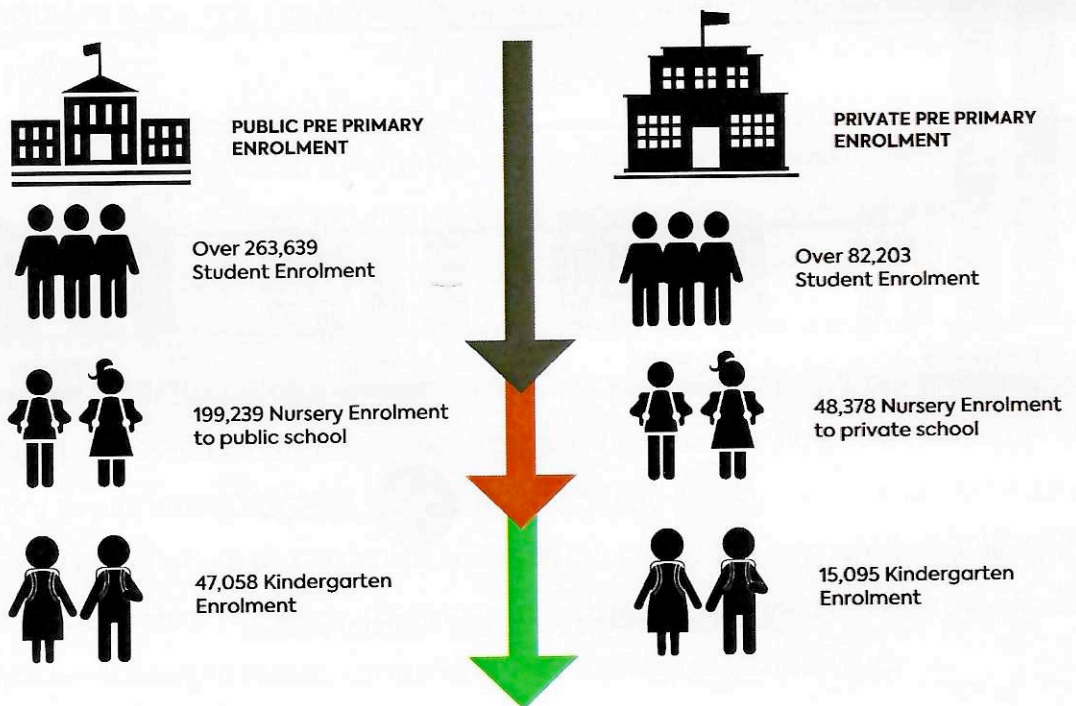
Schools

1,596

4,264

Primary Enrolment

- Across Primary & Pre-Primary Schools, Girls population make up not less than 47%
- IGABI LGA has the most enrolment in both Primary and Pre Primary Schools
- In terms of number of Schools available, IGABI LGA was 3rd on the list in the Primary



Gender Distribution across the Public and Private Pre Primary Enrolment is fairly even, with Female gender contributing not less than 48% contribution

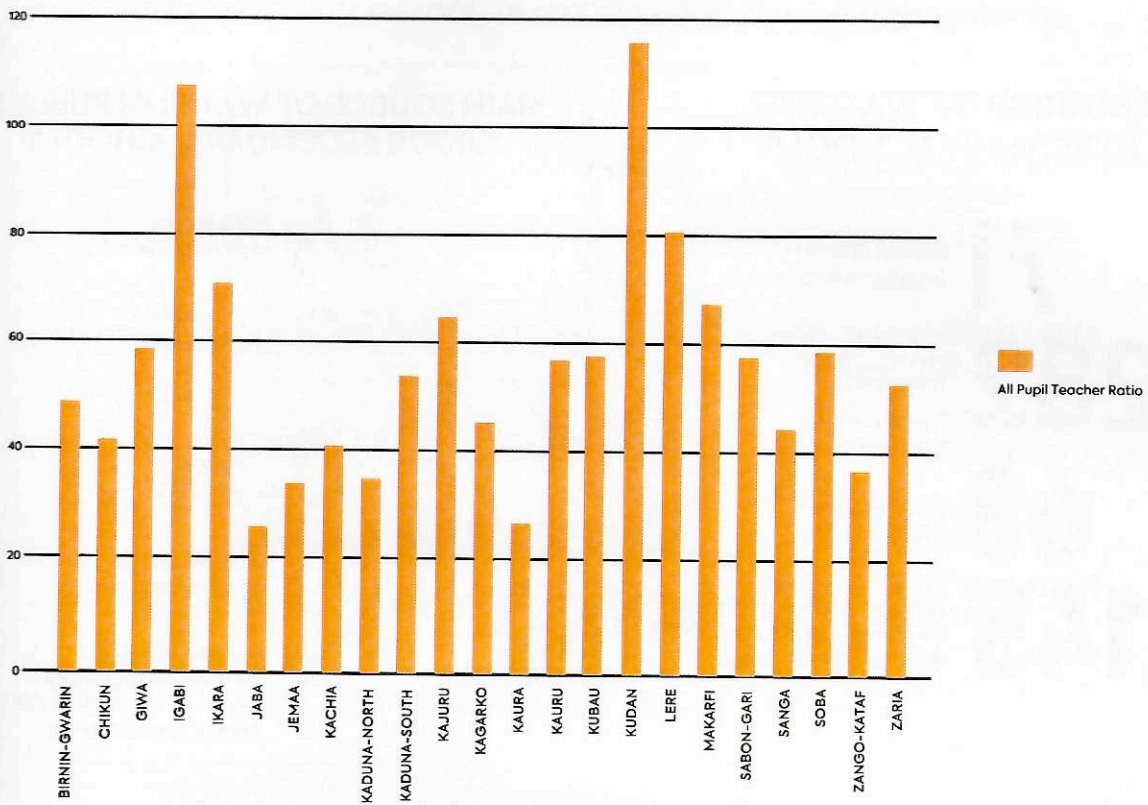
Top 5 LGAs in Private Pre Primary Enrolment make up 75% of the Total enrolment of Private Enrolment

Top 5 LGAs in the Public Pre Primary Enrolment contribute not less than 55% of the Total Enrolment in the Public Pre Primary Enrolment

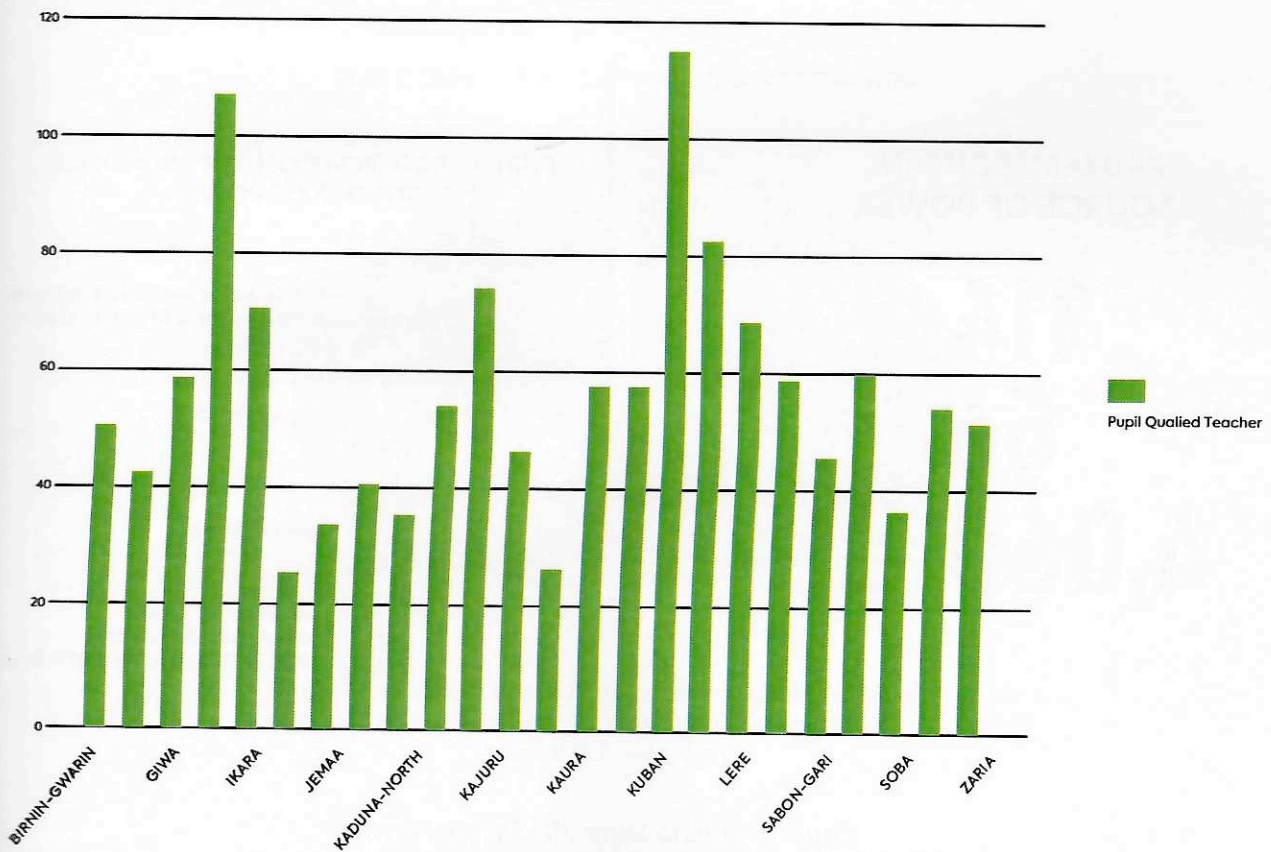
Source: Kaduna State 2017 school census



### ALL JSS PUPIL TEACHER RATIO



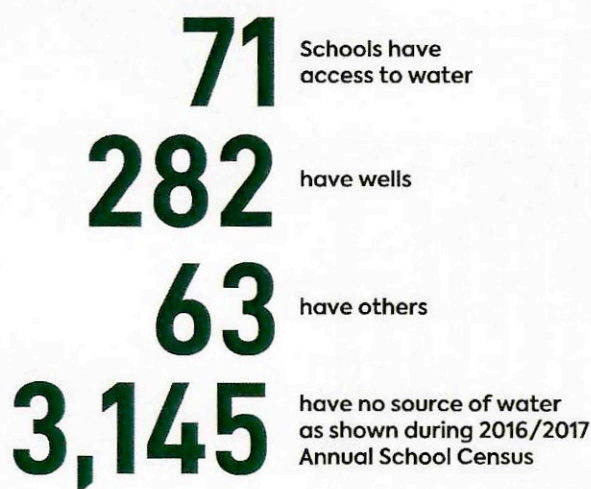
### JSS PUPIL QUALIFIED TEACHER RATIO



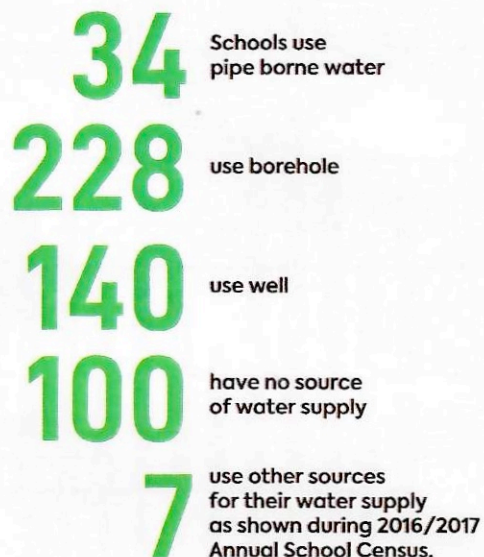
Source: Kaduna State 2017 school census



### MAIN SOURCE OF WATER IN PUBLIC PRIMARY SCHOOLS



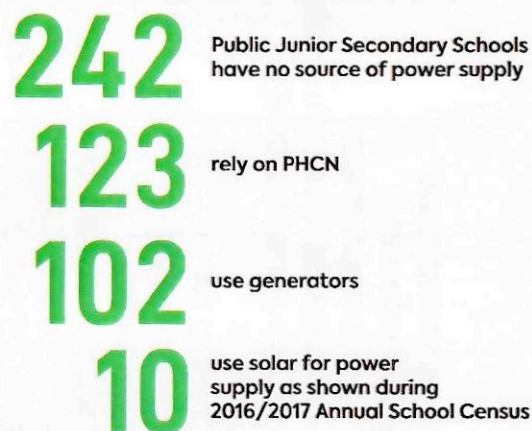
### MAIN SOURCE OF WATER IN PUBLIC JUNIOR SECONDARY SCHOOLS



### PRIMARY SCHOOL SOURCE OF POWER

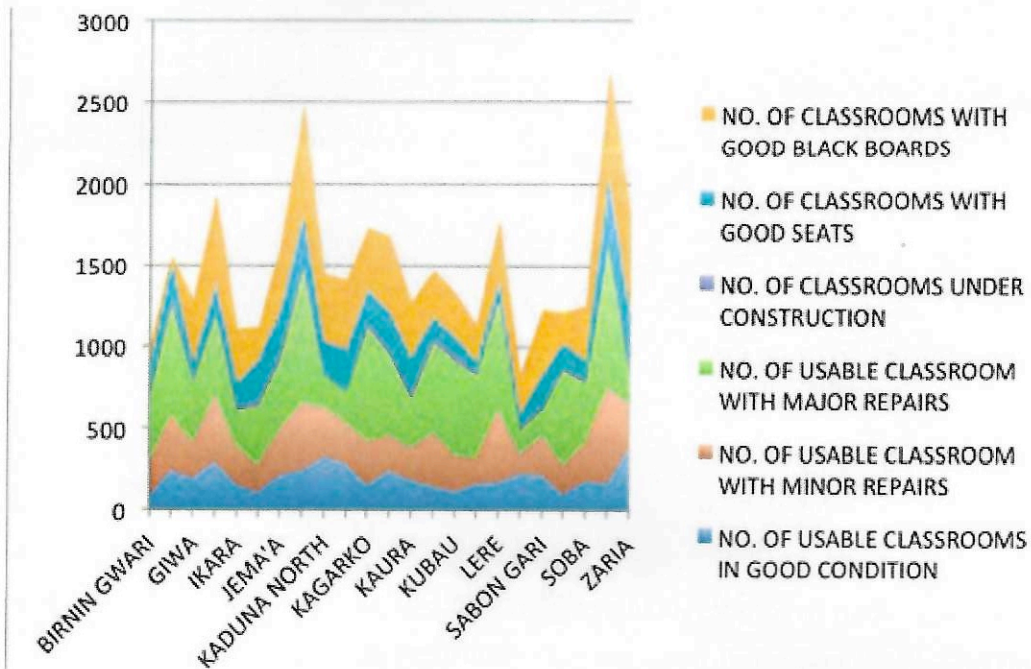


### PUBLIC JUNIOR SECONDARY SCHOOLS SOURCE OF POWER



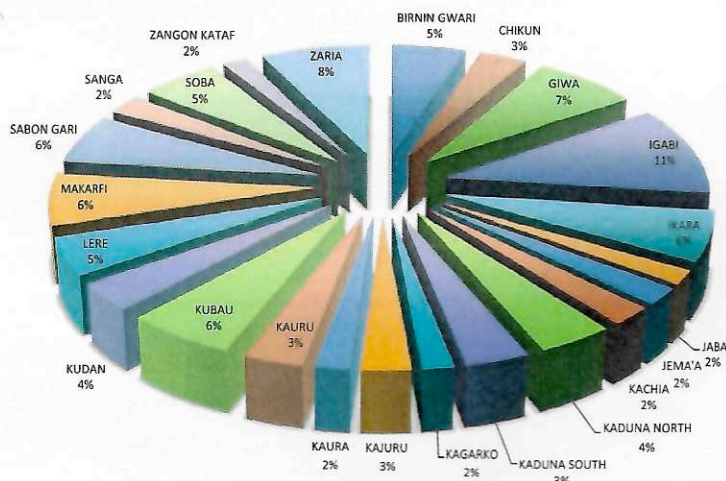
Source: Kaduna State 2017 school census

### PUBLIC PRIMARY CLASSROOM USABLE CLASSROOMS WITH THEIR CONDITION



There is a total of 21,133. Only 4,624 were in good condition as shown during 2016/2017 Annual School Census.

### PUBLIC PRIMARY SCHOOLS PUPILS/CLASSROOM RATIO

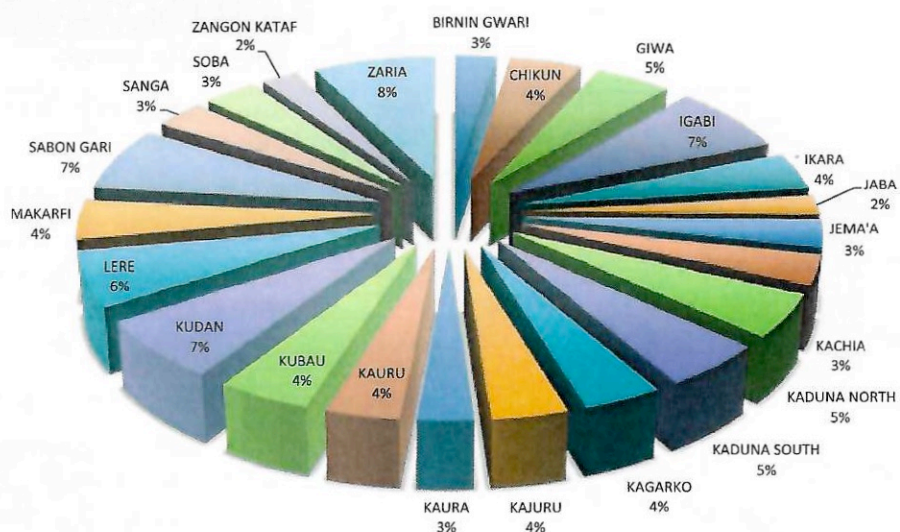


Igabi has highest Pupils Classroom ratio with 193 and Kagarko has lowest with 29 as shown during 2016/2017 Annual School Census

Source: Kaduna State 2017 school census



### PUBLIC JUNIOR SECONDARY SCHOOLS PUPIL/CLASSROOM RATIO



Zaria has highest pupil Classroom ratio with 145 and Jaba has lowest with 41 as shown during 2016/2017 Annual School Census

NUMBER OF PUBLIC AND PRIVATE SCHOOLS					
SCHOOL LIST	PUBLIC				PRIVATE
	Pre-Primary and Primary	Junior Secondary	Senior Secondary	Sci & Tech Secondary	
TOTAL SCHOOLS FROM THE CENSUS 2015/2016	4,269	421	331	25	1,388
TOTAL SCHOOLS FROM THE CENSUS 2016/2017	4,264	429	341	31	1,564

Source: Kaduna State 2017 school census



## 2. Project Description



*Social Mobilization for Transparency and Accountability in the Implementation of UBE Funds in Kaduna State* is a three-year project, which was implemented by CHRICED in Kauru, Kubau and Zaria LGAs of Kaduna State. The project commenced on September 1, 2017 and lasted till August 31, 2020. The project is fully funded by The John D. and Catherine T. MacArthur Foundation, a United States based foundation. The project's goal was a 'to reduce corruption and its destructive effects on the quality of UBE projects and services in three focal LGAs. CHRICED worked within a cohort of other organizations, which also focused on their other respective LGAs in Kaduna State. The other organizations are Connected Development (CODE), Civil Society Coalition Action on Education for All (CSACEFA), Community Life Project (CLP), and Centre for Democratic Development, Research and Training, Pastoral Resolve (PARE).

CHRICED project team worked to realize the outputs, outcomes and overall goal of the project by engaging community actors to make accountability demands with respect to specific UBE projects being implemented in their communities. This was done by showing community stakeholders the pathways and approaches with which they can amplify their voices in making accountability demands, thereby creating an atmosphere, which is intolerant of corruption. A corollary to this description is that the project was also designed to provide a platform for collective reflection and action on community accountability demands concerning service delivery in the UBE sector. CHRICED project staff focused on mobilizing communities to make accountability demands, and track projects implemented in the respective LGAs and Communities.

The intervention logic based on the MacArthur Foundation On Nigeria theory of change sought to amplify the voice of community actors, which would then form the basis of intervention of teeth actors. This project design approach is anchored on the anti-corruption strategy, which seeks to tackle corruption through the state, sanctions, and systems approach. This approach presupposes that corruption will be successfully tackled if there is a whole of government and whole of society approach in addition to putting the right systems in place to reduce the risks of corruption. The CHRICED project had the responsibility for the society dimension of the anti-



corruption work. The project therefore implemented the following set of activities in the three-year project cycle:

1. Baseline survey conducted and reports produced
2. 6 Policy issue research conducted, and report produced and disseminated
3. 6 citizen monitors recruited and trained on expenditure tracking of UBE funds
4. Specialize database for real time information transmission on expenditure tracking constructed
5. 100 episodes of radio live interaction conducted
6. Community enlightenment workshops organized
7. inaugural and 10 periodical press briefings implemented
8. State-wide stakeholders consultative meeting organized
9. Community report-back forums organized
10. 7500 publicity leaflets and 3600 publicity posters produced and disseminated
11. Expenditure tracking field work conducted in 50 schools
12. Publication of project information and conduct of discussions on related issues using social media such as Facebook, Tweeter, LinkedIn, etc.

## 2.1 Location/Area of the project

The CHRICED project of *Social Mobilization for Transparency and Accountability in the Implementation of UBE Funds in Kaduna State* is located in Kaduna State, North West Nigeria. According to free online encyclopedia, Wikipedia, Kaduna State is the 18th state of Federal Republic of Nigeria. It is ranked 4th by land area and 3rd by population in Nigeria<sup>8</sup>. The CHRICED Project of Social Mobilization for Transparency and Accountability in the Implementation of UBE Funds in Kaduna State had three core PIAs in Kuru, Kubau and Zaria Local Government Areas in Kaduna State. Kuru Local Government Area is located in Southern Kaduna, with Headquarters in Kuru Town, the LGA has a population of 221,276 people (2006 National Population Census), with a total landmass area of 1,230 sq. mi. Kubau Local Government Area on the other hand has its headquarters in Anchau and has a population of 282, 045 inhabitants (2006 National Population Census), it has eleven political wards covering a landmass area of 967 sq. mi. Zaria local government, with headquarters in Zaria Town has a population of 408,198 people occupying an area measuring 217 square miles.

<sup>8</sup> See [https://en.wikipedia.org/wiki/Kaduna\\_State](https://en.wikipedia.org/wiki/Kaduna_State)



# 3. Project Goal



The evaluation team sighted the project concept and proposal which outlined the overarching goal and the specific objectives of the project. The details outlined the project design as an intervention which seeks to address the negative impacts of corruption on basic education delivery and outcomes in Kaduna State. The project base documents further justified the intervention by explaining that despite the expenditure of immense amounts of public funds on basic education, delivery of UBE outcomes in Kaduna state have been poor. The base documents then went on to establish the goal of the project in terms of the desire to improve accountability and impact of UBE funds in Kaduna State by strengthening accountability and transparency in the management of the funds, thus minimizing corruption and financial leakages, and improving the quality of delivery and outcomes of basic education.

## 3.1 Specific Objectives

In order to achieve the overall goal of improving accountability and impact of UBE funds in Kaduna State, the project was designed to pursue the following specific objectives:

- a). Stimulate citizens' demand for accountability and transparency in the management of universal basic education funds in Kaduna State and for improved education delivery and outcomes.
- b). Equip citizens to track and report on the flow of these funds through all the expenditure phases.
- c). Enhance accountability to communities by SUBEB, schools in its jurisdiction, and elected officials involved in its work.

Assessment of the project's success was conducted in line with the project objectives and parameters defined in the project description for the project objectives stated above. For the first project objective, the project was assessed based on the results of a test of participants/stakeholders involved in the activities conducted to achieve that objective, and the level of awareness and willingness of citizens to take responsibility and ownership of UBE projects and demand for accountability and transparency in the implementation of such projects, with a 60% success rate by the participants as an indication of the project's success in that respect. The evaluation noted that while the project focus on three LGAs of Kauru, Kubau



and Zaria, the impact of some of the activities carried out in the course of the project went beyond the three focal LGAs. For instance, the evaluation team noted with interest that, the live program *Restoring Hope to Basic Education (Samarwa Ilmin Bai Daya Mafita)*”, which was broadcast both in Hausa and English, was a household name in Kaduna state for the period it was aired Kaduna State Media Corporation's Queen FM.

The impact of Hausa (the major language in the project locations) which the program adopted for the dissemination of key messages may have accounted for the enthusiastic response, which greeted the radio program across the state. Project beneficiaries recounted that the radio programs served as direct real time opportunities for citizens to call in and make accountability demands on UBE issues in their communities. Through these programs, duty bearers got to feel the pulse of the communities with respect to program implementation. Evaluation data similarly showed increased interest by communities to meet with contractors handling UBE projects to ask questions about specific details of the project implementation, and where they are not satisfied, the escalated issues through the LGEAs to SUBEB.

For the second objective, an evaluation of the activities of community-based monitors, trained and deployed by CHRICED was undertaken. This evaluation also assessed the efficiency of the CHRICED expenditure tracking App. The fact that community-based monitors using the tracking App provided by CHRICED were able to generate data, which was analyzed and used to provide big insights about the cost elements of UBE intervention indicated some success at the output level. What was derived from the app then fed into advocacy relating to the specific projects leading to outcomes in terms of remedial action by SUBEB to get the project back on track. The efficiency of the tracking is found in the capacity of the project to identify whether specific UBE projects are ongoing, completed or had been abandoned by the contractors.

For Instance, analysis of information generated Using the App in tracking UBE projects at Local Education Authority Primary School Dokan Karji revealed that in 2015, the following UBE projects were awarded to the school: (a) Construction of a Block of 12 Classrooms; (b) Procurement of 1,840 two-seater pupils' desk and bench; (c) 95 teachers furniture (table and chairs); and (d) Procurement of 1,186 units of magnetic boards. The total cost for these projects stood at N38, 240,370 (Thirty-eight million, two hundred and forty thousand, three hundred and seventy Naira). CHRICED community-based monitors however reported that the project had not started four years after the award of the contracts. It was equally reported that with a population of over 1000 pupils, the school has only two blocks of classrooms, out of which one had been turned to a community clinic. This forced SUBEB and the contractor to explain at one of the



accountability report back session that terrain difficulty was responsible for the delay in executing the contract. Contractors later mobilized to site to commence the construction and procurement processes.

For the third objective, the assessment test was three-dimensional: first, the level of participation by the target groups, and second, the proportion of this group expressing commitment to making accountability and transparency demands on SUBEB and elected officials on UBE projects in their communities; and third, the number of dialogue exchanges (in terms of community report back sessions, and town hall meetings) held with duty bearers and government officials, such as LGEAs, SUBEB in attendance. The standard of success in this regard was again 70%. The first achievement of the project had to do with increased knowledge and participation by communities in the tracking UBE funds in the project areas. The communities and beneficiaries were actively involved in following up with contractors to ensure projects are executed to specification. Also, community participation was recorded as one of the major milestones of the project. The active participation of communities shaped the behavior of SUBEB, which became more inclined in consulting with stakeholders and briefing communities before the commencement of projects. However, in the first year of implementation, the project had limited success in terms of its advocacy to SUBEB to put needs assessment of the communities at the core of decision making to determine the projects to be implemented in each community. This limitation was mostly due to the fact that the UBE projects had been long decided, even before the start of the CHRICED project in 2017.

In terms of citizen participation in the project itself, CHRICED baseline played an important role in collecting inputs from communities about what they want to see differently in the UBE system. The data for the baseline was generated using a methodology, which involved administering questionnaires on target group members, as well as organizing Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) for key stakeholders within the PIA. The information provided by the communities, beneficiaries and leaders was the basis upon which certain key conclusions and recommendations were made in various areas of the UBE chain in Kaduna State. A good example of this involvement of the communities and beneficiaries in needs identification and design of strategies for this project would be found in the role of communities, beneficiaries and social influencers, who contributed to the processes that validated the data from the baseline survey.



### **3.2 Project Target Groups**

The target groups for this project include the following:

1. Schools with UBE projects
2. UBEC
3. Communities
4. SBMCs
5. PTA
6. LGEA
7. SUBEB
8. Community Based Organizations
9. CSOs
10. Media organizations

### **3.3 Evaluation Scope**

The objective of this evaluation is to assess what worked well and what did not work so well in the course of implementing the project to realize core objectives and the overarching goal. The evaluation has also looked at the impact of the project deliverables, and to study the potential for sustaining its current activities in the future. In terms of scope, the evaluation will focus on the three years (2017 to 2020) for which the project was implemented and make projections on the possibility of the work continuing beyond the funded period as a result of the gains derived from the sustainability of the work.

# 4.0 Objectives Of The Evaluation

The overall objective of the evaluation is to evaluate the relevance, efficiency, efficacy, impacts and the sustainability of the project measures.

The specific objectives of the evaluation include:

- Analysis of the realization of project objectives and results achieved.
- Suggestions to improve the formulation of the logical framework (impact-oriented indicators, attribution of measures to outcomes and effects) and recommendations for the project implementation scheme and strategies for future projects.
- A commentary on the relevance and appropriateness of the approach and the opportunity to continue this type of action in the future.
- An overview on lessons-learned in view of future projects.

## 4.1 Evaluation Questions

The Terms of Reference for the evaluation contained a group of questions to guide the evaluation of the project. These questions were grouped into three categories: Questions related to process, to outcome, and to impact.

### 4.1.2. Questions regarding Relevance:

- a) To what extent is the intervention important for the target group (for example, does it focus on an important problem/bottleneck)?
- b) To what extent are the initial objectives of the project still appropriate?
- c) Are the activities and outputs of the project consistent with the project goals and objectives (coherence of the planned chain of causality)?

### 4.1.3 Questions regarding outcome and Impact:

- a) What real difference has the project made to the beneficiaries in terms of social, economic, political, cultural, and ecological changes, taking into account the gender dimension?
- b) How many people have been affected?
- c) Which other factors contributed to the changes that were generated, and to what extent can the changes be attributed to the project activities (plausibility)?
- d) In which measure have the results of the project and the realization of the specific objectives contributed to the global objective?
- e) What are the views of the stakeholders, the target groups and the beneficiaries on the



project impact on the fight against corruption in Nigeria?

#### **4.1.4 Questions regarding Effectiveness:**

- a) To what extent were the objectives achieved or are likely to be achieved?
- b) What were the major factors influencing the achievement or non-achievement of the objectives?
- c) Were the initial objectives realistic?
- d) Have there been indirect effects generated by the intervention of unplanned target groups or beneficiaries?
- e) Has the project management been able to adapt to the evolution of risks and external factors?

#### **4.1.5 Question regarding Efficiency:**

- a) Were the available resources sufficient for the actions implemented?
- b) Were the effects achieved at reasonable costs?
- c) Was the project implemented in an economically justifiable way under the given circumstances?
- d) Are there any benchmarks to support the answers?
- e) Were the objectives achieved on time?
- f) In which way did the available resources contribute to the results achievement?
- g) Could the results have been achieved with a different use of resources?
- h) What is the contribution of local actors to results achievement?
- i) Have effective management and administration systems been in place, and was there a suitable Planning, Monitoring and Evaluation (PME) system?

#### **4.1.6 Questions regarding Sustainability:**

- a) To what extent are the benefits of the project likely to continue once donor funding has ceased?
- b) What were the major factors which influenced the achievement or non-achievement of sustainability of the project?
- c) Did the project contribute in any way to the reduction or increase of tension in the project areas?
- d) Has the project contributed to a peaceful co-existence of Muslim, Christians and other faiths in the project areas?



# 5. Methodology

The Evaluators closely consulted with project staff, community gatekeepers, members of the SBMCs, Community Based Organizations, PTA, Traditional Rulers and activists working for better basic education outcomes in the three focal LGAs of Kauru, Kubau and Zaria. To collect data from duty bearers on the supply side of the basic education delivery process, this evaluation interacted with Education Secretaries in the Local Government Education Authority, and staff of the Kaduna State Basic Education Board (KADSUBEB). This evaluation was conducted between September 20 and October 10, 2020. It included a desk-based document review and key informant interviews, structured questionnaire administered in the three focal Local Government Areas of Kauru, Kubau and Zaria in Kaduna State. The evaluation team also conducted interviews with key staff, and undertook field visits to projects sites, including public primary and junior secondary schools in three focal LGAs, where the Kaduna State SUBEB was implementing UBE projects in line with Action Plans. To collect the perspectives of leading figures in the UBE service delivery process, key informant interviews were conducted. The other data collection processes used in the evaluation included the following:

## 5.1 Desk Review

The project was reviewed to distil key information and insights on aspects such as its relevance, effectiveness and efficiency. The desk review covered project documents, the On Nigeria portfolio theory of change, plan of operations, records of inputs, progress reports and contractual correspondence to verify that such documents are in accordance with good practices. The desktop portfolio review covered: projects concepts, proposals, implementation reports, a baseline study, previous monitoring and operational documents to understand the project activity cycle and results. Technical reports were also studied to assess the consistency of project strategies with national, state and community priorities. Semi-structured questionnaires were equally administered to assess the perception of the various stakeholders on the purposes and priorities of the Project.

## 5.2 Consultations with Key CHRICED Officials and Project Staff

The evaluation team held an initial meeting with the Key project staff of CHRICED which includes the Executive Director, Programs & Communications Manager, Finance & Administration Manager, Senior Programs Officer, Assistant Project Officer, and other staff involved in the project. Moreover, the team of evaluators was accompanied by Community Monitors in the course of several field visits. Given the risks posed by the COVID-19 pandemic, the evaluation



team adhered to a clear set of preventive protocols, including the wearing of face masks, social distancing and hand hygiene. Finally, the team conducted some evaluation meetings via zoom with the project staff to discuss the partial findings of the evaluation as the evaluation process proceeded.

### 5.3 Field Visits to Schools with UBE Projects

The team conducted field visits to a total of seven schools across the three focal project LGAs (List of schools). In the course of these visits, the team interacted with parents of pupils in the respective schools, SBMCs, teachers, and community leaders.

### 5.4 Interviews with various stakeholders of the project Key Informant Interviews:

A total of 23 key respondents (10 Males/13 Females) were interviewed in the course of the evaluation. Respondents included staff of CHRICED, Media personnel, community leaders, educationists, and staff of the SUBEB. The table in Annex 1 shows the breakdown of respondents.



*CHRICED staff distributes information, Education and Communication (IEC) posters to stakeholders at town hall meeting*

### 5.5 Case studies

To assess the impact of the project on the beneficiaries and the benefits accrued from the project, the team resorted to case studies. The selection of the cases was done using random sampling techniques. A complete list of beneficiaries was drawn and randomly selected to get the number of people to be interviewed. However, few of the people selected by the evaluation team were not available for the interview, therefore more cases were selected by the program



officer who knew best who would be willing to devote her time to attend interviews. Accordingly, the samples in this regard are varied depending on the beneficiaries' willingness to attend. The table below indicates the number of beneficiaries for whom case studies were conducted.

### **Case studies conducted for some of the beneficiaries shed light regarding the importance of this project.**

#### **CASE: BIKO BARDE MAKES ACCOUNTABILITY DEMAND**

Biko Barde, lives in Kubau; for many years he witnessed the dilapidation of infrastructure in primary and Junior Secondary schools in the area. Although he knew it was the responsibility of the government to provide schools with the right facilities, and equipment for children in the community to learn, he did not have enough clarity about how or where to channel his efforts as a citizen to realize the goal. In 2017, the CHRICED project of *Social Mobilization for Transparency and Accountability in the Implementation of UBE Funds in Kaduna State* provided the veritable opportunity to do so.

Barde participated in CHRICED Community Enlightenment sessions, Training for Media and Community Based Organisations. He was also a part of targeted events such as the Accountability Report Back Sessions organized in the Local Government. With these activities and the knowledge, he was able to gather, Barde was able to equip himself with information, which specifically focused on the rights of Nigerian citizens to universal basic education, including six years of primary schooling and three years of junior secondary education. Through CHRICED work, he was also able to make the relevant contacts and collect data on the cost of projects in the schools in his communities. He then organized youth people in his community to engage in monitoring the quality, progress and timeliness of UBE projects being implemented in the schools in his local government.

These were Barde's words during the interview:

*I am so glad about what CHRICED is doing; I have always been unhappy about the state of primary schools in Kubau LGA. Many of the buildings were dilapidated and were without roofs. I knew in a country like Nigeria with all the resources, our schools should not be like this. I will say I was helpless because even though I felt frustrated, I did not know who to meet, and how to raise the issue in a way that the government would listen. The CHRICED project, helped us to understand that basic education is the right of the children of our community has helped a lot. Before now, I could not go to a project site and say I am monitoring the progress of the work. But now, I have been able to mobilize people in my community to watch the implementation of UBE projects, and*



*where there are problems, I have been able to make complaints to the Education Secretaries and then using the opportunity of town hall meetings, to interrogate issues relating to UBE service delivery. I recall that during a particular town hall meeting we held, which was broadcast live on the radio, I was able to inform people in my community, and they called in during the program to add their voices in stating that there were projects, which SUBEB has listed to have completed, but which were yet to be done. After we raised the specific issues of those project, we saw action in terms of officials moving in to begin construction in the concerned schools. This program has really helped us in the area of raising our voices to prevent corruption in the system.”*

### **5.6 Questionnaires**

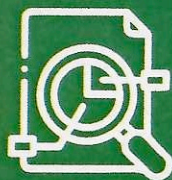
The team used several questionnaires to survey responses concerning the impact of the project. The questionnaires were distributed among samples of the target groups across the three LGAs were completed by community leaders, local government education officials and SBMCs, PTAs and Head Teachers. Respectively, 15 persons, in total (45) representatives of these target groups in each of the two LGA filled questionnaires to evaluate the project. The questionnaire comprised of five sections with questions on Demography, project objectives, relevance, effectiveness, efficiency and sustainability (copies of the questionnaires and analyzed responses are attached in the annexes)



*Cross Section of communities members during Focus Group Discussion on the effects of the project*



# 6.0 Findings



## Headline findings 1:

The evaluation findings revealed that project interventions, to a very large extent, have contributed to the overarching goal of reducing corruption in the implementation of UBE projects by amplifying accountability demands of demand side stakeholders in the three focal LGAs. 90 percent of respondents in the survey noted that apart from making them aware of their rights and responsibilities, the project of *Social Mobilization for Transparency and Accountability in the Implementation of UBE Funds in Kaduna State* has served to deter the brazen corruption especially in construction work. They noted that many of the contractors are now aware they are being watched by citizens, with the technical support of a credible group.

## Headline findings 2:

There is evidence that capacity has been built for community level actors to make informed, evidence-based accountability demands. For instance, citizens have been making informed demands about the state of UBE projects in their communities through writing of letters, social media engagements, and through dissemination on the state of projects by the mass media.

## Headline findings 3

The project had an inclusive approach. All respondents interviewed said the activities of the project was inclusive irrespective of status, gender, ethnicity, disability and religion. Examples were the citizen participation in the baseline on the state of UBE in Kauru, Kubau and Zaria. Majority of respondents similarly affirmed their participation in the project activities, including town hall meetings, accountability report back sessions, community enlightenment, statewide consultative meetings.



Participants, after a CHRICED Community Enlightenment event in Kauru LGA



#### **Headline Findings 4:**

Evidence abounds to support the position that project advocacy led to the institutionalization of key processes for ensuring transparency and accountability in UBE service delivery in Kaduna State. This evaluation collected data which indicated that CHRICED has learned about, and explored opportunities which exist for deepening transparency and accountability in terms of deliberate effort to connect the work of voice actors and those of teeth players. Through the targeted nature of its advocacy and strategic communications, the project has done the initial spade work of connecting communities to institutions with the power to sanction corruption.

The project helped people in communities to strengthened their resolve to take advantage of processes in such institutions to hold duty bearers charged with the task of providing quality UBE services accountable. There have been visible efforts to leverage on the soft power assets of anti-corruption institutions to persuade duty bearers to shun practices likely to undermine transparency, accountability and efficient service delivery. Such institutions as the Independent Corrupt Practices and Other Related Offences Commission (ICPC), and the National Human Rights Commission (NHRC) are proving to be pivotal in taking up corruption and accountability issues at the grassroots. There is clear evidence of an upward tick in the quest by community members to request and access training on how to effectively use the Freedom of Information (Fol) Act.

#### **6.1.1. Other findings**

Respondents also felt that the projects objectives were very relevant to the context, as citizens had regular engagements with supply side stakeholders responsible for UBE service delivery. It is therefore recommended that the project should continue through processes which will deepen the sustainability opportunities, which have come to the fore since implementation began.

#### **6.1.2. Impact of interventions**

Although this project was only implemented for three years, the evaluation finds that to a large extent the project objectives were achieved. There have been important outcomes, which from the collected data point to changes in behavior in the PIA. On the demand side, this evaluation found that leaders and social influencers in the PIA have refrain from fatalistic notions of letting God intervene where glaring situations of corruption undermine access to basic education. The number of accountability demands made without prompting by CHRICED is indicative of vigor with which communities are getting their voices heard in holding duty bearers to account.



There is also evidence of behavior change on the side of the duty bearers; although there has to be a caveat that there are still many more areas where reforms are needed, the response of the duty bearers, especially the SUBEB, represent important first steps. For instance, the prequalification of contractors, and the open bidding for UBE projects, which never featured as a mainstay of the project implementation process in SUBEB has begun to take roots. This has made the contracting process, and the details of beneficial ownership to be less opaque and more transparent.

Also beneficiaries reported that the CHRICED radio program, which were produced in English and Hausa sensitized the public, and communities about the roles and responsibilities of citizens. Respondents interviewed informed that their understanding on what to do to hold UBE duty bearers accountable has become much clearer to them. Other factors that contributed to the changes resulting from the project implementation included the baseline done by CHRICED. The report provided evidence from the lived realities of UBE beneficiaries interviewed in target communities. The public relations activities including community town hall meetings, holding of community enlightenment sessions for community actors, and visiting of UBE project sites and engagement with duty bearers and policy makers on best practices for quality UBE service delivery.

### **6.1.3: Effectiveness of project interventions.**

Monitoring data revealed that project outcomes and impacts were achieved. Respondents interviewed revealed that one of the significant factors that influenced the achievement of the project objectives is the stakeholder participatory approach which CHRICED employed throughout the project planning and implementation stage. By involving grassroots community leaders, the project was able to build proper understanding of the project goal, boost confidence of community gatekeepers and important decision makers. It helped the project avoid suspicion which, from the experience of CHRICED staff, is capable of delaying or completely frustrating the project.

### **6.1.4. Efficiency of project interventions**

The desk review of project document as well as discussions with the project staff revealed that the project objectives have been achieved within the stipulated time around which the activities were designed. The timing of the activity aligned inputs to outcomes, such that the target groups could engage supply side activities like the construction of classrooms and supply of equipment in a manner that helped realize the objectives of reducing corruption. In addition, respondents revealed that CHRICED approach of showing communities the pathways through which they



could engage the governance system worked well. For instance, the community meetings CHRICED organized allowed efficiency and for the elements of sustainability to thrive by assigning roles and responsibilities to passionate individuals in communities. From the responses of the communities, it is apparent the people at the grassroots applaud the fact that CHRICED did not take over their roles. Respondents made the point that such an approach would have been unsustainable and very expensive.

More still, the interventions were very cost effective, and benefited from CHRICED sound fiscal policies, which places priority on value for money and cost efficiency. Planning was a key aspect of CHRICED program implementation as all activities were arranged several weeks before they were to be held. This helped avoid unnecessary expenses, and provided a better pricing mechanism for programs implementation. In addition, it was noted that CHRICED has in place good financial management systems and processes for tracking and evaluating resource use, such as cash flow forecast, daily cash flow count, and impress system.

Also, the expenditure approval system requires regular vetting of expenditure requests not just to verify expenditure against budget but also to identify changing patterns in pricing which allows for quick attention to and investigation of variations for corrective action. CHRICED has procedures in place to monitor progress against budget and objectives at regular intervals (generally monthly). To ensure appropriate monitoring and reporting CHRICED has a good M&E system such as result frame work, work plan, indicators and data base which is been used to collect, collate and analyze data for the use of evaluations. This system helps to permit periodic appraisal of the project's performance, physical outputs, benefits, expenditures and impacts.

### 6.1.5 Evaluation Results

**Relevance: To what extent is the intervention important for the target group (for example, does it focus on an important problem/bottleneck)? And to what extent are the initial objectives of the project still appropriate?**

95% of the respondents interviewed indicated through their responses that the intervention is very important because it helped to educate and improve the knowledge of communities about their UBE rights as enshrined in the 1999 Constitution and UBE Act of 2004. It focused on building the skills and capacity of communities to enable them make accountability demands with respect to the UBE service delivery process. The problem had been that the people in grassroots communities did not have adequate knowledge and the requisite capacity to get duty bearers in the UBE service delivery process to respond to their accountability demands. Therefore, this evaluation documented respondents as they lauded the strategy of sharing knowledge with them and empowering them with the capacity to take next steps in terms of how they can make



demands to ensure these rights are affirmed, protected and promoted.

*Case study: "This intervention has been a success for us because I have been able to draw attention to the state of the only school in my community. The initial structure was built through community effort. In 2016, the roof of the building was blown off, and the children were taken lessons in the classroom without a roof over their heads. Through the CHRICED accountability report back session held in Zaria, I was able to bring this to the attention of SUBEB; the good thing is they included the project as part of the next year's work plan. On my won, I do not think I would have been able to achieve this."*

#### **6.1.6. Are the activities and outputs of the project consistent with the project goals and objectives (coherence of the planned chain of causality)?**

Respondents acknowledged that the project activities and outputs are in line with the project goal. The program team provided perspectives that the design of the project of *Social Mobilization for Transparency and Accountability in the Implementation of UBE Funds* in Kaduna State was anchored around the strategy of equipping citizens with the knowledge to make accountability demands in the area of delivery of basic education services. The intervention logic of the project explored the idea of amplifying accountability demands of citizens, in order to hold the duty bearers accountable. In the design, there was also a component of monitoring wherein trained citizen monitors tracked projects to ensure quality, completion and value for money. The implementation aligned with this design.

This strategy is coherent because the data generated in the course of the evaluation brings to the fore details of how CHRICED through town hall meetings, community enlightenment sessions, and accountability report back sessions in the three L GAs of Kauru, Kubau, and Zaria equipped citizens with the required skills to monitor UBE projects and make accountability demands. Citizens said they put to use these skills by writing letters, making phone calls, and engaging in social media activity aimed at drawing attention of the State Universal Basic Education Board (SUBEB) on the state of project implementation in their area.

In line with the design also, CHRICED leveraged on the support of media structures in Kaduna State, especially the Nigeria Union of Journalists (NUJ) which supported the process of raising public awareness about the state of projects in the communities. As a direct outcome of CHRICED advocacy, the NUJ set up a dedicated committee of journalists to visit various projects sites in Zaria, Kubau and Kauru to monitor the state of UBE projects, while getting the concerns of community structures such as the SBMCs, PTAs and LGEAs. This project also targeted social influencers in the communities, including traditional and religious leaders, utilized their gate



keeping capabilities to reach the larger community in order to elicit.

### **6.1.7: Outcomes and impacts: What real difference has the project made to the beneficiaries in terms of social, economic, political, cultural, and ecological changes, taking into account the gender dimension?**

Discussion with the respondent revealed the project has brought about fundamental changes in life of the target population of marginalized and vulnerable group, women and youth, which the project gave the opportunity to air their voices in the governance process. In the social context, this project has afforded poor and vulnerable citizens affected by the problem of poor service delivery in the basic education sector not to look on helplessly, but to mount the level of pressure required to ensure corruption in the sector is reduced to the barest minimum and that supply side actors are pressured to make government respond to their needs of rights holders.

The trainings, workshops and strategic communications conducted as a result of the project has awakened the consciousness and returned confidence and belief to these marginalized citizens -- helping to debunk the narratives, which tend to suggest that their material neglect by poor governance system is an act of God, which should be borne in silence. Citizens have thus been empowered to make active demand on duty bearers in their state. This program has clearly and practically demonstrated to grassroots communities the assertions in the Nigerian Constitution and in international human rights instruments that the welfare of the people should be the primary purpose of government. The belief in their collective influence in the governance processes will likely grow with experience of organizing and making demand on calling for accountability in Kaduna State. Similarly, this intervention has been able to debunk the elitist ritualistic notion of democracy, which tends to equate democracy to simply periodic elections. The project has been able to show citizens that democracy must deliver concrete deliverables to the people and factor their interests in the governance process. For instance, through training, meetings with the citizens, the people at the grassroots are now able to call government to account, demanding good governance using issue of basic education. On the other hand, it has helped to put the elite on their toes knowing that citizens will make demands on their political responsibilities.

**CHRICED Key Message:** *“Distinguished guests, ladies and gentlemen, there are some who may be inclined to ask why we have chosen to intervene in fostering transparency and accountability in the delivery of UBE in Kaduna State out of the long list of issues confronting the society. Part of the answer to that question would be found in the Nigerian constitution. Section 18 of 1999 Constitution (as amended), 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; a) 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 2004, which has the laudable objectives of working towards ensuring unfettered access to nine (9) years of formal basic education, the provision of free, Universal Basic Education for every Nigerian child of school going age and the drastic reduction in the incidence of drop-out from the formal school system.

It is however pertinent to state that these objectives may not be achieved if Nigerian citizens, the ultimate target of government's intervention in the sector do not take the interest in closely monitoring and tracking to ensure the duty bearers in the implementation agencies put these resources to proper use. The CHRICED project on strengthening accountability and transparency in service delivery in this sector would provide the needed tonic for citizens to take a greater interest in how public resources are used to deliver this critical service, upon which the future of millions of Nigerian children depend. CHRICED therefore calls on citizens in the focal local governments to brace up to be counted in the task of moving the governance debate towards addressing the issues in this critical sector. This project is yours because it is about the future of that young boy and young girl in your community. All Nigerian children irrespective of their economic circumstance have a right to quality basic education, without which their opportunities in life may be severely constrained. Creating those opportunities mean that we must all be interested in how the resources are expended.”

#### **6.1.8. Which other factors contributed to the changes that were generated, and to what extent can the changes be attributed to the project activities?**

The projects capacity to engage with a broad range of stakeholders, including civil society organizations, youths, religious leaders, professional groups, media organisations, traditional rulers, community leaders, including marginalized communities was to a large extent attributable to the collaborative approach adopted by CHRICED throughout the project planning and implementation phases. One interesting feedback from discussion with respondents was the fact that the project was stimulating a change of attitude amongst key demographics. Further, that the CHRICED insistence on the collaborative approach helped to overcome power dynamics that may have affected and limited intra-group and inter-group discussions especially



in rural communities. Similarly, the use of community gatekeepers as champions helped the project to avoid suspicion and thereby build alliances early in the project planning which eventually carried on throughout the project implementation phase. Respondent revealed that another factor that contributed to changes in the project was the participation of citizens especially marginalized group in the project events which availed them the opportunity to participate in discussions on accountability.

#### **6.1.9: What are the views of the stakeholders, the target groups and the beneficiaries on the project impact in the democratization process in Nigeria?**

Over two decades after the advent of democracy in Nigeria, there has been an increasing clamor for the notions of democratic governance to go beyond the periodic conduct of elections. Citizens have continued to clamor for democracy to translate to good and accountable governance which prioritizes the social and economic needs of citizens. The evaluation indicated that the project scored high in this respect owing to the focus of CHRICED on reducing corruption in the implementation of UBE projects by achieving the objectives of stimulating accountability demands by tracking UBE expenditures.

Evaluation data indicates that before the project, communities knew that funds for UBE projects came from their taxpayers' money and revenue from the public treasury, but did not know of the specific steps to take to ensure value for money. The communities knew very little about how to obtain the necessary information about the state of the project, the cost, as well as how to verify if the project has been delivered in line with agreed specifications. There is evidence pointing to the fact that the CHRICED project through the planned measures built the capacity of communities, particularly the SBMCs, PTAs, and social influencers to enable them keep an eye on the project implementation to ensure specifications for projects are met.

In terms of knowledge of transparency and accountability measures seeking behavior change at the project target communities, this project has made communities understand that with respect to basic education, they are right holders. As such they have been equipped with the knowledge of what their rights are, and what specific steps they can take to ensure those rights are protected and promoted by duty bearers. In the life of this project, one of the unintended outcomes was that communities on their own engaged accountability institutions like the National Human Rights Commission by drafting petitions over basic education delivery issues.



#### **6.1.10 Efficiency: what measures were taken to ensure effective financial implementation, monitoring and reporting?**

Most respondents both within CHRICED and partners highlighted that CHRICED has a good financial mechanism including internal and external audit, cash transfer procedures including forecast, financial software such as Quick Books which it uses to record and manage all financial transactions. Also, majority of partners testified that CHRICED has good transparency and accountability system in place.

**Testimonial:** “CHRICED is a very open and transparent organization; they are very open; [they] call for press conference when necessary, [and] share their final year report to stakeholders. (CBO, Kaduna)

#### **6.1.11. Economy: what measures were taken to ensure cost effectiveness in procurement and implementation?**

The evaluation observed that that the project teams made a range of efforts to ensure cost-effectiveness during the projects implementation. This is apparent from the fact that CHRICED financial and procurement policies and procedures helped to ensure value for money through rigorous planning for events and the implementation of procurement processes. In addition, partners contacts and networks on the ground allowed them to maximize the use of funds to increase outputs for the same amount of money. All staff interviewed were aware of the finance manual and the key provisions for project management in the document. This was an indication of openness, participatory decision making and transparency.

#### **6.1.12. Efficiency: to what extent did grant management requirements support the delivery of results?**

The projects grant management processes focused on value for money and the alignment of expenditures to impact. CHRICED used several of its programs outputs to amplify the focus on the grant on addressing the stated issues in the project plan. The CHRICED Programs and Finance teams, worked in tandem to ensure seamless and efficient realization of milestones, as enunciated in the grant agreement. The half-yearly external/independent audit of financial expenditures, narrative reports and end of project report gave a comprehensive overview of how CHRICED grant management aligned value for money to the realization of set objectives within the timescale of this project.



#### **6.1.13 Efficiency: to what extent did the management, decision-making and relationships structures of the project support the successful implementation of the project?**

A range of management and decision-making structures were established at the inception of the project. Before and during the project, number of board meetings and staff retreats were convened during the life of the project. These meetings provided an opportunity for members of the Board of Directors to interact with staff, provide strategic direction with respect to the project and assist in building the capacity of staff. Between 2017 and 2020, the three Board meetings held provided opportunity for members of the Board of Directors to make inputs in the project design and implementation right from the point of the approval of the proposal to the point of implementation. Regular project review meetings convened by the Management Committee of the CHRICED Secretariat provided opportunities for brainstorming to assess project milestones, proffer solutions to challenges and document progress towards the attainment of objectives, and eventually the goal. At the community level, the monitors in each LGA served as coordinator and information collector. These structures, especially in the communities placed emphasis on the need for participatory approaches, and a bottom up mode of citizen engagement, which led to involvement of the beneficiaries on the project plan as well as activity implementation. This gave insights regarding how the program is shaping their roles as citizens and suggested areas that could be explored to strengthen impact of UBE interventions.

#### **6.1.14. Effectiveness: how well did the project predict and react to risks?**

The risk matrix for this project, was outlined in the proposal but was not developed fully; responses from the project team indicated case by case approach to risk management particularly insecurity. CHRICED management staff responsible for decision making were more in tune with the predicted project risks factors. Most of the major external risks envisaged from a low to high level included; religious crisis, kidnapping and communal clashes. However, CHRICED has been able to leverage on its strong contacts and networks to glean information on security before choosing dates for activities.

#### **6.1.15 Effectiveness: how has our approach to management and administration system, including monitoring, data collection, and learning affected the overall impact of the project?**

A robust Monitoring & Evaluation framework was developed for the project. However, this document primarily captured specific outputs and outcomes that were relevant to the project implementation. These include indicators which have helped in measuring progress against specific targets making it easy to get an overall sense of achievements both in terms of outputs and outcomes. The evaluation team sighted this document which detailed all aspects of the M&E data collected by CHRICED. The document is comprehensive and provides an excellent documentation point for data, which could later be referenced.





*Members of SBMCs during an accountability session in Zaria LGA*

#### **6.1.16. Effectiveness: how did the project ensure accountability to beneficiaries?**

Beneficiaries were involved in the project from the outset, as part of the baseline research and were also involved in community-level stakeholder and advocacy committees. Information about the project in general as well as ongoing progress and key research findings were shared with beneficiary groups at regular intervals. The project was anchored around the building the capacity of communities to hold duty bearers accountable for UBE project implementation. CHRICED therefore struck a very productive partnership with key structures responsible for education service delivery in the state, just as we explored linkages with government institutions at the local government and the community structures. Evaluation information showed that the strength of this partnership lies in the fact that CHRICED did not take over the responsibilities of the communities. It only showed the communities pathways to ensure duty bearers responsible for UBE service delivery are pressured to do the right thing as spelt out in budgets, and bill of quantities.

CHRICED provided the communities with the technical expertise and gave them other forms of resources. The remaining part of the work was for the communities to take action. The partnership was strong and effective because there is evidence to show that CHRICED also



provided the platforms for the right holders and duty bearers to interact and share concerns. The challenge with the partnership is in the budgetary constraints, which meant not every key voice in the community could be accommodated in project activities. This challenge was mitigated with voluntary sacrifices made by the communities to share opportunities and step down knowledge gained from activities.

#### **6.1.17 Did the project result in any policy reforms at local or national level?**

CHRICED project documentation indicated that one of the major policy reforms elicited by the project instituting an open, fair and transparent contracting process for UBE projects through pre-qualification and open bidding. In 2019 for instance, the state announced open bidding for UBE projects, a process which allowed for pre-qualification of contractors. There is initial evidence to suggest this has removed secrecy and opaqueness, which used to characterize the start of the contracting process, and provided a clear set of criteria to determine those companies which get projects from the state government.

There is also evidence to show that as at October 2, 2020 the state had done its second open bid for 2017, 2018 & 2019 UBE Intervention Projects which are fully funded and cash-backed jointly by UBEC and the Kaduna State Government. During the bid opening 900 bids for 231 lots of projects were opened in the presence of the bidders, CSOs, observers and communities. Another interesting dimension of policy change in terms of open contracting is the synergy between the Kaduna State Universal Basic Education Board and the Kaduna State Public Procurement Authority. In the past, SUBEB used to go it alone without the input of the public procurement agency in the process. The public procurement authority has become much more involved, and is providing the technical expertise to make the contracting process transparent and efficient. For example, the opening of bids in the just concluded round of 2020 involved the opening of technical bids, while the financial bids remained sealed. Overall during the period under implementation, the main successes in this area have been the projects contribution to, and to entrench accountability in the management of those resources.





## 7.0 General Financial Analysis

The financial analysis of the project will be broken down into two different domains. The first, which is the one explored in this section, relates mainly to the general analysis of the financial performance of the project with focus to project activities. It traces the breakdown of the main components of the projects investments and their relative weight. The second domains trace down the Management expenses of the project such as costs associated with staff salary, utility, travel expenses, operating costs etc.

No.	Project Activity	Budget	Total Expenditure	Balance +/-
1.	Training for Monitors, Media & CSOs	5,131,994.07	5,118,366.42	13,627.65
2.	Data-Base	11,756,623.73	11,691,236.10	65,387.63
3.	Baseline, FGD, Validation, Report	2,707,364.00	2,615,200.00	92,164.00
4.	Expenditure Tracking & School Visitations	4,540,532.00	4,149,500.00	391,032.00
5.	IEC Materials	2,087,747.10	2,137,000.00	- 49,252.90
6.	Advocacy, Cohorts, Stakeholders Consultative Meetings	3,323,630.53	4,371,190.90	-1,047,560.37
7.	Publication: Infographics, Policy Briefs, Press & Briengs	5,749,246.32	5,541,390.00	207,856.32
8.	Radio Program	13,532,140.51	13,523,800.00	8,340.51
9.	Community Enlightenment W/shops & Accountability Report-Back Forums	4,205,752.71	4,416,483.24	-210,730.53
10.	Outcome & Impact Assessment	2,023,824.43	2,023,845.10	-20.67
<b>Total Project Activities</b>		<b>55,058,855.40</b>	<b>55,588,011.76</b>	<b>- 529,156.36</b>



CHRICED has kept files for all its expenditures, and demonstrated proper book keeping, and maintained a well-documented tracing of all expenditure of this project. Based on the financial records, the budget expenditure was in line with MacArthur Foundation approved budgets. In other words, judging by CHRICED financial files, the evaluation team was able to establish that CHRICED expenditures were in line with project approved budget.

No.	Project Administration / Indirect Costs	Budget	Total Expenditure	Balance +/-
1.	Sta Costs	28,814,009.14	28,738,624.89	75,384.25
2.	Oce rent and maintenance, electricity and fuel, photocopy, internet bandwidth, oce consumables, Audit fee, and bank charges	8,325,697.44	7,871,925.33	453,772.11
<b>Total Project Activities</b>		<b>55,058,855.40</b>	<b>55,588,011.76</b>	<b>- 529,156.36</b>



# 8.0 Advocacy by CHRICED

Advocacy to critical stakeholders was a key part of the CHRICED strategy of influencing demand and supply side actors to make the shifts, which would translate into deepening transparency and accountability in UBE interventions in Kaduna State. The project conducted 9 advocacy visits to critical agencies and social influencers such as traditional rulers, UBEC, SUBEB, LGEAs, Local Government Councils and primary and secondary schools' authorities in the project implementation areas. The meetings updated stakeholders with the activities and progress of the project, and addressed concerns raised about the project. The meetings won the buy in of government agencies, community gate keepers and push for transparency and accountability in the UBE projects.

CHRICED advocacy similarly included structured consultative meetings, which were conducted across the 3 LGAs of Kauru, Kubau, and Zaria in the life of the project. The first, which formally launched the project held on 18th December 2017. Other meetings were held in each of the 3 LGAs. On the whole, 428 participants including community and religious leaders, members of the SBMCs, officials of the LGEAs, media representatives, CSOs and officials of SUBEB, and community leaders and activists attended the events. The meetings helped to acquaint the public with the purpose, objectives, and activities of the project. They established relationship with statewide media organizations in the implementation of the project; and established visibility for the UBE project tracking right from onset. The mass media, including traditional and online platforms were instrumental in projecting CHRICED key advocacy messages. In the life of the project, evidence is available to show that CHRICED conducted nine press briefings to provide information to the media and public on the state of UBE projects in the three focal LGAs in Kaduna State. Through synergy with organized media groups like the Nigeria Union of Journalists (NUJ) and the Correspondents Chapel in Zaria, content on the state of UBE service delivery was generated for the media, which in turn disseminated the content to their various platforms. The texts for the press briefings consisted of the statement by the CHRICED Executive Director, followed by questions from the media, and responses from the CHRICED team. A total of 319 journalists from prints, electronics, bloggers, etc. attended the conferences. Reports of the press briefings were published in both print and electronic media.

## 8.1 Key Challenges

Although the CHRICED project of *Social Mobilization for Transparency and Accountability in the*



*Implementation of UBE Funds in Kaduna State* recorded milestones in the areas of planned programing, effective communication and project documentation, it nonetheless encountered a number of challenges, which had to be surmounted. CHRICED Program Team discussed the major challenges faced in the course of program implementation with the evaluation team. At a program level the first challenge encountered was the pent up frustration and anger communities felt when they suddenly got to know about the big budget figures being devoted to the purpose of implementing UBE projects. This long years of frustration manifested in events involving supply side stakeholders, particularly the SUBEB. At the initial stage, the events were on the verge of degenerating into shouting matches and exchange of hot words. This was not particularly envisaged as a challenge by the project team. However, the evaluation team found that the project was able to moderate and pivot the meetings away from such emotive periods.

The evaluation team learned that after such near volatile incidents were recorded, the project team was quick to adapt to the situation by bringing in community leaders and gatekeepers who commanded the respect of angry demand side stakeholders and those on the supply side. This balancing act prevented the resort to raw emotions, and rather channeled the energies to agreeing on what each of the stakeholder groups should be doing to ensure the opaqueness and absence of transparency in UBE project implementation is addressed. The evaluation documented perspectives, which indicated that the ability of CHRICED to adapt and quickly move fast to mitigate the effect of the challenge ensured supply side actors were not alienated and continue to attend CHRICED activities. As the CHRICED monitoring matrix showed, not less than six staff of SUBEB constantly attended and participated at CHRICED events

CHRICED project team documented that another programmatic challenge encountered in the course of this project is the slow pace of response to accountability demands by SUBEB. CHRICED program managers noticed the trend wherein communities make complaints, and SUBEB will accept the complaint and merely give a promise to address the problem by putting it in the next work plan. That in itself, the evaluation team found is a lengthy process involving a lot of bureaucratic bottlenecks. The challenge is that the SUBEB ended up making a number of promises, which would at the least take two or three years to realize. To mitigate this challenge, CHRICED project decision makers said they empowered communities to explore other options such as SBMCs accessing school improvement funds to take care of challenges facing their schools, which could not wait. Unfortunately, the evaluation found the SBMCs needed to build their capacity on how to draft proposals in order to access the school improvement funds.

According to the project team, a corollary to the challenge of slow response by duty bearers is



the tendency among key officials of SUBEB to try to push conversations around transparency and accountability to generic discussions which could obscure the fine details and problems on the ground. It was therefore common to hear SUBEB officials talking about the lack of resources to cover all schools in the State. Whereas, when tasked to provide explanations on specific issues of poor project implementation, including the abandonment of projects already paid for, they tend to abruptly end the discussion or give excuses, which were mostly viewed with suspicion by communities. To address this challenge, CHRICED used the media to effectively draw attention to the issues on the ground, while highlighting the travails of the people in the communities. Also, communities were trained on how to use social media to capture the state of their schools, and then get the attention of higher political authorities to the communities' plight. Through policy briefs, the overlooked concerns were documented in knowledge products and shared extensively to policy makers, and political leaders with the capacity to influence the UBE program managers to address outline issues.

*CHRICED Project Management Insight: There was the tendency among officials of SUBEB to avoid key questions posed by communities with respect to their handling of projects. This was also extended to the area of needs assessment, where communities complaints about lack of consultation and non-introduction of contractors to their local communities resulting in shoddy projects, that were largely not / effectively addressed. These tendencies fueled resentment and conflicts with the communities getting the notions that they were being deliberately denied what should ordinarily be their right to basic education of their children. From CHRICED Annual Project Report.*

Subsequently, the project of *Social Mobilization for Transparency and Accountability in the Implementation of UBE Funds in Kaduna State* struggled to cope with the challenge of an upsurge in accountability demands, but the near-absence of teeth actors with interest on how well duty bearers carried on their roles in the public interest. The project managers acceded that their stated laudable intentions and objectives on the part of the anti-corruption agencies. However, the challenge is that beyond their policies and rhetoric of commitment the anti-graft agencies are yet to translate their words of support for citizens exposing corruption to practical realities in terms of deepening transparency and accountability on the ground. According to the project team, this is one of the biggest challenge because if communities push to amplify their voices by making accountability demands and they feel they are not being backed up by teeth actors, they will become despondent and abandon the pursuit of their rights and responsibilities with respect to ensuring transparency and accountability in UBE services.



In essence, the reality on the ground is that while there have been significant first steps in terms of policy frameworks and mechanisms for enhancing transparency and accountability, the pace has to match expectations of communities whose existential conditions depend on these processes working optimally, has been slow. CHRICED project team said it has attempted to address this challenge by reaching out to the teeth actors like the ICPC and the NHRC to bring their presence to bear on anti-corruption processes at the grassroots.

*Call for Promising Practice: The ICPC for has been doing excellent work with constituency projects; there is a need to extend this approach to the UBE system. This challenge has not been addressed because of the limited time of project implementation. However, CHRICED has worked to entrench the knowledge in communities about the possibility of engaging teeth actors to quicken the pace of accountability beyond moral suasion. CHRICED believes this will make the results more tangible in the long term.* From CHRICED Second Year Annual Project Report.

Finally, the project also grappled with the rising wave of insecurity in Northern Nigeria. Media sources consulted by the evaluation team indicated that the North West geo-political zone across the three years of the project witnessed a deterioration in security with threats such as kidnapping, cattle rustling, armed banditry, communal and sectarian killings dominating the headlines. In some of the villages around Kauru, one of the project districts, security was a big challenge which constrained the participation of people from the affected areas. CHRICED reported that it mitigated this threat by ensuring all monitors are recruited from their local areas to minimize the threat of long-distance travels. CHRICED also mapped the areas, and conducted ad-hoc security threat assessment by contacting people knowledgeable about the area before setting out for activities.

## **8.2 Sustainability**

This evaluation posed questions to the project team about the sustainability strategy of the program. It was learnt that CHRICED's strategy for the sustainability of the project's positive effects rested on encouraging community ownership of the activities, especially in the aspect of making accountability demands following the knowledge and capacity, which has been built in those areas.

*Project Insight: We consider the communities as the fulcrum of this intervention. We anticipate that having realized the value of these in advancing their interests, they will desire to continue these positive effects. Indications that the message on sustainability is sinking in would be gleaned from the resolve of members of the networks to keep them alive, even now that the*



*project has closed.*

The evaluation team cross-checked the extent to which ideas for sustaining the initial milestones of the program have taken roots in the project communities. It was found that those who were participants of the CHRICED program had picked up valuable skills to enable them carry on the work even after the end of the grant. This evaluation agrees with the assertions of the CHRICED project team that the intervention has presented a demonstration effect and an important learning process for CHRICED and its PIAs.

*Project Insight: With the realization that basic education is a social service, which would also depend on the effectiveness of other social goods and services, CHRICED is convinced that MacArthur Foundation can expand this approach to other states and aspects of social goods and services. This work will be enhanced with intervention targeting a bouquet of other social goods, especially in sectors where teeth actors have shown interest and presence. In this respect, CHRICED would be open to exploring opportunities in such areas as constituency projects, which encompass education, infrastructure, health, water and sanitation. This broader touch will have a much more diffused effect, and practically impact the existential conditions of citizens.*

### **8.3 Conclusions**

For three years that CHRICED implemented this project, there is consensus among the target group and beneficiaries that the intervention served as a catalyst in terms of inspiring communities to step up and make their voices heard. The choice of UBE, which attracts billions of Naira in funding is a very effective entry point to show everyday citizens why they should care about democracy, good governance and its possible outcomes. On the whole, despite the fact the project ran for three years and has demonstrated to communities the possibilities, if they make the effort to hold their government to account, with respect to delivery of quality basic education.

Given the demonstration effect, which the project has provided, this evaluation finds that the project has provided the opportunity for effective popular participation in governance with the focal issue of the UBE at the center of such participation. It is equally noteworthy to state that this participation was not encumbered by membership of political associations or voting preferences. In many respects, the project promoted active involvement of citizens in policy formulation, implementation as well as monitoring of the performance of duty bearers.

Another milestone of this project as found in this evaluation is its use of data to shape governance conversations. Citizens were armed with very specific data sets about the



performance of the relevant government agencies. This was achieved as a result of the emphasis of the project strategy on getting to locations of projects, collecting pictures of the state of the projects, and getting the voices of communities to back up claims. This is a departure from the tendency of riling against government on an anecdotal basis, without clear, concrete and verifiable evidence of what the issues are. In this sense, the project was commendable for its inclusive, participatory and evidence-based strategies.

Added to the above is the fact that the project was able to inspire other allies, who then created roles for themselves with no cost implications for the project. In this category is the role played by the media to push out content based on the synergy, which was created in the course of this intervention. The evaluation team sighted a plethora of media links and clips, which pointed to the fact of the vast reporting, which the project enjoyed. The evaluation found instances where professional media bodies such as the Nigeria Union of Journalists (NUJ) and the Correspondents Chapel were engaged to on their own investigate and disseminate UBE content in fulfilment of their watch dog roles.

However, the lack of enthusiasm by teeth actors, especially the anti-corruption agencies in focusing on grassroots issues such as basic education is one of the weak links observed. Although the project has tried to push in this direction, its definition of duty bearers appeared limited to government agencies providing basic education services. Given the vast capacity for deterrence and sanction, which the anti-graft agencies enjoy, the project design would have incorporated them as duty bearers who would ensure corruption and lack of accountability in UBE service delivery is deterred or sanctioned. This would have boosted the confidence of citizens more, and would have given the assurance that their complaints would be speedily addressed. In view of the foregoing,

#### **8.4 Recommendation**

he opinion of this evaluation is that by the defined project parameters for the measurement of the success of the intervention, the project titled, *Social Mobilization for Accountability and Transparency in the Implementation of UBE Funds* implemented by CHRICED has fully achieved its objectives. The pilot project has demonstrated both the desirability and feasibility of mobilizing citizens at the grassroots to contribute towards the reduction of corruption through a process of making accountability demands.

The project was enthusiastically supported by communities, which saw in it an opportunity to channel their energies towards the realization of better basic education outcomes. All through



the life of the project, core stakeholder support for the project did not wane, and the seeds of sustainability planted by the project should be nurtured even as the grant has ended. CHRICED should continue to provide moral support for citizens who have should the enthusiasm and resolve to make accountability demands. Using cost effective options made possible by technology, this evaluation recommends periodic check ins with project communities to offer advice, show solidarity and support.

In terms of the approach, this evaluation recommends that CHRICED should bolster the strategy of this intervention, and consider using it for other aspects of governance. Having picked up valuable lessons from these first three years, one of the recommended areas for redesign involves a direct involvement of teeth actors is the logical next step for strengthening this approach if used in other areas of service delivery.

This evaluation recommends the continued cultivation of relationships with allies, which made the milestones of this project possible. Particularly, the role of the media, and the place of the Grantees Cohort as an important space for synergy have to be strengthened going forward. This evaluation recommends the integration of these two critical stakeholders at the onset of the project, such their roles are not episodic in the project implementation process. Finally, it is recommended that a more robust risk management and mitigation strategy be considered for any future project redesign using this approach. This will make the risk matrix a lot clearer and provide information on risk factors and mitigation strategy to project stakeholders on a less ad hoc basis.

**Dr. Ismail Ibraheem**  
*Lead Evaluator*

**Omoniyi Adewoye**  
*Evaluation Assistant*

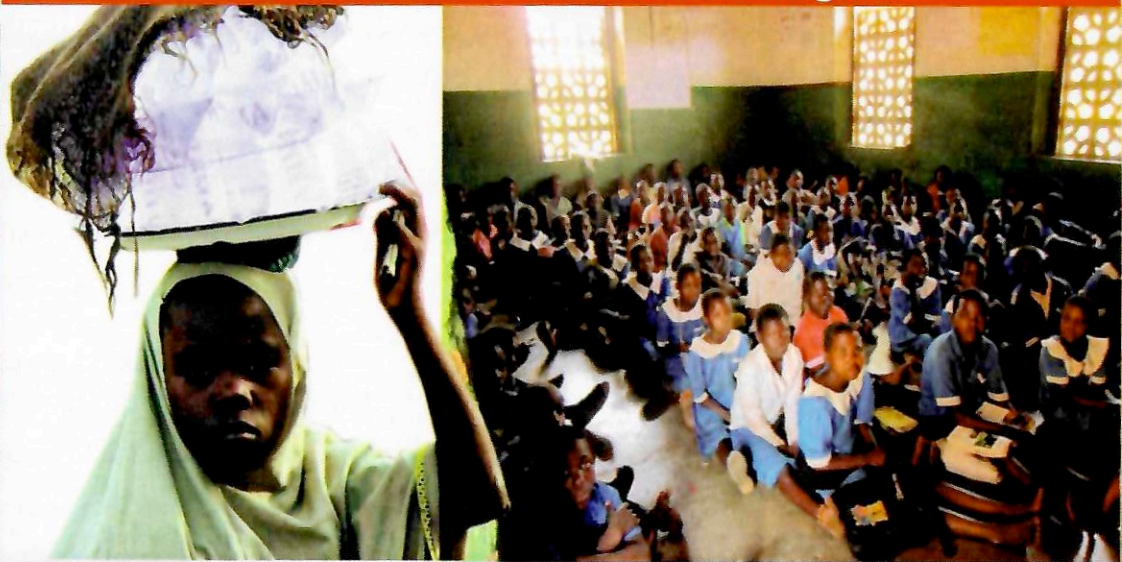


# KANA BUKATAR SAMUN INGANTACCEN ILIMI GA DANKA?

DOLE KAIMA KA BADA TAKA  
GUDUNMAWAR WAJEN SAMAR DA ILIMI.

**Tashi Tsaye! Ka yi Magana!**

**MU YAKI RASHAWA**  
Nemo wa Danka Makoma Tagari



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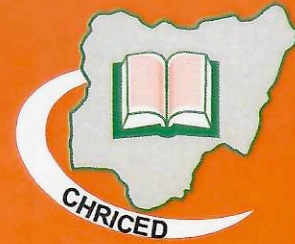
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# About CHRICED



## Legal Status

**T**he Resource Center for Human Rights & 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, CHRICED is currently pioneering rights-based approach to tackle the debilitating problem of maternal mortality in northern Nigeria. The organization is 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 her 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 CHRICED to call out government and agencies based on national and international legislations and commitments endorsed by the Nigerian government. She 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 CHRICED ability to reach diverse constituencies, amplifying their voices and legitimizing her 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 Nigerian 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 are 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.