STRENGTHENING ACCOUNTABILITY AND TRANSPARENCY IN NIGERIAN EDUCATION SECTOR

GUIDE FOR PROJECT TRACKING MONITORS

LEGAL AWARENESS FOR NIGERIAN WOMEN

SUPPORTED BY

MACARTHUR FOUNDATION

ABOUT LEGAL AWARENESS FOR NIGERIAN WOMEN

Formed in 1996 AS Leads Nigeria /league of democratic women

Mission: - To create legal awareness on fundamental rights and its enforcement t amongst Northern Nigerian women.

Vision: We envision a Nigerian society that is predicated on the principles of equity, sustainability, holism, participation and democracy.

Focus: Northern Nigeria.

Areas of Focus

- Promotion of gender education, gender equality and equity;
- Respect for fundamental rights of women, girls, children and vulnerable groups;
- Promotion of a conducive atmosphere for national integration and development; and
- The entrenchment of democratic governance.

Approach

- legal empowerment;
- capacity strengthening;
- social mobilization for policy reforms;
- Legislative advocacy;
- free legal assistance;
- mentoring youths & counseling;
- Research and publications.

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Strengthening Accountability and Transparency in Nigerian Education Sector (STATNES).

Project Goal: To improve accountability in the use of Universal Basic Education Commission (UBEC) Funds managed by Kaduna state.

Project Objectives.

- Strengthen access to information on governance and administration of UBE funds and projects in Kaduna state;
- Strengthen involvement of community groups and associations in the monitoring of **UBEC** funds and achievements in the state;
- Decrease the risk of leakages and corruption in the administration and use of UBEC funds in Kaduna state;
- Enhance inclusiveness and responsiveness of service providers.

Project Duration: 2017-2020.

Focus: 20 schools per year in Chikun, Soba and Kaura LGAs per year.

Rationale for the SATNES Project

Education plays a very key role to the attainment of high positive outcomes in economic growth, good health and social justice. The drop in the quality of education and school dropout shifts policy focus towards promoting enrollment, retention, completion, infrastructural development and quality of teaching.

The Compulsory Free Universal Basic Education Act provides for
- Free basic education for every child of primary and junior Secondary school age.
- Establishment of the Universal Basic Education Commission to formulate policy, advice and receive grants from the Federal Government to allocate to states and Local Governments to implement the policies agreed upon.
- Establishment of States Universal Basic Education Boards (SUBEB) and Local Government Education Authorities respectively to implement the basic education programme at the State and Local Government Levels respectively.

UBEC SUPPORT TO STATES THROUGH SUBEB
2% of consolidated revenue of Nigeria goes to UBEC after which it is shared to States and LGAs. UBEC provides 50% matching grant to States for infrastructure, teacher development, instructional materials and promotion of universal basic education. States must provide matching grant and action plans to access the funds. Kaduna State has been accessing UBEC funds.

On accessing the funds, SUBEB needs to submit quarterly financial returns to UBEC. Any changes in school location or items must be first sought and approval given by UBEC in writing and funds should be utilized within three (3) months following procurement. SUBEB is not to do any virement or withdrawal of counterpart fund for other use.

The process of allocation, utilization and monitoring of proper utilization of Universal Basic Education funds excludes citizens or communities' active participation. Citizen's engagement in monitoring and evaluation would ensure effective utilization of UBEC funds thus promote responsiveness, transparency of processes, accountability and high education outcomes

 MacArthur's' strategy of promoting accountability and reducing corruption aligns with the proposed intervention as citizens have a right to know how public funds are used and to make input to make public service more efficient for the enhancement of the educational sector and sustainable development

Project Approach

- Meaningful participation of all the diverse groups in the community where the schools are located.
- Community commitment and driving the process of tracking and engaging service providers and government officials
- Empowerment of communities to understand how government works and the ways to make government responsive and accountable to them (using policy dialogue, use of Community Development charters (CDC), Community score cards (CSC) etc).
- Use of Constructive engagement over confrontation.
- Building and sustaining broad based alliances amongst community members, groups, executive, legislature, media and other stakeholders.
- Uses of Analysis of the political, social, cultural or economic context in the community to identify the persons, institutions to enable them devise how to navigate around them.
- Use evidenced based advocacy to base advocacy and engagement with stakeholders.
- Nurture relationships between Civil Society Organisations (CSOs), Media and other organisations outside government to amplify the voices of the people and build solidarity for collective action.

Key Beneficiaries or targeted audience.

- Pupils or students in the focal schools.
- Teachers, school management.
- Government of Kaduna State /Ministry of Education, Finance, Budget and Planning Commission.
- Local Government Education Authority /Local Government Council
- Universal Basic Education Commission.
- State Universal Basic Education Board.

- State Public Procurement Agency
- State and Federal Legislature whose roles include financial oversight of the executive. arm thus would benefit from the results of monitoring the use of UBEC funds.

Project Activities

- Mobilise School Based Management Committees, Parent Teachers Associations, CSOs in host communities where schools are located towards participation in the monitoring.
- Conduct briefings and advocacy visits to leadership of Kaduna SUBEB and procurement oversight bodies on fact finding on administration and implementation of UBE funds and projects in Kaduna state.
- Jointly develop tools for conduct of engagement, surveys and Monitoring questionnaires, checklists, interview questions, scorecard & Expenditure tracking templates and train implementing partners on use of the tools and relevant capacity gaps for the task, clarity on sample sites, target, and regularity of monitoring and train monitors on this for field work.
- Community mobilisation & step down training for use of score cards in identified project sites.
- Public Awareness, Education, and Information Sharing, to sensitize and mobilise communities on project and to create/deepen citizens/communities understanding of their civic roles, objectives of the SUBEB funds.
- Periodic monitoring, documentation and analysis of the state of implementation of Universal Basic Education Funds in collaboration with host communities to assess their impact and outcomes in conjunction with the beneficiaries.
- Presentation of scorecards, findings to duty bearers and stakeholders including release of Quarterly publication of the key findings.
- Advocacy and networking with relevant state agencies and civil society groups to enhance proper utilization of funds, meet required results and timelines for accessing further funds.

EXPECTED OUTCOMES & IMPACT

- Citizens would experience improved systems and greater services change all actors' commitments to action across Nigeria.
- Decreased tolerance for corruption by stakeholders and citizens able to demand services citizens should be receiving.
- Citizens have trust in the government's ability to combat corruption thus sustaining anti-corruption efforts.
- Increased Citizens, communities and groups' knowledge and skills in engaging duty bearers on a transparent and accountable use UBEC and other public funds.
- Increased constructive engagement between government and citizens for a more responsive, transparent and accountable utilization of UBEC funds to improve basic education outcomes.
- Reduced potential of fraud and corrupt practices of government officials the use of UBEC funds.

- Increased efficiency in utilization of UBEC funds.
- Increased quality service delivery in the education sector especially in proper utilization of the UBEC funds.
- Increased inclusive education policies and practices for enrollment, retention and completion.

WHAT IS EXPECTED OF UBEC PROJECT MONITORS

- Commitment as a monitor, informant or to be kept informed.
- Attend training and meetings and ensure other groups and people are carried along.
- monitor projects,
- Build constructive relationships with duty bearers, service providers, Media and the citizens or CSOs.
- Interface with service providers, duty bearers, Media and other citizens or CSOs.
- Share experiences and lessons.
- Use experiences to deal with other issues.

The Risks, Challenges

- May be seen as busy bodies out to witch hunt contractor or government officials.
- Resistance from community itself especially by others who feel they should be the ones involved.
- May be labelled a security risk.
- Likelihood of resistance by government officials who may refuse access to certain information.
- Low technical skills to interpreted laws, budgets or bills of quantities.

THE ROLE OF THE EXECUTIVE, LEGISLATURE AND JUDICIARY.

The Executive makes and implements the policies and budgets approved by the legislature. The powers of the executive are vested in the President at the Federal level, Governors at the state level and the LG Chairmen respectively. They are supported by the Ministers, commissioners and the Councilors.

The Legislature represents the constituents, monitors how government is implementing and using public funds to ensure they are in line with the approved estimates and the needs of the people. By law, members of the state or national Assemblies have no role in constructing amenities to the citizens. They can however take constituents issues to the relevant executive department to include in the budget. Members can initiate private or member bills or deal with bills from the executive. Citizens can also initiate bills and approach members to sponsor.

At the State Level the **legislative process** takes 7 steps viz

1. Draft Bill. 2. First Reading. 3. Second Reading 4. Committee 5. Third Reading 6. Clean Copy 7. Governor for assent.

At the National level is the National Assembly made up of the Senate and House of Representatives. At the State level we have the members while the local Governments have councilors.

The Judiciary on its part settles conflict between the citizens, citizens and government, the between the states and the Federal Government. The judiciary has different levels of courts ex customary, Sharia court, High Courts, Federal Courts and courts of Appeal.

In a democracy there is separation of power to aid accountability and to ensure that no branch abuses its powers. The Legislature proposes policies and laws which are passed by the Legislature. The executive enforces the laws. In the event the executive or legislature passes laws that are dictatorial, the judiciary can declare these acts as unconstitutional and set them aside or give compensation for the acts.

THE ROLE OF CITIZENS AND GROUPS IN GOVERNANCE.

Governance relates to the leadership of a nation, community or group. The most accepted system of governance across the world is democracy. Democracy is widely known as the government in the hands of the people for the people. Democracy is guided by several principles namely:- sovereignty belongs to the people , popular participation and equal participation. The pillars upon which democracy stands are fundamental rights to all , respect for the rule of law, free, regular elections, multiparty system, a vibrant civil society and participation of diverse groups. For instance, Sections 14 and 17 of the Constitution states that the Federal Republic of Nigeria shall be a State based on the principles of democracy and social justice.

Civil Society Organisations are "the realm of organized social life that is voluntary, self-generating, (largely) self-supporting, autonomous from the state, and bound by a legal order or set of shared rules. Example of CSOs includes interest groups, cultural and religious organizations, civic and developmental associations, issue-oriented movements, the mass media, research and educational institutions.

Citizens have rights and certain duties for example to respect the dignity of other citizens, make positive contribution to the advancement, progress and well- being of the community where they reside, pay taxes amongst other duties.

CSO groups educate citizens to participate, monitor and engage political parties and aspirants ensuring that their concerns are addressed in the agenda of the incoming government. This is generally called lobbying or advocacy. Other ways of participation include information

campaigns, complaints, organized protests to effect changes, product delivery or policy implementation.

CSO groups amplify the voices of citizens' to stimulate greater accountability by the government. Accountability is "the ability of citizens, civil society and the private sector to scrutinise public institutions and governments and hold them to account".

There are two types of participation –

Direct Participation- participation through official invitation from the government (CSOs as members of SPT, consultant, informant and or M&E Committee)

Indirect Participation- participation outside the official provided space through lobbying (CSOs and Coalitions influencing the process outside the SPT).

This process of participation, negotiation and problem solving promotes legitimacy of government action, transparency and tolerance builds and strengthens democracy and facilitates the better use of public resources.

Citizens can participate in the governance process at different levels from the policy /programme development stage to the implementation and evaluation level in the following ways

Policy/ law Preparation Stage

- Data Collection to understand Priority needs
- Public Consultation to understand citizens' priorities.
- Work with State /LGA Planning Team to agree priorities for the policy/law based on citizen feedback.
- Monitor and evaluate the process.

Implementation Phase

- Monitor the delivery or implementation of the policy or law in certain areas.
- Review budget commitments in certain areas e.g. maternal health, analysis of adequacy to deliver priorities
- Collect feedback from citizens on government performance
- Embark on evidence-based policy advocacy etc.

Citizens' engagement in governance influences budget allocations to ensure that it reflects citizen priorities as these priorities may well be quite different from those of the government limit and control the power of the State.

ADVOCACY

A set of planned or sustained actions designed to draw a target groups' attention to an issue and to direct policy makers to a solution." Anyone can be an advocate as long as the person is working with others to make a difference.

An effective advocacy involves the following steps

- **Step 1: Identify & analyse the issue or problem in relation to its causes, effect and who it affects**. It should be something that affects a significant number of the community and is technically feasible to solve.

- **Step 2: Formulate the proposal for public program or policy/law which is detailed, clear economically feasible and measurable**.

- **Step 3: Analyse the decision making space**. Find out who makes decisions on the issue, how are decisions made and what space exist to engage. Timing of the decision is important where there are monetary implications to your proposal. Thus if you want government to construct or equip schools or health facilities, this need to be done ahead of the budget submission to the legislature.

- **Step 4: Analyse channels of influence**. Find out who are the persons who influence the decision makers either positively or negatively on your issue. Are the decision makers visible e.g. the formal decision making mechanisms or hidden e.g., spouse, parent, or invisible e.g. the norms, beliefs or identities of the decision maker and their leaders. Prepare messages for each of the actors to support or get their allegiance

- **Step 5. Conduct a SWOT analysis of the Group carrying out the advocacy**. The SWOT looks at –Strengths, Weakness, Opportunities & Threats This self-analysis enables you to identify the positive and negative factors that would affect your advocacy. Internal factors relating to the Group includes knowledge of the issue and capacity to mobilise others.

- **Step 6. Design an advocacy strategy.** The strategy may be adversarial, confrontational, constructive tactics, or a combination of both. In the adversarial approach, the oppositional stance is adopted for instance the use of violence, strikes, protests, petitions, and the "name and shame" approach drawing attention to culprits of bad practices. The constructive approach is based on the assumption that collective action is required to change a policy and the goal is to help policymakers do their jobs better and more efficiently. A constructive approach involves meetings with policymakers, proposing new strategies for changes, conducting research to support an agenda and building alliance with the policy community.

Types of Advocacy Strategies.

There are many advocacy strategies amongst which the following five are most commonly used.

- **Lobbying –** Lobbying is the act of influencing government or organisation and its leaders on specific issues through direct visits with the decision-maker or direct visits with other key actors, public campaigns.

- **Organizing-** Under this approach, you form and strengthen the group or coalition that will participate in an advocacy initiative and organize assemblies, meetings, marches, sit in, leadership workshops; house-to-house visits; training; or strengthen Institutions.

- **Education or sensitization –** This involves gathering and sharing information that analyses the issue and calls for action. (Evidenced based advocacy). Activities includes Research Forums; dissemination of findings of the research, Workshops/ Seminars; Publications, Videos; Popular theater; Home visits; Artistic festivals; Civic education campaigns

- **Media outreach -** It Places the issue on the public agenda, sharpens public opinion that is favorable to the proposal thus places pressure on the decision-makers to take action. Media Outreach could be press conferences- Interviews; paid adverts , public interest stories, TV, Radio programmes , drama, social media sharing online petitions, pictures; visits to editorial boards; posters, fliers, T-SHIRTS, Face caps etc.

- **Mobilisation -** Involves getting those affected or to be affected by an issue to be part of driving the cause and to put pressure on the decision makers. A mobilised group which sees the benefit they would gain from their action brings attention to the issue to the public and generates political will for lobbying and negotiation. Examples of some of the ways mobilisation has been used are Strikes; Marches, Demonstrations, Rallies, Take-overs or Vigils, Sit-ins.

- **Step 7.** Design an activity plan outlining the activities, desired outcomes, persons responsible, resources and timelines.

- **Step 8.** Continuous evaluation and realignment of activities. - Follow the plan and at every point, come together to reflect on the level of implementation, evaluate if you are hitting those targets then plan for the next steps. Review regularly.

SOCIAL ACCOUNTABILITY PROCESSES

The World Bank defines Accountability as the obligation of power-holders to account for or take responsibility for their actions. It also defines Social accountability as an approach towards building accountability that relies on civic engagement, i.e., in which it is ordinary citizens and/or civil society organizations participate directly or indirectly in exacting accountability in providing quality services from the State, service providers or private sector[1]. These are different from political checks and balances, accounting and auditing systems, administrative rules and legal procedures. However, the former can complement, reinforce and in some cases activate the latter[2]. Examples of social accountability mechanisms include:

- Freedom of information petitions and investigative journalism;
- Citizen report cards and community score cards;
- Community monitoring of public service delivery;
- Participatory budgeting and public expenditure tracking;
- Public commissions and hearings;
- Citizen advisory boards;
- Citizen Charters

Community Score cards

Community score cards is a monitoring and evaluation tool used by both community members and service providers to track, give feedback and dialogue on improving service delivery. It is also used to track inputs and expenditures (e.g. availability of drugs at a medical centre); CSC can be used to identify community-approved 'benchmark performance criteria' for resources and budgeting decisions and to compare functioning, performance and satisfaction across facilities and districts. CSC works to Link CSC findings with internal management and incentive systems of ministries and service providers thus improve feedback and accountability loops between providers and users. This in turn strengthens citizen voice and community empowerment – the reason for the community focus.

Steps in a community scorecard process [3]

There are five steps in the community score card process. These are

1. Preparatory Work
2. Service provider self-evaluation score card.
3. Interface meeting

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[1] The Role of Civil Society in Holding Government Accountable: A perspective from the World on the concept and emerging practice of Social Accountability. Carmen Malena, with Reiner Forster Janmejay Singh.
[2] http://governance.care2share.wikispaces.net/Social+Accountability
[3] Adapted from community Score card manual b: A social audit tool to monitor the progress of Vietnam's socio=-economic development plan.

4. Compilation and dissemination of reports
5. Action plans and M&E.

STEP ONE: PREPARATORY WORK INVOLVING LOCAL, WARD AND REGIONAL AUTHORITIES:

Objectives for the preparatory work is

- To obtain government buy-in at local and higher levels by informing them about your plans and secure necessary permission;
- To mobilise partners and participants and secure their buy -in;
- To decide on the methodology and involve these institutions in the planning;
- To make all necessary training and logistical preparations; and
- To gather data that will be used in the input tracking matrix.

Process

- Identify the services and facilities to be targeted and stipulate selection criteria;
- Identify and meet with local partners, for example local non-governmental organisations (NGOs), community-based organisations or self-help groups ensuring participation of women and other marginalized groups through awareness campaigns or advocacy visits;
- Consider which government officials at local level need to be engaged ex Education Secretary, LGA chairpersons, Facility heads, SUBEB Executive Secretary, etc.
- Meet with local authorities and/or departments which manage and monitor the issues in order to choose and discuss national and local indicators for the input tracking matrix ex SUBEB, House of Assembly, Ministry of Budget and Planning, Ministry of Works;
- Gather supply-side information for input tracking:
- Gather norms and standards related to these services and inputs.
- Select venues for focus group discussions;
- Identify participants and invite them to the focus group discussions and interface meeting.

STEP TWO INPUT TRACKING SCORECARD

Objectives:

- To obtain real-time tracking of human resources and physical inputs both for government officials and for service users; and
- To inform future steps in the CSC process with information on inputs.

Process

- Compile all documents relating to norms, standards and, if applicable, documentation of what has been provided and is currently available at the facility;

- Determine a suitable time and place for focus group discussions;
- Ensure everyone involved with the service from senior staff to security and administrative staff participates.
- Hold the input tracking scorecard activity at the same time as the service provider self-evaluation, using the same group of service providers as participants; and
- Prepare the first two columns of the input tracking matrix in advance.

At the meeting:

- Explain the objective;
- Explain the norms and/or standards to be evaluated;
- Fill in the remaining parts of the matrix following discussions with participants; and
- If an input exists but is not functional, do not count it as being present; if necessary, conduct a walk around the facility to verify.

Input Tracking Matrix

Input	Standard	Reality	Responsible factors /explanation	Recommendations for improvement

STEP THREE: SERVICE PROVIDER SELF EVALUATION SCORECARD

Objectives:

- To determine how service providers evaluate the service; and
- To identify opportunities for improvement.

At the meeting:

- Explain the objectives;
- Identify indicators: those generated by the providers and standard indicators used by everybody;

Process

- Ask the service providers to think about what constitutes good service for them, for example in health care, schooling, etc.;
- Generate a list of indicators with service providers; facilitators help to narrow these down to between three and five, voting if necessary; the results are entered in the self-

evaluation matrix. Add any remaining standard indicators not yet identified by the providers to the matrix and explain them;

- Rate indicators:
- Explain the voting and scoring system
- Ask providers to rate how well their service performs on each indicator, recording results on paper;
- Tally up the scores and enter them in the matrix, Calculate the average scores and enter these in the matrix below

;

• Indicator •	Number of People who gave a score					Average score
Indicator 1						
Indicator 2						
Indicator 3						
Indicator 4						

- Transfer the average scores to the summary scoring table;

Indicator	Average score	%	Reasons	Recommendations for improvement

○ Guide the discussion to identify why service providers gave the scores they did and elicit locally practical suggestions they might have for improving these conditions;

○ Summarise key points in the 'Reasons' and 'Recommendations for improvement' columns of the table, make a copy and leave the original scorecard and summary table with the service providers.

STEP FOUR: COMMUNITY SCORECARD

Objectives for the community scorecard:

● To determine how various groups of users of a service evaluate it;

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● To identify opportunities for improvement; and

● To empower service users with objective data to allow them to interact confidently with service providers. Encouraging thoughtful and objective scoring:

Before starting the scoring, lead a discussion among community members to identify objective measures for some or all of the indicators;

● Remind them you will also record reasons they give for the scores. For each indicator, they should think about those reasons before deciding on a score; and

● Remind them that truthful, objective scores accompanied by detailed explanations of the reasons are more likely to lead to a positive reaction and improvements from the service provider than low, middle or high scores with no justification.

At the meeting:

● Explain the objectives;

● Briefly present and discuss the input tracking matrix prepared by service providers

● Identify indicators:

○ There will be two types of indicators used – those generated by focus group participants and standard indicators used by everybody;

○ Ask participants to think about what constitutes good service for them, for example health care, schooling, etc.;

○ Generate a list of indicators with participants; facilitators help narrow these down to between three and five, voting if necessary; the results are entered in the self-evaluation matrix;

Add any remaining standard indicators not yet identified by the participants to the matrix and explain them;

● Rate indicators:

○ Explain the voting and scoring system;

○ Where possible, ensure community members identify objective measures for the indicators, for example if the indicator is 'minimal waiting times', they should discuss what would constitute a score of 1 (how long a wait on average?), what would constitute a score of 2, etc. These should be noted on the matrices;

○ Perhaps ask participants to vote on a practice indicator first: some practice indicators might include quality of the road to the school and/or health center; performance of the local football team;

○ If participants are illiterate, the facilitator should assist them to write down their score or use the smiley face system.

○ Tally up the scores and enter them in the matrix, calculate the average scores and enter these in the matrix.

Calculating the average score. The average satisfaction rating is obtained through a weighted average.

Average score is calculated using this formula

(n1*1)+(n2*2)+(n3*3)+(n4*4)+(n5*5) / n1+n2+n3+n4+n5 (no. people)

Community Score card matrix same matrix as in input tracking

Indicator					Average Score

Community summary scoring table

Group: _____

Facilitator: _____

(Female community members, male community members, youth, etc.)

Indicator	Average Score	Percentage	Reasons	Recommendation for improvement
1.				
2.				
3.				

STEP 5: INTERFACE MEETING WITH SERVICE PROVIDERS

Objectives for the interface meeting:

● To promote dialogue and accountability among service users and service providers; and

● To facilitate the development of a local action plan for making improvements to the service.

At the meeting:

● Representatives of users and service providers present their findings.

Facilitators lead discussion regarding why different indicators were chosen and why different scores were assigned and the recommendations for improvements should also be discussed. Ensure that action plans should be determined jointly by users and service providers. Make a copy of the summary tables as the originals will be left within the ward.

Calculating the combined average satisfaction score (CASS

At the interface meeting, stakeholders develop an action plan. In order to ensure maximum impact, it can be useful to develop ward, provincial and/or national-level action plans.

● Establish a monitoring committee to follow up and report on progress of the action plans.

● Those responsible for following up on actions plans should report progress to both the communities and authorities.

● When multiple CSCs are conducted as part of a cohesive exercise, it is important to give attention to analysis of the results of scorecard activities, action plans and follow-up activities. Such analysis should involve appropriate government officials and the people who are planning the round of CSC activities.

At a predetermined time after the CSC process, a follow-up CSC should be conducted to determine how satisfaction levels have changed and to promote feedback and accountability. Ideally, this exercise could be repeated regularly, such as every six months or every year.

Institutionalising the CSC process:

● Repeat the CSC process at regular intervals;

● Ensure quality control: consider using an agency such as a research institute to 'audit' the process and to reapply some of the tools in a small number of locations to double-check results;

Action planning tool

Activity	Person responsible for implementing activity	timeline	Expected results	Persons responsible for monitoring and follow up
Priority 1				
Priority 2				

Link the CSC process to government systems, for example sector annual plans. It can be used:

o In the creation of governance rating systems in a decentralized setting;

o To inform performance-based budgeting;

o For public input into budgeting;

o To generate benchmark performance criteria that can be used in resource allocation and budget decisions;

* By ministries and service providers to link CSC findings with their internal management and incentive systems;

STEP SIX: COMPILATION AND DISSEMINATION OF RESULTS

Objectives for dissemination and M&E:

- To communicate problems and the reasons behind them;
- To express what is requested from the government in terms of support and improved services; and
- To bring together community, local or state authorities, as well as representatives of the communities and service providers.
- To ensure follow-up and accountability; and
- To institutionalise the process for ongoing impact.

Process
- If multiple CSCs are being conducted as a part of a cohesive exercise, the overall results need to be analysed and a synthesis report prepared. Copies of the report should be shared with government officials, service providers and communities.
- Hold dissemination meetings at community, local or state level to share results and action plans with more senior authorities. At the meeting, identify what problems and recommendations require action from higher levels, for example state or national, what problems and recommendations require changes in policy. The meeting should also agree on how advocacy at those higher levels be carried out and by whom?
- When disseminating the results to higher levels, report on both the local-level CSC activities and the outcomes of community/ local -level dissemination meetings.
- In addition to reports, shorter documents such as brochures or briefing notes could be produced.
- Results could be published in the media.

SUGGESTED OUTLINE FOR CSC REPORT

Below is a suggested outline for compiling a report on each CSC activity. A report like this should be done for each facility or service provider.

A one-page summary:
● Brief description of the service provider or facility being assessed;
● Summary of the results; and
● Brief description of the action plan and/or outcomes of the process.
Introduction:
● Local Government, Community/ward;
● Facility or service provider;
● If relevant, towns/villages which use this facility;
● A brief summary of the main steps that were followed.
Results of input tracking scorecard
● Briefly describe participants;
● Include the input tracking matrix;
● Briefly describe the process of arriving at the CSC;
● Brief discussion and analysis of the main findings of the input tracking scorecard.
Results of service provider self-evaluation:
● Briefly describe participants;
● Briefly describe the process and attach the self-evaluation matrix
● Brief discussion and analysis of the main points of the self-evaluation scorecard.
Results of community performance scorecards:
● Briefly describe participants;
● Include all the focus group performance scorecard matrices and a summary showing the combined average satisfaction score;
● Briefly describe the process;
● Brief discussion and analysis of the main points of the community performance scorecards.
Results of the interface meeting:
● Briefly describe participants;
● The main discussion points;
● Include the action plan.
● **Conclusions drawn from the results of the CSCs**;
- Lessons learnt and recommendations for the service assessed;
- Conclusions on the process and implementation;
- Lessons learnt and recommendations for the process including suggestions for institutionalisation.

Suggested outline for synthesis report

If multiple CSCs are being conducted as a part of a cohesive exercise, a synthesis report should also be prepared, bringing together the results from all facilities or local-level service providers scored.

A one-page summary:
- Brief description of the service provider or facilities being assessed;
- Summary of the results;
- Brief description of the action plans/outcomes of the process.

Introduction:
- Province, city, district;
- Service provider and list of facilities scored.

Methodology:
- Description of the CSC process and its key aspects;
- Steps and methods used including the selection of participants; selection of venues;

Results for Facility :
- Ward, Community/State;
- Facility or service provider;
- If relevant, towns/villages which use this facility;
- Input tracking matrix, service provider self-evaluation, community performance scorecard summary table and action plan;
- Summary of the main issues, problems and plans for that facility or service provider.

* Summary of the results:
- Present overall summary tables for the all of the scorecards.

Follow-up
- If there were dissemination meetings at higher levels (e.g.at provincial level), describe these.
- Describe other dissemination, advocacy and monitoring and evaluation activities that have taken place and/or been planned.

Conclusion:

Conclusions drawn from the results of the CSCs;

* Lessons learnt and recommendations for the service assessed;

* Conclusions on the process and implementation;

*Lessons learnt and recommendations for the process including suggestions for institutionalisation.

Culled from

COMMUNITY FOCUS GROUP REPORTING SHEET:

This sheet is for facilitators to fill in for each community. It is not to be distributed to users and should not be seen as a questionnaire for users. It is merely meant as a guide for facilitators. Depending on how a CSC is being incorporated into a larger M&E framework, not all of the subjective information may be necessary.

A. INFORMATION

1. Community/ward: State
2. Facility:
3. If relevant, names of towns/villages which use this facility.

4. Date:
5. Time of meeting: start   end
6. Meeting place:
7. Participants (use another sheet if necessary. This sheet may be distributed to participants)

Name	sex	Role at facility	Contact information

8. Service provider scoring matrix

Indicator	Number of people who gave each score					Score
	1	2	3	4	5	

9. Service provider feedback matrix

Indicator	Average	Reasons for average score	Suggestions for improvement

B. **QUALITATIVE ASSESSMENT OF CSC PROCESS**

10. How many participants took part in the meeting, disaggregated by sex and age

Group	Number
Men	
Women	
Youth	
PWD	

11. Were all of the facility staff present? If not, why not?

12. Were there any participants who were not members of the facility staff?

13. During the meeting, did any participants dominate the debate? Who were they and how did they dominate?

14. How were their interventions received by the other participants? Did all participants participate actively?

15. What were the main topics of discussion during the focus group discussion? Were there certain dominant topics?

16. What challenges did you the facilitators face in leading this discussion, and how were these difficulties handled?

17. Please describe any additional anecdotes or information.

18. Information on the facilitators: a) Name of the facilitator in charge of calculations: b) Name of the principal facilitator:

19. Input tracking matrix

Input	Norm	reality	Reasons for the gap	Suggestions for improvement

Interface meeting reporting sheet

A. INFORMATION

1. Location of facility and if relevant, names of towns/villages which use this facility:

2. Date: Time of meeting: start   end

3. Meeting place:

4. Participants (this may be distributed to participants. Use another sheet if necessary)

5. Number of participants who came to the meeting, their location, organisations they are representing and sex,

6. Did all of the service providers attend? If not, why not?

7. Did any people dominate the discussion and, if so, who?

8. How was the meeting held? Please describe the procedures applied?

9. How were disagreements managed?

10. Please summarise the main concerns of the users and then of the service providers?

11. Through what mechanisms will the results of this exercise be communicated to the rest of the community?

12. Please ensure the community and service providers have a publicly posted copy of the action plan.

13. Facilitator information: a) Name of the facilitator in charge of calculations: b) Name of the principal facilitator:

COMMUNITY DEVELOPMENT CHARTER.

A Community Development Charter is a written Document containing the development needs of a community listed in order of communal priority-as agreed by all groups within the community. It is a tool for citizen-state engagement and participation as it contains the representative needs of a community; gathered and compiled in an inclusive participatory way.

The CDC is used to support advocacy and citizen engagement with the state and other leaders for service delivery and represents a social contract between elected leaders and their constituents. The CDC can be used to actualize citizens' development needs or to demand accountability from government actors.

Steps in developing the CDC.

- Mobilise the community and conduct of a transect walk to map the public facilities existing in the community.
- Conduct Power analysis of key actors and influences in the community and in government.
- Use Rights based approach for inclusion and participation of diverse persons and groups.
- Collectively identify and prioritize community development needs by the diverse groups.
- Conduct analysis to see how identified needs fit into LGA or State development plans and implementation plans.
- Validate the CDC within the community.
- Document and present the CDC to relevant authorities and influencers in good time for inclusion in budget.

- Follow up to see that the CDC is responded to and when projects awarded track its implementation.

COMMUNITY DEVELOPMENT CHARTER TEMPLATE

Community:			Ward:		
LGA:			Senatorial Zone:		

S/N	Priority Needs (List as appropriate)	Sectors/MDA responsible	Describe what the current challenge is	Describe what the community wants	Community/Location (Where do you want it?)
	Muhinman Bukatu	Bangaren Gwamnati	Bayana Halin da ake ciki yanzu	Bayana Abinda aluma take so	Wurin da ake son a yi abin yadda ko wanda bai taba zuwa ba zai gane
1					
2			-		
3					
4					

Representative Name:	Representative Name:	Representative Name:	Representative Name:
Designation:	Designation:	Designation:	Designation:
Sign:	Sign:	Sign:	Sign:
Date:	Date:	Date:	Date:

Steps to CDC Adapted from harmonized template by Voice to People, Action Aid and Mobilising for Development. Steps to CDC.

BUDGETS AND BUDGET ANALYSIS.

A public budget is Process by which the Government sets levels to efficiently collect revenue and allocate the spending of resources among all sectors to meet national objective.

There are 4 types of priorities

- Government driven Priorities as framed and pursued by an administration
- Policy driven priorities found in the written policies of the state and is followed by successive governments
- Legal priorities as entrenched in the Constitution or laws of the State
- People driven priorities – these are the demands or aspirations of the people which unfortunately may never form the priorities of government.

Open Budgets allows all stakeholders to have access to correct budget information on time; provides budget information in detail to all stakeholders.

Budget Process: The Budget goes through a process or steps from conception to implementation and evaluation. These steps are

1. **Formulation process** where government identifies the priority areas for development and sources of revenue allocates money to these priority areas. It involves issuance of budget call circulars, estimation of revenue and sources by MDAs, formulation of major economic policies and frameworks and drafting of estimates of expenditure.
2. **Approval or enactment stage –** Here the executive presents the draft Budget to the Legislature which holds debates on the contents and calls relevant agencies to defend their budget estimates before they pass the budget into law.
3. **Implementation –** the funds generated are spent on the projects approved. On the part of government it involves revenue generation and mobilisation, award of contracts as specified in the budget, release of funds and physical monitoring of project sites or programmes. CSOs on their part monitor the delivery of MTSS in certain areas, review budget commitments to determine its adequacy to deliver budget, collect feedback from citizens on government performance or embark on evidence-based policy advocacy for additional funding in certain sectors.
4. **Monitoring and Evaluation –** This stage comprises of tracking of how funds were spent and that the objective for which the projects were designed. This is done through physical assessments to determine value for money, prevent or reduce the impact of frauds and losses, determine compliance or violations of financial rules and procedures by government and CSOs. The media also plays important roles in tracking too and using Benefit Incidence Analysis (BIA), Quantitative Service Delivery Surveys, Citizen Report Cards, Community Score Cards or Public Expenditure Tracking Surveys/Systems to highlight the performance and impact of the budget.

BUDGET ANALYSIS

Budget analysis is set of ways/systematic steps, which communities can use to examine and understand different aspects of the budget at different stages of the budget process in comparison to the norms of good budget and its implications on their lives and environment. It also equips communities to effectively engage government in a more informal manner, so that their demands are taken seriously.

Budget Analysis focusses on issues like

- Allocative efficiency in terms of if the right programmes being financed will have the greatest impact?
- Operational efficiency especially regarding the extent of operational costs and if there will be value for money
- Analysing budget against policy priorities ; and Are there projects that can be grouped together, eg, water boreholes, federal highway constructions etc

- Analysing conformity with regional and international obligations/targets.

PUBLIC EXPENDITURE TRACKING {PETS)

PETS is used to inform the wider community about government priorities/commitments as well as inform government officials about community concerns on availability, distribution, access and quality of services. PETS points out and offer solutions to challenges discovered in relation to public expenditure and service delivery.

Process

Step 1: **Consultation with stakeholders and scope identification**

- Agree on the design, purpose and objectivity of the study including whether to look at a specific expenditure program or program component.
- Identify the key service delivery issues and problems along with suitable research questions in the chosen sector.
- Determine the structure of government resource flows.
- Obtain an understanding of the institutional setting of the government.
- Check data availability at various tiers of government or other provider organizations.
- Assess available local capacity to carry out the survey and to engage in data analysis and research.
- Choose the appropriate survey tool.

Step 2: Design a sampling strategy

Samples should be sufficiently representative, large and diverse enough to represent the range of facilities in the specialized categories. Attention must be paid to sub groups such as private facilities, which may need to be more intensively sampled than others.

Step 3: Design the questionnaire for interviewing facility managers, as well as separate data sheets to collect quantitative data from facility records.

Collect information should from local, regional and national provider organizations in the government, private and non-profit agencies involved in the service provision. Core elements of the questionnaires can include: Inputs, Outputs, Quality, Financing: Information, Institutional and accountability Mechanisms.

IMPLEMENTATION PHASE

Step 4: Recruit and train Staff

Recruit staff of enumerators and statisticians to implement the survey and have them undergo training.

Step 5: Survey Testing, Implementation and Monitoring

- Test the Survey instruments on the field tested before conducting the survey to ensure quality control in the field, relevance and clarity of the survey questions and in data entry.
- Conduct on-the-spot checks during the early stages of data collection to discover possible problems and make necessary adjustments in time.

Step 6: Data Entry and Cleaning

After the surveys are completed, collected and compiled into data sets then clean the data.

Step 7: Data Analysis and Dissemination.

Analysis is typically conducted by the study team or by the survey consultants in collaboration with the team. Share the findings widely with the concerned ministry, local governments, media and other stakeholders (including NGOs) to encourage debate and discussion and to facilitate the alleviation of the problems highlighted in the survey.

Step 8: Institutionalization
Governments can use the results from PETS to initiate reforms in policy as well as public management systems.

GLOSSARY OF WORDS USED IN MONITORING CONSTRUCTION

Bill of Quantities (BOQ) is a document used in tendering in the construction industry / supplies in which materials, parts, and labor (and their costs) are itemized. It also (ideally) details the terms and conditions of the construction or repair contract and itemizes all work to enable a contractor to price the work for which he or she is bidding.

The bill of quantities assists tenderers in the calculation of construction costs for their tender, and, as it means all tendering contractors will be pricing the same quantities (rather than taking-off quantities from the drawings and specifications themselves), it also provides a fair and accurate system for tendering.

PROJECT MONITORING

TOOL FOR MONITORING CONSTRUCTION OF BLOCK OF CLASSROOMS, OFFICE, CUBICLES VIP TOILETS AND PERIMETER FENCE.

DATE …………………………. ACTIVITY…………………………………………COMMUNITY / LGA…………………………………………

PROJECT……………………………………………………… DESIGNATION ……………………………………………………………………….

AGE …………………… SEX ……………………LEVEL OF EDUCATION……………………………………………………………………………

1. Have the structures been erected? Yes or NO
2. How many structures were erected?
   (a) No. of class rooms …………………………………
   (b) No. of offices …………………………………………
   (c) No. of cubicle VIP toilet …………………………..
   (d) Perimeter fence   Yes (   )   No (   )
3. What is the level of the structure erected

Classroom   **Office**

(a) Completed   (   )   (a) Completed   (   )

(b) On going   (   )   (b) On going   (   )

(c) Abandoned   (   )   (c) Abandoned   (   )

VIP toilet   **Perimeter fence**

(a) Completed   (   )   (a) Completed   (   )

(b) On going   (   )   (b) On going   (   )

(c) Abandoned   (   )   (c) Abandoned   (   )

4. If completed, state time completed………………………………………………………
5. If on going, state the level of work done…………………………………………………
6. If abandoned, state the time stopped …………………………………………………..
7. From your observation, what is the quality of the structures erected?

       _____

Tools for Baseline or Tracking Rehabilitation of block of class rooms, toilets, Perimeter fence or Lab.

DATE …………………………. ACITIVITY………………………………………COMMUNITY / LGA……………………………………

PROJECT………………………………………………………. DESIGNATION ………………………………………………………………….

AGE …………………… SEX ………………………LEVEL OF EDUCATION…………………………………………………………………

1. Have the structures been rehabilitated   Yes (   )   NO (   )

2. How many structures were erected?

   (a) No. of blocks

       A (   )   b (   )   c (   )

   (a) No. of toilets ………………………………………….

3. What is the level of the structure rehabilitated?

Block A		Block B	
(a) Completed ( )		(a) Completed ( )	
(b) On going ( )		(b) On going ( )	
(c) Abandoned ( )		(c) Abandoned ( )	

Block C		Toilets	
(a) Completed ( )		(a) Completed ( )	
(b) On going ( )		(b) On going ( )	
(c) Abandoned ( )		(c) Abandoned ( )	

4. If completed, state time completed……………………………………………………………

5. If on going, state the level of work done…………………………………………………

6. If abandoned, state the time stopped …………………………………………………………..

7. From your observation, what is the quality of the structures rehabilitated?

   _____

TRACKING TOOLS FOR SUPPLY OF FURNITURE

DATE ………………………. ACITIVITY…………………………………………COMMUNITY / LGA……………………………………

PROJECT…………………………………………………. RESPONDENT ………………………………………………………………….

AGE …………………… SEX ……………………LEVEL OF EDUCATION……………………………………………………………

SECTION C: FURNITURES

1. Furniture expected to be procured (a) teacher's wooden tables (b) teachers plastic tables (c) teacher's wooden chairs (d) teacher's plastic chairs (e) pupils wooden sitter and bench
2. How many furniture were procured
   (a) No. of teacher's wooden tables ……………………………………………………
   (b) No. of teacher's plastic tables ………………………………………………………..
   (c) No. of teacher's wooden chairs……………………………………………………….
   (d) No. of teacher's plastic chairs ……………………………………………………………
   (e) No. of pupil's wooden sitter and bench …………………………………………..
3. Has the furniture been delivered? Yes or NO
4. If yes, state the condition and specifications ……………………………………………….
5. If No, give reasons ……………………………………………………………………………

What are the challenges faced with the constructions? …………………………………………

What are your recommendations towards the projects? …………………………………………..

What are your general observations about the project? …………………………………………