

NEEDS ASSESSMENT

Report

Of 609 Primary Schools in Jema'a, Kajuru,
Kudan and Zango Kataf LGAs of Kaduna State

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NEEDS ASSESSMENT REPORT

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ACRONYMS

CODE	Connected Development
ES	Education Secretary
KAD-SUBEB	Kaduna State Universal Basic Education Board
LGA	Local Government Area
LGEA	Local Government Education Authority
PTA	Parents Teachers Association
SBMC	School Based Management Committee
SDP	School Development Plan
SUBEB	State Universal Basic Education Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
NA	Need Assessment

EXECUTIVE SUMMARY

Education is undoubtedly the most important aspect of human development and an integral part of leading a successful life (Michael, 2011). The national figure for out-of-school children in Nigeria is estimated at 10.5 million children ([UNICEF, 2015](#)). This number has witnessed a steady increase over the last couple of years to an alarming 13.2 million out of school children ([UBEC, 2018](#))

The fact that Nigeria is home to a high number of out of school children is an unwarranted situation given that the government signed into law the Universal Basic Education (UBE) Act in 2004. The UBE Act provides for 9 years of free and compulsory education for every Nigerian child. Nonetheless, the rate of out of school children has continued to grow at an alarming rate.

Over the past couple of years, Connected Development (CODE) has been actively involved in finding a lasting solution to this scourge by tracking the capital projects under the Universal Basic Education Commission and the State Universal Education Board (SUBEB) across four Local Government Areas (LGAs) in Kaduna State. Recurring engagements with schools and beneficiary communities reveals their non-involvement in the planning and decision-making process prior to the allocation of projects to these communities which have resulted in the provision of facilities and services that are not of priority for these communities.

Equipped with robust knowledge from experiencing the huge disconnect between the projects earmarked for implementation in rural communities and the actual needs of community dwellers, CODE embarked on a journey to bridge the gap between the State's development agenda and the actual needs of the beneficiary community. To achieve this, a Needs Assessment Tool was developed to capture relevant data on community needs that will feed into the development of a Needs Assessment Report which will be presented to the Kaduna State Government through SUBEB for an evidence-based and needs specific development agenda.

CODE carried out a Needs Assessment Analysis in primary schools in her 4 focal LGAs to have a clear understanding of what is lacking in these schools. The research carried out revealed the critical areas of lack in these communities which can be grouped but not limited to three categories: Water, Hygiene and Sanitation (WASH), Infrastructure and Learning Aid as well as poor teachers to pupil's ratio.

1.0 KADUNA STATE EDUCATION PROFILE

Kaduna State government has shown its commitment to the development of the State's education sector. This is evident in its budgeting of 27.15% (N42.31bn) of its budget to developing the education sector in the State. This amount surpasses the UNESCO's proposed *Education for All* benchmark of 15-20%.

Kaduna State currently has a free education policy for all girls through basic and secondary school. For boys, it is expected that no fees are paid from Primary School through to Junior Secondary School (JSS 3). In addition, to encourage school enrolment rates for girls, the government provides school uniforms of the same colour for all girls in all primary and secondary schools across the State.

1.1 OBJECTIVE

The objective of this assessment is to:

1. Document the actual development needs of rural communities in Kaduna State with respect to basic education. This report covers Jema'a, Kajuru, Kudan and Zango-Kataf LGAs as samples for Kaduna State.
2. Provide data to effectively recommend appropriate projects to the State government in order to facilitate the use of information for planning and budgeting decisions
3. Ensure needs-based development in the basic education sector of Kaduna State.

1.2 RESEARCH METHODOLOGY

This study involved broad based research with stakeholders drawn from the basic education sector, involving over 600 schools from rural communities across 43 political wards in four LGAs of Kaduna State. The study adopted a survey research design, utilizing primary data gathered mainly through questionnaires referred to as a Needs Assessment (NA) Tool and analyzed using quantitative and qualitative data analysis. School Based Management Committees (SBMCs), community leaders, Head Teachers, Parents Teacher Associations (PTA) and other interest groups were pivotal to this research as they constituted the enumerators for the study.

Activity 1: Development of the NA Tool

The success of the research relied on the quality of data collected from the field. To this end, the CODE research team, in collaboration with the Follow The Money Program Officers in Kaduna Chapter developed a detailed instrument to document the actual education needs of the communities in the four selected LGAs. Before the adoption of the NA tool, other stakeholders consulted were the MacArthur Foundation ON Nigerian Project Organisations, Education Secretaries (ES) of the selected Local Government Education Agency (LGEA) and the Executive Chairman of Kaduna State Universal Basic Education Board (KADSUBEB).

Participatory Strategy

The CODE team developed a prototype of the questionnaire with other stakeholders to agree on the type of questions needed to effectively assess the kind of data necessary for the NA report.

Activity 2: Capacity Building Training on the Need Assessment Tool

A capacity building training was held in the four focal LGAs which brought together two representatives of the SBMCs from primary schools in each political ward of these LGAs. The training was carried out in both English and Hausa for the benefit of those SBMCs who do not understand English. Over 50 enumerators were trained in each LGA on how to apply the NA tool on the field and mandated to step down the same training to enumerators from all the schools within their political wards.

Activity 3: Deployment of NA Tool to the Field

The Needs Assessment tools were given to representative schools from all the political wards in our focal LGAs which was in turn photocopied and distributed to every primary school and Nomadic schools in these LGAs. Data was collected, collated, cleaned and analysed from most of the public primary schools in these LGAs.

Our sample respondents include members of the SBMCs, PTA and head teachers because of their access to the data needed to gather.

1.3 RESEARCH LIMITATIONS

1. Insecurity in some communities
2. Inaccessibility to some communities due to the rise in water levels.

These made retrieving the NA tools from some communities practically impossible at the time of collection.

1.4 OVERVIEW OF RESEARCH SITES

The following local government areas were chosen as the focus for this study: Jema'a, Kajuru, Kudan and Zango Kataf. These locations were chosen because they are the 4 focal LGAs where CODE currently works in with the ONNigeria Project sponsored by The MacArthur Foundation. In each LGA, all Primary schools took part in the survey exercise.

2.0 DATA PRESENTATION, INTERPRETATION AND ANALYSIS

The Needs Assessment process resulted in the capture, interpretation, analysis and documentation of findings in a report format with apt recommendations for immediate actions. However, it is important to note that some schools were not captured due to the limitations stated above.

The analysis was done with a combination of both qualitative and quantitative methods. Quantitative methods were used to address the close-ended questions. While the qualitative method was used to address the open-ended questions where the respondents gave detailed responses.

Apart from basic background and school data, the main areas covered by the Needs Assessment Tool included:

- School performance data
- School infrastructure data
- School instructional material data
- School human resource data
- School project implementation data

2.1 DEMOGRAPHIC INFORMATION OF RESPONDENTS

2.1.0 POPULATION OF RESPONDENTS ACROSS THE LGAs

The chart below shows the total size of the sample population as a percentage of the total population of the four LGAs.

POPULATION OF RESPONDENTS IN RATIO TO THE TOTAL POPULATION ACROSS THE LGA				
LGA	SAMPLE RESPONDENT	PERCENTAGE OF SAMPLE POPULATION	TOTAL POPULATION	PERCENTAGE OF TOTAL POPULATION
KAJURU	137	23%	157	87.26%
KUDAN	84	14%	90	93.33%
ZANGON KATAF	232	38%	272	85.29%
JEMA'A	153	25%	178	85.96%
TOTAL POPULATION OF RESPONDENTS	609	100%	697	87.37%

Table 1: Population of Respondents Across the LGAs

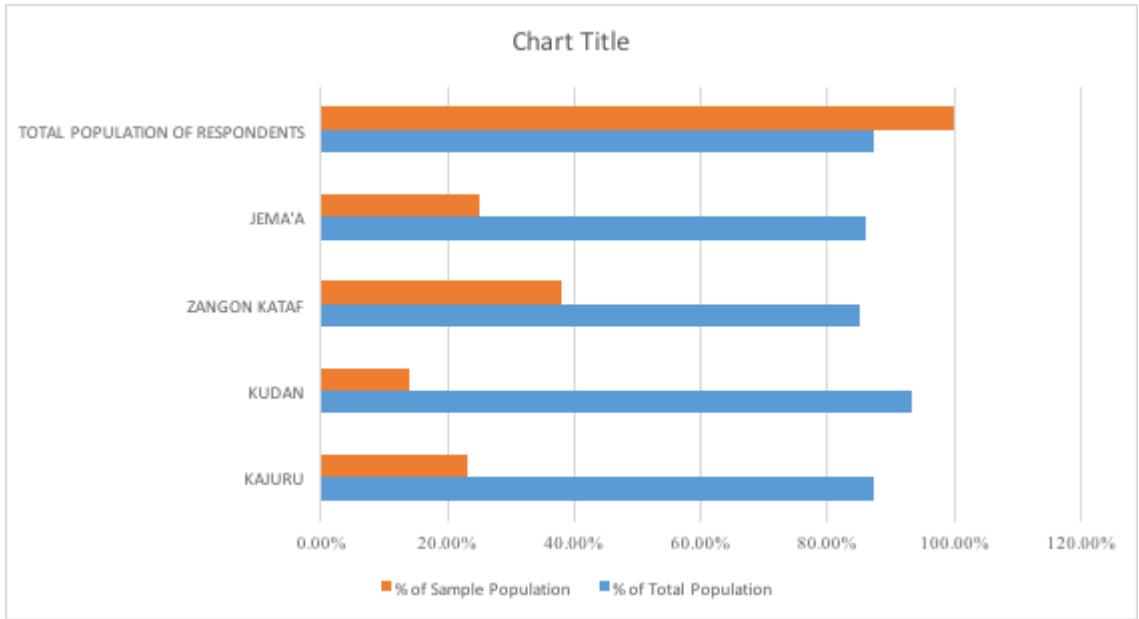


Figure 1: Population of Respondents Across the LGAs

2.2 GENDER DISTRIBUTION OF RESPONDENTS ACROSS LGAs

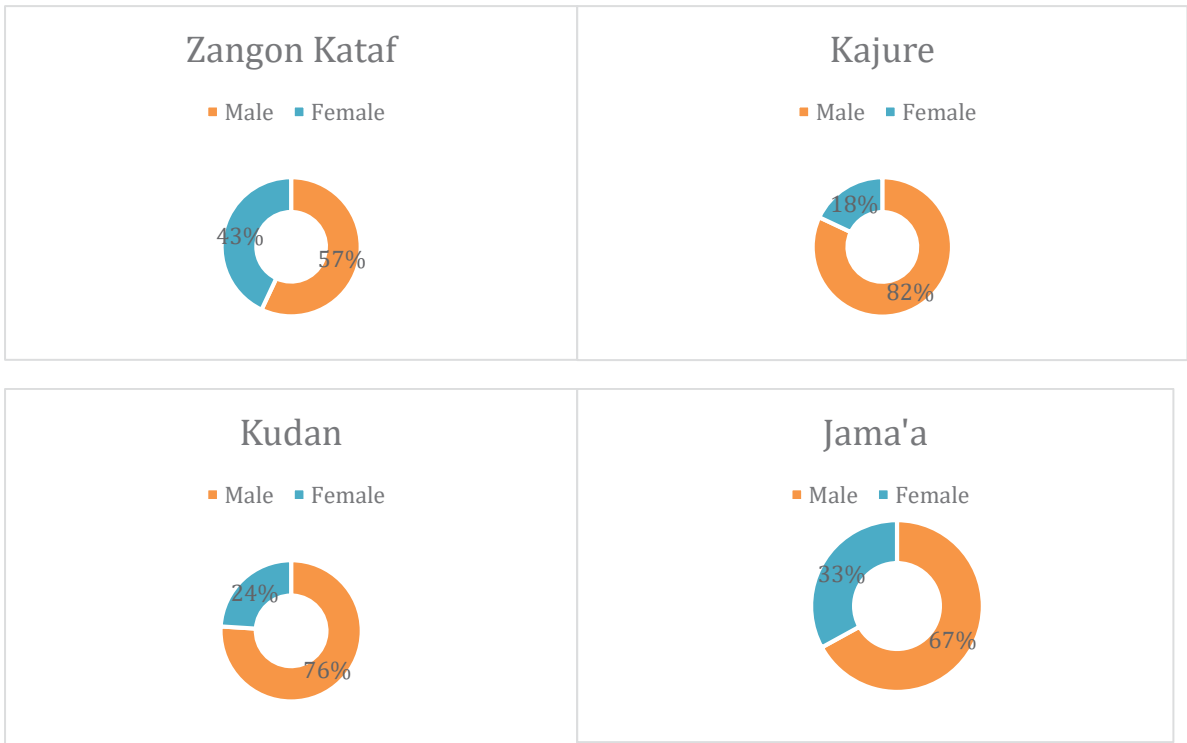


Figure 2: Gender distribution of respondents across LGEAs

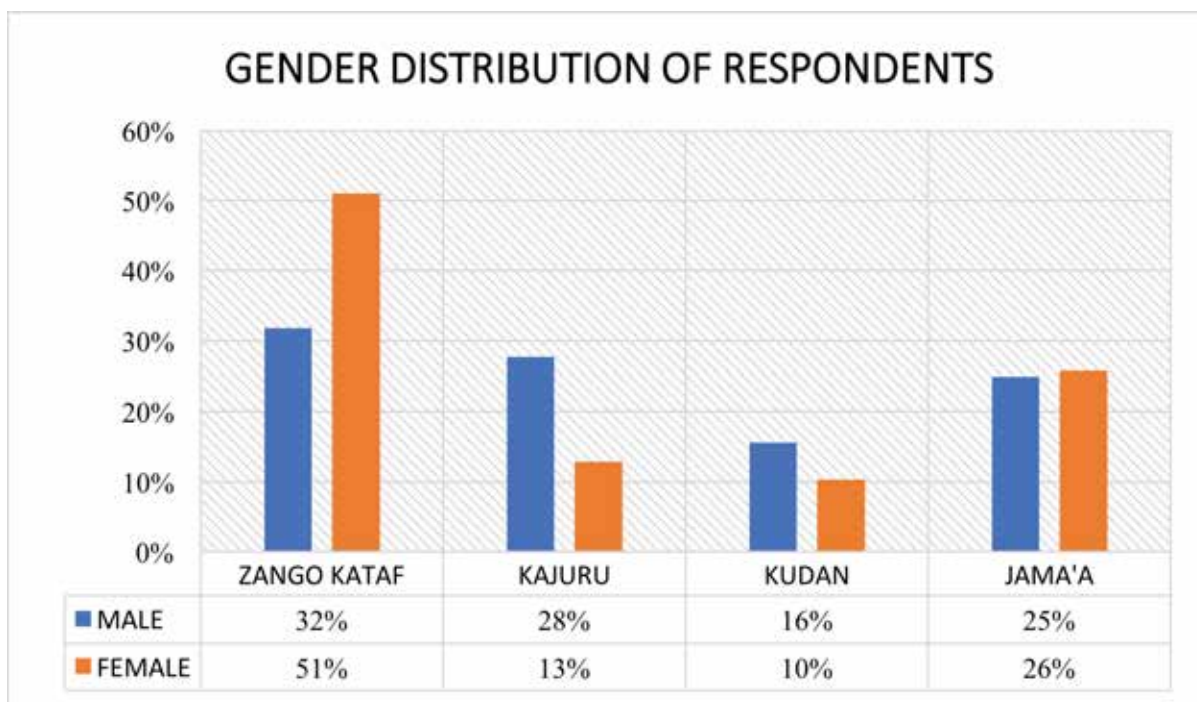


Figure 3: Gender distribution of respondents across LGEAs

3.0 SCHOOL PERFORMANCE DATA

3.1 WHAT AGE DO CHILDREN START GOING TO SCHOOL?

WHAT AGE DO CHILDREN START GOING TO SCHOOL?								
	ZANGON KATAF		KAJURU		KUDAN		JAMAÁ	
AGE	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge
2yrs	1	0%	1	1%	0	0%	11	8%
3yrs	79	37%	18	14%	2	3%	41	29%
4yrs	49	23%	36	27%	7	9%	35	25%
5yrs	50	24%	45	34%	22	28%	17	12%
6yrs	31	15%	29	22%	40	51%	37	26%
7yrs	1	0%	3	2%	8	10%	1	1%
8yrs	0	0%	1	1%	0	0%	0	0%
TOTAL	211	100%	133	100%	79	100%	142	100%

Table 2: What age do children start going to school?

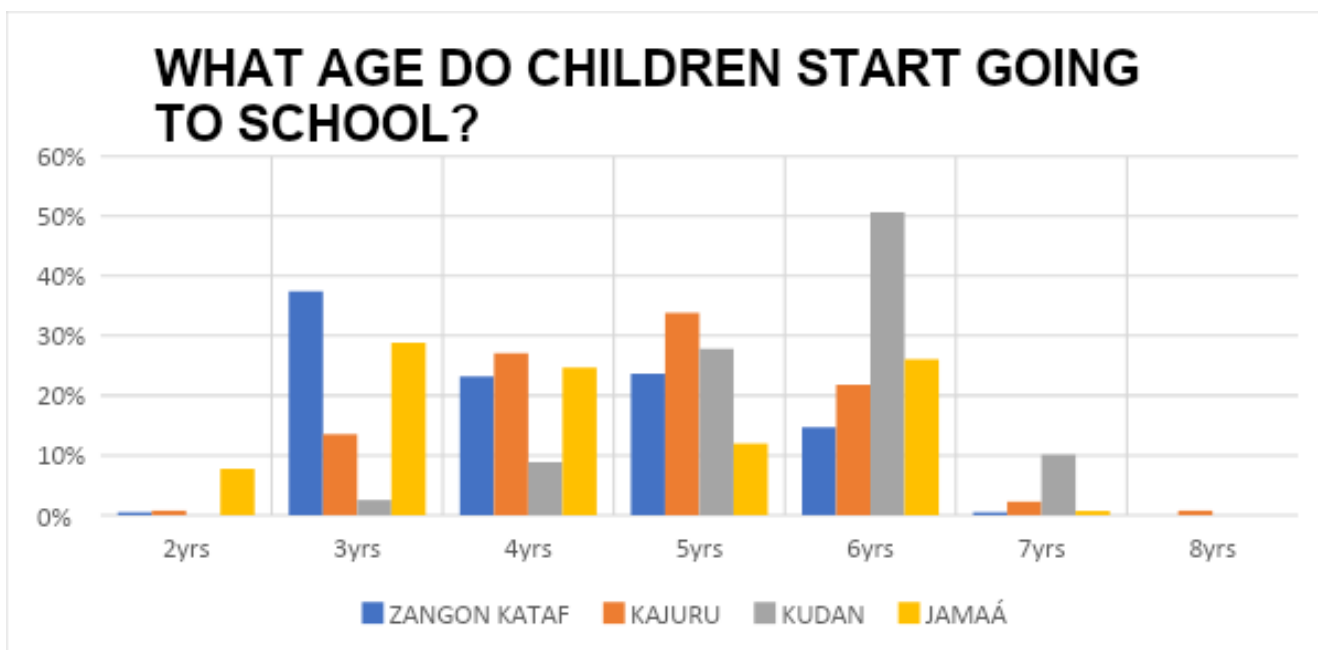


Figure 4: What age do children start going to school?

Table 2.1 and Figure 2.1 show the age children start school across the four LGAs. Majority of the children in Zangon Kataf and Jama'a start school at the age of 3, and at the age of 4 years, 6 years in Kajuru and Kudan respectively.

3.2 HAS ENRONMENT INCREASED IN THE LAST FOUR YEARS?

HAS ENRONMENT INCREASED IN THE LAST FOUR YEARS?				
	ZANGON KATAF	KAJURU	KUDAN	JEMAÁ
Yes	230	136	83	150
No	0	4	1	1
	230	140	84	151

Table 3: Has Enrolment Increased in The Last Four Years?

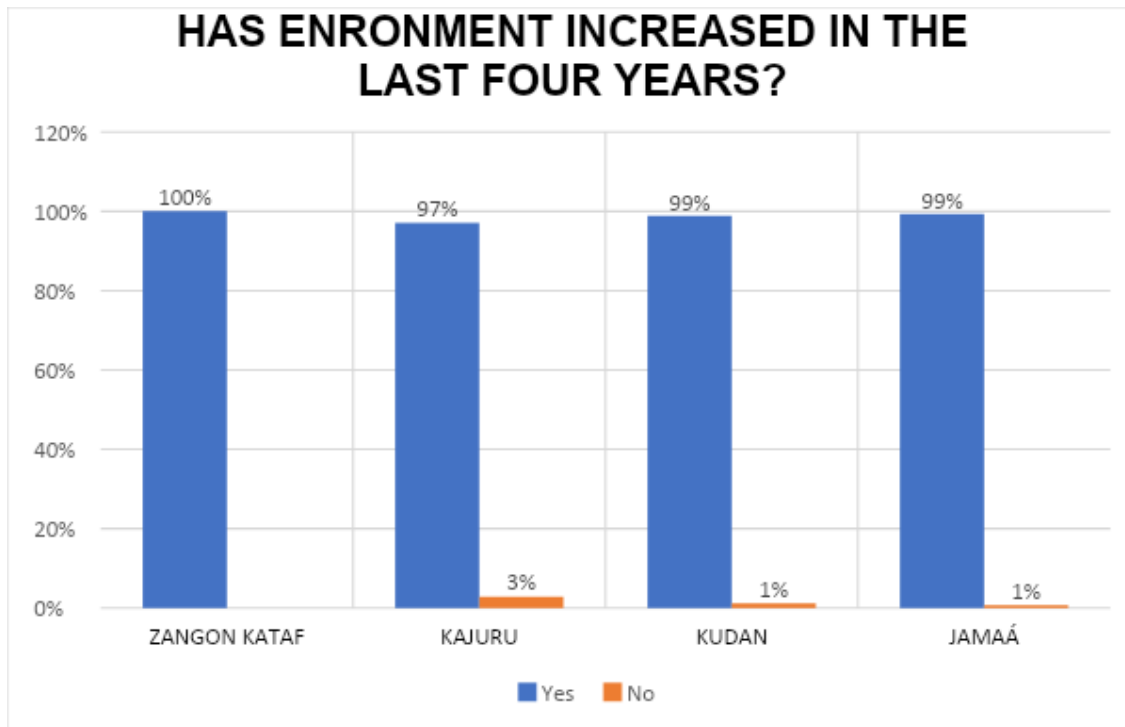


Figure 5: Has Enrolment Increased in The Last Four Years?

The figure above shows that there has been an increase in enrolment of pupils in schools across all the LGAs with Zangon Kataf LGA having the highest with 100% rate, Kajuru 97%, Kudan and Jama’a both having 99%. This was aggregated from the records of the headteachers reached by this research.

3.3 WHAT IS THE REASON FOR THE INCREASE IN ENROLMENT IF YES?



Figure 2.3: What is The Reason for the Increase in Enrolment If Yes?

In relation to the question on the reason for increased enrolment, it can be observed from the word cloud in Figure 2.3 that the major reason why there has been an increase in enrolment in schools across the LGAs is because of the **School Feeding Programme**.

Other reasons given are: Increase in birth rate, awareness campaign from the teachers and other stakeholders, quality of teachers, SBMCs effort, increase in population, migration, grants and assistance from both private and government agencies.

3.4 WHAT ARE THE REASONS FOR CHILDREN DROPPING OUT OF SCHOOL?



Figure 2.4: What are the reasons for children dropping out of school?

The word cloud in Figure 2.4 shows the reasons why pupils drop out of school. It can be observed that **early marriage** was the major reason for pupils dropping out of school. Other prevalent reasons include: lack of parental care/ support, poverty, hawking, farming, lack of funds, Almajiri schools, insecurity as well as the loss of a parent.

3.5 DO PUPILS TAKE PART IN EXTRACURRICULAR ACTIVITIES?

DO PUPILS TAKE PART IN EXTRACURRICULAR ACTIVITIES?								
	ZANGON KATAF		KAJURU		KUDAN		JAMAÁ	
	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge
Yes	221	96%	121	87%	75	89%	145	96%
No	9	4%	18	13%	9	11%	6	4%
	230	100%	139	100%	84	100%	151	100%

Table 4: Do Pupils Take Part in Extracurricular Activities?

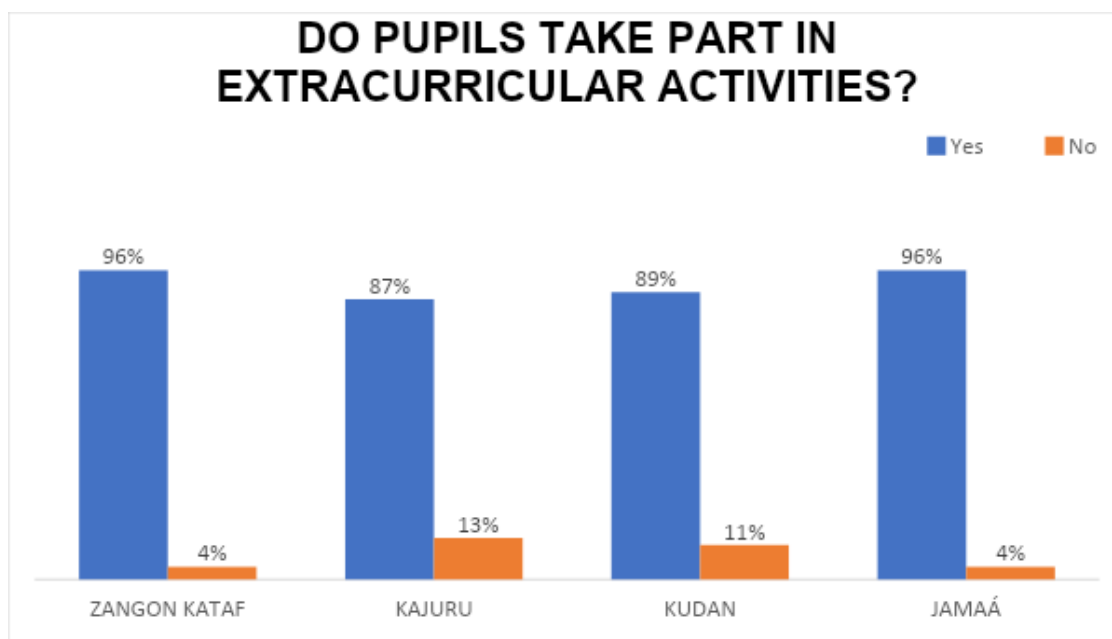


Figure 6: Do Pupils Take Part in Extracurricular Activities?

The figure above shows that Pupils take part in extracurricular activities. 96% of the respondents from Zangon Kataf and Jama'a said the students take part in extracurricular activities, while 87% of respondents in Kajuru and 89% in Kudan agree to that act.

4.0 SCHOOL INFRASTRUCTURE DATA

4.1 DOES YOUR SCHOOL HAVE ADEQUATE POTABLE DRINKING WATER?

DOES YOUR SCHOOL HAVE ADEQUATE POTABLE DRINKING WATER?								
	ZANGON KATAF		KAJURU		KUDAN		JAMAÁ	
	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge	Frequen cy	Percenta ge
Yes	41	18%	34	24%	38	46%	36	24%
No	190	82%	106	76%	45	54%	117	76%
TOT AL	231	100%	140	100%	83	100%	153	100%

Table 5: Does Your School Have Adequate Potable Drinking Water?

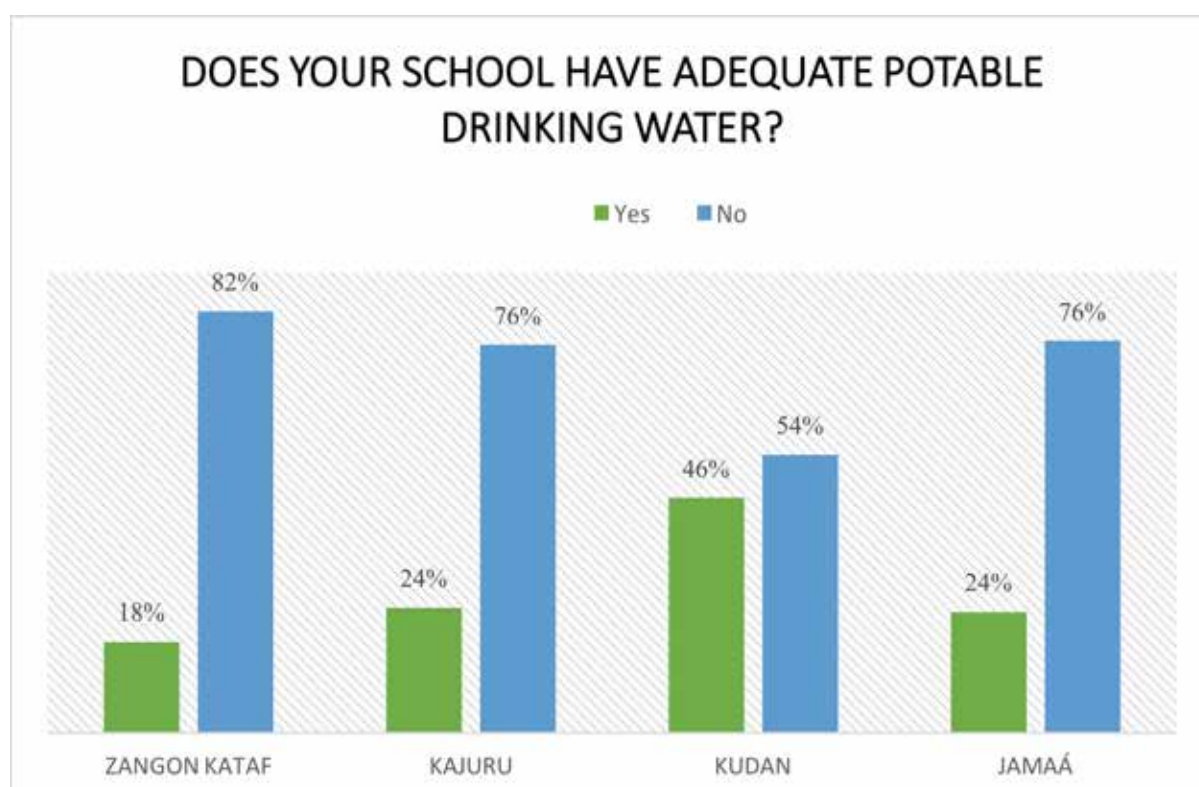


Figure 7: Does Your School Have Adequate Potable Drinking Water?

Figure 3.1 Shows that there is a general lack of adequate drinking water across the LGAs. 82% of respondents in Zangon Kafaf said they lack adequate potable drinking water.

4.2 DOES YOUR SCHOOL HAVE ADEQUATE SANITATION FACILITIES?

DOES YOUR SCHOOL HAVE ADEQUATE SANITATION FACILITIES?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	17	11	27	20
No	213	128	57	133
TOTAL	230	139	84	153

Table 6: Does Your School Have Adequate Sanitation Facilities?

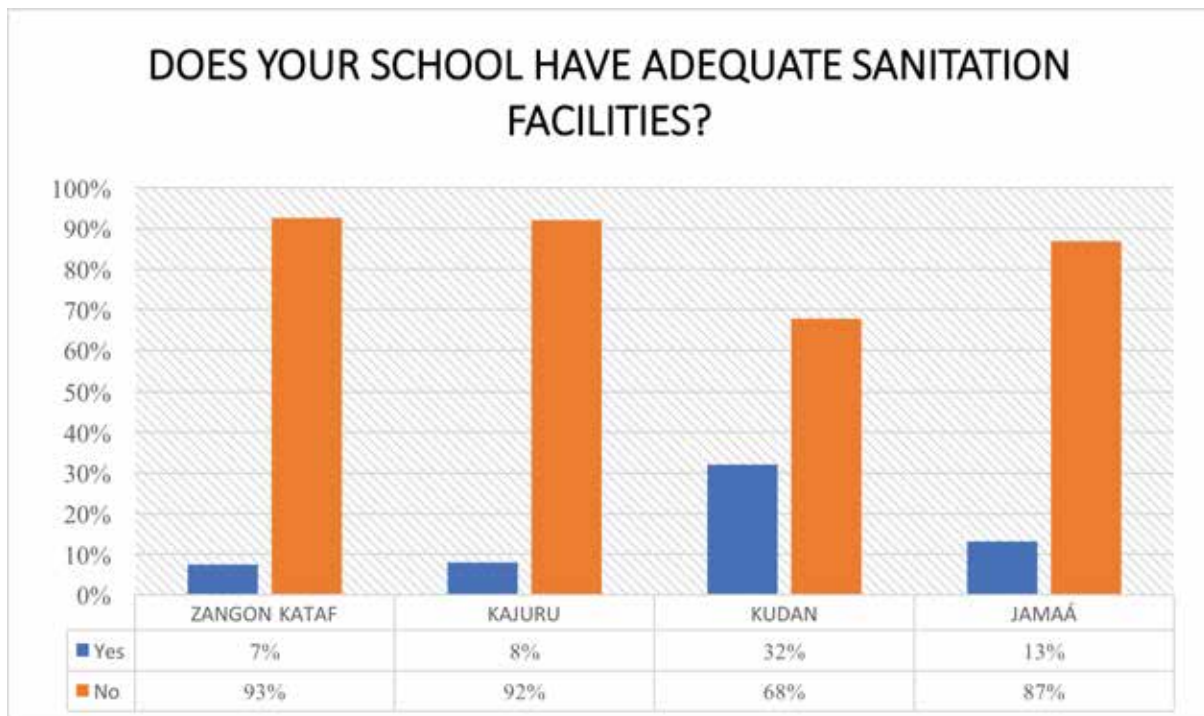


Figure 8: Does Your School Have Adequate Sanitation Facilities?

On the question of whether schools have adequate sanitation facilities, the response from the respondents as seen in Figure 3.2 shows the lack of adequate sanitation facilities in all the LGAs. 93% of respondents from Zangon Kataf, 92% from Kajuru Kataf, 68% from Kudan and 87% from Jama'a LGA said they lack adequate sanitation facilities.

4.3 IS THERE A SEPARATE TOILET FOR BOYS AND GIRLS?

IS THERE A SEPARATE TOILET FOR BOYS AND GIRLS?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	74	55	57	67
No	157	85	27	1
TOTAL	231	140	84	68

Table 7. *Is There A Separate Toilet for Boys and Girls?*

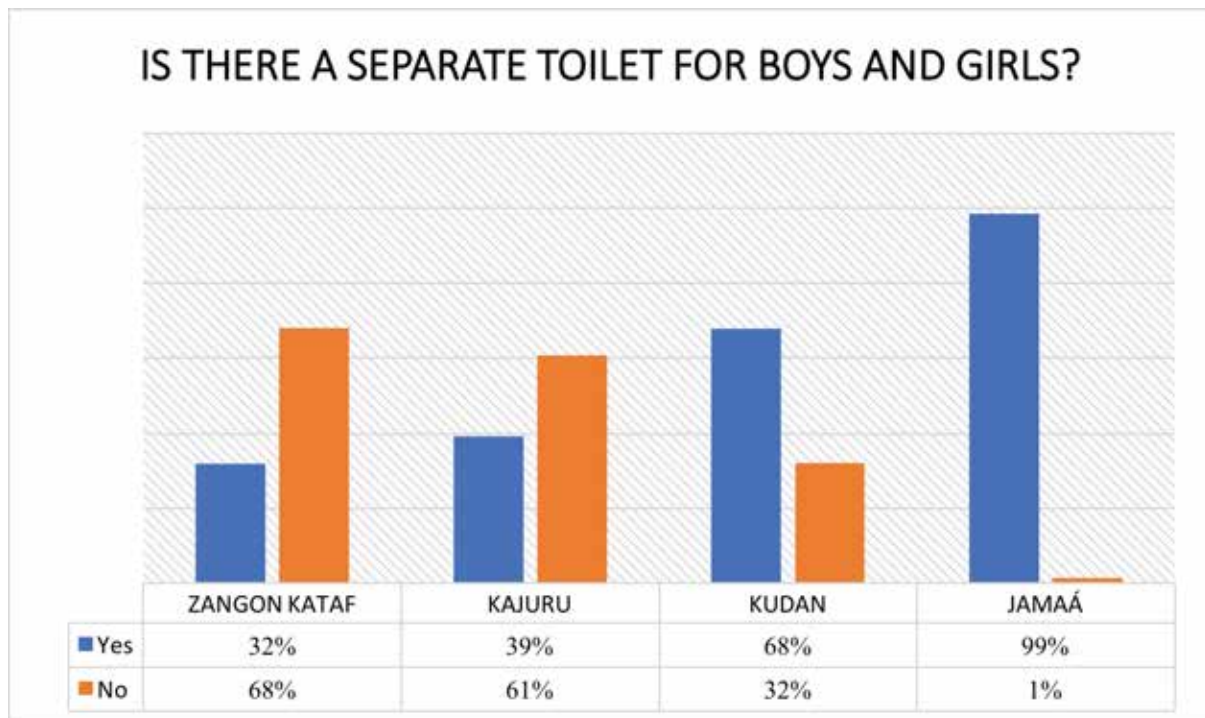


Figure 9: *Is There A Separate Toilet for Boys and Girls?*

From the graph above, responses from Zangon Kafaf and Kajuru LGAs indicates that there is no separate toilets for boys and girls, with 68% and 61% from Zangon Kafaf and Kajuru respectively saying **No** to the question “Are there separate toilets for boys and girls”.

On the other hand, responses from Kudan and Jama’a LGAs indicate that there are provisions made for separate toilets for boys and girls, with 68% and 99% from Kudan and Jama’a respectively saying **Yes** to the question “is there a separate toilet for boys and girls”.

4.4 HOW MANY TOILETS DOES YOUR SCHOOL HAVE?

HOW MANY TOILETS DOES YOUR SCHOOL HAVE		
LGAs	Total Number of Pupils	Total Number of Toilet
Zangon Kataf	57829	413
Kajuru	40943	419
Kudan	71539	585
Jama'a	42774	481

Table 8: How many toilets does your school have?



Figure 10: Ratio of pupil to toilet

4.5 DOES YOUR SCHOOL HAVE PROVISION FOR ICT MATERIALS OR COMPUTERS IN ACCORDANCE TO BASIC EDUCATION CURRICULUM?

DOES YOUR SCHOOL HAVE PROVISION FOR ICT MATERIALS OR COMPUTERS IN ACCORDANCE TO BASIC EDUCATION CURRICULUM?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	1	8	7	7
No	225	125	72	141
TOTAL	226	133	79	148

Table 9: Does Your School Have Provision for ICT Materials or Computers in Accordance to Basic Education Curriculum?

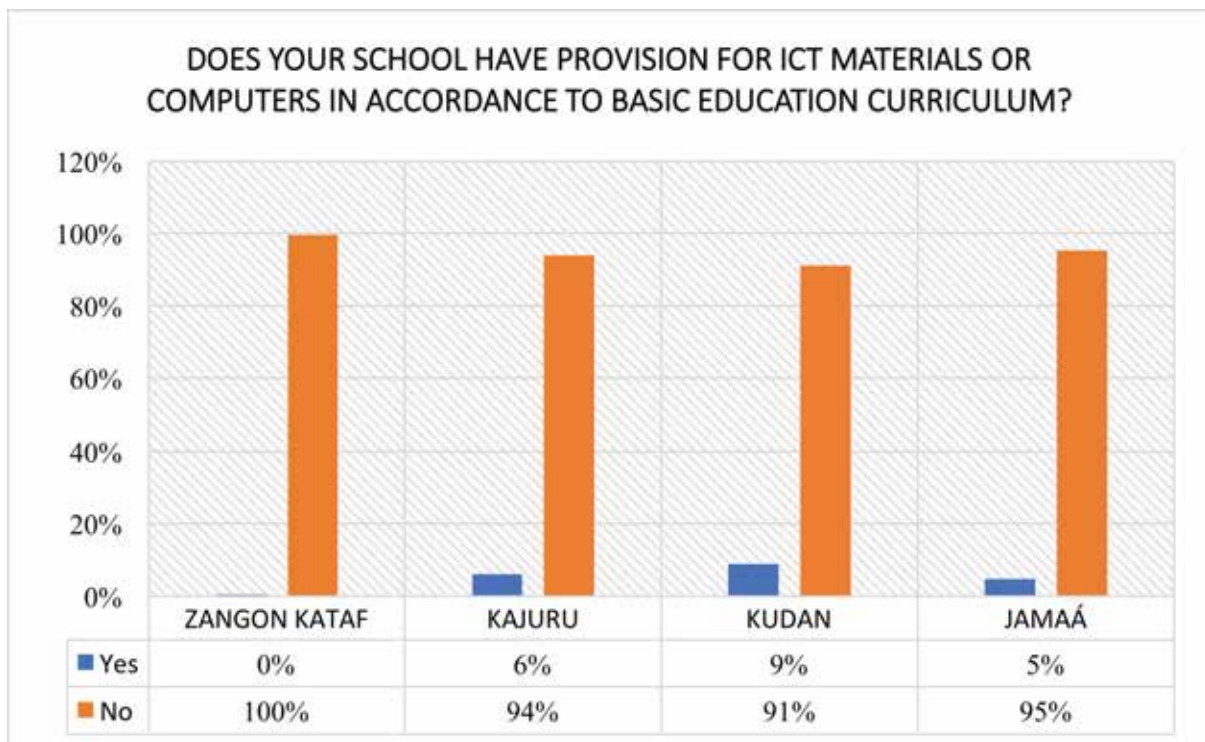


Figure 11: Does Your School Have Provision for ICT Materials or Computers In Accordance To Basic Education Curriculum?

Figure 3.4 shows the graphical representation of the responses from the respondents on the question “Does your school have provision for ICT materials or computers in accordance to the basic education curriculum?” It is observed that there is no provision for ICT materials in accordance to the basic education curriculum across the LGAs.

4.6 IS THERE ELECTRICITY SUPPLY IN THE SCHOOL?

IS THERE ELECTRICITY SUPPLY IN THE SCHOOL?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	3	2	2	3
No	227	137	81	148
TOTAL	230	139	83	151

Table 10: Is There Electricity Supply in The School?

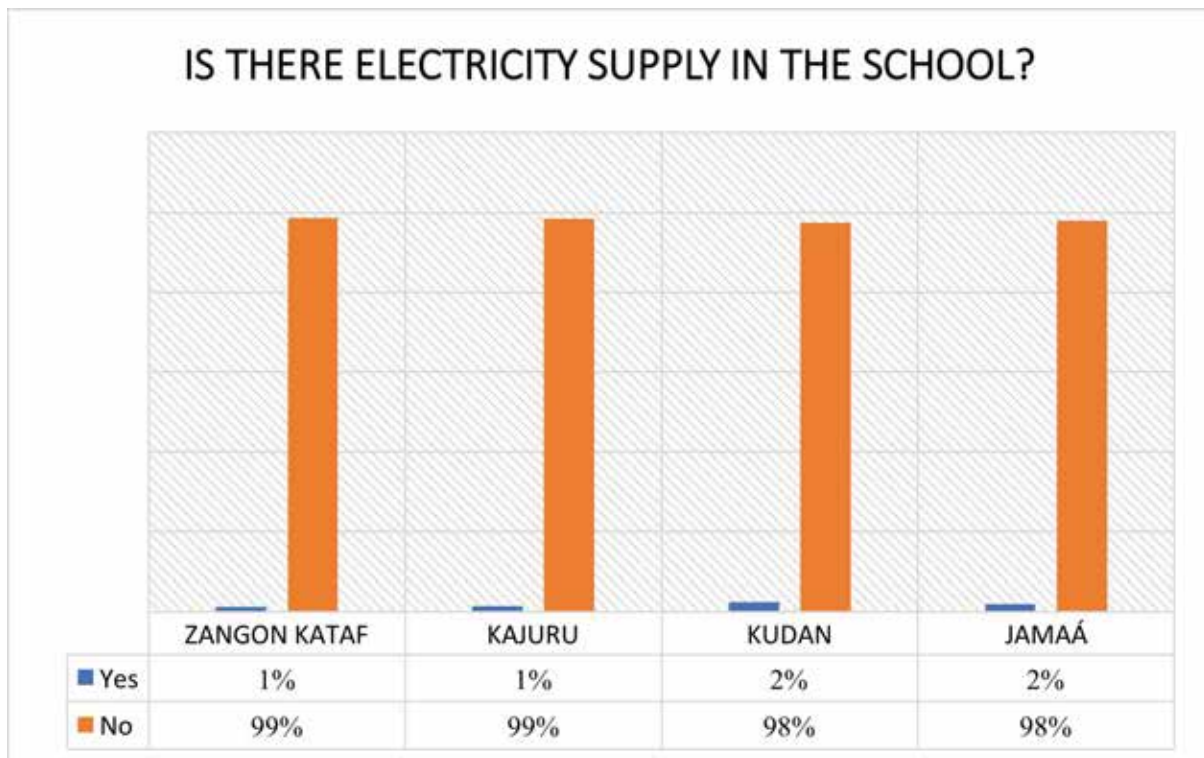


Figure 12: Is There Electricity Supply in The School?

On the question of school's electricity supply, the response from respondents as seen in Figure 3.5 shows a general lack of electricity supply across all the four LGAs. 99% of respondent in Zangon responded "No" to the survey question. The same trend was recorded in the other LGAs.

4.7 IS THERE A FENCE IN THE SCHOOL?

IS THERE A FENCE IN THE SCHOOL?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	4	5	8	10
No	226	134	76	139
TOTAL	230	139	84	149

Table 11: Is there a fence in the School?

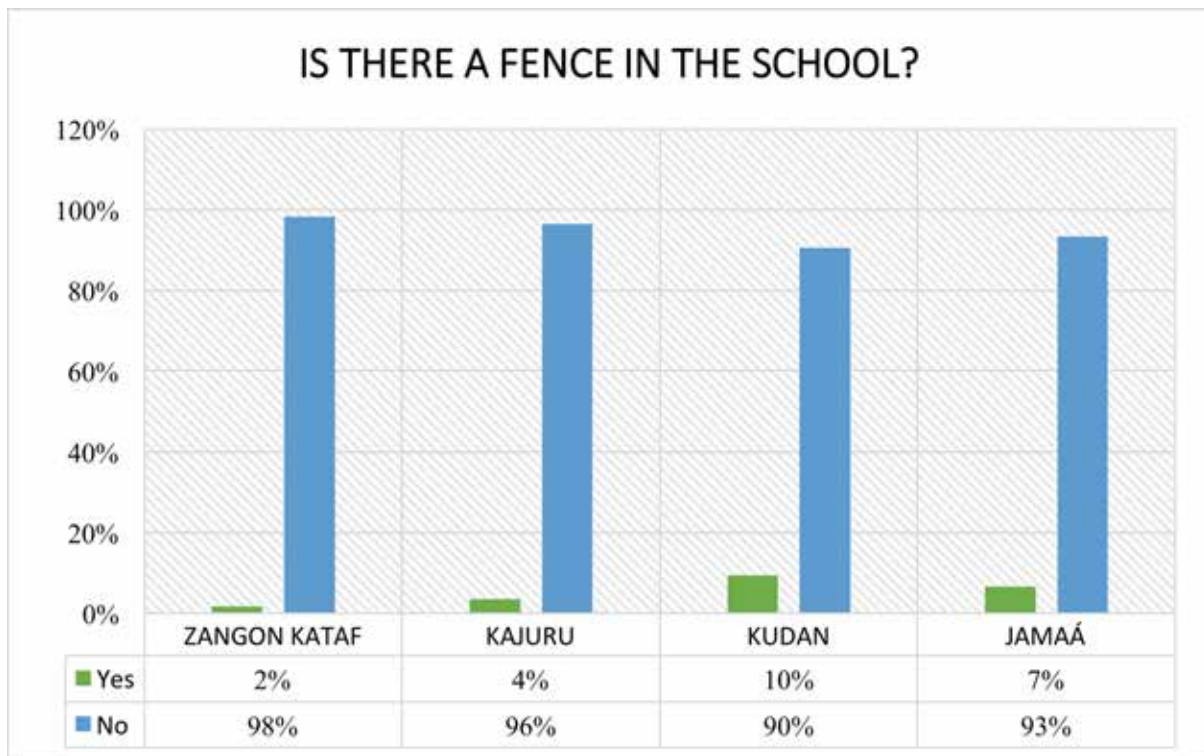


Figure 13: Is there a fence in the school?

Figure 3.6 Shows the lack of a fence in schools across all the LGAs. 98% respondents from Zangon Kafa said “No” to the question while Kajuru, Kudan and Jama’a all had over 90% responding “No” to the survey question.

4.8 WHAT DOES YOUR SCHOOL NEED?

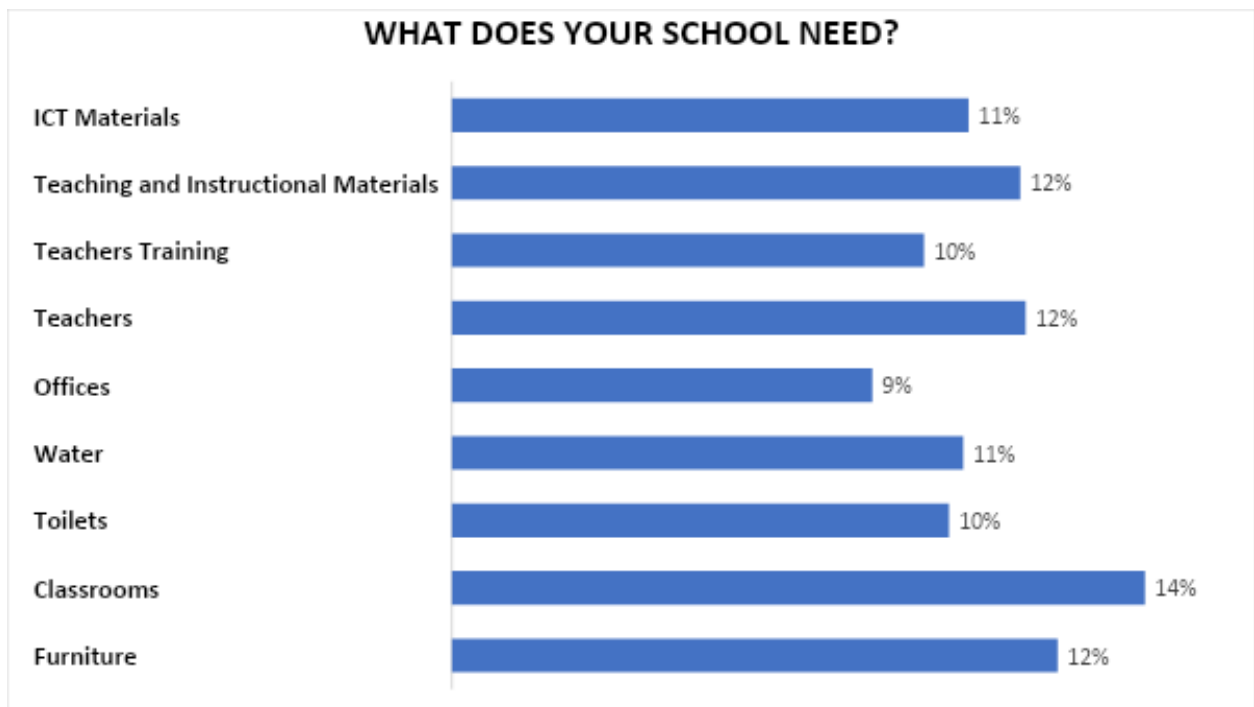


Figure 14: What does your school need?

The chart above shows the needs of schools across the focus LGAs, it can be observed that the major need is for classrooms with 14%. Teaching and instructional materials, furniture and Teachers had 12%, water and ICT materials had 11%. The least need recorded was for Offices with 9%.

5.0 SCHOOL INSTRUCTIONAL MATERIALS DATA

5.1 ARE THERE ADEQUATE NUMBER OF DESK AND SEAT FOR THE PUPILS AND TEACHERS?

ARE THERE ADEQUATE NUMBER OF DESK AND SEAT FOR THE PUPILS AND TEACHERS?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	15	10	7	17
No	217	129	77	136
TOTAL	232	139	84	153

Table 12: Are There Adequate Number of Desk and Seat for The Pupils and Teachers?

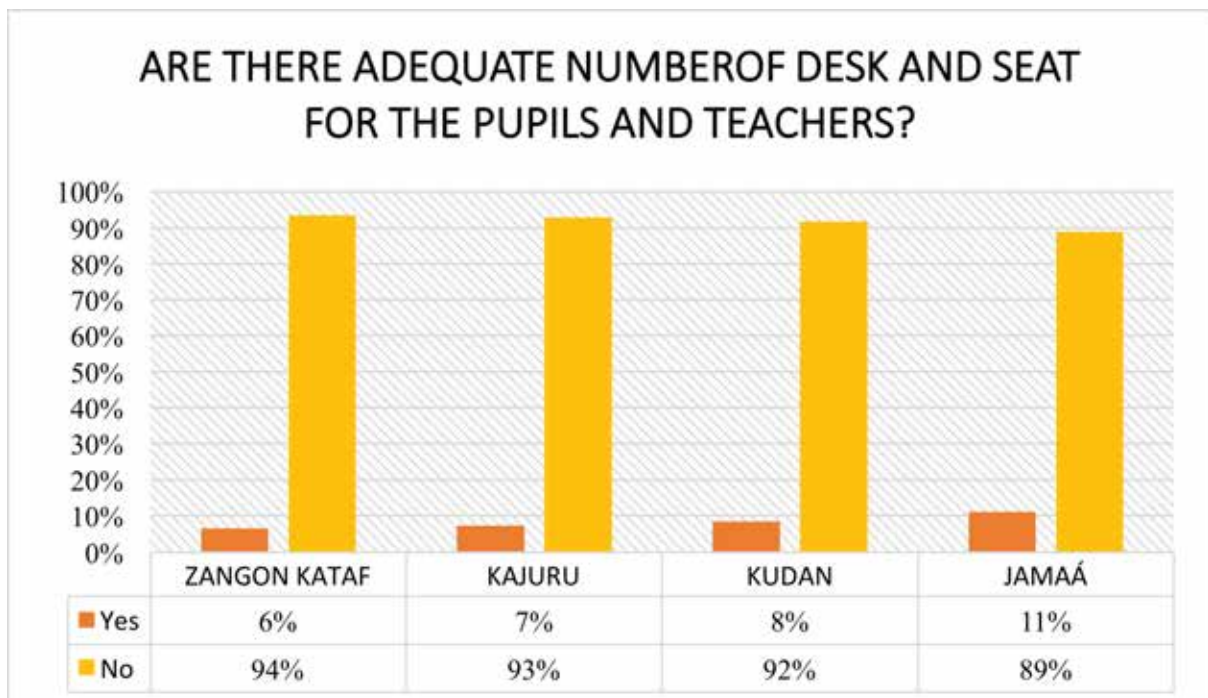


Figure 15: Are There Adequate Number of Desk and Seat for The Pupils and Teachers?

The chart above shows that 94% of respondents from Zangon Kataf, 93% from Kajuru, 92% from Kudan and 89% from Jama'a LGA responded negatively to the survey question.

In general, there is a lack of Desk and seats for pupils and teachers across the LGAs.

5.2 ARE THERE SUFFICIENT NUMBER OF BOOKS AND INSTRUCTIONAL MATERIALS?

ARE THERE SUFFICIENT NUMBER OF BOOKS AND INSTRUCTIONAL MATERIALS?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	10	4	15	23
No	222	135	69	129
TOTAL	232	139	84	152

Table 13: Are There Sufficient Number of Books and Instructional Materials?

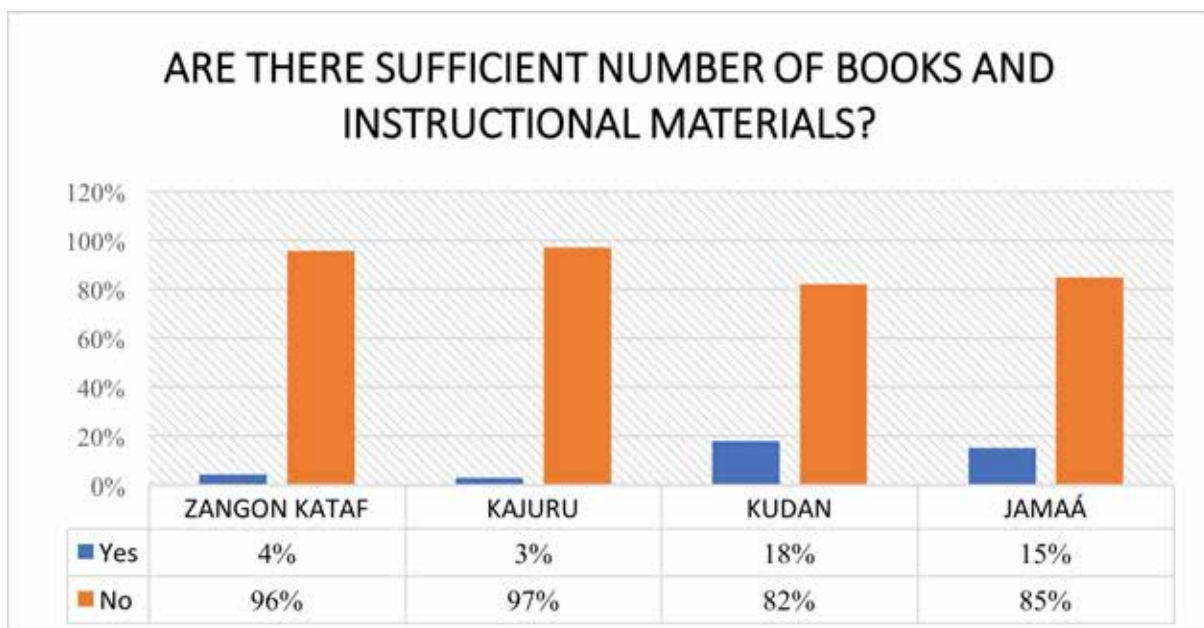


Figure 16: Are There Sufficient Number of Books and Instructional Materials?

For the question “Are there sufficient number of books and instructional materials”, the chart above shows that 96% of respondents from Zangon Kataf, 97% from Kajuru, 82% from Kudan and 85% from Jama’a LGA responded negatively to the survey question. This shows that there are not enough desks and seats for pupils and teachers across the LGAs.

5.3 ARE THE BOOKS AND INSTRUCTIONAL MATERIALS PROVIDED IN LINE WITH THE CURRICULUM?

ARE THE BOOKS AND INSTRUCTIONAL MATERIALS PROVIDED IN LINE WITH THE CURRICULUM?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	85	60	44	93
No	144	77	40	58
TOTAL	229	137	84	151

Table 14: Are the Books and Instructional Materials Provided in Line with The Curriculum?

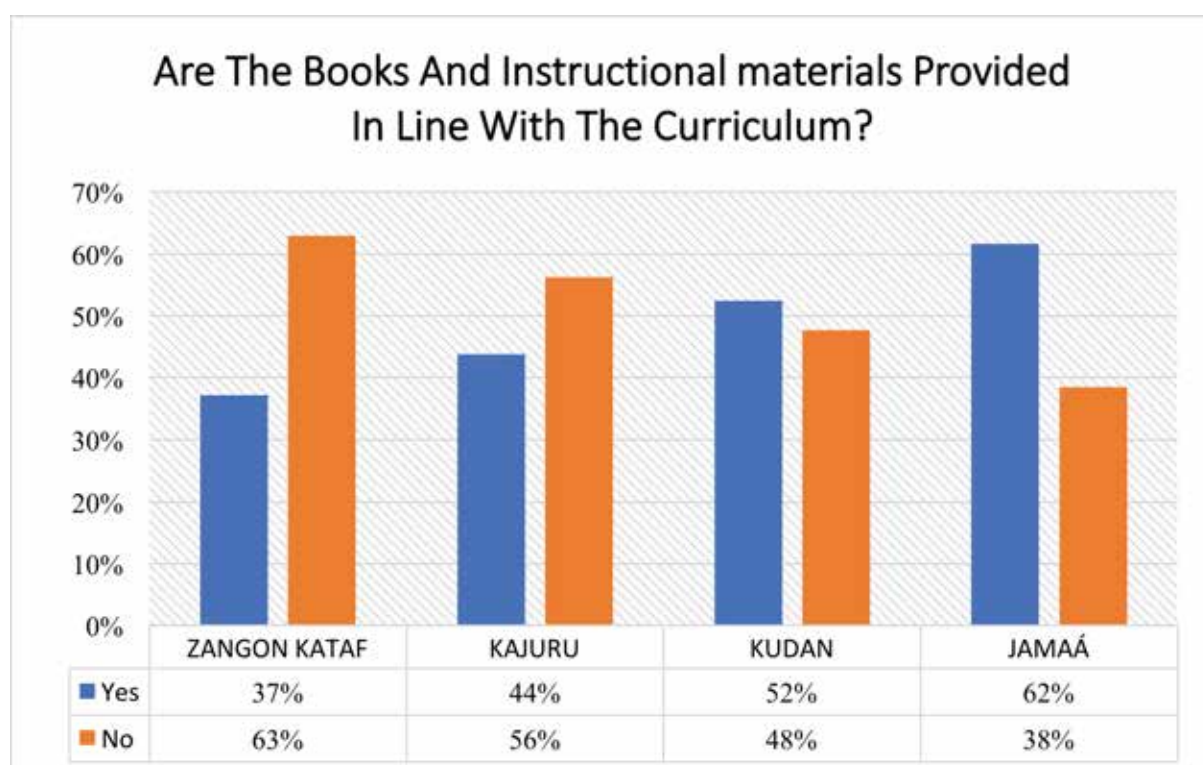


Figure 17: Are the Books and Instructional Materials Provided in Line with The Curriculum?

For the question “Are the books and instructional materials provided in line with the curriculum” results show that 96% of respondents from Zangon Kataf, 97% from Kajuru, 82% from Kudan and 85% from Jama’a LGA responded negatively to the question.

6.0 SCHOOL HUMAN RESOURCE DATA

6.1 DO YOU HAVE SECURITY GUARDS IN YOUR SCHOOL?

DO YOU HAVE SECURITY GUARDS IN YOUR SCHOOL?				
	ZANGON KATAF	KAJURU	KUDAN	JAMA'A
Yes	16	19	57	15
No	215	119	27	136
TOTAL	231	138	84	151

Table 15: Do You Have Security Guards in Your School?

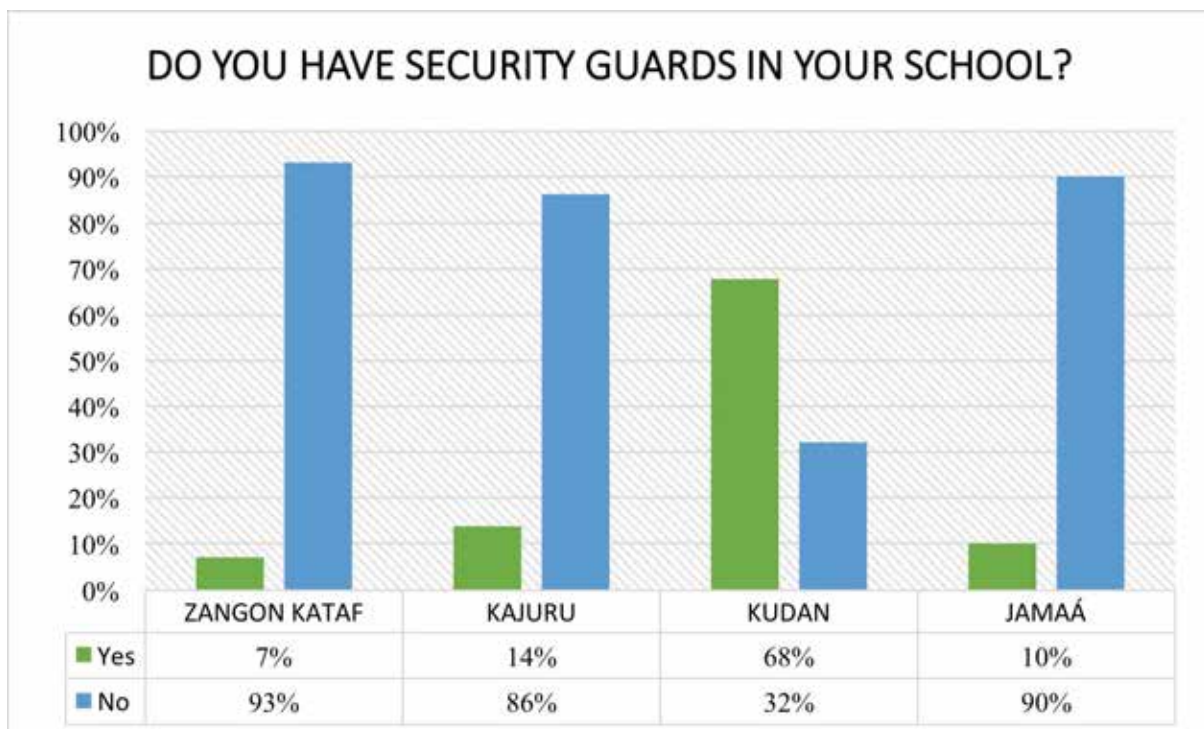


Figure 18: Do You Have Security Guards in Your School?

The chart shows schools across the four LGAs lack security guards. 96% of respondents from Zangon Kataf, 97% from Kajuru, 82% from Kudan and 85% from Jama'a LGA responded "NO" to the survey question.

6.2 ARE THERE ADEQUATE TEACHING AND INSTRUCTIONAL MATERIALS IN YOUR SCHOOL?

ARE THERE ADEQUATE TEACHING AND INSTRUCTIONAL MATERIALS IN YOUR SCHOOL?				
	ZANGON KATAF	KAJURU	KUDAN	JAMA'A
Yes	12	11	10	30
No	214	128	72	122
TOTAL	226	139	82	152

Table 16: Are There Adequate Teaching and Instructional Materials in Your School?

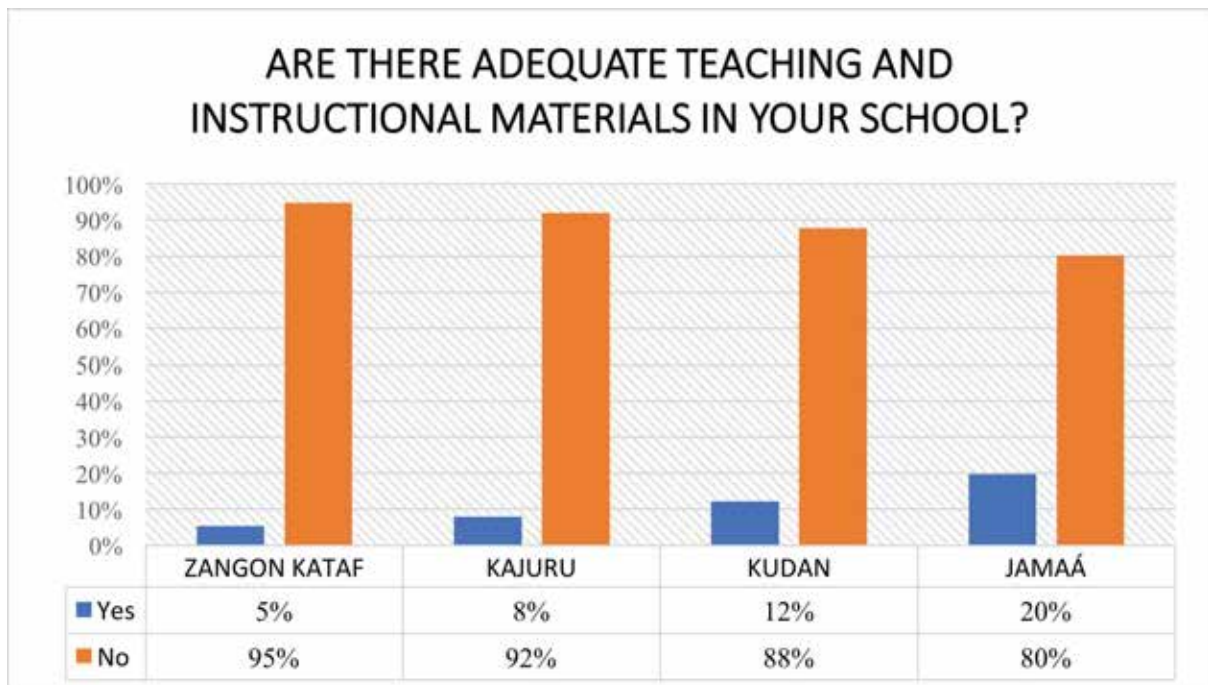


Figure 19: Are There Adequate Teaching and Instructional Materials in Your School?

The above chart shows there is a lack of adequate teaching and instructional materials across the LGAs. 95% of respondents from Zangon Kataf, 92% from Kajuru, 88% from Kudan and 80% from Jama'a LGA responded "NO" to the survey question.

6.3 WHAT IS THE QUALITY OF TEACHERS IN YOUR SCHOOL?

WHAT IS THE QUALITY OF TEACHERS IN YOUR SCHOOL?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Qualified	230	148	84	152
Unqualified	0	0	0	0
TOTAL	230	148	84	152

Table 17: What Is the Quality of Teachers in Your School?

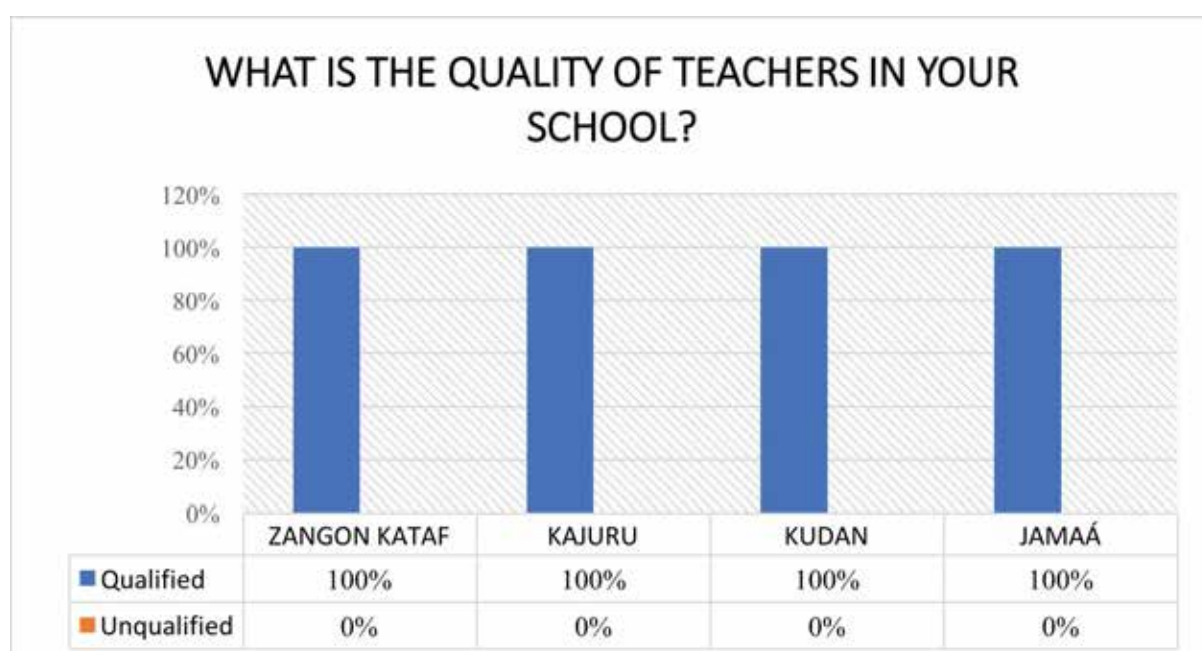


Figure 20: What Is the Quality of Teachers in Your School?

The analysis above shows that there are qualified teachers in all the schools across the four LGAs.

6.4 HOW OFTEN DO TEACHERS IN YOUR SCHOOL GO FOR TRAINING?

HOW OFTEN DO TEACHERS IN YOUR SCHOOL GO FOR TRAINING?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Not Often	123	96	18	56
Often	93	36	55	81
Very Often	8	5	4	13
TOTAL	224	137	77	150

Table 18: How Often Do Teachers in Your School Go for Training?

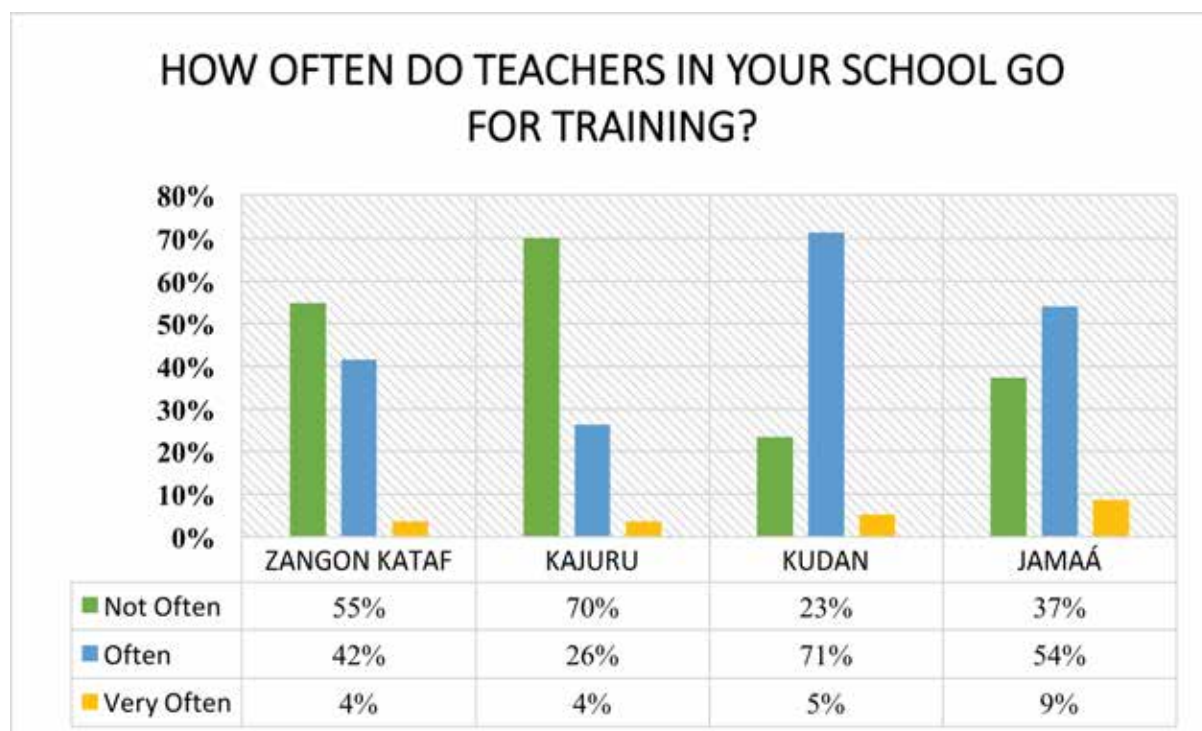


Figure 5.5: How Often Do Teachers in Your School Go for Training?

The above chart shows that a considerable number of Teachers from Zangon Kataf (55%) and Kajuru (70%) do not go for training often. While the majority of responses from Kudan (71%) and Jama'a LGAs (54%) indicate that they often go for training

7.0 PROJECT IMPLEMENTATION DATA

7.1 DO CONTRACTORS OR SUBEB OFFICIALS INFORM YOU BEFORE THE COMMENCEMENT OF ANY PROJECT?

DO CONTRACTORS OR SUBEB OFFICIALS INFORM YOU BEFORE THE COMMENCEMENT OF ANY PROJECT?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	90	18	35	74
No	134	119	48	72
TOTAL	224	137	83	146

Table 19: Do Contractors or SUBEB Officials Inform You Before the Commencement of Any Project?

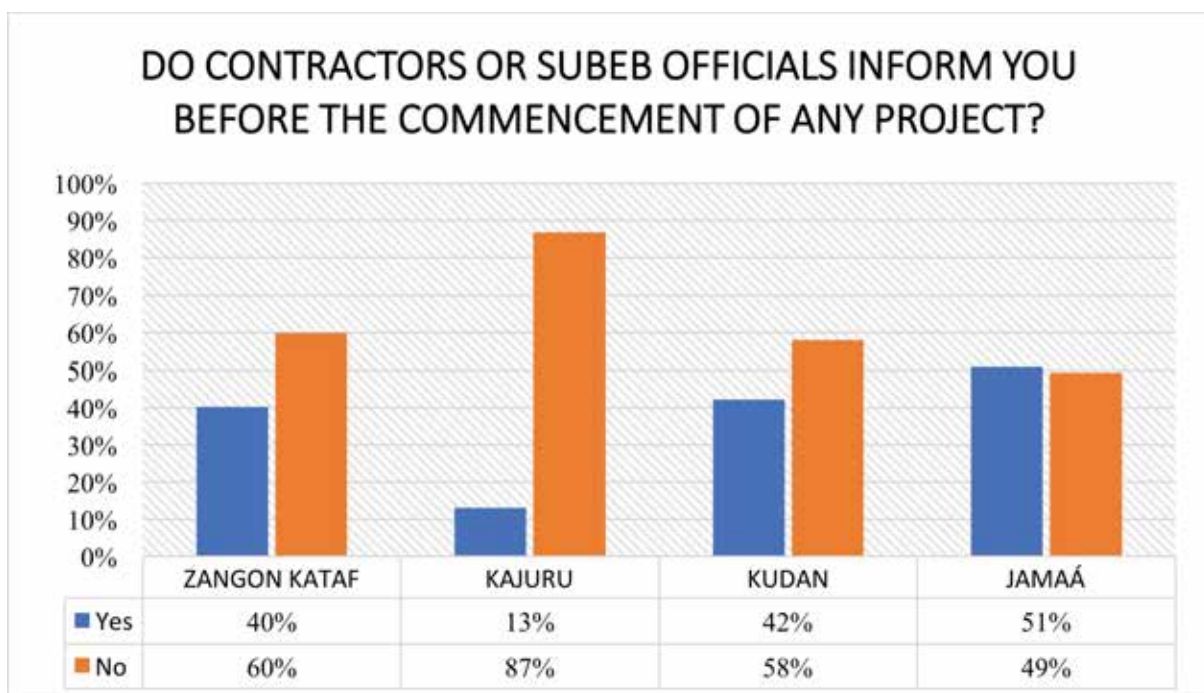


Figure 22: Do Contractors or SUBEB Officials Inform You Before the Commencement of Any Project?

The above chart shows that majority of the respondents from LGAs indicated that they are not informed before the commencement of any Project, except for Jama'a LGA where 51% responded yes to the survey questions.

7.2 AS A MEMBER OF SBMC/PTA, ARE YOU INVOLVED IN A NEED ASSESSMENT OF YOUR SCHOOL PRIOR TO PROJECTS SELECTION ON KAD-SUBEB UBE ACTION PLAN?

AS A MEMBER OF SBMC/PTA, ARE YOU INVOLVED IN A NEED ASSESSMENT OF YOUR SCHOOL PRIOR TO PROJECTS SELECTION ON KAD-SUBEB UBE ACTION PLAN?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	149	45	58	122
No	80	91	26	27
TOTAL	229	136	84	149

Table 20: As A Member Of SBMC/PTA, Are You Involved in A Need Assessment of Your School Prior To Projects Selection On KAD-SUBEB UBE Action Plan?

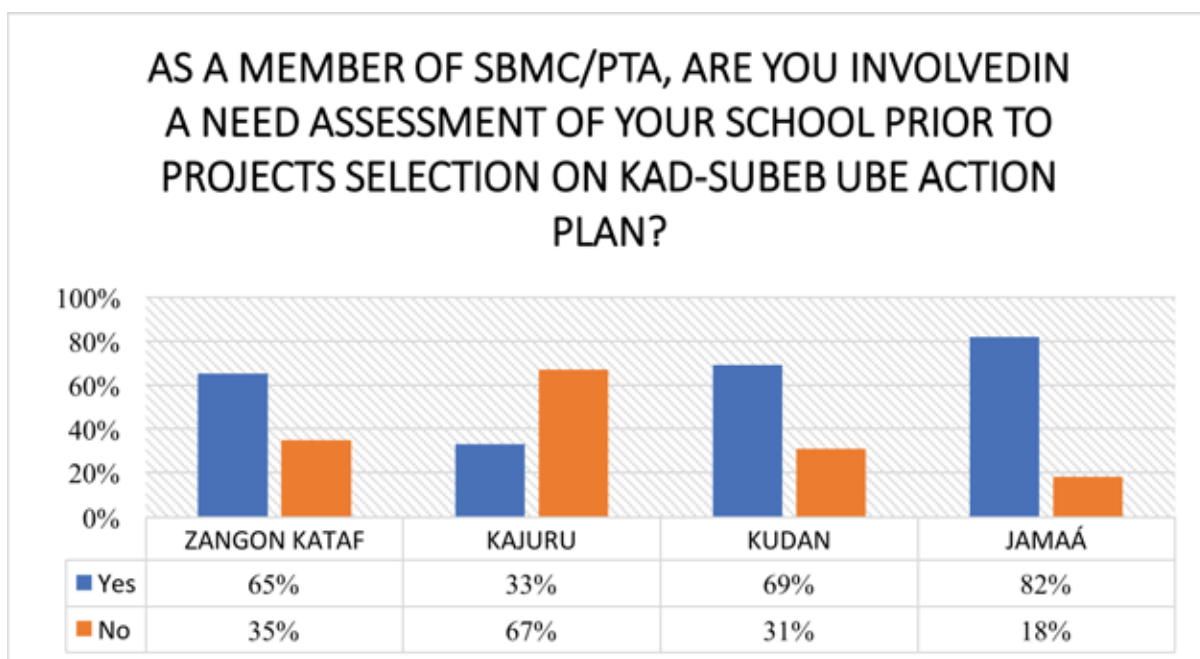


Figure 23: As A Member of SBMC/PTA, Are You Involved in A Need Assessment of Your School Prior To Projects Selection on Kad-Subeb Ube Action Plan?

The chart above shows respondents are involved in need assessment of their various schools except for Kajuru LGA where majority (69%) of the respondents indicate they were not involved in the assessment of their school needs.

7.3 AS A MEMBER OF SBMC, DO YOU PERFORM MONITORING AND EVALUATION OF PROJECTS IN YOUR SCHOOL WHEN IMPLEMENTATION HAS STARTED?

AS A MEMBER OF SBMC, DO YOU PERFORM MONITORING AND EVALUATION OF PROJECTS IN YOUR SCHOOL WHEN IMPLEMENTATION HAS STARTED?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	187	99	70	136
No	44	39	13	16
TOTAL	231	138	83	152

Table 21: As A Member of SBMC, Do You Perform Monitoring and Evaluation of Projects in Your School When Implementation Has Started?

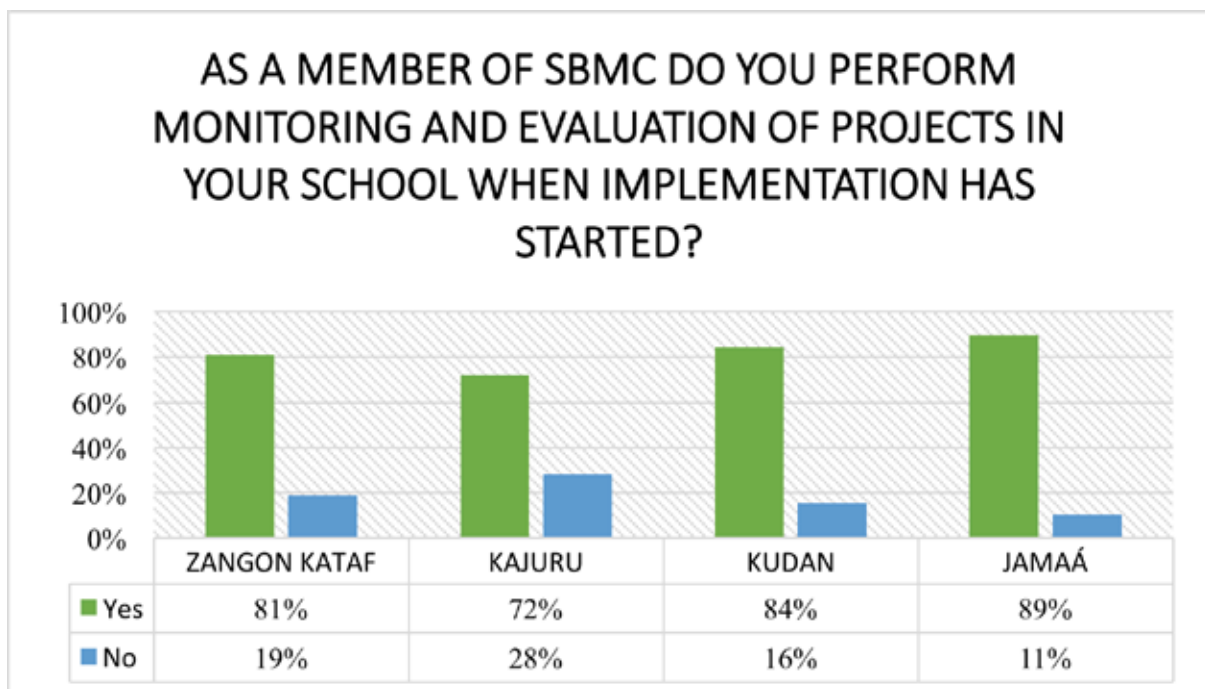


Figure 24: As A Member of SBMC Do You Perform Monitoring and Evaluation of Projects in Your School When Implementation Has Started?

The chart above shows that majority of respondents perform Monitoring and Evaluation on projects in the school.

7.4 ARE YOU OFTEN AWARE OF PROJECT IMPLEMENTATION DETAILS DURING IMPLEMENTATION BY CONTRACTORS?

ARE YOU OFTEN AWARE OF PROJECT IMPLEMENTATION DETAILS DURING IMPLEMENTATION BY CONTRACTORS?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	83	17	31	61
No	147	117	50	86
TOTAL	230	134	81	147

Table 22: Are You Often Aware of Project Implementation Details During Implementation by Contractors?

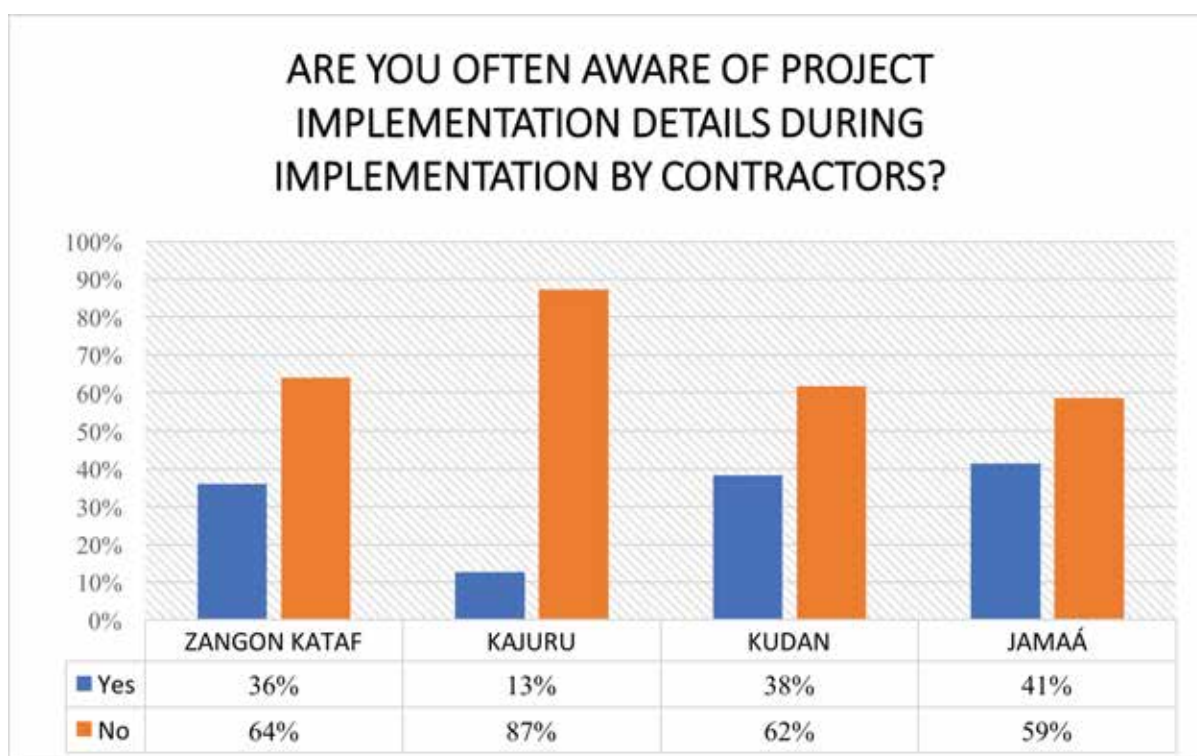


Figure 25: Are You Often Aware of Project Implementation Details During Implementation by Contractors?

The chart above shows that respondents are not often aware of project implementation details. 64% of respondents from Zangon Kataf, 87% from Kajuru, 62% from Kudan and 59% from Jama'a LGA responded "NO" to the survey question.

7.5 DO YOU KNOW ABOUT THE SIP FUNDS? IF YES HAVE YOU RECEIVED ANY FORM OF TRAINING ON HOW TO ACCESS THE FUNDS?

DO YOU KNOW ABOUT THE SIP FUNDS? IF YES HAVE YOU RECEIVED ANY FORM OF TRAINING ON HOW TO ACCESS THE FUNDS?				
	ZANGON KATAF	KAJURU	KUDAN	JAMAÁ
Yes	88	72	59	94
No	134	61	24	52
TOTAL	222	133	83	146

Table 23: Do You Know About the Sip Funds? If Yes Have You Received Any Form of Training on How to Assess the Funds?’

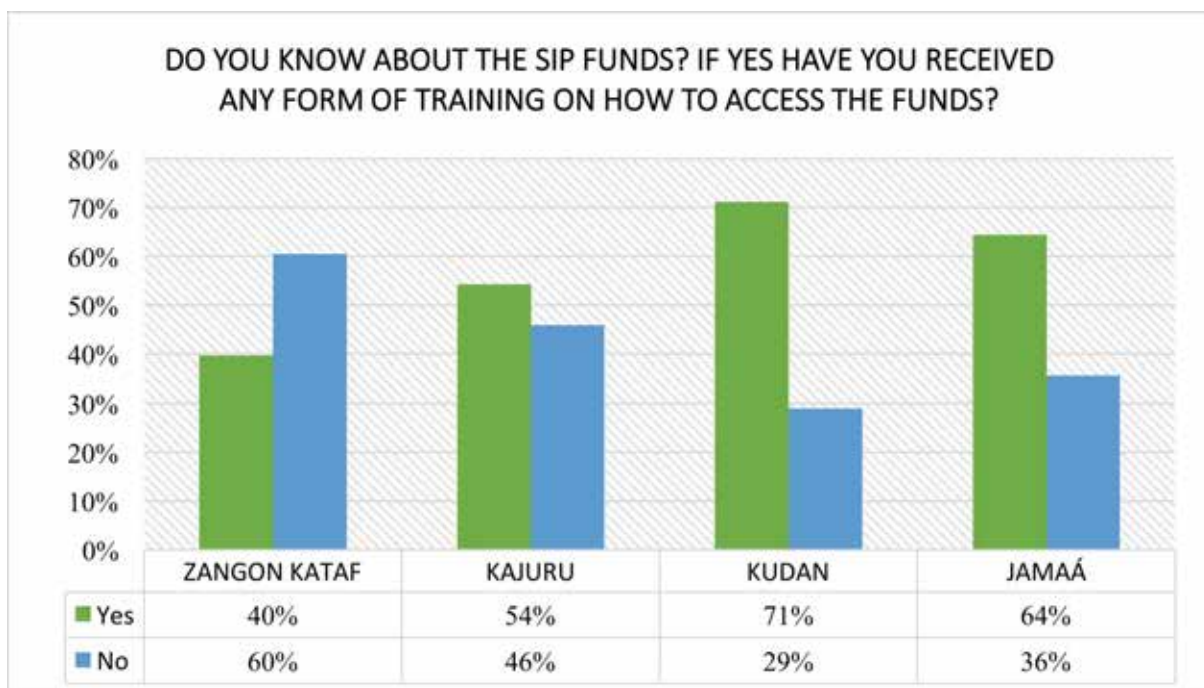


Figure 26: Do You Know About the SIP Funds? If Yes Have You Received Any Form of Training on How to Access the Funds?’

The figure above shows that a considerable number of respondents are aware of the SIP funds while 40% from Zangon Kafaf (that has more respondents) do not know about the SIP Funds

7.6 Findings

Education is a long-term investment that yields results after years of consistent input. The Kaduna State government recently revamped the Basic Education Policy, and data has shown that this has led to an increase in enrolment rates across the schools assessed. The School Feeding program remains a top reason for this increment.

- i. **Inadequate Needs Assessment:** During the course of the study, we noticed across the four local government areas that proper Needs Assessments are not being carried out to determine and provide the priority needs of schools. For example, some schools may need toilets but will be provided with a block of classrooms and vice versa.
- ii. **Poor consultation of the school community (No co-creation):** most of the SBMCs do not have the required information on school projects like the details of the project and as such they cannot provide one of their primary mandate which is monitoring and evaluation. Some are not even involved in schools needs assessment by the government which are against the statutory duties of the SBMCs and also the principle of OGP in the State.
- iii. **Issues of WASH remain a huge challenge in the LGAs:** Data has shown that the issue of WASH remains a huge challenge in the primary schools assessed. Most of the schools lack at least one component of WASH. WASH remains one of the basic necessities in schools most especially for young children and girls. Even for those schools that have toilet facilities, there are no separate toilets for boys and girls which raises cultural, biological, safety and privacy concerns.
- iv. **High rate of school drop-outs due to income:** Pupils drop out of school to engage in economic activities like hawking, farming and early child marriage which might bring immediate investments to the home.
- v. Another challenge identified is the **limited use of ICT materials** in schools which hinders children's learning and knowledge on ICT. Most of the schools assessed do not have any source of power supply which further prevents the learning of ICT.
- vi. **Poor security consciousness:** Most of the schools surveyed have no perimeter fence which poses a number of security and safety concerns especially for the girl-child.

- vii. **Poor consultation:** Another issue recorded was the poor consultation and collaboration between SUBEB and the community before contracting a project out. The community was often unaware of projects being implemented within their community.

RECOMMENDATIONS

- i. Government should ensure timely and proper needs assessment is made in collaboration with the school community (SBMCs) this is also in line with the principle of OGP in which Kaduna State is a signatory to.
- ii. Government should ensure that all construction projects have a mandatory WASH component this is because across most of the schools surveyed, we noticed that they do not have adequate WASH facilities. In every primary school assessed a component of WASH was lacking, either Water, Sanitation or Toilets.
- iii. Government should enforce the UBEC Act and parents or guardians who fail to allow their children or wards to attend school should be adequately punished in accordance with the ACT. This can be achieved by working closely with Education Marshalls in the State.
- iv. Government should provide or improve access to power supply either through the provision of electricity or solar for ICT/Science labs. This will improve pupils' access to ICT knowledge and skills for quality education and empowerment.
- v. Government should ensure to always communicate their plans with host communities to foster co creation towards communal development.

APPENDIX

School background Information			
STATE:	LGEA:		
School Name:	Community:	Name of Head Teacher:	
Address:	Location of school: Rural <input type="checkbox"/> Urban <input type="checkbox"/>	Ward:	
No of teachers:	No of Pupils:	Year of Establishment:	
Respondent's Details:			
Sex: Male <input type="checkbox"/> Female <input type="checkbox"/>	Age Bracket:		
Designation / Position:			
School Performance Data:			
<input style="width: 100%; height: 20px;" type="text"/> No of girls in school:	<input style="width: 100%; height: 20px;" type="text"/> No of boys in school:		
What age do children start going to school in the community?			
Has enrolment increased in the last four years? Yes <input type="checkbox"/> No <input type="checkbox"/>			
What are the reasons for increase in enrolment if yes?			
What age do boys drop out of school? <input style="width: 50px;" type="text"/>	What age do girls drop out of school? <input style="width: 50px;" type="text"/>		
What are the reasons for children dropping out of school?			
How many pupils proceed to JSS after primary school? <input style="width: 50px;" type="text"/>	Number pupils in each class? <input style="width: 50px;" type="text"/>		
Number of classes in the school?			
What is the ratio of teachers to pupils?	What is the ratio of pupils to class?	What is the ratio of pupils to chair?	What is the ratio of pupils to toilet?
Do pupils take part in extracurricular activities? Yes <input type="checkbox"/> No <input type="checkbox"/>			
If yes, describe.....			
School Infrastructure Data:			

Complete each box on each visit	YES	N O
Does your school have adequate potable drinking water?		
Does your school have adequate sanitation facilities?		
How many toilets does your school have?		
How many classroom blocks do you have in your school?		
Is there a separate toilet for boys and girls?		
Is there toilet for the teachers?		
How many classroom blocks in your school needs renovation?		
Can you describe the particular classroom blocks?		
Does your school have provision for ICT materials or computers in accordance to basic education curriculum?		
Is there electricity supply to the school?		
Is there a fence in your school?		
What does your school need most? Furniture <input type="checkbox"/> Classrooms <input type="checkbox"/> Toilets <input type="checkbox"/> Water <input type="checkbox"/> Offices <input type="checkbox"/> Teachers <input type="checkbox"/> Teachers Training <input type="checkbox"/> Teaching and Instructional Materials <input type="checkbox"/> ICT Materials <input type="checkbox"/> Others (specify) <input type="checkbox"/>		
School Instructional Materials Data:		
Complete each box on each visit	YES	N O
Are there adequate number of desks (table for the teachers) and seats for the pupils and teachers?		
Are there sufficient number of books and instructional materials?		
The books and other instructional materials provided are they in line with the curriculum?		
School Human Resource Data:		
Complete each box on each visit	YES	N O
Do you have security guards in your school?		
Are there adequate teaching and instructional materials in your school?		
What is the quality of teachers in your school? Qualified <input type="checkbox"/> Unqualified <input type="checkbox"/>		
What is the average qualification of teachers here?		
How often do teachers in your school go for training? Not Often <input type="checkbox"/> Often <input type="checkbox"/> Very Often <input type="checkbox"/>		
What is the average of school attendance rate for the teachers?		

Project Implementation Data:		
Complete each box on each visit	YES	N O
Do contractors or SUBEB officials inform you before the commencement of any project here?		
As members of SBMC/PTA, are you involved in a Needs Assessment of your school prior to projects' selection on Kad-SUBEB UBE Action Plan?		
As members of SBMC do you perform monitoring and evaluation of projects in your school when implementation has started?		
Are you often aware of project implementation details during implementation by contractors?		
Do you know about the SIP funds? If yes have you received any form of training on how to access the funds?		
GENERAL REMARKS / OBSERVATIONS/ ISSUES		
<p>.....</p> <p>.....</p>		
Respondent's Signature:	Respondent's phone no:	
Enumerator's Name:	Phone Number:	
Signature:	Date: ---/---/----	



From activist to trainers, trainers to mobilizers, mobilizers to community builders. We see the need to make governments accountable, and use media platforms like Twitter, Facebook, YouTube, mainstream media to amplify the voices of marginalised communities.

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