

## Annex 4: Data Collection Instruments

### Big Bet On Nigeria 2018 Public Opinion Poll – Questionnaire

#### Assessor Instructions

- Instructions to interviewers are noted in bold text throughout this tool; do not read these instructions to the respondent
- Read the question exactly as it appears below
- Do not read out *Don't know* and *Refused* to the respondent
- Interviewer, kindly observe skip patterns appropriately (indicated in questions Q12, Q15, Q16, Q17, Q19, Q24, Q25, Q26, and Q30)
- Interviewer, kindly ensure that interview is completed by respondents aged 18 and above
- Interviewer, kindly reschedule a callback as appropriate

#### Introduction

Good day Ma/Sir, my name is \_\_\_\_\_. I work for NOIPolls, a public opinion polling company based in Abuja. (We retrieved your number from a pool of randomly generated numbers). We are currently carrying out a poll on citizens' perceptions covering areas such as: electricity, media, education, and corruption in Nigeria. Your participation in this poll is completely voluntary. However, your opinion is vital to this survey. Your responses and identity will be anonymous and confidential. Are you willing to continue with this poll? Is this a good time to talk?

#### CONSENT

No (DISCONTINUE)	Yes	Call me later
1	2	3

#### Demographic Questions

1. What is your sex?

Male	Female
1	2

2. Which age category do you fall into? (Age group)

0–17 years (Terminate interview)	18–25 years	26–35 years	36–45 years	46–55 years	56–65 years	Over 65 years	Refused (Verified aged 18 or older)	Refused (Cannot verify aged 18 or older; terminate interview)
1	2	3	4	5	6	7	8	9

3. What level of education have you completed? **(Qualification)**

Early childhood education	Primary school	Junior secondary school	Secondary	Graduate level	Post-graduate level	No formal education	Prefer not to say
1	2	3	4	5	6	7	8

4. What is your household's current monthly income? **All in Naira (₦)**

0–20,000	21,000–40,000	41,000–60,000	61,000–80,000	81,000–100,000	101,000–120,000	121,000–140,000	141,000–160,000	Above 161,000	Don't know	Prefer not to say
1	2	3	4	5	6	7	8	9	10	11

5. What state and local government area do you currently reside in? **[See separate list for LGA]**

S/N	State	S/N	State	S/N	State	S/N	State	S/N	State
1	Abia	10	Delta	19	Kano	28	Ondo	37	Abuja/FCT
2	Adamawa	11	Ebonyi	20	Katsina	29	Osun	38	Refused
3	Akwa Ibom	12	Edo	21	Kebbi	30	Oyo		
4	Anambra	13	Ekiti	22	Kogi	31	Plateau		
5	Bauchi	14	Enugu	23	Kwara	32	Rivers		
6	Bayelsa	15	Gombe	24	Lagos	33	Sokoto		
7	Benue	16	Imo	25	Nasarawa	34	Taraba		
8	Borno	17	Jigawa	26	Niger	35	Yobe		
9	Cross River	18	Kaduna	27	Ogun	36	Zamfara		

6. Are you currently residing in an urban or rural area?

Rural	Urban	Don't know/Refused
1	2	3

*General Corruption Questions*

7. In your opinion, over the past 12 months, has the level of corruption...

		Increased a lot?	Somewhat increased?	Stayed the same?	Somewhat decreased?	Decreased a lot?	Don't know/refused
a	[STRAT P.1/Afrobarometer 54] In Nigeria	1	2	3	4	5	6

b	[STRAT P.1] In your state (where you currently reside)	1	2	3	4	5	6
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8. [STRAT O/Afrobarometer 61A] In your opinion, how well or poorly would you say the current government is handling **(fighting)** corruption?

Very bad	Fairly bad	Fairly well	Very well	Don't know
1	2	3	4	5

9. On a scale of 1 to 5, where 1 is not at all a priority **(not important at all)** and 5 is a high priority **(very important)**, how much is combatting **(fighting)** corruption a priority?

	Not at all a priority	Low priority	Neutral (neither important nor unimportant)	Priority	High priority	Don't know	
a	[CONTEXT WOO] For you personally?	1	2	3	4	5	6
b	[STRAT O/CONTEXT WOO] For the government?	1	2	3	4	5	6

10. [CONTEXT WOO] On a scale of 1 to 5, where 1 is very pessimistic **(not sure/very negative)** and 5 is highly optimistic **(very sure/very positive)**, how optimistic are you that corruption in Nigeria can be addressed **(tackled)**?

Very pessimistic	Pessimistic	Neutral (neither pessimistic nor optimistic)	Optimistic	Highly optimistic	Don't know
1	2	3	4	5	6

11. [STRAT O] On a scale of 1 to 5, where 1 is very tolerant **(acceptable/allow)** and 5 is very intolerant **(unacceptable/don't allow)**, how tolerant **(acceptable)** are Nigerians of the following types of corruption?

	Very tolerant	Tolerant	Neutral	Intolerant	Very intolerant	Don't know/Refused	
a	Bribes	1	2	3	4	5	6
b	Favoritism	1	2	3	4	5	6
c	Extortion	1	2	3	4	5	6
d	Harassment/Intimidate	1	2	3	4	5	6
e	Delay or diversion of resources	1	2	3	4	5	6
f	Government contractors failing to meet standards	1	2	3	4	5	6
g	Corruption in general	1	2	3	4	5	6

## Media Questions

12. [ASSUM MJ 4] How often do you read/listen to/use each of the following media outlets?

		Less than once a month	A few times a month	A few times a week	Everyday	Never	Don't know/Refused
a	Radio	1	2	3	4	5 (If never, skip Q13a)	6
b	Television	1	2	3	4	5 (If never, skip Q13b)	6
c	Newspapers	1	2	3	4	5 (If never, skip Q13c)	6
d	Internet	1	2	3	4	5 (If never, skip Q13d)	6
e	Social media	1	2	3	4	5 (If never, skip Q13e)	6

13. [MJ 11] On a scale of 1 to 5, where 1 is very ineffective and 5 is very effective, how effectively does each of the following media sources cover efforts to combat **(fight)** corruption?

		Very ineffective	Ineffective	Neutral	Effective	Very effective	Not asked (Doesn't use)	Don't know
a	Radio	1	2	3	4	5	6	7
b	Television	1	2	3	4	5	6	7
c	Newspapers	1	2	3	4	5	6	7
d	Internet	1	2	3	4	5	6	7
e	Social media	1	2	3	4	5	6	7

14. [MJ 9.1] Over the past 12 months, how often did you hear or see stories on successes to combat **(fight)** corruption in the media? (In any kind of media.)

Less than once a month	A few times a month	A few times a week	Every day	Don't know	Never
1	2	3	4	5	6

## Electricity Questions

15. Do you have electricity in your home? **(Are you connected to NEPA [DISCO]?)**

No (Proceed to Q16) (Probe further to ascertain what the respondent uses)	Yes, from NEPA (DISCO)(Skip to Q17)	Yes, other (not NEPA) (Please specify) (Skip to Q16)
1	2	3
15_other_specify (Proceed to Q16)	.....	

16. Why are you not obtaining electricity through your NEPA (DISCO)? [After answering, skip to Education section (Universal Basic Education Fund questions)] (Skip to Q24)

There is not a NEPA (DISCO) that provides electricity services in my community	I have a cheaper, alternative way to obtain electricity	The NEPA's (DISCO) electricity service is unreliable	The NEPA's (DISCO) electricity is too expensive	Other (Please specify)
1	2	3	4	5
16_other_specify				

17. [ELEC 16.1/ELEC 20.1] How do you pay for your electricity?

Prepaid meter (Proceed to 18a)	Estimated billing (Proceed to 18b) (Do you receive a bill showing the amount you pay?)	Other (Please specify, then proceed to Q19)	I don't pay (Skip to Q19)
1	2	3	4
17_other_specify (Proceed to 19)	.....		

18a. [ELEC 16.1/ELEC 20.1] On a scale of 1 to 5, where 1 is not transparent at all and 5 is very transparent, how transparent (**available and clear**) do you feel electricity prices are?

Not transparent at all	Not transparent	Neutral	Transparent	Very transparent	Don't know/ Refused
1	2	3	4	5	6

18b. [ELEC 16.1/ELEC 20.1] On a scale of 1 to 5, where 1 is not transparent at all and 5 is very transparent, how transparently (**available and clear**) do you feel you are being billed for the electricity you use?

Not transparent at all	Not transparent	Neutral	Transparent	Very transparent	Don't know/ Refused
1	2	3	4	5	6

19. [ELEC 13] Over the past 12 months, how many times have you contacted NEPA (DISCO) representative due to a performance problem or grievance (**Complaints**) related to your electricity services? (Skip to Q21 only if option 3, 4, or 5 is selected; otherwise, continue to Q20.)

		Once (Proceed to Q20)	More than once (Proceed to Q20)	Did not need to/Satisfied with service (Skip to Q21)	Never (Skip to Q21)	Don't know (Skip to Q21)
a	NEPA (DISCO) representative	1	2	3	4	5
b	Did you complain to any other groups/agency/organization/authority?	1	2	3	4	5
19b_other_specify						

20. [ELEC 16.2/ELEC 20.2] On a scale of 1 to 5, where 1 is very poorly and 5 is very well, how well do you feel your problem was addressed (**tackled**)?

		Very poorly	Fairly poorly	Neither well nor poorly	Fairly well	Very well	Don't know
a	NEPA (DISCO) representative	1	2	3	4	5	6
b	Other ( <b>from 19b_other_specify</b> )	1	2	3	4	5	6

21. In your opinion, is there corruption in the electricity sector?

1	Yes ( <b>Continue to Q21b</b> )
2	No ( <b>Skip to Q23</b> )
3	Don't know ( <b>Skip to Q23</b> )

22. [ELEC 17/ELEC 21] On a scale of 1 to 5, where 1 is very tolerant (**acceptable/allow**) and 5 is very intolerant (**unacceptable/don't allow**), how tolerant (**acceptable**) are [Targeted NEPA (DISCO)] customers of corruption in the electricity sector?

Very tolerant	Tolerant	Neutral	Intolerant	Very intolerant	Don't know
1	2	3	4	5	6

23. [ELEC 18/ELEC 22] On a scale of 1 to 5, where 1 is very ineffective and 5 is very effective, how effective is [targeted NEPA (DISCO)] in addressing corrupt practices at the NEPA (DISCO) level?

Very ineffective	Ineffective	Neutral	Effective	Very effective	Don't know
1	2	3	4	5	6

24. [ELEC 2] What rights do electricity customers in Nigeria have? Please list all rights you know of. (**Multiple response**)

**Do NOT read the following list. Listen to responses and select those the respondent names; keywords are underlined. The options below are a synthesis of the full list of 15 rights.**

1	<u>Safe, reliable electricity supply</u> ; notification in writing before disconnection; it is not the responsibility of consumers to buy or repair electricity supply equipment, such as transformers or poles
2	Right to have a functional electricity <u>meter</u> and billing based on the meter; all new customers should receive a meter before being connected by the NEPA (DISCO)
3	<u>Transparent billing for unmetered customers</u> , which is based on NERC's official estimated billing methodology; right to refund when overbilled and to contest any electricity bill; right not to pay any bill in dispute resolution process
4	Right to <u>file complaint</u> (with the nearest NEPA (DISCO) business unit) and have <u>prompt investigation</u> ; right to escalate complaints to NERC Forum Office if not satisfactorily resolved; right to appeal decision of NERC Forum Office
5	Don't know/Refused

### *Education – Universal Basic Education Fund Questions*

**SAY: Now I'd like to ask you some questions about government support to schools through the Universal Basic Education Fund, which is also sometimes referred to as the Universal Basic Education Matching Fund. This fund provides matching funds to states to fund teacher training and school infrastructure development.**

25. Do you have any children or wards in your household who attend a government primary or junior secondary school? **(Probe to ensure the respondent makes school-related decisions over the child(ren) or ward) (Multiple response)**

No (Thank the respondent and skip to Q34)	Yes: Primary grades 1–3 (Continue to Q25)	Yes: Primary grades 4–6 (Continue to Q25)	Yes: Junior secondary (Continue to Q25)
1	2	3	4

**SAY: You indicated you have at least one child attending government schools; if you have more than one child, I will be referring to all of your children collectively as “your child.”**

26. Are you aware of the Government of Nigeria’s Universal Basic Education Fund?

**Interviewer: In case of a negative response, kindly probe further using the following alternate names for this fund: (1) “UBEC Fund” or “UBE Matching Fund” (2) Probe with “funds given to SUBEB (State Universal Basic Education Board) and LGEAs (Local Government Education Authorities) schools.” If any of these alternate terms obtain a positive response, use that term for the remainder of this section.**

No (Skip to HGSF section Q30)	Yes (Continue to Q26)	Don't know (Skip to HGSF section Q30)
1	2	3

27. In the previous year, was your child’s school targeted (**selected**) to receive resources from the Universal Basic Education Fund?

**No (Skip to HGFS section Q30)**      **Yes (Continue to Q27)**      **Don't know if my child's school is targeted (Skip to HGFS section Q30)**

1	2	3
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28. [UBEF 15/UBEF 19] Over the past 12 months, have you ever contacted the following to demand Universal Basic Education Fund resources your child's school should be receiving?

		No	Yes	Don't know
a	School staff (head teacher, teacher)	1	2	3
b	Parent association/Parent Teacher Association (PTA),or School-Based Management Committee (SBMC)	1	2	3
c	Other government or elected official	1	2	3
d	Others (Please specify)			
28d_Other_specify				

29. [UBEF 17.2/UBEF 21.2] On a scale of 1 to 5, where 1 is strongly hindering (**preventing**) and 5 is not at all hindering (**preventing**), how much do you feel corruption is hindering (**preventing**) delivery of resources to your child's school through the UBEF program?

Strongly hindering	Hindering	Neutral (Neither hindering nor not hindering)	Not hindering	Not hindering at all	Don't know
1	2	3	4	5	6

29a. In your opinion, is there corruption in the Universal Basic Education Fund Scheme?

1	Yes ( <b>Continue to Q29b</b> )
2	No ( <b>Skip to Q30</b> )
3	Don't know ( <b>Skip to Q30</b> )

30. [UBEF 18/UBEF 22] On a scale of 1 to 5, where 1 is very tolerant (**acceptable/allow**) and 5 is very intolerant (**unacceptable/don't allow**), how tolerant (**acceptable**) are parents of the following types of corruption related to provision of resources for the Universal Basic Education Fund (UBEF)?

		Very tolerant	Tolerant	Neutral	Intolerant	Very intolerant	Don't know/Refused
a	Favoritism in contracts for suppliers	1	2	3	4	5	6
b	Favoritism in schools targeted for UBEF resources	1	2	3	4	5	6

		Very tolerant	Tolerant	Neutral	Intolerant	Very intolerant	Don't know/ Refused
c	Diversion of UBEF resources before they reach the intended school	1	2	3	4	5	6
d	Unfinished projects or projects of poor quality	1	2	3	4	5	6
e	Others (Please specify)	1	2	3	4	5	6
30e_Other_specify		.....					

### Education – Home Grown School Feeding Program Questions

**Note to interviewer:** This section is to be answered only by parents of government primary school children (Q24) from the following states: Anambra, Enugu, Oyo, Osun, Ogun, Ebonyi, Zamfara, Delta, Abia, Benue, Plateau, Bauchi, Taraba, Kaduna, Akwa-Ibom, Cross-River, Imo, Jigawa, Niger, Kano, Katsina, Gombe, Ondo, &Borno.

**SAY:** Now, I'd like to ask you some questions about the Home Grown School Feeding (free school feeding) government program. You indicated that you have at least one child attending public primary school; if you have more than one child, I will be referring to all of your children collectively as "your child."

31. [HGSF 16.2/HGSF 20.2] In a week, how often does your child receive the HGSF meals (**free food in primary schools by the government**) they are supposed to receive?

Never (Skip to Q32)	Rarely	Some days	Most days	Every day	Not eligible (Skip to Q33)	Not aware of the program (Thank the respondent and skip to Q34)	Don't know
1	2	3	4	5	6	7	8

32. [HGSF 16.2/HGSF 20.2] On a scale of 1 to 5, where 1 is very poor and 5 is very good, how would you assess the quality of the HGSF meals (**free food in primary schools by the government**) your child receives?

Very poor	Poor	Neutral	Good	Very good	Don't know
1	2	3	4	5	6

33. [HGSF 14/HGSF 18] Over the past 12 months, have you ever contacted the following about an HGSF meal (**free food in primary schools by the government**) that was not provided to your child or about the quality of the meals?

		No	Yes	Don't know
a	School staff (head teacher, teacher)	2	1	3

		No	Yes	Don't know
b	Parent association/Parent Teacher Association (PTA)/School-Based Management Committee (SBMC)	2	1	3
c	Other government or elected official	2	1	3
d	Others (Please specify)			
33d_Other_specify		.....		

33a. In your opinion, do you think there is corruption in the HGSF (**Free school feeding in primary schools by the government**)?

1	Yes ( <b>Continue to Q33b</b> )
2	No ( <b>Thank the respondent and skip to Q34</b> )
3	Don't know ( <b>Thank the respondent and skip to Q34</b> )

34. [HGSF 17/HGSF 21] On a scale of 1 to 5, where 1 is very tolerant (**acceptable/allow**) and 5 is very intolerant (**unacceptable/don't allow**), how tolerant (**acceptable**) are parents of the following types of corruption in the HGSF (**free food in primary schools provided by the government**) program?

		Very tolerant	Tolerant	Neutral	Intolerant	Very intolerant	Don't know
a	Diversion of funds or food by cooks	1	2	3	4	5	6
b	Diversion of food by school staff	1	2	3	4	5	6
c	Favoritism in contracts for supplies	1	2	3	4	5	6
d	Diversion of funds at national or state levels	1	2	3	4	5	6
f	Others (Please specify)	1	2	3	4	5	6
34f Other specify							

35. On a scale of 1 to 5, where 1 is strongly disapprove and 5 is strongly approve, do you approve or disapprove of the current government's performance over the past 12 months?

Strongly disapprove	Disapprove	Neutral	Approve	Strongly Approve	Don't know
1	2	3	4	5	6

36. Interviewer code language the interview was conducted in.

- |            |           |                   |
|------------|-----------|-------------------|
| 1. English | 3. Yoruba | 5. Pidgin English |
| 2. Hausa   | 4. Igbo   |                   |

# Big Bet On Nigeria Media Monitoring – Process, Keywords, and Investigative Reporting

## News Sources

The sample includes a total of 26 news sources. The sample is based on the following criteria:

- National, regional, and state-level reach and usership<sup>1</sup>
- Popularity at national, regional, and state levels
- Likelihood of corruption-related news reporting
- Likelihood of bias in news reporting
- Reputation as a quality news sources
- All On Nigeria grantees that are news sources active at the time of the media monitoring are included in the sample

The 26 news sources are listed in **Exhibit A3-1**. The five popular national (three) and regional (two) TV stations have strong penetration in Abuja, Edo, Kano, and Lagos states.<sup>2</sup> The seven popular radio stations include two national stations and five with more regional and state focus.<sup>3</sup> The nine print news selections have wide reach, and include national papers (two) and regional and state papers (six). The five online news sources include four grantee-sponsored or driven sources; the remaining source, the Daily Post, is a longstanding, reputable online news source with a wide reach.

### Exhibit A3-1: News source sample for 2017 media monitoring

Television	Radio	Print	Online
Five: All national with some state/ local programming	Seven: two national and five state stations	Nine: three national and six state	Five: four grantee and one longstanding, respected, and widely read
<ol style="list-style-type: none"> <li>1. AIT Network</li> <li>2. Galaxy Network (Lagos and Ibadan)</li> <li>3. Channels Network (Abuja, Lagos, Edo, Kano)</li> <li>4. NTA Network</li> <li>5. STV Network</li> </ol>	<ol style="list-style-type: none"> <li>1. Raypower Network</li> <li>2. Briila FM (Lagos, Abuja, Kaduna, and Onitsha (sports, news))</li> <li>3. Rhythm FM (Edo State, FRCN)</li> <li>4. KSMC Kaduna (FRCN)</li> <li>5. Wazobia FM Lagos (in Pidgin)</li> <li>6. Rock City FM (Ogun State, FRCN)</li> <li>7. Cool FM Abuja</li> </ol>	<ol style="list-style-type: none"> <li>1. This Day</li> <li>2. The Sun (sensational)</li> <li>3. Vanguard (Edo State)</li> <li>4. Daily Times</li> <li>5. *Daily Trust (Kaduna State/Abuja/FCT State)<sup>4</sup></li> <li>6. Leadership (Kaduna State/Abuja/FCT State)</li> <li>7. Punch (Lagos State)</li> <li>8. Guardian (Lagos State)</li> <li>9. Nation (Ogun State)</li> </ol>	<ol style="list-style-type: none"> <li>1. Daily Post</li> <li>2. *The Cable</li> <li>3. *ICIR; International Centre for Investigative Reporting</li> <li>4. *Premium Times</li> <li>5. *Sahara Reporters<sup>5</sup></li> </ol>

Note: \* denotes a grantee news source.

<sup>1</sup> *Usership* is a generic term used to refer to readership, listenership, and watchership.

<sup>2</sup> All provide news programming. Some are more centered on general news, while others focus more on corruption-related issues (e.g., Channels).

<sup>3</sup> While three stations are government-sponsored (see those with the “FRCN” acronym, meaning Federal Radio Corporation of Nigeria), others are not. One station has a wide reach and reads in Pidgin; thereby, it is popular with southern populations (Wazobia FM Lagos). Radio stations vary in terms of focus—from sports and news (Briila FM), to music (Rhythm FM), to news and talk radio (Cool FM Abuja).

<sup>4</sup> Data from Daily Trust were not available during 2016 monitoring.

<sup>5</sup> Data from Sahara Reporters were not available during 2016 monitoring.

## Process Map

Using speech to text, signal processing, and other techniques, Playspread will give a state-by-state account of conversation drivers in the fields of corruption, education, electricity, and criminal justice, including the extent to which the MacArthur Foundation grantees feature in this conversation. This will be achieved by measuring the extent of media coverage around the items specified below under filters, keywords, and sub-keywords; **Exhibit A3-2** shows the steps Playspread will use to collect, crawl, screen, analyze, and report the data.

**NOTE:** Articles from 2017 will be “back-crawled” using methods comparable to the 2016 and 2018 media monitoring.

### Exhibit A3-2: Playspread process map for media monitoring data



## Filters

One or more of these words, as well as their roots, stems, and bases, need to show up for an article to be included in the keyword searches to ensure that media monitoring content is corruption-related:

- |                     |                             |                              |
|---------------------|-----------------------------|------------------------------|
| 1. Corruption       | 13. Financial flow          | 25. Political will (lack of) |
| 2. Anticorruption   | 14. Flow of funds           | 26. Transparent              |
| 3. Abuse of appeals | 15. Fraud                   | 27. Accountable              |
| 4. Bribe/Bribery    | 16. Graft                   | 28. Petition                 |
| 5. Budget pad       | 17. Grand corruption        | 29. Protest                  |
| 6. Collusion        | 18. Leakage                 | 30. Sanction                 |
| 7. Corrupt offense  | 19. Looting                 | 31. Town hall                |
| 8. Criminal offense | 20. Mismanage (funds)       | 32. Monitoring               |
| 9. Embezzle         | 21. Money laundering        | 33. Compliance               |
| 10. Extortion       | 22. Payoff/Paid off         | 34. Contract(or)             |
| 11. Favoritism      | 23. Petty corruption        | 35. Tracking                 |
| 12. Financial crime | 24. Political interferences |                              |

## Keywords

These are words that are searched for in the articles downloaded after applying the filters (organized by module).

1. Under the category of Cross-Cutting (not a keyword), keywords include:
  - *Election, faith-based, anticorruption*
2. Under the category of Education: UBEF (not a keyword), keywords include:
  - *Universal Basic Education (UBE, UBEC, SUBEB)*
3. Under the category of Education: HGSE (not a keyword), keywords include:
  - *Home Grown School Feeding, HGSE*
4. Under the category of Electricity (not a keyword), keywords include:
  - *Electricity distribution*
  - *DISCO*
  - *National Electricity Regulation Commission, NERC*
  - *Power Holding Company of Nigeria (PHCN), National Electric Power Authority (NEPA)*
5. Under the category of Criminal Justice (not a keyword), keywords include:
  - *Administration of Criminal Justice [Act], ACJA*
6. Under the category of Media and Journalism, (not a keyword), keywords include:
  - *Investigative journalism*
  - *Investigative reporting*

## Sub-Keywords and Grantees

These are words searched for in the articles downloaded after applying filters (organized by module).

*Keywords listed in italics were added in 2017.*

Under the category of Cross-Cutting: Anticorruption (not a keyword), sub-keywords include:

**a. “Voice” and “Teeth:”**

- Anticorruption: *EFCC (Economic and Financial Crimes Commission), Code of Conduct Tribunal (CCT), Code of Conduct Bureau (CCB), Nigerian Financial Intelligence Unit (NFIU), Chief Justice Monitoring Committee, National Action Plan for Combatting Corruption, whistleblower, offences, fraud, money laundering, loot, petition, public–private partnership (PPP)*
- Elections: *campaign platform, Independent National Electoral Commission (INEC), Red Card Movement (RCM), Coalition for a New Nigeria (CNN), Coalition for Nigeria Movement (CNM), Third Force,<sup>6</sup> Nigeria Intervention Movement (NIM), Coalition of United Political Parties (CUPP)*
- Faith-based: *Muslim, Christian, youth, faith leader, faith-based, interfaith, social norm, ethics, religious leaders, integrity*
- Edutainment: *collective action, citizen action, film, radio drama, entertainment, social media, soap opera, games*

**b. Anticorruption grantees:**

- *African Centre for Leadership, Strategy and Development (ACLSD or Centre LSD)*
- *African Centre for Media and Information Literacy (ACMIL or AFRIMIL)*
- *Arewa Research and Development Project (Arewa)*
- *Centre for Transparency Advocacy (CTA or “Say No” Campaign)*
- *Civil Society Legislative Advocacy Centre (CISLAC)*
- *HEDA Resource Centre (HEDA)*
- *Integrity Nigeria (Public Integrity Networks, PINS)*
- *[Popular] Theatre for Community Development*
- *Right to Information (R2K), Nigeria (R2K)*
- *Social Development Integrated Centre (SDIC or Social Action)*
- *Socio-Economic Rights and Accountability Project (SERAP)*
- *TrustAfrica*
- *Youth Initiative for Advocacy, Growth, and Advancement*

**c. Election grantees:**

- *Centre for Information Technology and Development (CITAD)*
- *Policy and Legal Advocacy Centre (PLAC)*
- *Shehu Musa Yar'Adua Foundation (SMYAF or Yar Adua Foundation or Centre)*
- *Women’s Rights Advancement and Protection Alternative (WRAPA)*

**d. Faith-based grantees:**

- *Al-Habibiyyah Islamic Society (The Just Foundation)*
- *Lux Terra Leadership Foundation (Lux Terra)*
- *Palace of Priests Assembly (Palace of Priests)*

**e. Cross-Cutting – Edutainment grantees:**

- *Griot Studios*
- *Akin Fadeyi Foundation (AFF or Akin Fadeyi)*

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<sup>6</sup> The idea of a new Nigerian political party to fight against corruption, among other things – <https://guardian.ng/politics/2019-elections-odds-against-third-force/>

- *Equal Access (Equal Access to Knowledge Development Initiative)*
- *Fans Connect (Fans Connect Online Limited)*
- *High Definition Film Studio (High Definition)*
- *Moving Image*
- *SceneOne Productions*

**TrustAfrica subgrantees:** *Civil Resource Development and Documentation Centre (CIDDOC), Network on Police Reform in Nigeria (NOPRIN), Centre for Democracy and Development (CDD), Amplify, PSLI, TransparencIT, Citizen’s Gavel, Enough Is Enough, Bureau of Public Procurement, Justice Initiative, Nigeria Extractive Industries Transparency Initiative, Federal Ministry of Justice, Presidential Advisory Committee (PAC) against Corruption, Kano State Public Complaints and Anti-Corruption Commission, Technical Unit on Governance and Anti-Corruption Reform (TUGAR), Justice and Rights Initiative, Catholic Diocese of Makurdi Foundation, Paradigm Leadership Support Initiative (PSLI), Centre for Democracy and Development, NOPRIN Foundation, First True Leadership Transformation Initiative (TLFirstGov), Transparency Information Technology Foundation (TransparencIT), Spaces for Changes*

Under the category of Education: UBEC (not a keyword), sub-keywords include:

- “Voice” and “Teeth”<sup>7</sup> (UBEC):** *OCDS (Open contracting), Parents Forum, public procurement, matching grant, FOI, budget tracking, entitlement, SBMC, vendors*
- Goods and Services (UBEC):** *School building, school construction, school improvements, school library*
- Education grantees:**
  - *BudgIT*
  - *Civil Society Action Coalition on Education for All (CSACEFA)*
  - *Public and Private Development Centre (PPDC)*
  - *The Education Partnership (TEP)*
  - *Centre for Democratic Development Research and Training (CEDDERT)*
  - *Community Life Partnership (CLP)*
  - *Connected Development Initiative (CDI)*
  - *Legal Awareness for Nigeria Women (LANW)*
  - *Pastoral Resolve (PARE)*
  - *Resource Center for Human Rights & Civic Education (CHRICED)*
  - *Universal Basic Education Commission (UBEC)<sup>8</sup>*

Under the category of Education: HGSF (not a keyword), sub-keywords include:

- “Voice” and “Teeth” (HGSF):** *Parents Forum, public procurement, FOI, budget tracking, entitlement, SBMC, Technical Advisory Committee (TAC), vendors, food supplies*
- Goods and Services (HGSF):** *School food/feeding, food quality, food access, food delivery, student meals*
- Education grantees:**

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<sup>7</sup> Parents Forum, public procurement, FOI, SBMC, and vendors are sub-keywords that overlap in both Education: UBEC and Education: HGSF.

<sup>8</sup> UBEC is a grantee, but it should be tracked as a keyword.

- *Action Aid Nigeria (AAN)*
- *Action Health Incorporated (AHI)*
- *BudgIT*
- *Center for Women’s Health and Information (CEWHIN)*
- *Connecting Gender to Development (COGEN)*
- *Federation of Muslim Women in Nigeria (FOMWAN)*
- *Girl Child Concern (GCC)*
- *Human Development Initiatives (HDI)*
- *The Education Partnership (TEP)*
- *Women Consortium of Nigeria (WOCON)*

Under the category of Electricity (not a keyword), sub-keywords include:

- a. **“Voice” and “Teeth:”** *Customer rights, customer education, complaint/redress*
- b. **Goods and Services:** *Distribution, electric/power, estimated billing, generation, metering, on-time payments, predictable, reliable, tariffs, transmission, transparent billing*
- c. **Electricity grantees:**
  - *Brekete Family*
  - *Consumer Protection Council (CPC)*
  - *Stakeholder Democracy Network (SDN)*
  - *Association of Nigerian Electricity Distributors (ANED)*
  - *Nextier Capital Limited*
  - *Nigerian Electricity Regulatory Commission (NERC)*<sup>9</sup>

Under the category of Criminal Justice (not a keyword), sub-keywords include:

- a. **“Voice” and “Teeth:”** *Indict, court injunction, prosecute, monitoring committee, rule of law*
- b. **Goods and Services:** *Adopt ACJA, implement ACJA, asset recovery, equal treatment, fair proceedings/profess, impartial jury, legal representation, public trial, sentence [fits] crime, sentencing reform, speedy trial, swift justice*
- c. **Criminal Justice grantees:**
  - *CLEEN Foundation*
  - *Legal Defense and Assistance Project (LEDAP)*
  - *Centre for Socio-Legal Studies (CSLS)*
  - *International Federation of Women Lawyers (FIDA)*
  - *Nigerian Bar Association (NBA)*
  - *Nigerian Institute of Advanced Legal Studies (NIALS)*
  - *Partners West Africa – Nigeria*

Under the category of Media and Journalism (not a keyword), sub-keywords include:

- a. **“Voice:”** *Quality reporting, independent voice, unbiased reporting, media investigation, Freedom of Information Act (FOI[A])*

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<sup>9</sup> NERC is a grantee, but it should be tracked as a keyword.

**b. Media and Journalism grantees:**

- *Bayero University, Kano (BUK)*
- *Cable Newspaper Journalism Foundation*
- *Daily Trust Foundation (DTF)*
- *International Centre for Investigative Reporting (ICIR)*
- *Premium Times Centre for Investigative Journalism (PTCIJ)*
- *Reboot*
- *Sahara Reporters*
- *Tiger Eye Social Foundation*
- *Wole Soyinka Centre for Investigative Journalism (WSCIJ)*

## Investigative Reporting Quality Analysis

### Quality Analysis Rubric

To what extent does the article meet the following standards for quality?

Categories	Standards for quality	Does not meet standard  (Score: 1)	Meets some aspect of standard  (Score: 2)	Moderately meets standard  (Score: 3)	Meets standard  (Score: 4)	Exceeds standard  (Score: 5)
<b>Public Interest</b>	Investigative report is reflective of the needs and interests of a specific population (i.e., group of people sharing common characteristics), which it connects to the broader public interest. <sup>10</sup> Or, the report relates a specific issue to the average citizen or broader issues of governance (management of public affairs).	-Is not relevant to the public interest or does not consider impact on average citizen	-Implications only considered for a single individual or affected community, often presented anecdotally, but article fails to draw connection to a broader population or discuss in relation to the public interest	-Readers are able to infer an impact on a group beyond the article's immediate sources, but these connections are not clearly conveyed  -Article does not make clear connection between issue and public interest, but might make vague attempts	-Report makes clear connections between the needs and interests of a specific population and a broader community or the public interest  OR  -Relates the specific issue to the average citizen or broader issues of governance	<i>In addition to meeting standard:</i> -Report explores conflicts between needs and interests of a specific group and the broader public interest from multiple perspectives, which are well sourced  OR  -Shows multiple different ways average citizen may be affected, including positive and negative aspects, or examines the complexity in resolving the governance issue
<b>Report Originality</b>	The article presents new information evidence that is the result of original, rigorous, reporting (e.g., the media source states they are breaking the story or they dug deeper	-Report does not present original information or publishes investigation that came entirely from another source	-Report presents another source's original investigative information and supplements this with public information, but	-Report presents some new and original information (e.g., report does not break the story, but obtains perspectives from at least one previously	-Report presents new information (e.g., media source states they are breaking the story or they dug deeper to find previously non-public information that alters	-Investigation is clearly part of a larger series of reports published by the media source, indicating consistent monitoring or long-term investigation of the issue

<sup>10</sup> Reporting on Corruption A Resource Tool for Governments and Journalists Reporting on Corruption, UNCAC, 2013. p 14

Categories	Standards for quality	Does not meet standard (Score: 1)	Meets some aspect of standard (Score: 2)	Moderately meets standard (Score: 3)	Meets standard (Score: 4)	Exceeds standard (Score: 5)
	into an ongoing story to find additional information previously not public that changes the story) <sup>11</sup>		does not itself uncover new information previously unavailable to the public	non-public source, although this new information does not substantively alter the story)	the story or paints it in a new light)	OR -Investigation is saturated with original information that had not previously been publicly available
<b>Neutrality of Investigation</b>	The investigation leading to the report is conducted in a way that does not make assumptions at the outset; this means good faith of sources is not presumed (any source may provide false information), and no information is used without an attempt at verification. These attempts at verification are presented, even if unsuccessful (e.g., a document could not be obtained despite journalistic attempt, or contradicting sources were not willing to comment). This does not mean the published investigative report cannot present a hypothesis, but it does document how investigation provided	-Investigation is biased or set out to prove a preexisting point without any attempt to engage information that could disprove the point	-The investigation contains attempts to verify some, but not all, assertions; bias is evident, whether intentional or unintentional  -It is not clear whether individuals or organizations accused of wrongdoing were given an opportunity to respond	-The investigation attempts to verify sources' assertions, but some attempts are either weak, or do not completely verify information; stronger sources could have been approached for information; as a result, the audience may be left with some questions about the reliability of information	-The article presents how investigation sought neutrality, i.e., avoided assumptions, did not presume good faith of any source, and attempted to verify all information with at least one other source  -Individuals or organizations accused of wrongdoing are given the opportunity to respond (even if they choose not to, in which case "no comment" is reported)  -If relevant, any potential conflict of interest by journalist and publication is disclosed (e.g., advertisers, relationships, etc.)	<i>In addition to meeting standard:</i> -The investigation confirms (or attempts to confirm) assertions made with multiple sources -The report shows that the investigation process was conducted in a manner that was sensitive to biases and took place in a collaborative environment that encouraged the exploration of differing viewpoints

<sup>11</sup> UN Office on Drugs and Crime. 2013. *Reporting on Corruption A Resource Tool for Governments and Journalists Reporting on Corruption*. UNCAC. Pp. 14–15

Categories	Standards for quality	Does not meet standard (Score: 1)	Meets some aspect of standard (Score: 2)	Moderately meets standard (Score: 3)	Meets standard (Score: 4)	Exceeds standard (Score: 5)
	opportunity to disprove hypothesis. <sup>12</sup>					
<b>Research Quality</b>	The report presents compelling evidence from multiple types of sources, including both human sources and documents (legal or government documents, business records, vital statistics, think tank or academic reports <sup>13</sup> ). These sources are clearly identified, verified, and have direct knowledge of topic. Sources of questionable reputability may be included, but should not be basis for the article and, thus, do not fulfill this standard (consider treatment of these sources under neutrality standard, above).	-Report contains a single source (either human or document)	-References more than one source, but sources are all of same type (e.g., multiple reports from the same NGO)  OR  -References more than one source and sources are of different types, but all sources are anonymous or rationale for anonymity is not explained	-References more than one source from more than one source type (e.g., government press document and NGO report; multiple human sources from different organizations/ government agencies), but sources are either all human or all documents  -May contain anonymous sources, but rationale for anonymity is explained and source's authority is established; at least one source is not anonymous	-Report contains at least three sources, including both human and document, from different source types  -If obvious viewpoints are missing, the journalist attempted to obtain information from other sources (e.g., "the government declined to comment")  - May contain anonymous sources, but rationale for anonymity is explained and source's authority is established; more than one source is not anonymous	-Report contains more than three sources, both human and document, and uses sources to validate claims by other sources  - Multiple non-anonymous sources  - Reporter may have gone to great length to obtain sources

<sup>12</sup> UNESCO. 2011. *Story-Based Inquiry: A manual for investigative journalists*. p. 9 <http://unesdoc.unesco.org/images/0019/001930/193078e.pdf#193103>

<sup>13</sup> Center for International Private Enterprise. 2009. *Investigative Reporting: A toolkit for Reporters*. p. 38.

[https://icirnigeria.org/resources/uploads/Investigative\\_Reporting\\_Toolkit-English.pdf](https://icirnigeria.org/resources/uploads/Investigative_Reporting_Toolkit-English.pdf)

Konrad Adenauer Stiftung. 2016. *How to Become a Mouthpiece for the People: A Manual for Investigative Journalism*. p. 31. [http://www.investigative-manual.org/wp-content/uploads/2016/09/20171026-IJM\\_final.pdf](http://www.investigative-manual.org/wp-content/uploads/2016/09/20171026-IJM_final.pdf)

Categories	Standards for quality	Does not meet standard (Score: 1)	Meets some aspect of standard (Score: 2)	Moderately meets standard (Score: 3)	Meets standard (Score: 4)	Exceeds standard (Score: 5)
<b>Source Variety</b>	Report's sources (either human or document) present a wide variety of viewpoints, i.e., the article presents all sides of a story or sources represent the opinions of all stakeholders. <sup>14</sup>	-Report's sources represent a single viewpoint (e.g., even if it contains multiple sources, all sources have the same view); article completely lacks dissenting views	-Sources offer slightly differing viewpoints (e.g., sources nuance each other), but do not substantively disagree; no dissenting source is cited	-Article presents more than one viewpoint, but there are key viewpoints or opinions that are clearly missing	-Report's sources (either human or document) present a wide variety of viewpoints, i.e., article presents all sides of a story or sources represent the opinions of all stakeholders	-Sources are provided the opportunity to respond to the viewpoints of other sources in the article (i.e., there is back and forth that allows sources to present new evidence or refute others' claims); neutral sources are engaged in addition to the various viewpoints
<b>OVERALL SCORE</b>						

### Overall Scores – Investigative Report Analysis of Quality

Overall Score	Does the article meet standards for quality?
5–8	Does not meet standards for quality investigative journalism
9–12	Low-quality investigative journalism
13–16	Moderate quality investigative journalism
17–20	Meets investigative journalism quality standards
21–25	Exceptional investigative journalism quality

<sup>14</sup> Ibid.

# MacArthur Foundation Big Bet On Nigeria – Initial Evaluation CSO/UBEF Interview Guide

**Date:**

**Interviewer Name:**

**Interviewee Name:**

**Interviewee ID Code:**

**Respondent Category (circle one):**

- Big Bet UBEF grantee CSOs
- CSOs collaborating with UBEF grantees
- Civil society UBEF actors (non-grantees)

**States where working:**

**Office location:**

**Meeting location:**

## Relevant Acronyms:

CSO	Civil society organization
FOI	Freedom of information
LGA	Local Government Area
OCDS	Open Contract Data Standard (system for linking budgets to procurement)
SBMC	School Based Management Committee
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission
UBEC Fund	Universal Basic Education Fund (sometimes referred to as “UBEF”)

## *Introduction and Informed Consent*

**INTRODUCE YOURSELF AND PROJECT:** Thank you very much for setting aside time to talk with me today. My name is \_\_\_\_\_, and I am working on behalf of EnCompass LLC, which is conducting an external evaluation of the MacArthur Foundation’s portfolio of grants aiming to reduce corruption in Nigeria, including in the [sector name].

**INTRODUCE EVALUATION:** This interview is part of our first round of evaluation activities, which involve collecting information about grantees’ projects, and the context in which they work. You were identified as someone who we should speak with given your familiarity and experience working in the [insert sector name]. This study is not an assessment of your organization or your work. I also want to let you know that I am not involved in any funding decisions for this portfolio of grants.

**EXPLAIN CONFIDENTIALITY, DATA USE, AND INFORMED CONSENT:** Before we begin, I want to let you know that no information we discuss during this interview will be attributed to a specific person or institution. At the end of the data collection process, we will look for key themes that emerge across interviews to document key findings in a report. Quotes used in the report will not be attributed to a specific person or institution, only to a general respondent group (e.g., civil society respondent, teacher, etc.). The organizations and persons interviewed will not be listed in the report. Only the evaluation team will have access to the original data. Your participation in this interview is entirely voluntary and, if you agree to participate, you are free to not respond to any question or to stop the interview at any time. If you do not wish to participate, there will be no negative consequences. The interview will take between one and a half (1.5) hours.

**PERMISSIONS:** I will take notes during this conversation to accurately analyze these data later. Are you willing to participate in this interview?

- **YES informed consent provided** (if not provided, discontinue and ask if they recommend someone else we could interview in this or a similar role)

IF APPLICABLE: I would like to take an audio recording of this session to help ensure my notes are accurate. After I verify my notes, I will destroy the recording. Is that alright?

- **YES consent provided to audio record** (begin recording and state interview number)
- **NO consent not provided to audio record** (do not record; take written notes only)

Before we begin, do you have any questions for me about this interview?

*Note to interviewer: When you have reached 10 minutes prior to end of interview time, inform the interviewee about how many questions remain and check that you can complete the questions in the 10 minutes remaining or ask for additional time.*

## Interview

### Introduction

1. [INTRO 1] **What is your role with regard to the UBE matching funds program?**

2. [INTRO 2] **How long have you served in this role?**

### Interview Body

3. [CONTEXT STRA 1-BASELINE2017] **What do you see as key achievements in improving accountability and transparency regarding UBE matching funds in the last year?** *Probe for the most significant example they can describe.*

*Achievements over the past year:*

4. [CONTEXT STRA 1-BASELINE2015] **How about over the past 3 years? Have even more improvements been made?** *If so, probe for the most significant example they can describe.*

*Achievements over the past 3 years:*

5. [CONTEXT UBEF 2] **Where do you think corruption is the most prevalent in the education sector NOW?** *Probe for an example. What is the most significant example you can describe?*

6. [CONTEXT STRA 1] **What do you see as challenges to further achievements in the UBE matching funds program?** *Probe for an example. What is the most significant example you can describe?*

a. [CONTEXT UBEF 3] **WHO are the key people or organizations promoting progress in transparency and accountability in the UBE matching funds program?** *Probe: How deep and effective is their resistance?*

b. [CONTEXT UBEF 3] **WHO are the key people or organizations limiting progress in transparency and accountability in the UBE matching funds program?** *Probe: How deep and effective is their resistance?*

7. [ASSUM STRA 1] **What other barriers may be impeding the delivery of high-quality goods and services supported by UBE matching funds?** *\*NOTE: You are asking about barriers that are not necessarily corruption-related. These may be organizational, structural (e.g., having to do with the way vendors are paid), geographical—school location relative to workers who can be contracted to do the work, etc.*

a. **In what ways do these barriers affect the anticorruption programs or results your organization is trying to achieve?**

*\*Examples of other barriers include things like road quality; slow production or import of goods needed; bureaucratic processes that lead to delays; paperwork processes leading to lag times in learning about funding flows; large organizations with high turnover leading to a lack of individual accountability for delayed or missing funding, services, or materials; limited IT training, reducing the ability to use tracking resources, such as OCDS, accurately; etc. These are examples and may not reflect reality.*

8. [CONTEXT STRA 2] **What do you think you, other individuals, and other civil society organizations could be doing to reduce corruption in Nigeria?** *What is working? What else is needed?*

a. [CONTEXT STRA 2] **How about government actors—what should they be doing?** *Probe: Who are the government actors they think should be doing more? What actions are desired?*

9. How well are SUBEBs and the UBEC for the states and districts you are working with approving and providing timely goods and services for schools through the program?

10. How well are SUBEBs and the UBEC for the states and districts you are working with monitoring the flow of funding, goods, and services for schools through the program?

11. How well are SUBEBs who are mismanaging funds being sanctioned? How well are partners (e.g., contractors, builders, suppliers) who are mismanaging funds being sanctioned?

12. [IMPACT 21] How have the schools you work with improved their access to goods and services through the program over the past year? Over the past 3 years?

Improvements to UBEF goods/services received over the past year:

Improvements to UBEF goods/services received over the past 3 years:

13. [UBEF 10-1 VOICE] What are you doing to ensure the schools you work with receive their allocated UBE matching funds?

a. [CONTEXT STRA 3] **With whom do you collaborate in these efforts? With what other CSOs? *Probe: In what ways do you collaborate? What do you think the collaboration helps you achieve? How effective do the collaborations seem to be?***

b. [UBEF 6-2; MJ-4-2] [If media/journalism not yet mentioned] **In what ways do you collaborate with media to affect your work and its impact? *Probe for specific examples of collaboration. How effective do collaborations seem to be?***

c. [UBEF 6-2; MJ-4-2 BASELINE2015] **How has your level of collaboration with other CSOs and the media changed over the past 3 years? *Probe for specific examples of collaboration.***

Now:

3 years ago:

14. [ASSUM UBEF 2] **How responsive have the following individuals or organizations been when you or others try to improve their transparency and accountability?** [Ask about the relevant ones depending on the interviewee.]

- a. Your State Universal Basic Education Board (SUBEB)** *Probe: Can you describe an example of a responsive action? How did this happen? Who was involved—parents, CSOs, school staff, other people? How did groups and individuals work together? How much did working together strengthen the impact or result? (Which states do they discuss here—theirs or others? If others, please ask them to name.)*

Example:

State where it occurred:

How?

Who was involved? Parents/CSOs/school staff/others?

How did groups work together?

How did working together affect/strengthen the impact/result?

Other examples?

- b. School administrators of schools you work with** *Probe: Can you describe an example of a responsive action? How did this happen? Who was involved—parents, CSOs, school staff, other people? How did groups and individuals work together? How much did working together strengthen the impact or result?*

Example:

State where it occurred:

How?

Who was involved? Parents/CSOs/S=school staff/others?

How did groups work together?

How did working together affect/strengthen the impact/result?

Other examples?

15. [UBEF 6-2] **What types of data are available to you** (e.g., flow of funds, project data, contracting data)?

- a. **Where do you find data you use to develop materials aimed at reducing corruption associated with UBE matching funds?** (e.g., advocacy materials, training materials; press/publication materials) *Probe for media data/collaboration with media.*

16. [CONTEXT UBEF 1; UBEF 10-2; UBEF 11, UBEF 12] To your knowledge, what OTHER data are currently available about the flow of UBE matching funds from the federal government level to schools? *Probe: What do the data say? Ask whether they are willing to share these data and/or whether they know where you can access the data.*

**Narrate:** UBE has introduced the Open Contract Data Standard (OCDS) into the UBE system. The OCDS enables disclosure of data and documents at all stages of the contracting process by defining a common data model. It was created to support organizations to increase contracting transparency and allow deeper analysis of contracting data by a wide range of users.

17. [UBEF 10-2, UBEF 12] **What can you tell us about your understanding of the OCDS and its relevance and importance to your work?**

- a. **If you monitor action through the OCDS, how do you do this?**

- b. [UBEF 10-2] **Based on current use, how well does it presently support the transparent flow of funds?**

- c. [UBEF 10-2 BASELINE 2015] **How much has transparency regarding flow of funds changed since 2015?**

18. [UBEF 10-2] **How else do you monitor UBE matching funds use against government commitments?**

19. [UBEF 13] **How accurate is the information you have in showing allocations and movement of UBEC and SUBEB funds to schools?** *Probe: If there are issues, where are the issues occurring? What is being done to address these issues?*

20. [UBEF 13] How **timely** is the information you have that shows allocations and movement of UBEC and SUBEB funds to schools? *Probe: If there are issues, where are the issues occurring? What is being done to address these issues?*

21. [UBEF 21] Once UBE matching funds reach the schools, what data are available to show funds are being used as intended? *Probe for specific examples of data sources. Ask whether they can share these data sources; if we wanted to look at data historically, how can we find them? Collect any data shared.*

22. [ASSUM UBEF 3] To what extent do you think the following people have adequate skills, processes, tools, and relevant technical assistance to manage the program effectively and efficiently?

a. **State officials** *Probe: Can you provide an example that illustrates your answer?*

b. **School administrators** *Probe: Can you provide an example that illustrates your answer?*

c. **What work do you know of that is trying to address these limitations?** *Probe: How successful is this work?*

23. [ASSUM UBEF 1] To what extent do you think the following actors have the political will to address longstanding government accountability issues? How has the political will of each group changed since the beginning of 2015 (3 years ago)?

a. **UBEC officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

Beginning of 2015:

b. **SUBEB officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

Beginning of 2015:

- c. **Other government officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

Beginning of 2015:

#### Feedback/Conclusion

1. In your view, what are the strengths of the way you have been implementing your On Nigeria work?

2. In your view, what could be improved or done differently in the way you have been implementing your On Nigeria work?

3. In your view, what are the strengths of the way On Nigeria, as a whole, is being implemented?

4. In your view, what could be improved or done differently in On Nigeria's implementation, as a whole?

5. Is there anything else you want to tell me/us?

6. What questions do you have for me/us?

*THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS!*

## *INTERVIEWER NOTES*

Reflect on the interview to respond to the following questions.

- 1. Any comments, impressions, or special information about the person or organization interviewed or the interview process that you think are relevant to data analysis.**

- 2. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?**

- 3. What did you learn that deserves further exploration?**

- 4. List useful resources shared.**

# MacArthur Foundation Big Bet On Nigeria – Year 1 Evaluation CSO/HGSF Interview Guide

**Date:**

**Interviewer Name:**

**Interviewee Name:**

**Interviewee ID Code:**

**Respondent Category (circle one):**

- Big Bet HGSF grantee CSOs\*
- CSOs collaborating with HGSF grantees\*
- Civil society HGSF actors (non-grantees)\*

\* CSOs here include parent groups and school-based management committees

**States where working:**

**Office location:**

**Meeting location:**

## Relevant Acronyms:

CSO	Civil society organization
FOI	Freedom of information
HGSF	Home Grown School Food
LGA	Local Government Area
TAC	Technical Advisory Committee

## *Introduction and Informed Consent*

**INTRODUCE YOURSELF AND PROJECT:** Thank you very much for setting aside time to talk with me today. My name is \_\_\_\_\_, and I am working on behalf of EnCompass LLC, which is conducting an external evaluation of the MacArthur Foundation’s portfolio of grants aiming to reduce corruption in Nigeria, including in the [sector name].

**INTRODUCE EVALUATION:** This interview is part of our first round of evaluation activities, which involve collecting information about grantees’ projects, and the context in which they work. You were identified as someone who we should speak with given your familiarity and experience working in the [insert sector name]. This study is not an assessment of your organization or your work. I also want to let you know that I am not involved in any funding decisions for this portfolio of grants.

**EXPLAIN CONFIDENTIALITY, DATA USE, AND INFORMED CONSENT:** Before we begin, I want to let you know that no information we discuss during this interview will be attributed to a specific person or institution. At the end of the data collection process, we will look for key themes that emerge across interviews to document key findings in a report. Quotes used in the report will not be attributed to a specific person or institution, only to a general respondent group (e.g., civil society respondent, teacher, etc.). The organizations and persons interviewed will not be listed in the report. Only the evaluation team will have access to the original data. Your participation in this interview is entirely voluntary and, if you agree to participate, you are free to not respond to any question or to stop the interview at any time. If you do not wish to participate, there will be no negative consequences. The interview will take between one and a half (1.5) hours.

**PERMISSIONS:** I will take notes during this conversation to accurately analyze these data later. Are you willing to participate in this interview?

- **YES informed consent provided** (if not provided, discontinue and ask if they recommend someone else we could interview in this or a similar role)

IF APPLICABLE: I would like to take an audio recording of this session to help ensure my notes are accurate. After I verify my notes, I will destroy the recording. Is that alright?

- **YES consent provided to audio record** (begin recording and state interview number)
- **NO consent not provided to audio record** (do not record; take written notes only)

Before we begin, do you have any questions for me about this interview?

*Note to interviewer: When you have reached 10 minutes prior to end of interview time, inform the interviewee about how many questions remain and check that you can complete the questions in the 10 minutes remaining or ask for additional time.*

## Interview

### Introduction

1. [INTRO 1] **What is your role with regard to the HGSF program?**

2. [INTRO 2] **How long have you served in this role?**

### Interview Body

3. [CONTEXT STRA 1-BASELINE2017] **What do you see as key achievements in improving accountability and transparency regarding the HGSF program in the last year?** *If so, probe for the most significant example they can describe.*

*Achievements over the past year:*

4. [CONTEXT STRA 1-BASELINE2015] **How about over the past 3 years? Have even more improvements been made?** *If so, probe for the most significant example they can describe.*

*Achievements over the past 3 years:*

5. [CONTEXT HGSF 2] **Where do you think corruption is the most prevalent in the education sector NOW?** *Probe for an example. What is the most significant example you can describe?*

6. [CONTEXT STRA 1] **What do you see as challenges to further achievements in the HGSF program?** *Probe for an example. What is the most significant example you can describe?*

a. [CONTEXT UBEF 3] **WHO are the key people or organizations promoting progress in transparency and accountability in the HGSF program?** *Probe: How deep and effective is their resistance?*

b. [CONTEXT HGSF 1] **WHO are the key people or organizations limiting progress in transparency and accountability in the HGSF program?** *Probe: How deep and effective is their resistance?*

7. [ASSUM STRA 1] **What other barriers may be impeding the delivery of high-quality goods and services supported by HGSF?** *\*NOTE: You are asking about barriers that are not necessarily corruption-related. These may be organizational, structural (e.g., having to do with the way vendors are paid), geographical—school location relative to workers who can be contracted to do the work, etc.*

a. **In what ways do these barriers affect the anticorruption programs or results your organization is trying to achieve?**

\*Examples of other barriers include things like road quality; slow production or import of goods needed; bureaucratic processes that lead to delays; paperwork processes leading to lag times in learning about funding flows; large organizations with high turnover leading to a lack of individual accountability for delayed or missing funding, services, or materials; limited IT training, reducing the ability to use systems to track resources accurately; etc. These are examples and may not reflect reality.

8. [CONTEXT STRA 2] **What do you think you, other individuals, and other civil society organizations could be doing to reduce corruption in Nigeria?** *What is working? What else is needed?*

a. [CONTEXT STRA 2] **How about government actors—what should they be doing?** *Probe: Who are the government actors they think should be doing more? What actions are desired?*

9. How well are the states and districts you are working with requesting, approving and providing timely goods and services for schools through the HGSF program?

10. How well are the states and districts you are working with monitoring the flow of funding, goods and services for schools through the HGSF program?

11. How well are the SUBEBS who are mismanaging funds being sanctioned? How well are the partners (e.g., contractors, builders, suppliers) who are mismanaging funds being sanctioned?

12. [IMPACT 21] How have the schools you work with improved their access to a sufficient number of timely meals of quality, mandated through the program, over the past year? Over the past 3 years?

Improvements to HGSF meals (timing, number, quality) received over the past year:

Improvements to HGSF meals (timing, number, quality) received over the past 3 years:

13. [HGSF 10-1 VOICE] What are you doing to ensure the schools you work with receive the HGSF fund-supported resources allocated to them?

a. [CONTEXT STRA 3] **With whom do you collaborate in these efforts?** *Probe: In what ways do you collaborate? What do you think the collaboration helps you achieve?*

b. [HGSF 6-2; MJ-4-2] [If media/journalism not yet mentioned] **In what ways do you collaborate with media to affect your work and its impact?** *Probe for specific examples of collaboration. How effective do collaborations seem to be?*

c. [HGSF 6-2; MJ-4-2 BASELINE2015] **How has your level of collaboration with other CSOs and the media changed over the past 3 years?** *Probe for specific examples of collaboration.*

Now:

3 years ago:

14. [ASSUM HGSF 3] **How responsive have the following individuals or organizations been when you or others try to improve their transparency and accountability?** [Ask about the relevant ones depending upon the interviewee.]

- a. **Your State HGSF Committee:** *Note if they are not aware they have one. Probe: Can you describe an example of a responsive action? How did this happen? Who was involved—parents, CSOs, school staff, other people? How did groups and individuals work together? How much did working together strengthen the impact or result?*

b. Example:

c. State where it occurred:

d. How?

e. Who was involved? Parents/CSOs/school staff/others?

f. How did groups work together?

g. How did working together affect/strengthen the impact/result?

h. Other examples?

- i. [ASSUM HGSF 2] **Do you have an HGSF committee at this point; has this been rolled out for each state you are working in?**

- j. [ASSUM HGSF 5] **For each state where you work, does the state have its own program rolled out, or is it part of the national HGSF program?** *(Not all states have rolled out the program.)*

- k. [HGSF 11] **For each state where you work, does the state have a state Technical Advisory Committee? An implementation committee?** *Probe: If they do, how inclusive is the implementation committee? Is there a CSO representative, parent representative, etc.?*

- l. **School administrators of schools you work with** *Probe: Can you describe an example of a responsive action? How did this happen? Who was involved—parents, CSOs, school staff, other people? How did groups and individuals work together? How much did working together strengthen the impact or result?*

Example:

State where it occurred:

How?

Who was involved? Parents/CSOs/school staff/others?

How did groups work together?

How did working together affect/strengthen the impact/result?

Other examples?

15. [HGSF 6-2] **What types of data are available to you** (e.g., flow of funds, project data, contracting data)?

16. [HGSF 6-2] **Where do you find the data you use in developing materials** (e.g., advocacy materials, training materials, press/publication materials) **to reduce corruption in HGSF funding?** *Probe for Technical Advisory Committee monitoring data; State TAC monitoring data; media data/collaboration with media.*

17. [CONTEXT HGSF 1; HGSF 10-2] **To your knowledge, what OTHER data are currently available about the flow of HGSF funds from the federal government level to schools?** *Probe: What do the data say? Ask whether they are willing to share these data and/or whether they know where you can access the data.*

- a. [HGSF 10-2] **How else do you monitor HGSF resource use against government commitments?**

18. [HGSF 16-2] **To your knowledge, what are the various individuals and groups along the supply chain who have decision making power about how funds, goods, and services are moved to the next group?** *Probe: Is there a flow chart or map showing this funding/goods/services stream? Can you share this information? Collect any data shared.*

19. [HGSF 16-2] **Where along the funding, goods, and services stream is the movement of funds and delivery of goods working well?** *Probe for specific examples.*

20. [HGSF 16-2] **Where along the stream does the clear, transparent, timely, quality movement break down? *Probe for specific examples.***

21. [HGSF 15] **How does the quality of the movement of funds, goods, and services compare to a year ago? *Probe for specific examples.***

22. [HGSF 19, 20] **How does the quality of the movement of funds, goods, and services compare to a year ago in states beyond those where you work? *Probe for specific examples.***

23. [ASSUM HGSF 4] **To what extent do you think the following individuals have adequate management skills, processes, tools, and relevant technical assistance to manage the program effectively and efficiently?**

a. **State officials** *Probe: Can you provide an example that illustrates your answer?*

b. **School administrators** *Probe: Can you provide an example that illustrates your answer?*

c. **What work do you know of that is trying to address these limitations? *Probe: How successful is this work?***

24. **Which states are participating in the HGSF program today? How has this changed in the past year? In the past 3 years? *Probe for specific examples.***

Participating states today:

Participating states 1 year ago (beginning 2017):

Participating states 3 years ago (beginning 2015):

Have their own state-run HGSF program today:

25. [ASSUM HGSF 1] **To what extent do you think the following organizations have the political will to address longstanding government accountability issues? How has the political will of each group changed since 2015?**

a. **Federal HGSF officials/committee** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

- b. **State HGSF officials/committee** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

- c. **Other government officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

## Conclusion

1. In your view, what are the strengths of the way you have been implementing your On Nigeria work?

2. In your view, what could be improved or done differently in the way you have been implementing your On Nigeria work?

3. In your view, what are the strengths of the way On Nigeria, as a whole, is being implemented?

4. In your view, what could be improved or done differently in On Nigeria's implementation, as a whole?

5. Is there anything else you want to tell me/us but did not because I/we did not ask the right question?

6. What questions do you have for me/us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS!

## *INTERVIEWER NOTES*

Reflect on the interview to respond to the following questions.

- 1. Any comments, impressions, or special information about the person or organization interviewed or the interview process that you think are relevant to data analysis.**

- 2. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?**

- 3. What did you learn that deserves further exploration?**

- 4. List useful resources shared.**

# MacArthur Foundation Big Bet On Nigeria – Year 1 Evaluation CSO/ELECTRICITY Interview Guide

**Date:**

**Interviewer Name:**

**Interviewee Name (if willing to have us include this):**

**Interviewee ID Code:**

**Respondent Category (circle one):**

- Big Bet electricity grantee CSOs
- CSOs collaborating with electricity grantees
- Civil society electricity actors (non-grantees)

**States where working:**

**Office location:**

**Meeting location:**

## Relevant Acronyms:

CSO	Civil Society Organization
DISCO	Distribution Company
ELEC	Electricity sector
FOI	Freedom of Information
NERC	Nigerian Electricity Regulatory Commission
UBEF	Universal Basic Education Fund

## *Introduction and Informed Consent*

**INTRODUCE YOURSELF AND PROJECT:** Thank you very much for setting aside time to talk with me today. My name is \_\_\_\_\_, and I am working on behalf of EnCompass LLC, which is conducting an external evaluation of the MacArthur Foundation’s portfolio of grants aiming to reduce corruption in Nigeria, including in the [sector name].

**INTRODUCE EVALUATION:** This interview is part of our first round of evaluation activities, which involve collecting information about grantees’ projects, and the context in which they work. You were identified as someone who we should speak with given your familiarity and experience working in the [insert sector name]. This study is not an assessment of your organization or your work. I also want to let you know that I am not involved in any funding decisions for this portfolio of grants.

**EXPLAIN CONFIDENTIALITY, DATA USE, AND INFORMED CONSENT:** Before we begin, I want to let you know that no information we discuss during this interview will be attributed to a specific person or institution. At the end of the data collection process, we will look for key themes that emerge across interviews to document key findings in a report. Quotes used in the report will not be attributed to a specific person or institution, only to a general respondent group (e.g., civil society respondent, teacher, etc.). The organizations and persons interviewed will not be listed in the report. Only the evaluation team will have access to the original data. Your participation in this interview is entirely voluntary and, if you agree to participate, you are free to not respond to any question or to stop the interview at any time. If you do not wish to participate, there will be no negative consequences. The interview will take about one and a half (1.5) hours.

**PERMISSIONS:** I will take notes during this conversation to accurately analyze these data later. Are you willing to participate in this interview?

- **YES informed consent provided** (if not provided, discontinue and ask if they recommend someone else we could interview in this or a similar role)

IF APPLICABLE: I would like to take an audio recording of this session to help ensure my notes are accurate. After I verify my notes, I will destroy the recording. Is that alright?

- **YES consent provided to audio record** (begin recording and state interview number)
- **NO consent not provided to audio record** (do not record; take written notes only)

Before we begin, do you have any questions for me about this interview?

*Note to interviewer: When you have reached 10 minutes prior to end of interview time, inform the interviewee about how many questions remain and check that you can complete the questions in the 10 minutes remaining or ask for additional time.*

## Interview

### Introduction

1. [INTRO 1] **What is your role with regard to the electricity sector?**

2. [INTRO 2] **How long have you served in this role?**

### Interview Body

3. [CONTEXT STRA 1-BASELINE2017] **What do you see as key achievements in improving accountability and transparency within the electricity sector in the last year?** *Probe for the most significant example they can describe.*

*Achievements over the past year:*

4. [CONTEXT STRA 1-BASELINE2015] **How about over the past 3 years? Have even more improvements been made?** *If so, probe for the most significant example they can describe.*

*Achievements over the past 3 years:*

5. [CONTEXT ELEC 4] **Where do you think corruption is the most prevalent in the electricity sector NOW?** *Probe for an example. What is the most significant example you can describe?*

6. [CONTEXT STRA 1] **What do you see as challenges to further achievements in the electricity sector?** *Probe for an example. What is the most significant example you can describe?*

a. [CONTEXT UBEF 3] **WHO are the key people or organizations promoting progress in transparency and accountability in the UBE matching funds program?** *Probe: How deep and effective is their resistance?*

b. [CONTEXT ELEC 4] **WHO are the key people or organizations limiting progress in transparency and accountability in the electricity sector?** *Probe: How deep and effective is their resistance?*

7. [ASSUM STRA 1] **What other barriers may be impeding the delivery of high-quality services in the electricity sector?** *\*NOTE: You are asking about barriers that are not necessarily corruption-related. These may be organizational, structural (e.g., having to do with the way vendors are paid), geographical—school location relative to workers who can be contracted to do the work, etc.*

a. **In what ways do these barriers affect the anticorruption programs or results your organization is trying to achieve?**

*\*Examples of other barriers include things like road quality; slow production or import of goods needed; bureaucratic processes that lead to delays; paperwork processes leading to lag times in learning about funding flows; large organizations with high turnover leading to a lack of individual accountability for delayed or missing funding, services, or materials; limited IT training, reducing the ability to use tracking resources accurately; etc. These are examples and may not reflect reality.*

8. [CONTEXT STRA 2] **What do you think you, other individuals, and other civil society organizations could be doing to reduce corruption in Nigeria?** *What is working? What else is needed?*

a. [CONTEXT STRA 2] **How about government actors—what should they be doing?** *Probe: Who are the government actors they think should be doing more? What actions are desired?*

9. ELEC 10-1 VOICE] **What are you and your organization doing to affect corruption in the electricity sector?**

10. [CONTEXT STRA 3] **In what ways do you collaborate with the following groups to affect corruption in the electricity sector?**

a. **Other CSOs?** *Probe: In what ways do you collaborate? What do you think the collaboration helps you achieve? How effective do the collaborations seem to be?*

b. [ELEC 6-2; MJ-4-2] [If media/journalism not yet mentioned] **Media and journalists?** *Probe for specific examples of collaboration. How effective do collaborations seem to be?*

c. [ELEC 6-2; MJ-4-2 BASELINE2015] **How has your level of collaboration with other CSOs and the media changed over the past 3 years?** *Probe for specific examples of collaboration. If not in operation 3 years ago, timeline is from 0 to whatever is happening now.*

Now:

3 years ago:

11. [ELEC 10-1] **How else do you demand action from the following groups to make sure citizens are receiving fairly priced electricity?** *Probe: For each group, what methods have worked well? Describe an action that you felt was particularly successful. Who did it help? How did it help them? What was done to help them? What else has occurred as a result of this and other successes like it? What else would help?*

a. **The government**

b. **DISCOs**

c. **Other (please name)**

12. [CONTEXT ELEC 2] **What strategies do you know of that DISCOs are using to reduce petty corruption by employees?** *Probe: Are there additional strategies they could use? How has this changed over the past year?*

13. [ASSUM ELEC 4] **In your view, to what extent do electricity generation companies provide adequate power to meet consumer demand?** *Probe: If not, what do you think are the reasons for this?*

14. [8a-c: ASSUM ELEC 3] **Based on your experience, how well are consumers paying their bills in full and on time?** *Probe: Ask separately for household customers, military offices and customers, government offices, and businesses.*

a. **What are the reasons for bills not being paid in full or on time?** *Probe: Has the reliability of any of these groups improved over the past year?*

b. [ASSUM ELEC 4] **What is the effect of tariffs introduced into the system on the funds available to DISCOs for electricity purchase and distribution—timeliness, reliability?**

c. [ASSUM ELEC 2] **How has the remittance of receipts from these different consumers to electric companies changed over the past year?**

15. [ASSUM ELEC 8, CONTEXT ELEC 1] **How well are DISCOs metering in the areas where you are working?**

a. **How well are DISCOs monitoring meters?** *Probe: How much has this changed, and in what direction, over the past year?*

16. [CONTEXT ELEC 3] **To what degree are DISCO staff or consultants selectively monitoring revenue collected in metered areas to detect collusion between DISCO staff and customers?**

17. [CONTEXT ELEC 1] **What can be done to combat corruption in the electricity sector in areas without metering?** *Probe: What else can be done?*

18. [ASSUM ELEC 5] **Is the Transmission Company of Nigeria able to transmit adequate power for the DISCOs to distribute in the right locations?**

19. [ASSUM MJ 1; ELEC 6-2, with probe] **Where do you get the data you use to develop materials (e.g., for advocacy, training, monitoring) around electricity transparency and accountability?** *Probe for media data/collaboration with media.*

20. [ELEC 10-2] **How do you monitor corruption in the electricity sector?** *Probe: Where can this information be found? (If they have records, ask if you can view or copy.)*

21. [ASSUM ELEC 6] **Is the Vice President’s Office monitoring implementation of the Power Sector Recovery Plan?**

22. [ELEC 12] **How are DISCOs providing accurate, complete, and actionable information about metering, tariffs, and their performance?** *Probe: Are these now standard procedures?*

23. [ELEC 11] **Are federal government agencies providing accurate, complete, and actionable information about metering, tariffs, and DISCO performance?**

24. [ASSUM ELEC 1, 7] **To what extent do you think the following actors have the political will to address longstanding government accountability issues? How has the political will of each group changed since the beginning of 2015 (3 years ago)?**

a. **Industry leaders** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

b. **Government regulatory officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

- c. **Other government officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

### Conclusion

1. In your view, what are the strengths of the way you have been implementing your On Nigeria work?

2. In your view, what could be improved or done differently in the way you have been implementing your On Nigeria work?

3. In your view, what are the strengths of the way On Nigeria, as a whole, is being implemented?

4. In your view, what could be improved or done differently in On Nigeria's implementation, as a whole?

5. Is there anything else you want to tell me/us?

6. What questions do you have for me/us?

*Thank you very much for your time and insights!*

## *INTERVIEWER NOTES*

Reflect on the interview to respond to the following questions.

- 1. Any comments, impressions, or special information about the person or organization interviewed or the interview process that you think are relevant to data analysis.**

- 2. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?**

- 3. What did you learn that deserves further exploration?**

- 4. List useful resources shared.**

# MacArthur Foundation Big Bet On Nigeria – Year 1 Evaluation

## CSO/CJ Interview Guide

**Date:**

**Interviewer Name:**

**Interviewee Name:**

**Interviewee ID Code:**

**Respondent Category (circle one):**

- Big Bet criminal justice grantee CSOs
- CSOs collaborating with criminal justice grantees
- Government criminal justice stakeholders
- Donors and other criminal justice sectoral experts
- Civil society criminal justice actors (non-grantees)

**States where working:**

**Office location:**

**Meeting location:**

### Relevant Acronyms:

ACJA	Administration of Criminal Justice Act
CJ	Criminal justice
CSO	Civil society organization
FOI	Freedom of information

### *Introduction and Informed Consent*

**INTRODUCE YOURSELF AND PROJECT:** Thank you very much for setting aside time to talk with me today. My name is \_\_\_\_\_, and I am working on behalf of EnCompass LLC, which is conducting an external evaluation of the MacArthur Foundation’s portfolio of grants aiming to reduce corruption in Nigeria, including in the [sector name].

**INTRODUCE EVALUATION:** This interview is part of our first round of evaluation activities, which involve collecting information about grantees’ projects, and the context in which they work. You were identified as someone who we should speak with given your familiarity and experience working in the [insert sector name]. This study is not an assessment of your organization or your work. I also want to let you know that I am not involved in any funding decisions for this portfolio of grants.

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stop the interview at any time. If you do not wish to participate, there will be no negative consequences. The interview will take about one and a half (1.5) hours.

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## Interview

### Introduction

1. [INTRO 1] **What is your role with regard to the UBE matching funds program?**

2. [INTRO 2] **How long have you served in this role?**

### Interview Body

3. [CJ 3, CJ 4] **How does your work specifically relate to the adoption and implementation of the ACJA? How does it relate to ACJA associated training and research?**

4. [CJ 3, CJ 4] **How does your work strengthen the ACJA architecture? How does it strengthen other ACJA related anticorruption work?**

5. [CONTEXT STRA 1] **What do you see as key achievements in reducing corruption in the criminal justice sector as it relates to the ACJA over the past year?** *Probe for the most significant example they can describe.*

Achievements over the past year:

6. [CONTEXT STRA 1] **How about over the past 3 years? Have even more improvements been made?** *If so, probe for the most significant example they can describe.*

Achievements over the past 3 years:

7. [CONTEXT STRA 1] **What do you see as challenges to further achievements in effective ACJA adoption for some states, and implementation where it has been adopted?** *Probe for an example. What is the most significant example you can describe?*

- a. [CONTEXT CJ 4] **WHO are the key people or organizations limiting progress in the effective adoption (for some states) or implementation of the ACJA?** *Probe: How deep and effective is their resistance?*

8. [ASSUM STRA 1] **What other barriers may be impeding effective ACJA adoption for some states, and implementation where it has been adopted?** *\*NOTE: You are asking about barriers that are not necessarily corruption-related. These may be organizational, lack of available professional labor, geographical, availability of media in the area, etc.*

- a. **In what ways do these barriers affect the anticorruption programs or results your organization is trying to achieve?**

9. [CONTEXT STRA 2] **In your view, what do you think CSOs or government actors should be doing NOW to reduce corruption in the criminal justice sector?** *Probe: What is working? What is most needed?*

10. [ASSUM CJ 1; CJ 3; CJ 4; CJ 5] **How much of your work is to provide, at their request, technical training and research support for government actors or other entities?** *Probe: To what extent is this support provided upon request or invitation by a legislative body?*

- a. [CJ 3] **IF your role includes creating and/or integrating training tools into core legal training curricula, what are some examples of this happening over the past year?** *Probe: What training and enrollment related resources/data could you share with us? Collect all resources/data they will share.*

11. [CJ-11] **How much of your work involves advocacy for the adoption and use of the ACJA?**

- a. **In which states does this advocacy occur?** *Probe: If states, which states, specifically?*

- b. **For each state, what actions do you take to encourage them to adopt or appropriately implement the ACJA or some version of the ACJA?** *Probe: What is some evidence that these actions are creating change?*

12. [CJ 7] **In what ways do you coordinate with the following groups to address anticorruption goals through ACJA adoption and implementation?**

- a. [CJ 7] **People within the criminal justice system?**

- b. [ASSUM STRA 1] **Other CSOs?** *Probe: What will strengthen and make strategies more cohesive?*

- c. [CJ 6-2; MJ 4-2; ASSUM MJ 1] **Media/Journalists?** *Probe for media data/collaboration with media.*

13. [CJ 6-2] **Where do you get your data to develop advocacy materials around these issues?** *Probe for media data/collaboration with media.*

14. [CJ 11; CJ 13] **For states not yet adopting the ACJA, what do you know about model anticorruption laws or policies that incorporate critical aspects of the ACJA being advocated for use in these states?** *Probe: What results are you seeking from this work?*

15. [CJ 11] **How much of your work involves monitoring what the government or other key stakeholders say they are going to do about adopting and enforcing the ACJA?**

a. [CJ-11] [If they are involved in monitoring] **How do you do this monitoring?**

b. **How do you or others monitor ACJA compliance?** *Probe: What is the best way for us to obtain monitoring data regarding ACJA adoption, compliance, and enforcement of penalties for noncompliance?*

16. [CONTEXT CJ 1] [If working at State level] **How are you advocating for implementation monitoring committees as part of ACJA adoption policies or practices?** *Probe: If so, how and with whom?*

a. [CONTEXT CJ 2] **How are the states that have adopted the ACJA or something like it including implementation monitoring committees?**

i. [CONTEXT CJ 2] **Who is included on these implementation monitoring committees?** *Probe for and list if CSOs, members of the public, etc..*

17. [CONTEXT CJ 1; CONTEXT CJ 3; CJ 11; CJ 18] [If working with or monitoring states that have adopted the ACJA] **For each state adopting ACJA-like legislations, what are the key changes in practice that have occurred in state criminal justice systems since adoption?**

a. *Probe for each state to see if improvements match any of the following (place the corresponding state next to each of the if identified/described improvements):*

i. *Include its essential, unifying, and progressive elements (see additional list in ii–v, below).\**

States:

ii. *State monitoring committees monitor and report on states' compliance with their version of the ACJA.*

States:

- iii. *State prosecutors prosecute more cases, including corruption cases, according to ACJA standards.*

States:

- iv. *State judiciaries conduct speedy trials in more cases, including corruption cases, according to ACJA standards.*

States:

- v. *Fewer corruption defendants delay their proceedings through the use of interlocutory appeals.*

States:

18. [CJ 18] **What is the most significant change you have observed that you directly attribute to ACJA adoption at the state or federal level?**

19. [CJ 18] **In your view, which individuals or groups of individuals has this change affected most directly?**

20. [CJ 15] **In your view, how much and how well is the federal government considering and/or debating anticorruption laws and/or policies?**

21. [CJ 16] **In your view, how much and how well is the federal government implementing anticorruption policies and practices?**

## Conclusion

1. **In your view, what are the strengths of the way you have been implementing your On Nigeria work?**

2. **In your view, what could be improved or done differently in the way you have been implementing your On Nigeria work?**

3. **In your view, what are the strengths of the way On Nigeria, as a whole, is being implemented?**

4. **In your view, what could be improved or done differently in On Nigeria’s implementation, as a whole?**

5. **Is there anything else you want to tell me/us?**

6. **What questions do you have for me/us?**

*THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS!*

## *INTERVIEWER NOTES*

Reflect on the interview to respond to the following questions.

- 1. Any comments, impressions, or special information about the person or organization interviewed or the interview process that you think are relevant to data analysis.**

- 2. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?**

- 3. What did you learn that deserves further exploration?**

- 4. List useful resources shared.**

# MacArthur Foundation Big Bet On Nigeria – Year 1 Evaluation CSO MJ/JOURNALIST/EDITOR Interview Guide

**Date:**

**Interviewer Name:**

**Interviewee Name:**

**Interviewee ID Code:**

**Respondent Category (circle one):**

- Big Bet grantees (CSOs and media houses)
- Media house editor or publisher
- Media Monitoring journalists
- Independent journalists
- Media and journalism sectoral experts
- Civil society media and journalism actors (non-grantees)

**States where working:**

**Office location:**

**Meeting location:**

## Relevant Acronyms:

CSO	Civil society organization
FOI	Freedom of information
LGA	Local Government Area

## *Introduction and Informed Consent*

**INTRODUCE YOURSELF AND PROJECT:** Thank you very much for setting aside time to talk with me today. My name is \_\_\_\_\_, and I am working on behalf of EnCompass LLC, which is conducting an external evaluation of the MacArthur Foundation’s portfolio of grants aiming to reduce corruption in Nigeria, including in the [sector name].

**INTRODUCE EVALUATION:** This interview is part of our first round of evaluation activities, which involve collecting information about grantees’ projects, and the context in which they work. You were identified as someone who we should speak with given your familiarity and experience working in the [insert sector name]. This study is not an assessment of your organization or your work. I also want to let you know that I am not involved in any funding decisions for this portfolio of grants.

**EXPLAIN CONFIDENTIALITY, DATA USE, AND INFORMED CONSENT:** Before we begin, I want to let you know that no information we discuss during this interview will be attributed to a specific person or institution. At the end of the data collection process, we will look for key themes that emerge across interviews to document key findings in a report. Quotes used in the report will not be attributed to a specific person or institution, only to a general respondent group (e.g., civil society respondent, teacher, etc.). The organizations and persons interviewed will not be listed in the report. Only the evaluation team will have access to the original data. Your participation in this interview is entirely voluntary and, if you agree to participate, you are free to not respond to any question or to

stop the interview at any time. If you do not wish to participate, there will be no negative consequences. The interview will take about one and a half (1.5) hours.

**PERMISSIONS:** I will take notes during this conversation to accurately analyze these data later. Are you willing to participate in this interview?

- **YES informed consent provided** (if not provided, discontinue and ask if they recommend someone else we could interview in this or a similar role)

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Before we begin, do you have any questions for me about this interview?

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## Interview

### Intro A [IF JOURNALIST/MEDIA OUTLET/BROADCASTER...NOT CSO]

1. [INTRO 1] **What is your organization known for publishing/broadcasting?** [State all, if involved in more than one.] *Probe: What type of media do you use to reach your audience?*

2. [INTRO 2] **What do you see the organization you work for as—a content publisher/broadcaster, a content producer, both, or other?**

3. [INTRO 2] **To what extent does your outlet or reporting deal with corruption in Nigeria?** *Probe: How much of your work involves producing and/or publishing investigative journalism pieces?*

- a. **How long have you reported on anticorruption related issues and actions?**

- b. **In what parts of Nigeria do you focus your anticorruption publishing/broadcasting?**

- c. [ASSUM MJ 4] **What is the approximate reach or coverage of your news outlet/broadcast/reporting for anticorruption related work?**

**Intro B [IF CSO IN MJ SECTOR WHO SUPPORTS ANTICORRUPTION RELATED MEDIA/JOURNALISM]**

1. [INTRO] **What kind of anticorruption related work do you do in the media and journalism sector?** *Probe: How much of your work involves conducting corruption related investigative journalism?*

- a. **How long have you been doing this work?**

- b. **In what parts of Nigeria do you conduct this work?**

2. [INTRO 2] **Do you see your organization as a content publisher/distributor, content producer, both, or other?**

**Interview Body**

3. [CONTEXT STRA 1] **What do you see as key achievements in anticorruption in the last year? What about over the last 3 years?**

Over the last year:

Over the last 3 years:

- a. [CONTEXT STRA 1] **What do you see as key constraints or barriers to further achievements?**

- b. [MJ 6] **In what ways have CSOs increased the strength or reach of journalists' anticorruption reporting?** (e.g., using media reports for advocacy, accountability, or further spreading of the investigative reporting?) *If positive response, probe for specific modules/examples.*

4. [MJ 12; UBEF 10-2; CJ 11 + SIMILAR INDICATOR ALL SECTORS] **In what ways does your investigative reporting [or CSO work] on corruption help to monitor government and industry promises?** *[Prompt regarding modules if the interviewee is not thinking of examples on their own, such as universal basic education funding, home grown school funding, electricity services and transparency, or Administration of Criminal Justice Act (ACJA) adoption/implementation.]*

5. [UBEF 10-1+ SIMILAR INDICATOR ALL SECTORS] **How are individuals and organizations demanding government services? Do you list any evidence of these demands when reporting?** *[Prompt regarding modules if the interviewee is not thinking of examples on their own, such as universal basic education funding, home grown school funding, electricity services and transparency, or criminal justice.] Probe for a “best” example.*

6. [ASSUM MJ 2] **In your experience, how often do government officials respond to media coverage related to corruption issues?** *Probe: If the answer is positive, ask to describe a recent instance when this occurred. What happened? How did they respond?*

7. [UBEF 6-2+ SIMILAR INDICATOR ALL SECTORS] [If media outlet representative AND use CSO data] **In what ways do you include CSOs working to reduce corruption in your reporting on corruption?** *[Prompt regarding modules if the interviewee is not thinking of examples on their own, such as universal basic education funding, home grown school funding, electricity services and transparency, or criminal justice]*

8. [CONXT STRA 3; UBEF 6-2+ SIMILAR INDICATOR ALL SECTORS] **In what other ways do you collaborate with other media outlets or CSOs?** *Probe: Encourage the respondent to list specific media outlets/CSOs.*

a. [If they collaborate with CSOs] **How does collaborating with CSOs add value to your effectiveness in reducing corruption in Nigeria?**

b. [CONTEXT STRA 3] [If they collaborate with CSOs] **What could be strengthened to make CSO strategies more cohesive and as a result, possibly more effective?**

9. [UBEF 6-2+ SIMILAR INDICATOR ALL SECTORS] **What kinds of information sources are most useful to you for your investigative reporting on anticorruption issues?** *Probe for CSO data.*

10. [CONTEXT MJ 3] **What capacities and resources are MOST needed for media outlets and journalists/broadcasters to effectively carry out their work?**

- a. [MJ 12] [If a media outlet] **What kinds of investments are you making to ensure you provide consumers with high quality broadcasting or publishing toward anticorruption?\***  
[Interviewer, read below guide]

11. [CONTEXT MJ 4; MJ 12] **What constraints do media outlets face in investigating and reporting on corruption?** *Probe for capacity to do quality investigative reporting, funding/resources, reader interest, and intimidation/concern for repercussions.*

12. [ASSUM MJ 3; CONTEXT MJ 1; CONTEXT MJ 2] **In your view, how much are people in Nigeria using social media to achieve social change, especially to increase transparency and accountability? How has this use changed over the past year? How about over the past 3 years?**

Now:

3 years ago:

- a. **How is or can this interest in social media be encouraged?**

13. [CONTEXT MJ 2] **Based on your understanding, what are reasons some people do not use social media in Nigeria?** *Probe to see whether features associated with non-use are related to age, gender, ethnic, economic, geographic, or linguistic characteristics.*

14. [CONTEXT MJ 1, 2] **What do you think are the best ways to reach people that will lead them to act to demand government and corporate transparency and accountability?**

15. [CONTEXT STRA 2] **In your view, what do you think CSOs or government actors should be doing NOW to reduce corruption?** *Probe: What is working? What is most needed?*

## Conclusion

1. In your view, what are the strengths of the way you have been implementing your On Nigeria work?

2. In your view, what could be improved or done differently in the way you have been implementing your On Nigeria work?

3. In your view, what are the strengths of the way On Nigeria, as a whole, is being implemented?

4. In your view, could be improved or done differently in On Nigeria's implementation, as a whole?

5. Is there anything else you want to tell me/us?

6. What questions do you have for me/us?

*THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS!*

## INTERVIEWER NOTES

Reflect on the interview to respond to the following questions.

1. Any comments, impressions, or special information about the person or organization interviewed or the interview process that you think are relevant to data analysis.

2. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?

3. What did you learn that deserves further exploration?

4. List useful resources shared.

\*For the interviewer to know well, and to probe for...

*Probe to see if the media editors discuss doing any of the following recommended practices for investing in quality investigative journalism:*

1. *Mentor/educate journalists; have them learn from experienced investigative journalists about key best practices*
2. *Rely on permanent staff (vs. freelance staff) for investigative reporting and writing*
3. *For the biggest stories, partner with one or two large news organizations for some early exclusivity*
4. *Distribute the material freely on the web to increase reach*
5. *Allow the editor to determine content selected for publication—not funders, contributors, or others*
6. *Work with other outlets to affect policy to ensure freedom of speech; invest in a US 1st amendment-like rule*
7. *Keep publicly funded outlets available as well as for-profit to maintain checks and balances*

# MacArthur Foundation Big Bet On Nigeria – Year 1 Evaluation UBEC FUND\* OFFICIAL Interview Guide

Date:

Interviewer Name:

Interviewee Name (if willing to provide):

Interviewee ID Code:

Respondent Category (circle one):

- UBEC personnel
- SUBEB personnel
- Government UBEF stakeholders
- Donors and sectoral experts

States where working:

Office location:

Meeting location:

## Relevant Acronyms:

CSO	Civil society organization
FOI	Freedom of information
LGA	Local Government Area
OCDS	Open Contract Data Standard
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission
UBEF	Universal Basic Education Fund schools

## *Introduction and Informed Consent*

**INTRODUCE YOURSELF AND PROJECT:** Thank you very much for setting aside time to talk with me today. My name is \_\_\_\_\_, and I am working on behalf of EnCompass LLC, which is conducting an external evaluation of the MacArthur Foundation’s portfolio of grants aiming to reduce corruption in Nigeria, including in the [sector name].

**INTRODUCE EVALUATION:** This interview is part of our first round of evaluation activities, which involve collecting information about grantees’ projects, and the context in which they work. You were identified as someone who we should speak with given your familiarity and experience working in the [insert sector name]. This study is not an assessment of your organization or your work. I also want to let you know that I am not involved in any funding decisions for this portfolio of grants.

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Before we begin, do you have any questions for me about this interview?

*Note to interviewer: When you have reached 10 minutes prior to end of interview time, inform the interviewee about how many questions remain and check that you can complete the questions in the 10 minutes remaining or ask for additional time.*

## Interview

### Introduction

1. [INTRO 1] Please tell me about your role in the Universal Basic Education matching funds program, or in education as a whole.

- a. How long have you been involved in this work?

### Interview Body

2. [CONTEXT STRA 1-BASELINE2017] What do you see as key achievements in improving accountability and transparency regarding UBE matching funds in the last year? *Probe for the most significant example they can describe.*

Achievements over the past year:

3. [CONTEXT STRA 1-BASELINE2015] How about over the past 3 years? Have even more improvements been made? *If so, probe for the most significant example they can describe.*

Achievements over the past 3 years:

- a. [If UBEC] Which states are participating in the UBE matching funds program?

List of participating states, if list is available:

How many states participate now?

How many states participated 1 year ago (beginning of 2017)?

How many states participated 3 years ago (beginning of 2015)?

- b. [If SUBEB in targeted state] **In your state, what goods and services have been approved using UBE matching funds? Which of these goods and services have been received by schools in a timely manner? Which have been hindered somewhere along the way?**

*Probe: Why do these differences exist?*

Goods and services approved for schools in state:

Goods and services received in a timely manner by schools:

Goods and services not received in a timely manner by schools:

- c. [If state implementing UBEF] **Which states have benefited the most from the program to date? Which states have benefited least?** (Write the states for each.)

*Probe: Why do these differences exist?*

States benefiting most"

States benefiting least:

Why the difference?

4. [CONTEXT UBEF 2] **Where do you think corruption is most prevalent in the education sector NOW?** *Probe for an example: What is the most significant example you can describe?*

5. [CONTEXT STRA 1] **What do you see as challenges to further achievements in the UBE matching funds program?** *Probe for an example: What is the most significant example you can describe?*

- a. [CONTEXT UBEF 3] **WHO are the key people or organizations limiting progress in transparency and accountability in the UBE matching funds program?** *Probe: How deep and effective is their resistance?*

6. [ASSUM STRA 1] **What other barriers may be impeding the delivery of high-quality goods and services supported by UBE matching funds?** *\*NOTE: You are asking about barriers that are not*

necessarily corruption-related. These may be organizational, structural (e.g., having to do with the way vendors are paid), geographical—school location relative to workers who can be contracted to do the work, etc.

- a. **In what ways do these barriers affect the anticorruption programs or results your organization is trying to achieve?**

*\*Examples of other barriers include things like road quality; slow production or import of goods needed; bureaucratic processes that lead to delays; paperwork processes leading to lag times in learning about funding flows; large organizations with high turnover leading to a lack of individual accountability for delayed or missing funding, services, or materials; limited IT training, reducing the ability to use tracking resources, such as OCDS, accurately; etc. These are examples and may not reflect reality.*

7. [CONTEXT STRA 2] **In your view, what do you think CSOs or government actors should be doing to reduce corruption?** *Probe: What is working? What is most needed?*

- a. [ASSUM UBEF 1] **In your view, to what extent do government officials, UBEC, and SUBEBs have the political will to address UBE matching funds related to corruption?**

- b. **How can these organizations help improve UBE matching funds' transparency and accountability?** *Probe: What needs to change to ensure they do?*

8. [UBEF 10] **How have you observed individuals and organizations monitoring and/or demanding improved UBEC and SUBEB implementation of the UBE program?** *Probe for examples (e.g., media reports, citizens, parents' demands)*

- a. [ASSUM UBEF 2] **How responsive are school officials [if SUBEB official] and SUBEBs [if UBEC official] to these demands?** *Probe for examples; ask for the names of states where examples occurred.*

9. [UBEF 16; UBEF 20] **How do UBEC and SUBEBs ensure the proper flow and use of funds from the UBEC down through the level of schools?**

10. [UBEF 11 BASELINE2015] How much has this changed over the past 3 years? *Probe for an example.*

a. How have these changes affected SUBEB operations? *Probe for an example.*

b. How have these changes affected the delivery of UBEF resources to schools? *Probe for an example.*

11. [UBEF 12] What is your understanding of the Open Contract Data Standard (OCDS)?

a. To your knowledge, how is the OCDS for sourcing affecting contracting decisions and work in the use of UBE matching funds?

b. [UBEF 12] To your knowledge, how well is the OCDS being implemented? *Probe: how does this compare with 3 years ago?*

Now:

3 years ago:

12. [ASSUM UBEF 3] In your view, are officials and school administrators able to manage the UBE matching funds program effectively? *Probe: If not, what is needed?*

a. [ASSUM UBEF 4] Have additional personnel been brought in to manage the OCDS? If so, when was this and what has been the result?

13. [UBEF 13] Where can we find up-to-date information produced by SUBEBs on procurement and appropriation processes? *Probe: To what extent is this information clear, up-to-date, and accurate? [Obtain sufficient detail to access the information later.]*

- a. [UBEF 16; UBEF 17; UBEF 21; CONTEXT UBEF 1] **And where can we find the same type of information demonstrating the flow of allocated funds all the way through the system to the schools?**

- b. [UBEF 17; UBEF 21] **To your knowledge, what proportion of UBE funds allocated to SUBEBs is actually received by schools?** *Probe: Would you please share records that can help us show evidence of this proportion?*

14. [UBEF 14] **To your knowledge, how many SUBEBs were sanctioned for inappropriate use of funds this year?** *Probe to determine if these are in targeted states.*

- a. **How are SUBEBs sanctioned?**

- b. **Where can I find documentation demonstrating this information?** *[Take all information and write all sources down.]*

15. [ASSUM MJ 1] **How, if at all, have you collaborated with civil society organizations (CSOs), school parent groups, media outlets, or others inside or outside of schools to reduce corruption in UBE funding?** *List all CSOs and media outlets identified—probe for organization names.*

- a. [UBEF 14-2] **How successful have these collaborations been to date in monitoring, reporting on, and/or reducing UBE matching funds related corruption?** *Probe for examples.*

## Conclusion

1. Is there anything else you want to tell me/us?

2. What questions do you have for me/us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS!

## INTERVIEWER NOTES

Reflect on the interview to respond to the following questions.

1. **Any comments, impressions, or special information about the person or organization interviewed or the interview process that you think are relevant to data analysis.**

2. **What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?**

3. **What did you learn that deserves further exploration? List key data sources noted/shared**

4. **List key data sources noted/shared**

### \*BASICS ABOUT THE UBEC FUND AND SUBEBS

Universal Basic Education was introduced by the Obasanjo administration in September 1999 and signed into law in 2004. The UBE Act makes 9 years of basic education (6 in primary 3 in junior) free and compulsory for all children, and also **guarantees regular funding from the Federal government for the program.**

UBEC stipulates that every child who passes through the basic 9 years of education should have acquired appropriate levels of literacy, numeracy, communication, manipulative, and life skills and should be employable as well as useful to himself or herself and society at large by possessing relevant ethical, moral, and civic values (UBE Implementation guidelines, 2000). These requirements are meant to ensure a solid foundation for lifelong learning.

The Universal Basic Education Commission (UBEC) oversees federal distribution of funds to states. State Universal Basic Education Boards (SUBEBs) manage funds and assign contracts to support schools in Local Government Areas (LGAs) in each state.

UBE funding is used for school products and infrastructure. SUBEBs grant contracts within states to construct and update school structures, libraries, and school facilities for students such as cafeterias and special needs resource centers.

There is opportunity for corruption between federal and state organizations and with contractors and their subcontracting groups. More monitoring of budgeting and contracts is needed to ensure proper use of funds.

# MacArthur Foundation Big Bet On Nigeria – Year 1 Evaluation

## SCHOOL OFFICIAL/UBEC FUNDING Interview Guide

**Date:**

**Interviewer Name:**

**Interviewee Name:**

**Interviewee ID Code:**

**Respondent Category (circle one):**

- School director
- School Based Management Committee (SBMC) representative
- School parent representative (e.g., PTA chair)

### Relevant Acronyms:

CSO	Civil society organization
FOI	Freedom of information
LGA	Local Government Area
PTA	Parent-Teacher Association
SBMC	School Based Monitoring Committee
SUBEB	State Universal Basic Education Board
UBEC	Universal Basic Education Commission
UBEF	Universal Basic Education Fund

**States where working:**

**Office location:**

**Meeting location:**

### *Introduction and Informed Consent*

**INTRODUCE YOURSELF AND PROJECT:** Thank you very much for setting aside time to talk with me today. My name is \_\_\_\_\_, and I am working on behalf of EnCompass LLC, which is conducting an external evaluation of the MacArthur Foundation’s portfolio of grants aiming to reduce corruption in Nigeria, including in the [sector name].

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*Note to interviewer: When you have reached 10 minutes prior to end of interview time, inform the interviewee about how many questions remain and check that you can complete the questions in the 10 minutes remaining or ask for additional time.*

## Interview

### Introduction

1. [INTRO 1] **Please tell me about your role in this school or school system and how this role relates to UBEC matching funds for your school.**

- a. **How long have you worked in this capacity?**

2. [INTRO 2] **How has your school or schools within your school system benefitted from the UBEF matching funds program to date?**

### Body

3. [CONTEXT STRA 1-BASELINE2017] **What do you see as key achievements in improving accountability and transparency regarding UBE matching funds in the last year?** *Probe for the most significant example they can describe.*

### Achievements over the past year:

4. [CONTEXT STRA 1-BASELINE2015] **How about over the past 3 years? Have even more improvements been made?** *If so, probe for the most significant example they can describe.*

## Achievements over the past 3 years:

5. [CONTEXT UBEF 2] **Where do you think corruption is the most prevalent in the education sector NOW?** *Probe for an example: What is the most significant example you can describe?*

6. [CONTEXT STRA 1] **What do you see as challenges to further achievements in the UBE matching funds program?** *Probe for an example: What is the most significant example you can describe?*

- a. [CONTEXT UBEF 3] **WHO are the key people or organizations limiting progress in transparency and accountability in the UBE matching funds program?** *Probe: How deep and effective is their resistance?*

7. [ASSUM STRA 1] **What other barriers may be impeding the delivery of high-quality goods and services supported by UBE matching funds?** *\*NOTE: You are asking about barriers that are not necessarily corruption-related. These may be organizational, structural (e.g., having to do with the way vendors are paid), geographical—school location relative to workers who can be contracted to do the work, etc.*

- a. **In what ways do these barriers affect the anticorruption programs or results your organization is trying to achieve?**

*\*Examples of other barriers include things like road quality; slow production or import of goods needed; bureaucratic processes that lead to delays; paperwork processes leading to lag times in learning about funding flows; large organizations with high turnover leading to a lack of individual accountability for delayed or missing funding, services, or materials; limited IT training, reducing the ability to use tracking resources, such as OCDS, accurately; etc. These are examples and may not reflect reality.*

8. [CONTEXT STRA 2] **What do you think you, other leaders in schools, leaders in government, and other civil society organizations could be doing to reduce corruption in Nigeria?** *Probe: What is working? What else is needed?*

9. [UBEF 10-1 VOICE] **What are you doing to ensure the school(s) you work with receive their allocated UBE matching funds?**

- a. [CONTEXT STRA 3] **With whom do you collaborate in these efforts? With which CSOs?** *Probe: In what ways do you collaborate? What do you think the collaboration helps you achieve? How effective do the collaborations seem to be?*

- b. [UBEF 6-2; MJ-4-2] [If media/journalism not yet mentioned] **In what ways do you collaborate with media to affect your work and its impact?** *Probe for specific examples of collaboration. How effective do collaborations seem to be?*

- c. [UBEF 6-2; MJ-4-2 BASELINE2015] **How has your level of collaboration with other CSOs and the media changed over the past 3 years?** *Probe for specific examples of collaboration.*

Now:

3 years ago:

10. [ASSUM UBEF 2] **How responsive has your SUBEB been when you or others try to improve their transparency and accountability?** *Probe: Can you describe an example of a responsive action? How did this happen? Who was involved—parents, CSOs, school staff, other people? How did groups and individuals work together? How much did working together strengthen the impact or result? (Which states do they discuss here—theirs or others? If others, please ask them to name.)*

11. [UBEF 16; UBEF 17] **To your knowledge, what proportion of UBEC funding allocated to your school has been received?**

- a. [If not 100 percent] [UBEF 10] **What records are available to you and others that show this gap or disparity?** *Probe: Where else can we find such records for this and other schools?*

- b. [CONTEXT UBEF 1] **What do the data tell you?**

- c. [ASSUM UBEF 2] **How have you worked to improve this disparity and how have UBEC or SUBEBs responded to these efforts?**

12. [UBEF 11; UBEF 13] **How good is the information available to you about how your SUBEB is allocating and spending down UBE funds?** *Probe: What do the data tell you?*

a. [UBEF 12] **How is OCDS being used, to your knowledge, to provide this information?** *Probe: How timely and accurate?*

13. [UBEF 11] **How, if at all, has UBEC changed the way it monitors SUBEBs and funding allocations?**

14. **How well are SUBEBs and the UBEC for the states and districts you are working with approving and providing timely goods and services for schools through the program?**

15. **How well are SUBEBs and the UBEC for the states and districts you are working with monitoring the flow of funding, goods, and services for schools through the program?**

16. **How well are the SUBEBs who are mismanaging funds being sanctioned? How well are the partners (e.g., contractors, builders, suppliers) who are mismanaging funds being sanctioned?**

17. [IMPACT 21] **How have the schools you work with improved their access to goods and services through the program over the past year? Over the past 3 years?**

Improvements to UBEF goods/services received over the past year:

Improvements to UBEF goods/services received over the past 3 years:

18. [ASSUM UBEF 3] **How adequately do you believe state and school UBEC matching funds managers have the management skills, processes, and resources to manage the program effectively and efficiently?**

a. **What relevant technical assistance would be the most effective in improving the capacity of school administrators to manage the programs?**

19. [ASSUM UBEF 1] To what extent do you think the following actors have the political will to address longstanding government accountability issues? How has the political will of each group changed since 2015?

a. **UBEC officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

b. **SUBEB officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

c. **Other government officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

#### Conclusion

1. Is there anything else you want to tell me/us?

2. What questions do you have for me/us?

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS!

## *INTERVIEWER NOTES*

Reflect on the interview to respond to the following questions.

- 1. Any comments, impressions, or special information about the person or organization interviewed or the interview process that you think are relevant to data analysis.**

- 2. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?**

- 3. What did you learn that deserves further exploration?**

- 4. List useful resources shared.**

# MacArthur Foundation Big Bet On Nigeria – Year 1 Evaluation

## HGSF OFFICIAL OR SCHOOL LEADER Interview Guide

**Date:**

**Interviewer Name:**

**Interviewee Name:**

**Interviewee ID Code:**

**Respondent Category (circle one):**

- Technical Advisory Committee (TAC) members
- Government HGSF stakeholders
- Donors and other HGSF sectoral experts
- School directors
- School Based Management Committee representative
- School parent representative (e.g., PTA chair)

### Relevant Acronyms:

CSO	Civil society organization
FOI	Freedom of information
HGSF	Home Grown School Food
SBMC	School Based Monitoring Committee
PTA	Parent Teacher Association
TAC	Technical Advisory Committee

**States where working:**

**Office location:**

**Meeting location:**

### *Introduction and Informed Consent*

**INTRODUCE YOURSELF AND PROJECT:** Thank you very much for setting aside time to talk with me today. My name is \_\_\_\_\_, and I am working on behalf of EnCompass LLC, which is conducting an external evaluation of the MacArthur Foundation’s portfolio of grants aiming to reduce corruption in Nigeria, including in the [sector name].

**INTRODUCE EVALUATION:** This interview is part of our first round of evaluation activities, which involve collecting information about grantees’ projects, and the context in which they work. You were identified as someone who we should speak with given your familiarity and experience working in the [insert sector name]. This study is not an assessment of your organization or your work. I also want to let you know that I am not involved in any funding decisions for this portfolio of grants.

**EXPLAIN CONFIDENTIALITY, DATA USE, AND INFORMED CONSENT:** Before we begin, I want to let you know that no information we discuss during this interview will be attributed to a specific person or institution. At the end of the data collection process, we will look for key themes that emerge across interviews to document key findings in a report. Quotes used in the report will not be attributed to a specific person or institution, only to a general respondent group (e.g., civil society respondent, teacher, etc.). The organizations and persons interviewed will not be listed in the report. Only the evaluation team will have access to the original data. Your participation in this interview is

entirely voluntary and, if you agree to participate, you are free to not respond to any question or to stop the interview at any time. If you do not wish to participate, there will be no negative consequences. The interview will take about one and a half (1.5) hours.

**PERMISSIONS:** I will take notes during this conversation to accurately analyze these data later. Are you willing to participate in this interview?

- **YES informed consent provided** (if not provided, discontinue and ask if they recommend someone else we could interview in this or a similar role)

IF APPLICABLE: I would like to take an audio recording of this session to help ensure my notes are accurate. After I verify my notes, I will destroy the recording. Is that alright?

- **YES consent provided to audio record** (begin recording and state interview number)
- **NO consent not provided to audio record** (do not record; take written notes only)

Before we begin, do you have any questions for me about this interview?

*Note to interviewer: When you have reached 10 minutes prior to end of interview time, inform the interviewee about how many questions remain and check that you can complete the questions in the 10 minutes remaining or ask for additional time.*

## Interview

### Introduction

1. [INTRO 1] **What is your role with regard to the HGSF program?**

2. [INTRO 2] **How long have you served in this role?**

### Body

3. [HGSF 16, with a] **How many schools do you or does your organization represent? And how many students are served by HGSF in these schools?**

- a. **What proportion or number out of the total number of schools you represent has meals (a) meeting quality standards, (b) being delivered on time, (c) reaching all students?**  
*Probe to learn whether this proportion has increased or decreased over time and the reasons for the change.*

- b. [If HGSF Fed Official] **Which states are participating in the UBE matching funds program?**

List of participating states, if list is available:

How many states participate now?

How many states participated one year ago (beginning of 2017)?

How many states participated 3 years ago (beginning of 2015)?

- c. [If HGSFP Fed] **Which states have benefited the most from the program to date? Which states have benefited least?** (Write the states for each.) *Probe: Why do these differences exist?*

States benefiting most:

States benefiting least:

Why the difference?

- d. [If HGSFP representative in targeted state] **In your state, how well has the HGSF program been running? What districts or schools have been getting sufficient, quality meals on time and which have not? How has HGSF service changed over the past year/years?** *Probe: Why do these differences exist?*

Districts/Schools receiving sufficient, quality meals in a timely manner:

Districts/Schools NOT receiving sufficient, quality meals in a timely manner:

How have things changed in the past year (beginning of 2017)?

How have things changed in the past 3 years (beginning of 2015)?

- e. [CONTEXT STRA 1-BASELINE2017] **What do you see as key achievements in improving accountability and transparency regarding the HGSF program in the last year?** *If so, probe for the most significant example they can describe.*

Achievements over the past year:

4. [CONTEXT STRA 1-BASELINE2015] **How about over the past 3 years? Have even more improvements been made?** *If so, probe for the most significant example they can describe.*

Achievements over past the 3 years:

5. [CONTEXT HGSF 2] **Where do you think corruption is the most prevalent in the education sector NOW?** *Probe for an example: What is the most significant example you can describe?*

6. [CONTEXT STRA 1] **What do you see as challenges to further achievements in the HGSF program?** *Probe for an example: What is the most significant example you can describe?*

- a. [CONTEXT HGSF 1] **WHO are the key people or organizations limiting progress in transparency and accountability in the HGSF program?** *Probe: How deep and effective is their resistance?*

7. [ASSUM STRA 1] **What other barriers may be impeding the delivery of high-quality goods and services supported by HGSF?** *\*NOTE: You are asking about barriers that are not necessarily corruption-related. These may be organizational, structural (e.g., having to do with the way vendors are paid), geographical—school location relative to workers who can be contracted to do the work, etc.*

- a. **In what ways do these barriers affect the anticorruption programs or results your organization is trying to achieve?**

\*Examples of other barriers, not related to corruption, include things like road quality; slow production or import of goods needed; bureaucratic processes that lead to delays; paperwork processes leading to lag times in learning about funding flows; large organizations with high turnover leading to a lack of individual accountability for delayed or missing funding, services, or materials; limited IT training, reducing the ability to use systems to track resources accurately; etc. These are examples and may not reflect reality.

8. [CONTEXT STRA 2] **What do you think you, other individuals, and other civil society organizations could be doing to reduce corruption in Nigeria?** *Probe: What is working? What else is needed?*

- a. [CONTEXT STRA 2] **How about government actors—what should they be doing?** *Probe: Who are the government actors they think should be doing more? What actions are desired?*

9. [HGSF 10-1 VOICE] **What are you doing to ensure the schools you work with receive the HGSF fund-supported resources allocated to them?**

a. [CONTEXT STRA 3] **With whom do you collaborate in these efforts?** *Probe: In what ways do you collaborate? What do you think the collaboration helps you achieve?*

b. [HGSF 6-2; MJ-4-2] [If media/journalism not yet mentioned] **In what ways do you collaborate with the media to affect your work and its impact?** *Probe for specific examples of collaboration. How effective do collaborations seem to be?*

c. [HGSF 13-2; HGSF 6-2; MJ-4-2 BASELINE2015] **How has your level of collaboration with other CSOs and the media changed over the past 3 years?** *Probe for specific examples of collaboration.*

Now:

3 years ago:

10. [HGSF 11] **What is your understanding regarding the functioning capacity of the HGSF Technical Advisory Committee (TAC) or implementation committee?** *Probe for examples demonstrating existence and functioning capacity to date. Circle which one they describe of these two options. [If no understanding, skip to Q 12.]*

a. **In your view, what role is the TAC expected to play and how well is it currently carrying out this role?**

b. **What is the most significant value the TAC has contributed to the HGSF program to date?**

c. **What, if anything, is needed to improve the TAC's value?**

11. [HGSF 11] [If TAC exists] **To your knowledge, how inclusive is the TAC? Are there key representatives that would be helpful to include on the TAC to improve its value?** *Probe to determine who they would be.*

12. [ASSUM HGSF 4, 5] [Ask “a.” OR “b.”, depending upon official being interviewed.]

a. [If school or state level] **Does your state have an HGSF Advisory Committee? If not, what efforts are being taken to create it?**

b. **What roles are state monitoring committees playing in ensuring HGSF policies are followed? Where does their work fit into monitoring the flow of funds?**

c. **How effective have state monitoring efforts been?**

13. [HGSF 12] **To your knowledge, how often and in what ways are states sanctioned for violating HGSF program policies?** *Probe: Can you provide an example? Who is doing the sanctioning? What happens? Collect or learn about where to find data available regarding sanctioning of states or other entities for mismanagement of HGSF funds.*

a. [HGSF 13-1] **Similarly, what examples come to mind of states sanctioning suppliers who violate contractual obligations?** *Probe to see whether a particular instance stands out for them that they can describe.*

b. [CONTEXT HGSF 1] **What have been the most effective means for HGSF enforcement bodies to learn about HGSF noncompliance?** *Probe: What do they learn? Where do the data come from? What do the data say?*

14. [HGSF 15] **How have individuals and organizations working along the supply chain changed behaviors in ways that meet the expectations for the HGSF program?** [E.g., from HGSF funding, to farms, to processors, to distributors, to meal preparers, to school lunch workers and students.] *Probe to also learn in what ways these same individuals and organizations do not receive expected HGSF good and services.*

15. [HGSF 17; HGSF 19] How well are HGSF goods and services flowing to schools and children? How has this changed in the past year? Past 3 years?

Quality of flow of goods and services to schools NOW:

Quality of flow of goods and services to schools 1 year ago:

Quality of flow of goods and services to schools 3 years ago:

16. What evidence can you share showing that HGSF goods and services are flowing more effectively and meeting HGSF standards? *Probe: If changes are identified, where else can we look for this evidence? What is leading to this change? What data shows this?*

17. [ASSUM HGSF 1] To what extent do you think the following actors have the political will to address longstanding government accountability issues? How has the political will of each group changed since 2015?

a. **Federal HGSF officials/committee** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

b. **State HGSF officials/committee** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

c. **Other government officials** *Probe: Can you provide an example that illustrates your answer?*

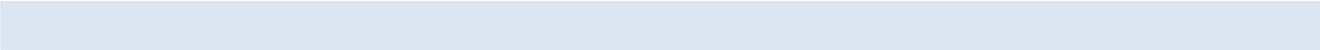
NOW:

2015:

## Conclusion

1. Is there anything else you want to tell me/us?

2. What questions do you have for me/us?



*THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS!*

## *INTERVIEWER NOTES*

Reflect on the interview to respond to the following questions.

- 1. Any comments, impressions, or special information about the person or organization interviewed or the interview process that you think are relevant to data analysis.**

- 2. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?**

- 3. What did you learn that deserves further exploration?**

- 4. List useful resources shared.**

# MacArthur Foundation Big Bet On Nigeria – Year 1 Evaluation

## ELECTRICITY OFFICIAL Interview Guide

**Date:**

**Interviewer Name:**

**Interviewee Name:**

**Interviewee ID Code:**

**Respondent Category (circle one):**

- DISCO representatives
- NERC representative(s)
- Private sector stakeholders
- Government electricity stakeholders
- Donors and other electricity sectoral experts

**States where working:**

**Office location:**

**Meeting location:**

### Relevant Acronyms:

ELEC	Electricity sector
DISCO	Distribution Company
NERC	Nigerian Electricity Regulatory Commission
CSO	Civil society organization
FOI	Freedom of information

### *Introduction and Informed Consent*

**INTRODUCE YOURSELF AND PROJECT:** Thank you very much for setting aside time to talk with me today. My name is \_\_\_\_\_, and I am working on behalf of EnCompass LLC, which is conducting an external evaluation of the MacArthur Foundation’s portfolio of grants aiming to reduce corruption in Nigeria, including in the [sector name].

**INTRODUCE EVALUATION:** This interview is part of our first round of evaluation activities, which involve collecting information about grantees’ projects, and the context in which they work. You were identified as someone who we should speak with given your familiarity and experience working in the [insert sector name]. This study is not an assessment of your organization or your work. I also want to let you know that I am not involved in any funding decisions for this portfolio of grants.

**EXPLAIN CONFIDENTIALITY, DATA USE, AND INFORMED CONSENT:** Before we begin, I want to let you know that no information we discuss during this interview will be attributed to a specific person or institution. At the end of the data collection process, we will look for key themes that emerge across interviews to document key findings in a report. Quotes used in the report will not be attributed to a specific person or institution, only to a general respondent group (e.g., civil society respondent, teacher, etc.). The organizations and persons interviewed will not be listed in the report. Only the evaluation team will have access to the original data. Your participation in this interview is entirely voluntary and, if you agree to participate, you are free to not respond to any question or to

stop the interview at any time. If you do not wish to participate, there will be no negative consequences. The interview will take between one and a half (1.5) hours.

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Before we begin, do you have any questions for me about this interview?

*Note to interviewer: When you have reached 10 minutes prior to end of interview time, inform the interviewee about how many questions remain and check that you can complete the questions in the 10 minutes remaining or ask for additional time.*

## Interview

### Introduction

1. [INTRO 1] **What is your role with regard to the electricity sector?**

2. [INTRO 2] **How long have you served in this role?**

### Interview Body

3. [CONTEXT STRA 1-BASELINE2017] **What do you see as key achievements in improving accountability and transparency within the electricity sector in the last year?** *Probe for the most significant example they can describe.*

**Achievements over the past year:**

4. [CONTEXT STRA 1-BASELINE2015] **How about over the past 3 years? Have even more improvements been made?** *If so, probe for the most significant example they can describe.*

**Achievements over the past 3 years:**

5. [CONTEXT ELEC 4] **Where do you think corruption is the most prevalent in the electricity sector NOW?** *Probe for an example: What is the most significant example you can describe?*

6. [CONTEXT STRA 1] **What do you see as challenges to further achievements in the electricity sector?** *Probe for an example: What is the most significant example you can describe?*

- a. [CONTEXT ELEC 4] **WHO are the key people or organizations limiting progress in transparency and accountability in the electricity sector?** *Probe: How deep and effective is their resistance?*

7. [ASSUM STRA 1] **What other barriers may be impeding the delivery of high-quality services in the electricity sector?** *\*NOTE: You are asking about barriers that are not necessarily corruption-related. These may be organizational, structural (e.g., having to do with the way vendors are paid), geographical—school location relative to workers who can be contracted to do the work, etc.*

- a. **In what ways do these barriers affect the anticorruption programs or results your organization is trying to achieve?**

*\*Examples of other barriers include things like road quality; slow production or import of goods needed; bureaucratic processes that lead to delays; paperwork processes leading to lag times in learning about funding flows; large organizations with high turnover leading to a lack of individual accountability for delayed or missing funding, services, or materials; limited IT training, reducing the ability to use tracking resources accurately; etc. These are examples and may not reflect reality.*

8. [CONTEXT STRA 2] **What do you think you, other individuals, and other civil society organizations could be doing to reduce corruption in Nigeria?** *What is working? What else is needed?*

- a. [CONTEXT STRA 2] **How about government actors—what should they be doing?** *Probe: Who are the government actors they think should be doing more? What actions are desired?*

9. [ELEC 10-1 VOICE] **What are you and your organization doing to affect corruption in the electricity sector?**

10. [CONTEXT STRA 3] **In what ways do you collaborate with the following groups to affect corruption in the electricity sector?**

a. **CSOs?** *Probe: In what ways do you collaborate? What do you think the collaboration helps you achieve? How effective do the collaborations seem to be?*

b. [ELEC 6-2; MJ-4-2] **Media and journalists?** *Probe for specific examples of collaboration. How effective do collaborations seem to be?*

c. [ELEC 6-2; MJ-4-2 BASELINE2015] **How has your level of collaboration with other CSOs and the media changed over the past 3 years?** *Probe for specific examples of collaboration. If not in operation 3 years ago, timeline is from 0 to whatever is happening now.*

Now:

3 years ago:

11. [CONTEXT STRA 2] **What more should civil society organizations (CSOs) be doing to reduce corruption?** *Probe: What is working? What else is needed?*

a. [ELEC 13-2] **What effect have CSOs had on reducing corruption in the electricity sector?**

12. [CONTEXT STRA 3] **What should government actors be doing to reduce corruption?** *Probe: Which government groups? What is working? What else is needed?*

13. [ELEC 12] **How are DISCOs providing accurate, complete, and actionable information about metering, tariffs, and their performance?** *Probe: Are these now standard procedures?*

14. [ELEC 11] **Are federal government agencies providing accurate, complete, and actionable information about metering, tariffs, and DISCO performance?**

15. [CONTEXT STRA 3] **What could electricity businesses do, on their own, and in collaboration with other groups, to reduce corruption in the electricity?**

16. [ASSUM ELEC 7; ELEC 11] **How well do government, CPC, development banks, and private companies discuss how to improve providing accurate and timely information about metering, tariffs, and DISCO performance?** *Probe: How has information sharing changed as a result of these discussions?*

17. [CONTEXT ELEC 1] [If working for NERC or DISCO covering Benin or Abuja]: **How well is metering progressing in:**

a. **Benin**

b. **Abuja**

c. **Other states where progress is high (list states)**

18. [ASSUM ELEC 8 BASELINE 2015] **How much metering is being monitored in each of these areas [Abuja, Benin]? How much has this monitoring increased over the past 3 years?** *Probe: What documents are available to me or to the public regarding meter monitoring? Can you share these documents? [Collect and note all documents shared.]*

**Level of monitoring of metering NOW:**

Abuja

Benin

**Level of monitoring of metering 3 years ago:**

Abuja

Benin

a. [If metering or monitoring has increased] **What has been the effect of increased metering and monitoring on customer services in these areas?**

b. [ELEC 14] **How much has monitoring and maintaining accurate up-to-date records of metering, available to customers and the public, become standardized practice?** *Probe to learn where in Nigeria the practice is standard and where it is not.*

c. [Data collectors suggested this question; maps best to ASSUM ELEC 8 and ASSUM STRA 1] **What is being done to monitor and provide accurate information for customers without meters?**

19. [CONTEXT ELEC 3] [If DISCO or NERC] **In what way are DISCO staff or consultants selectively monitoring revenue collected in metered areas to detect collusion between DISCO staff and customers?** *Probe: How effective are these efforts? See if s/he can provide an example.*

20. [CONTEXT ELEC 2] **What other strategies do you understand that DISCOs are using to reduce petty corruption by employees?** *Probe for examples.*

21. [ELEC 12, ELEC 13-2] **How often are customer-driven and CSO-driven complaints to [your, if DISCO level; or DISCOs, if government or NERC official] resolved to customer satisfaction?** *Probe: What evidence is there to show how often this is happening? Please share documents and document types with me. [Collect all documents and note what you collected.]*

a. [ELEC 10-2] **How can you and others tell whether the complaint resolved was brought to your attention and followed through by a CSO or a customer?** *Probe: Ask how this information is tracked and where we can find it.*

22. [ELEC 13-1] [If NERC] **What proportion of non-complying DISCOs have been sanctioned?**

a. **What evidence is there to show this is occurring at the rate suggested?** *Probe for examples and documentation; note each.*

23. [8a-c: ASSUM ELEC 3] **Based on your experience, how well are consumers, including household customers, military offices and customers, government offices, and businesses, paying their bills in full and on time?**

a. **What are the reasons for bills not being paid in full or on time?** *Probe: Has the reliability of any of these groups improved over the past year?*

b. [ASSUM ELEC 4] **What is the effect of tariffs introduced into the system on the funds available to DISCOs and NERC for electricity purchase and distribution—timeliness, reliability?**

24. [ASSUM ELEC 2] **How has the remittance of receipts from these different consumers to electric companies changed over the past year?**

25. [ASSUM ELEC 4] [If NERC or DISCO] **How well does the electricity supply you receive meet customer demand? If not sufficient, how often does this affect you and your customers?**

a. [if a lot] **What can be done to improve your ability to meet customer demand?** *Probe: [If runs out even with low frequency] What leads it to be this way? What are ways you are working to rectify this? How has this changed over the past year? Over the past 3 years?*

26. [ASSUM ELEC 6] [If NERC Representative or other international body aware of the Power Sector Recovery Plan] **What office monitors the implementation of the Power Sector Recovery Plan?** *Probe to learn whether the office is one other than the Vice President's.*

a. [ASSUM ELEC 1] **How well is the Power Sector Recovery Plan proceeding according to plan, whereby all actors play their respective roles?** *\*The Power Sector Recovery Plan was developed by the transmission, generation, and distribution companies and the government and supported by the World Bank and other bilateral/multilateral actors.*

b. [ASSUM ELEC 1] **In your view, how effective is this implementation and the monitoring of this implementation?** *Probe to see if this is being done by the Vice President's office;*

*probe regarding its effect on generation, transmission, and distribution companies and processes.*

27. [ASSUM ELEC 5] **How well is the Transmission Company of Nigeria able to transmit adequate power for the DISCOs to distribute in the right locations? If not, why is this the case? *Probe to see whether the reasons appear to be structural or corruption-related.***

28. [ASSUM ELEC 1, 7] **To what extent do you think the following actors have the political will to address longstanding government accountability issues? How has the political will of each group changed since 2015—in the past 3 years?**

a. **Industry leaders** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

b. **Government regulatory officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

c. **Other government officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

## Conclusion

1. Is there anything else you want to tell me/us?

2. What questions do you have for me/us?

*Thank you very much for your time and insights!*

## *INTERVIEWER NOTES*

Reflect on the interview to respond to the following questions.

- 1. Any comments, impressions, or special information about the person or organization interviewed or the interview process that you think are relevant to data analysis.**

- 2. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?**

- 3. What did you learn that deserves further exploration?**

- 4. List useful resources shared.**

# MacArthur Foundation Big Bet On Nigeria – Year 1 Evaluation

## Key Stakeholder Interview Guide

Date:

Interviewer Name:

Interviewee Name:

Interviewee ID Code:

Respondent Category (circle one):

- Donors and other anticorruption sectoral experts
- Government of Nigeria anticorruption stakeholders
- Civil society anticorruption actors (non-grantees)

States where working:

Office location:

Meeting location:

### Relevant Acronyms:

CSO Civil Society Organization  
UBEC Universal Basic Education Commission  
NERC Nigerian Electricity Regulation Commission  
HGSF Home Grown School Feeding Program  
ACJA Administration of Criminal Justice Act

### *Introduction and Informed Consent*

**INTRODUCE YOURSELF AND PROJECT:** Thank you very much for setting aside time to talk with me today. My name is \_\_\_\_\_, and I am working on behalf of EnCompass LLC, which is conducting an external evaluation of the MacArthur Foundation’s portfolio of grants aiming to reduce corruption in Nigeria, including in the [sector name].

**INTRODUCE EVALUATION:** This interview is part of our first round of evaluation activities, which involve collecting information about grantees’ projects, and the context in which they work. You were identified as someone who we should speak with given your familiarity and experience working in the [insert sector name]. This study is not an assessment of your organization or your work. I also want to let you know that I am not involved in any funding decisions for this portfolio of grants.

**EXPLAIN CONFIDENTIALITY, DATA USE, AND INFORMED CONSENT:** Before we begin, I want to let you know that no information we discuss during this interview will be attributed to a specific person or institution. At the end of the data collection process, we will look for key themes that emerge across interviews to document key findings in a report. Quotes used in the report will not be attributed to a specific person or institution, only to a general respondent group (e.g., civil society respondent, teacher, etc.). The organizations and persons interviewed will not be listed in the report. Only the evaluation team will have access to the original data. Your participation in this interview is entirely voluntary and, if you agree to participate, you are free to not respond to any question or to stop the interview at any time. If you do not wish to participate, there will be no negative consequences. The interview will take about one and a half (1.5) hours.

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Before we begin, do you have any questions for me about this interview?

*Note to interviewer: When you have reached 10 minutes prior to end of interview time, inform the interviewee about how many questions remain and check that you can complete the questions in the 10 minutes remaining or ask for additional time.*

## Interview

### Introduction

1. [INTRO] **How does your work align with efforts in Nigeria to reduce corruption?** *Probe to learn the sectors/modules where the person or the organization they represent works most closely—UBEF, HGSF, ELEC, CJ, MJ, other, civil society as a whole, etc.*

- a. **What specific change do you most hope to see from your work?**

- b. **What do you see as the potential or actual value of the MacArthur Foundation's On Nigeria effort to reduce corruption in Nigeria to date?** *Probe to learn what they see as aspects of the On Nigeria strategy that are working well and what is still needed.*

### Interview Body

2. [CONTEXT STRA 1-BASELINE2017] **What do you see as key achievements in improving accountability and transparency** in [choose relevant industry/sector here—education, electricity, criminal justice, or all of these] **in the last year?** *Probe for the most significant example they can describe.*

### Achievements over the past year:

3. [CONTEXT STRA 1-BASELINE2015] **How about over the past 3 years? Have even more improvements been made?** *If so, probe for the most significant example they can describe.*

### Achievements over the past 3 years:

4. [CONTEXT STRA 1-BASELINE2015] **To what degree, in your view, has corruption been reduced in specific sectors and geographies? Can you provide examples?**

Which geographies show reduced corruption?

Which sectors show reduced corruption?

Example(s):

- a. [CONTEXT STRA 2] **What role has the government, media, and CSOs, if any, played in improving transparency and accountability by government, industry, and individuals?**  
*Probe: What has been working well? What is still needed?*

Who?

Examples:

Are these standard practices now?

Are these practices spreading into new geographies or sectors? (E.g.)

- b. [ASSUM MJ 1] **How important have collaborations between government and/or media and/or CSOs been in improving transparency and accountability by government, industry, and individuals?**

Who:

Examples:

Are these standard practices now?

Are these practices spreading into new geographies or sectors? (E.g.)

5. [CONTEXT STRA 1] **What do you see as challenges to further achievements in reducing corruption in** [choose relevant industry/sector here—education, electricity, criminal justice, all of these]? *Probe for an example: What is the most significant example you can describe?*

- a. [CONTEXT UBEF 3] **WHO are the key people or organizations limiting progress in transparency and accountability in [choose relevant industry/sector here—education, electricity, criminal justice, all of these]? *Probe: How deep and effective is their resistance?***

6. [ASSUM STRA 1] **What other barriers may be impeding high quality service in [choose relevant industry/sector here—education, electricity, criminal justice, all of these]? *\*NOTE: You are asking about barriers that are not necessarily corruption-related. These may be organizational, structural (e.g., having to do with the way vendors are paid), geographical – school location relative to workers who can be contracted to do the work, etc.***

- a. **In what ways do these barriers affect the anticorruption programs or results your organization is trying to achieve?**

*\*Examples of other barriers include things like road quality; slow production or import of goods needed; bureaucratic processes that lead to delays; paperwork processes leading to lag times in learning about funding flows; large organizations with high turnover leading to a lack of individual accountability for delayed or missing funding, services, or materials; limited IT training, reducing the ability to use tracking resources, accurately; etc. These are examples and may not reflect reality.*

7. [CONTEXT STRA 3] **In your view, what have been some effective ways CSOs have made progress toward reducing corruption?**

- a. **How have CSOs worked together on anticorruption efforts? *Probe for examples.***

- b. [CONTEXT STRA 3] **How can anticorruption strategies from different groups be strengthened when unified? *Probe for examples.***

8. [CONTEXT STRA 4] **What external variables pose a threat to On Nigeria's efforts to promote accountability and transparency, and to reduce corruption?**

9. [CONTEXT STRA 4] **What external variables could derail the Nigerian government's efforts to promote accountability and transparency, and to reduce corruption?**

10. [CONTEXT STRA 6] **What is the public perception of the government’s commitment to anticorruption?** *Probe: What factors could most affect public perception?*

11. [CONTEXT STRA 5] **What unanticipated challenges might inhibit or deter On Nigeria (and its grantees) from achieving intended results?** *Probe for options and examples.*

12. [ASSUM UBEF 1 and others] **To what extent do you think the following organizations have the political will to address longstanding government accountability issues? How has the political will of each group changed since 2015?**

a. **Appointed government officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

b. **Elected government officials** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

c. **Industry leaders (electricity)** *Probe: Can you provide an example that illustrates your answer?*

NOW:

2015:

## Conclusion

1. **Is there anything else you want to tell me/us?**

2. **What questions do you have for me/us?**

THANK YOU VERY MUCH FOR YOUR TIME AND INSIGHTS.

## *INTERVIEWER NOTES*

Reflect on the interview to respond to the following questions.

- 1. Any comments, impressions, or special information about the person or organization interviewed or the interview process that you think are relevant to data analysis.**

- 2. What were the most important or memorable statements the respondent made during the interview? OR What were the most salient points that came out of this interview?**

- 3. What did you learn that deserves further exploration?**

- 4. List useful resources shared.**