




# PROJECT REPORT

## BASIC EDUCATION EXPENDITURE MAPPING PROJECT

**Focal Integrity Team Cameroon  
FITCAM**

**Building constructive engagement: reducing corruption and expanding the negotiation space for effective service delivery in the education sector**





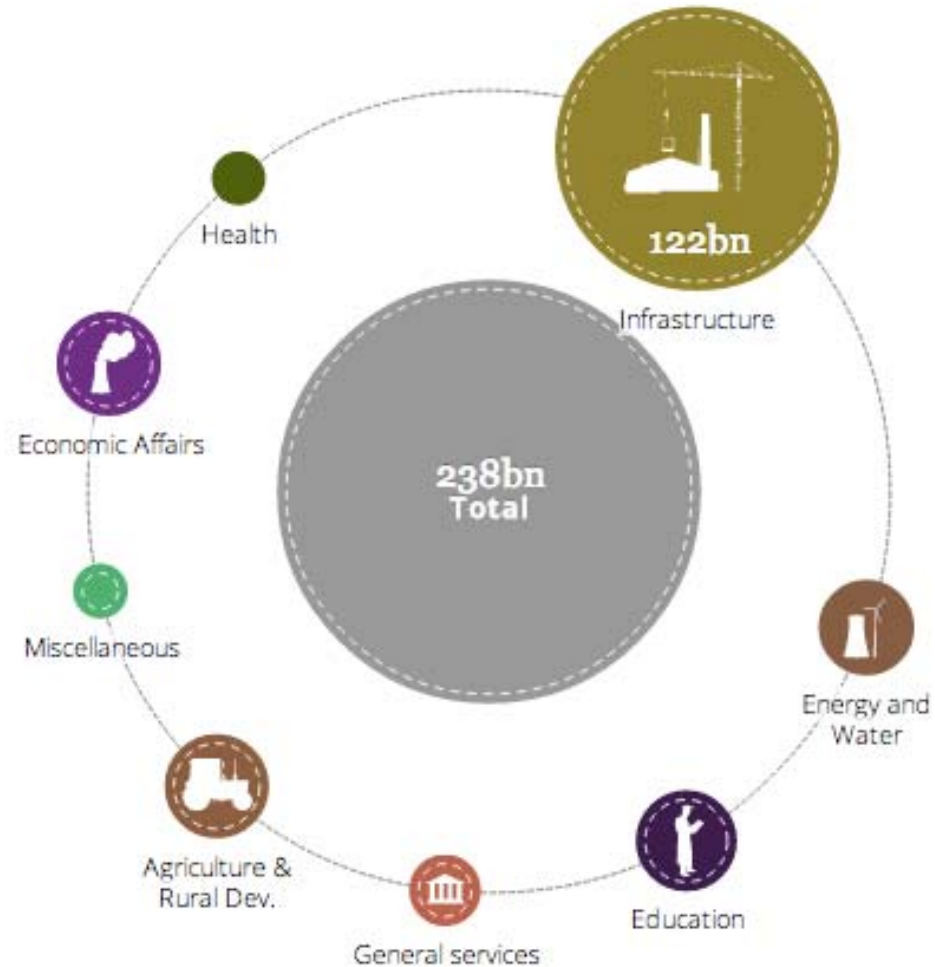
Cameroon is situated in Africa, south of the Sahara and inhabited by over twenty million (20 000 000) citizens. It has a surface area of 475 650km<sup>2</sup> and is bordered by Chad to the North, Gabon, Congo and Equatorial Guinea to the South, Nigeria to the West and Central African Republic to the East. The country enjoyed an enviable economic situation before and immediately after its independence in the 1960s, but followed a sharp decline in the prices of its main exports. The crises was worsened with poor governance thereafter and since then, governance, corruption and the rule of law have been stalled.

“They have always asked me to write reports about the delivery of school materials and implementation of school projects in my district, and I have always wondered what to write. I have never been provided with data and information on expenditures of the projects I am often asked to report on; this project has opened by eyes and understanding to so many things that I was not aware of even though I am in charge of supervising basic education projects in my area, now I know what to write”



# Overview of the Basic Education Project Expenditure Mapping Project

Cameroon seeks to become an emerging economy by 2035, and as a result the government is increasingly investing in basic infrastructure development while at the same time seeking to enhance the delivery of essential services to remote local communities throughout its 10 regions. The pool fund ( representing up to 70% of taxes collected) is known as the Public Investment Budget under which, education, agriculture, energy, health, general services and development infrastructure are financed.





## Cont...

Disclosing how much exist in public budgets for spending can be an incentive for public participation and demand for accountability. But in a political context like Cameroon where budget allocations and expenditures are still hidden from public view, even public inspectors within the same department or government line ministry at local levels can not access key budget documents easily; as such priority areas for development and projects are not known; project execution rates are low, quality is compromised, and life transforming resources go missing. Where citizens can not access information or are not aware of what government is doing in their name, corruption goes unchallenged and funding never reaches their sources or benefit targeted beneficiaries. Because citizens access to information in a timely, simplified and comprehensive form empowers them to report service delivery deficiencies, provide feedback on government revenue allocations and expenditures and demand accountability; the Focal Integrity Team for Cameroon through the support of Indigo Trust, is using structured SMS to disclose, simplify, disseminate and engage ordinary citizens in monitoring resource allocations and project execution such that resources destined for their communities actually reaches them and projects are completed.



# The BE-PRO-MAP PROJECT

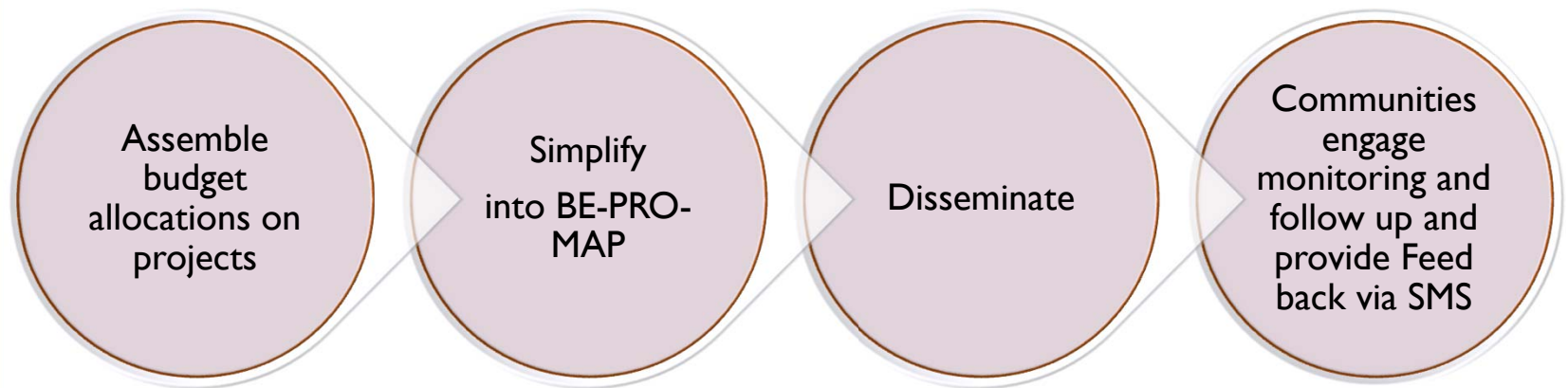
BE-PRO-MAP (Basic Education Expenditure Project Finance mapping) is a pilot technology solution which uses information communication technologies to challenge corruption in allocation, management and delivery of projects financed in the Basic Education Sector in Fako Division through the Public Investment Budget. Three (3) communities within Fako division namely -Limbe, Muyuka and Tiko used the BE-PRO-MAP technological platform to locate budget information that was often buried in computer files of state controllers or stuck on the shelves of a remote government office.

As an open source platform BE-PRO-MAP allowed head teachers, school management boards/inspectors and Parent Teacher Association to work constructively with local mayors, local communities and public contractors to ensure that money destined for their community primary schools for the 2014 financial year actually reaches them.

In 2013 government allocated more than 43 billion FCFA for public investment projects with just a mere 30% rate of execution registered that same year due to corruption, poor access to information and bureaucracy. For the 2014 financial year the government of Cameroon increased the public investment budget for projects to 1000 billion FCFA for the financing of investment projects across the 10 regions in Cameroon. Through the BE-PRO-MAP technology platform FITCAM aims to increase the ability of ordinary citizens (within local beneficiaries communities of public investment projects) to monitor performance in the delivery and management of the public investment budget and projects in their communities in Cameroon. Thus sharing comprehensive information with them on what the budgets and projects entail using structured SMS.

# IMPLEMENTATION AND METHODOLOGY

## BE-PRO-MAP CYCLE





# Project Execution

## **Collation of information:**

Access to complete and detailed information on expenditures and procurement documentations by ordinary citizens is highly restricted by public officials in the education sector as it threatens the free flow of corrupt practices. To undermine this challenge and obstacle to citizens' understanding of project and budget allocations for their community primary schools, FITCAM compiled and simplified both the detailed expenditures and procurement agreements between government agents and public contractors for the construction of four primary schools in Limbe, Muyuka and Tiko into an off-line searchable and accessible platform termed "BE-PRO-MAP".

# Training and skill development

One of the essential component of the BE-PRO-MAP project is training communities and beneficiaries that are to benefit from government basic education financial schemes on how to use the information they have been provided with to ensure their projects are being implemented with agreed quality standards.

In Limbe, Tiko and Muyuka community training on how to identify expenditures on the Be-pro-map and how to use it as a check list against what is being carried out in the field by public contractors and government officials was provided to the local population, head teachers, school management boards and PTA members .


The skills gained and information obtained on cost and expenditures for their school project was then applied in the field through on site visit and control of project work, questioning of suppliers on quality and quantity etc. In fact for one of the participants

“ the training equipped ordinary community leaders to act as quality control teams and units for public investment projects” The Inspector for Basic Education for Tiko equally added by saying that “If we had been introduced to this type of training and information in the past we and our pupils will not be suffering under this condition -pointing to a poorly constructed classroom.”



**Building constructive engagement: reducing corruption and expanding the negotiation space for effective service delivery in the education sector**





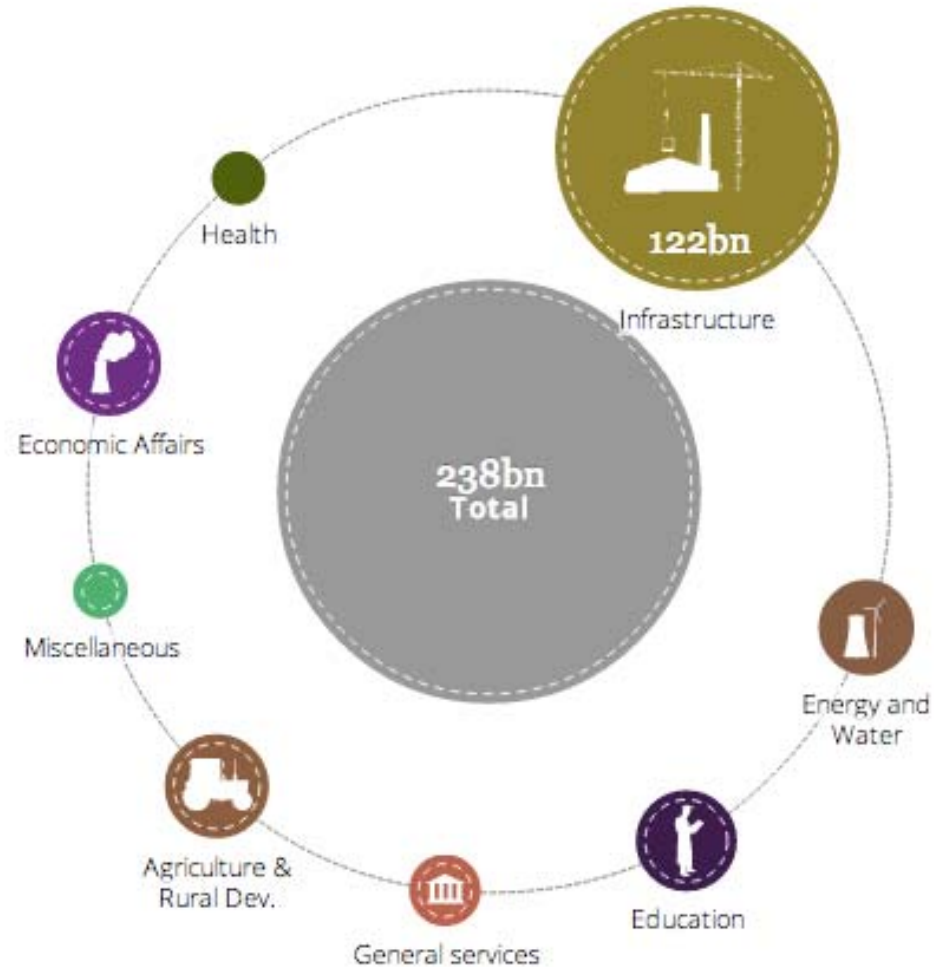
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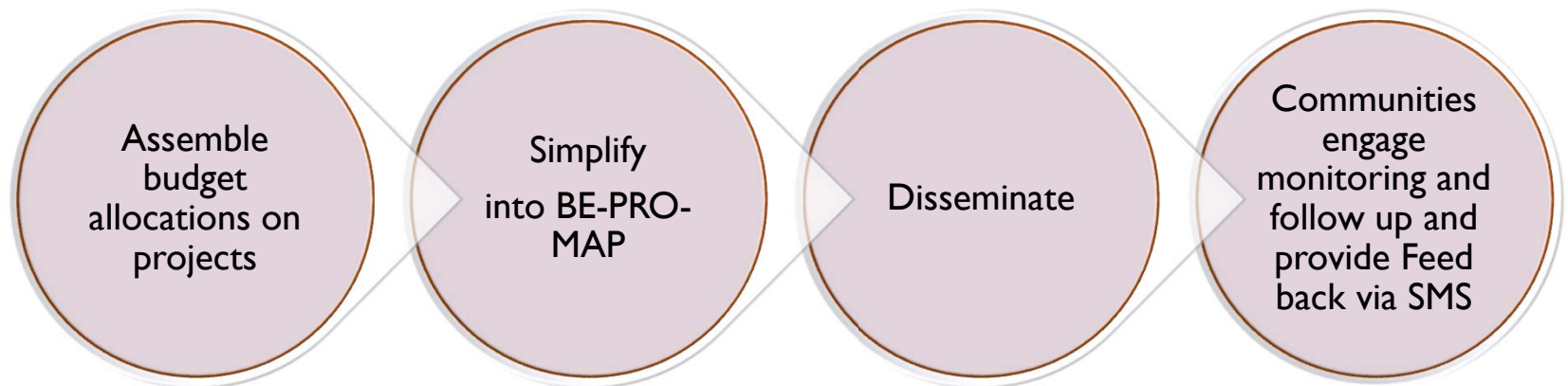
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# Government Primary School Bafia

Alarmed and irritated by the failure of local government officials in Muyuka sub-division to provide information on expenses and detailed specifications of the primary school allocated to their community by government under the public investment budget, the local population of Bafia marched to the construction site (where Government Primary School Bafia is to be constructed) . The objective? **“to control the quality of the building that is being constructed through direct action: and provide the Lord Mayor with feedback”**



Quality control of concrete gutters etc as described in the BE-PRO-MAP and government contracting agreement in the presence of Government Primary School Bafia's Public Contractor and Lord Mayor



Grievances, deficiencies and complaints identified and reported by community stakeholders through structured SMS as regards G.P. S Bafia: Contractor has agreed to make desired changes and community follow up is ongoing

1	Government School Bafia
2	Poor roofing which failed to meet agreed government specification o the BE-PRO-MAP
3	Inexperience technician as foreman
4	Poor flooring
5	Incomplete drainage
6	Leakages from the ceiling
7	Absence of an information notice board announcing the project
8	Failure to erect material store house



# Government Primary School Mabeta and Towe

For the head teachers, PTA members and inspectors of Mabeta and Towe in Limbe I, the Be-Pro-Map initiative provided them with accurate and timely information necessary to reduce the poor quality construction work that they have endured in the past with primary school infrastructures because of inadequate access to information and records that outline details on expenses per item that could enable their own independent evaluation and control of their school development projects and funds.

“The Be-Pro-Map initiative provided real time visibility on what was going on for real time action” said the Inspector for Basic Education in Limbe as he argued with the painter over the poor quality of paint and rafters that were being used for the walls and roof of their school (G.P.S Mabeta).



The opportunity to provide feedback on the quality of services delivered by government agents on school development projects is proving to be cost effective, constructive and empowering in Fako Division thanks to technology. For the first time mobile communication technology has been used in the basic education sector in Cameroon to facilitate access to information that has remained inaccessible to ordinary citizens until now. Demonstrating how ambitious citizens become once served with the right information and tool to hold government actors accountable .



# Developing their own community feedback report on quality





## Government Primary School Mabeta and Towe- Limbe

### Observed Deficiencies and Defects found on School Building

1 Poor quality of paint for classroom walls

2 Plywood for ceiling not treated

3 Substandard quality of batten wood

4 Lack of respect for the quality of the painting coat as mentioned in the contract and paid for

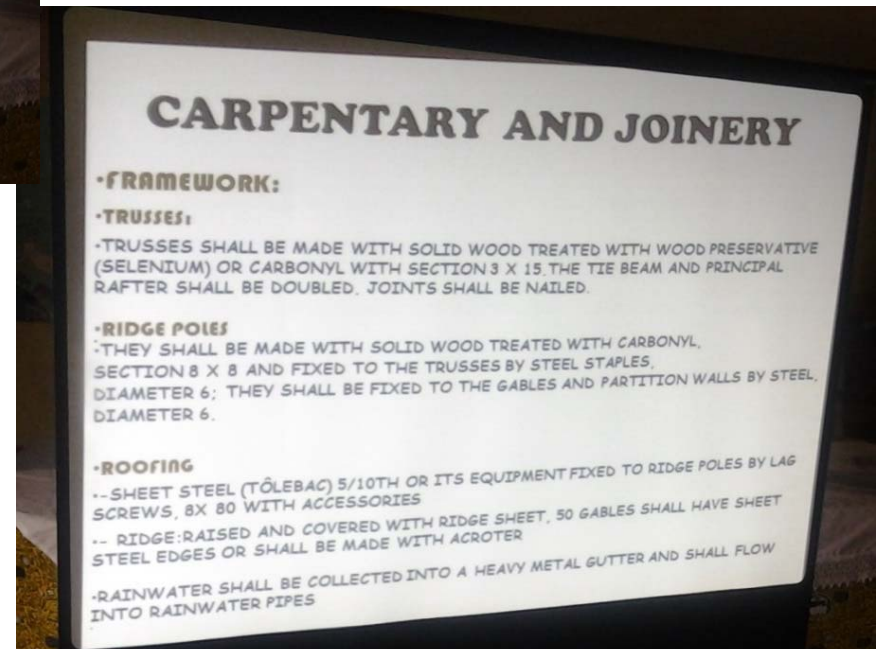
4 Absence of a packing store for materials

6 Absence of steps to enable pupil climb up to class

# Government Primary School Tiko Holtforth



Showing how ICT improves the Anti-Corruption Response needed to Curb inefficiency and mismanagement of Development Spending in Schools in Cameroon



*This is the first time head teachers and other stakeholders responsible for primary school education and mismanagement in Tiko will hear about the cost of their school project, the name of the contractor assigned, the deadline for the delivery of the school building project, the quality of materials to be used, the number of benches, teachers' desk and tables that must be delivered alongside the school building.*

***It was a big day and a huge beginning for these people who were hearing this information for the first time...this is the cost and description of your primary school project and budget' spoke the country director of FITCAM. You can read the amazement of their faces at that revelation.***



Transforming knowledge into Practice: Head teachers move to project side to check quality of work being carried out...



Effective on the spot demand for accountability and quality service delivery by the people concerned saves time and money in Tiko



Technology driven  
awareness  
improves  
transparency,  
collective  
participation and  
civic responsibility



*“By training ordinary citizens on the public procurement process and allowing them access to budgets allocations for the development of essential infrastructure in their community, FITCAM is changing the way citizens respond and demand accountability for deficiencies and corruption in community development projects funding through their tax funds”.*

**Government Primary School  
Head Teachers, PTAs and School  
Management list problems they  
identified with their primary  
school building under  
construction**



## Government Primary School Tiko head teachers and PTA outline their won feedback report on quality

	<b>Feed Back Report on school building project defects</b>
<b>1</b>	Poor hygiene site conditions
<b>2</b>	No information billboard telling the public about the school building project
<b>3</b>	No site office and store as required by the contract award document
<b>4</b>	No tables
<b>5</b>	No provision for Kitchen on building
<b>6</b>	No toilet
<b>7</b>	Absence of a comprehensive understanding of the building project b foreman on site
<b>8</b>	Porous Foundation



# Our Challenges: Our Journey

The Be-Pro-Map project targeted primary school building construction projects in rural communities. Some were without electricity and as such our team had to carry a generator to provide power. The roads were poor and the distances to be covered were often long, muddy or dusty. This was for us an adventure that was quiet rewarding as we empower the people to take charge of their own development.



THE  
*indigo*  
TRUST



**Focal Integrity  
Team  
Cameroon**...building integrity in acquiring and exercising public duty...