



Achieving the Education and Sports Sector Goals through continuous Monitoring of programmes; the experience of Budget Monitoring and Accountability Unit

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Introduction

- Monitoring and Evaluation (M&E) has seen a steep climb within Africa—in terms of practice, profession and academic study since the early 1990s. Africa now has a community of evaluators and many projects to be evaluated.
- As a field of practice, specialized departments housing the practitioners now exist and the demand for monitoring and evaluation of policies, projects, programmes and interventions remains on the increase (Basheka, 2015).
- To this effect, the Ministry of Finance, Planning and Economic Development stepped up its monitoring efforts and the Budget Monitoring and Accountability Unit (BMAU) was established in FY2008/09.



Introduction Cont'd

- The BMAU is charged with tracking implementation of selected government programmes or projects and observing how values of different financial and physical indicators change over time against stated goals and targets (how things are working).
- This is achieved through semi-annual and annual field monitoring exercises to verify receipt and utilisation of funds by the user entities. Where applicable, beneficiaries are sampled to establish their level of satisfaction with the public service.
- The monitoring is confined to levels of inputs, outputs and outcomes in the following areas: Agriculture , Infrastructure (Energy and Roads), Industrialization ,Information and Communication Technology , Social services (Education, Health, and Water and Environment) ,Microfinance; and Public Sector Management



Methodology

- **Selection of areas** to monitor is based on :

Significance of the budget allocations to the votes (focus on large expenditure programmes); projects previously monitored but with major implementation issues; Regional geographical representativeness and projects with objectively verifiable outputs on ground.

- **Sampling:** takes on a combination of random and purposive sampling methods and in some instances, multi-stage sampling is undertaken at three levels: i) Sector programmes and sub programmes ii) Local governments and iii) Project beneficiaries.
- **Data Collection;** includes review of secondary data sources, consultations and key informant interviews with project managers, Field visits to project areas for primary data collection, observation and photography.



Methodology cont'd

- **Data Analysis:** takes on both qualitative and quantitative approaches. Comparative analysis is done using the relative importance of the outputs and the overall weighted scores. Relative importance (weight) of an output monitored is based on the amount of budget attached to it; thus the higher the budget the higher the contribution of the output to the sector performance.
- **Outcome performance** analysis is based on the level of achievement of outcome indicators outlined in the Sector Ministerial Policy Statement or in the Budget Framework Paper within a sampled programme.



Methodology cont'd

- The achievement of the outcome indicators relies primarily on secondary data provided by the sectors from the PBS. The average of the outcome performance is calculated from the percentage achievement of the indicators. The overall programme performance is a summation of all weighted scores for its outputs and the outcomes in a ratio of 65%:35% respectively.
- The overall sector performance is an average of individual programme performances that make up the sector.



Findings

- In line with the NDP II, the sector has continued to contribute to the outcomes of increased enrolment for boys and girls at all levels through the construction, expansion and rehabilitation of learning facilities.
- At output level, better performance has been registered for the recurrent as compared to the development sub-programmes. Across the sector, wage registers 100% release and performance compared to Capital Development where some of the facilities are not constructed despite the receipt of funds for the planned outputs.



Findings Cont'd

- However, over the years of budget monitoring, varying levels of implementation of Education programmes have been noted which ultimately affects the achievement of the sector goals and targets.
- For instance; over the last three years, the Education and Sports sector has registered mixed performance towards achievement of outcomes and all the set targets in the last three FYs were missed.



Trend analysis of outcome performance

NDP Indicator		Target for FY 2015/16	Achievement	Target for FY 2016/17	Achievement	Target for FY 2017/18	Achievement	Remarks
Net enrollment rate (%)	Total	96.4	91	96.95	90	98.5	-	Missed all targets
	Girls	97.0	93	97.7	91	98.7	-	
	Boys	95.8	89	96.2	89	97.6	-	
P7 completion rate (%)	Total	73	61.6	75	61.5	80	-	Missed all targets
	Girls	73	63.3	75	63.4	80	-	
	Boys	73	59.8	82	59.7	84	-	
Transition to S1 (%)	Total	75	63.2	75	64.8	76	-	Missed all targets
	Girls	74	63.6	75	65.2	75.5	-	
	Boys	74	62.8	75	64.4	76	-	
Net Enrolment Rate Secondary (%)	Total	28.9	21.8	32.9	23.5	35.6	-	Missed all targets
	Girls	25.7	21.4	28	22.8	30.0	-	
	Boys	26.6	22.1	27.0	24.2	27.6	-	
Secondary Completion rate (%)	Total	38	36.2	43	37.8	45	-	Missed all targets
	Girls	35	35.9	38	36.0	42	-	
	Boys	40	36.4	47	39.6	48	-	



Key Challenges

- **A weak link between achievement of outputs and outcomes.** For instance the Education sector consistently improved in terms of achievement of outputs however missed out on all targets for enrolment, and completion.
- **Low utilization of the monitoring findings ;** for improved decision making.
- **Lack of information on projects;** A number of beneficiaries do not have information on scope of works, project costs, contract periods particularly on donor projects implemented by MoES. Many Head teachers do not share information with their deputies/staff regarding ongoing civil works/projects in their schools.



Recommendation

1. The MoES through the planning unit, should ensure that the designed projects directly link to the intended outcomes.
2. The MFPED and MoES top management and all stakeholders including the Sectoral Committee on Education in Parliament should utilize the monitoring findings to inform key sector decisions and recommendations.
3. The MoES should always share information the respective districts/beneficiary institutions where they are making interventions to improve transparency and accountability.



Conclusion

- Commendable progress has been made in the Education and Sports Sector in achievement of the output targets however less progress has been made in realizing the set outcome targets.
- This therefore calls for continuous monitoring and evaluation of the programmes to point out implementation challenges, draw lessons/ good practices and ensure that recommendations are utilized.



Thank you