



MINISTRY OF EDUCATION & SPORTS



Presentation of process of transition from MDGs to SDGs: Experience on Education Statistics from the MDGs Period and Adaptation to SDGs Indicators

By

Mulyalya Carthbert

Principal Education Planner,

Ministry of Education and Sports, Kampala, Uganda

in

Ankara, Turkey , November 2016



Structure of the Presentation



- 1. Introduction**
- 2. Implementation of MDG's**
- 3. Monitoring of MDG's**
- 4. Reporting Results on MDG's**
- 5. Challenges**
- 6. Transition from MDG's to SDG's**
- 7. Issues to be addressed in the transition**
- 8. Conclusion**



1.0 INTRODUCTION

- Since the endorsement of the Millennium Development Goals (MDGs) in 2000, Uganda remained committed to ensuring that all activities leading to the achievement of these critical goals were fully implemented as envisaged so as to accelerate poverty eradication and national development.
- There were two goals and two targets relevant to the education sector, namely the:
 1. **MDG 2: Achieve Universal Primary Education**
 - Target: *Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling*
 2. **MDG 3: Promote gender equality and empower women**
 - Target: *To eliminate gender disparity in primary and secondary education by 2005, and in all levels of education by 2015.*



2.0 Implementation of MDG's



- In order to achieve the set targets, sector introduced key programmes namely:-
 1. Universal Primary Education- UPE (launched in 1997);
 2. Universal Secondary Education - USE (launched in 2007);
 3. Universal Post O'Level Education and Training UPOLET (launched in 2010); and,
- Identified the necessary indicators which would help track progress of the targets related to the achievement of the two MDGs. *(See Table for indicators below)*
- The interventions undertaken in these programmes included payment of capitation grants for learners, provision of physical infrastructure, provision of instructional materials, training, recruitment and deployment of teachers, enhanced school inspection and strengthening management in the education institutions. All these were guided by the Education sector Strategic plans, 1998/99-2003/04, 2007/8-2014/15.



2.0 Implementation of MDG's



S/N	Indicator	Source of information	Method of collection	Frequency	Responsibility	Report prepared	Reporting forum
1	GER by gender	Schools, UBoS	Annual School Census	Annually	EPPAD	ASC report	TMM
2	NER by gender	Schools, UBoS	Annual School Census	Annually	EPPAD	ASC report	TMM
3	GIR by gender	Schools, UBoS	Annual School Census	Annually	EPPAD	ASC report	TMM
4	PLE Pass rate by gender	UNEB	PLE	Annually	UNEB	PLE results book	M&E, ESCC, TMM
5	Proficiency rate by gender	UNEB	PLE	Annually	UNEB	NAPE results report	M&E, ESCC, TMM
6	Survival rate to grade 5 by gender	UNEB	ASC	Annually	EPPAD	EPPAD	TMM
7	Completion rate to grade 7	Schools	PLE UBoS	Annually	EPPAD	EPPAD	TMM
8	Attendance rate by gender	Schools	School inspection, monitoring	Termly, Annually	District Education office DES	District inspection reports, DES report, monitoring reports	M&E, ESCC, TMM
Enabling conditions							
1	Pupil classroom ratio	Schools	School inspection, Monitoring ASC	Termly, Annually	BED, EPPAD,	District inspection reports, DES report, monitoring reports	M&E, ESCC, TMM
2	Teacher Pupil ratio	Schools	School inspection, Monitoring ASC MoPS	Termly, Annually	BED, EPPAD	District inspection reports, DES report, monitoring reports	M&E, ESCC, TMM



2.0 Implementation of MDG's



S/N	Indicator	Source of information	Method of collection	Frequency	Responsibility	Report prepared	Reporting forum
Secondary level							
1	GER	Schools	Annual School Census	Annually	EPPAD	ASC report	TMM
2	NER						
3	Transition rate to Senior 1	schools	ASC UNEB	Annually	EPPAD	EPPAD	TMM
4	Completion rate to senior 4	schools	UNEB UBOS	Annually	EPPAD	EPPAD	TMM
5	Transition rate to Senior 5	schools	UNEB ASC	Annually	EPPAD	EPPAD	TMM
6	%age of S2 students rated proficient in Biology	schools	NAPE	Annually	UNEB	UNEB	M&E, ESCC, TMM
7	%age of S2 students rated proficient in Mathematics	schools	NAPE	Annually	UNEB	UNEB	M&E, ESCC, TMM
8	%age of S2 students rated proficient in English	schools	NAPE	Annually	UNEB	UNEB	M&E, ESCC, TMM
9	Pass rate at UCE	schools	UCE	Annually	EPPAD	EPPAD	M&E, ESCC, TMM
10	STR	schools	ASC	Annually	EPPAD	EPPAD	M&E, ESCC, TMM
11	SCR	schools	ASC	Annually	EPPAD	EPPAD	M&E, ESCC, TMM



2.0 Implementation of MDG's



S/N	Indicator	Source of information	Method of collection	Frequency	Responsibility	Report prepared	Reporting forum
Post primary							
1	Enrolment by sex	Institutions	ASC	Annually	EPPAD	EPPAD	TMM
2	Enrolment in BTVET by gender	Institutions	ASC	Annually	EPPAD	EPPAD	TMM
3	Enrolment in PTCs by gender	Institutions	ASC	Annually	EPPAD	EPPAD	TMM
4	Enrolment in Universities by gender	Institutions	ASC/NCHE	Annually	NCHE	NCHE	TMM
5	Enrolment in Other tertiary institutions by gender	Institutions	ASC/NCHE	Annually	NCHE	NCHE	TMM



3.0 Monitoring of MDG's



- The MDGS were monitored at three levels namely:- schools, districts and headquarters.

1. At School Level

- ✓ Done by the Head teacher and School Management Committees
- ✓ Reports include information on the indicators of enrolment, pupil and teacher attendance, classrooms, instructional materials and furniture; and
- ✓ Report to District Education Officer

2. District Level

- ✓ Done by the District Education Officer
- ✓ Reports include verified information from schools through school inspection done by the inspectors of schools
- ✓ Report to Education Planning Department and Directorate of Standards



3.0 Monitoring of MDG's Cont'd



3. Headquarters

This was done by various departments namely:-

a) **Basic Education department(Primary):**

- ✓ Monitored programmes and indicators termly;
- ✓ Conducted early grade reading assessment(EGRA) for classes of P.1- P.3 focusing on competencies in literacy skills(*i.e. oral, listening, speaking and writing*)administered in local languages; and, in P.6 administered in the English language



3.0 Monitoring of MDG's Cont'd



b) Directorate of Education Standards (DES) through

- **School inspection where they:**
 - ✓ Carried out routine inspection at least once a term for primary schools and once a year for post primary institutions
 - ✓ Validated reports of district inspectors through spot checks
 - ✓ Collated and consolidated district reports into a national inspection report.
- **Monitoring of Learning Achievement(MLA) of:**
 - ✓ Assessment was done at Grade 2 and 3 and 6 to test pupil competence in literacy and numeracy. It was administered in the local language at Grade 2 and 3; and, administered in English at grade 6
 - ✓ The tests were marked at the school and performance discussed between the assessors and the teachers and remedial action agreed.
 - ✓ Was carried out only twice(2007 and 2015) due to resource constraints



3.0 Monitoring of MDG's Cont'd



3. Headquarters

c) Education Planning and Policy Analysis department through

- **Annual School Census:**

- ✓ Carried out in education institutions in months of February – March
- ✓ Collected information that used as basis for sector planning and budgeting
- ✓ Able to measure level of achievement of MDGs using indicators like GER, NER, NIR, survival rate, Pupil classroom ratio, Pupil text book ratio, Pupil teacher ratio, survival rate to grade 5, completion rate to grade 7 and others.

- **Joint Monitoring of education institutions:**

- ✓ Participants drawn from ministry head quarter staff, staff of line ministries (MoFPED, MoPS, MoGLSD), Education Development Partners (EDPs) and staff at the districts.
- ✓ Reports shared at various fora namely the Monitoring and Evaluation working group, Sector policy and Management working Group, Education Sector Consultative Committee and Top Management Meetings

3.0 Monitoring of MDG's Cont'd



3. Headquarters

c) Education Planning and Policy Analysis department through

- **Spot Checks:**

- ✓ Comprised of issue based monitoring;
- ✓ Monitored issues identified by the different stakeholders including; the press, political leaders, religious leaders and Education Development Partners among others.
- ✓ Reports submitted to the accounting officer

- **Monitoring by Top Management:**

- ✓ Was carried out annually by the Ministers, the Permanent Secretary, heads of directorates, and heads of departments
- ✓ This was to enable them to go to the ground and see what is happening basing on the reports that they received in the board room.

3.0 Monitoring of MDG's Cont'd



3. Headquarters

d) Uganda National Examinations Board(UNEB) through

- **Two types of Assessments:**

- ✓ **Primary Leaving Examinations(PLE)** - administered at the end of the primary school cycle (P7); and, is the basis of PLE results that leads to admission to the next education level;
- ✓ **National Assessment of Progress in Education (NAPE)** - Conducted in primary schools for primary three and primary six to test the competence of pupils in literacy and numeracy; and, in secondary schools to test the students' competence in Biology, Mathematics and English language.



4.0 Reporting Results on MDG's



- Reporting results was done both internally and externally.
- a) Internally, reporting was done at the headquarters using the sector wide approach through the:-
 - ✓ Departmental working groups, - Primary, Secondary, BTVET, Higher, Special Needs, Teacher Instructor Education and Training, Guidance and Counselling, Private Schools and Institutions, Education Standards, and Sports;
 - ✓ Monitoring and Evaluation Working Group (M&E WG);
 - ✓ Sector Policy and management working group (SPM WG);
 - ✓ Education Sector Consultative Committee (ESCC); and,
 - ✓ Top Management Meeting (TMM).
 - ✓ The annual Education and Sports Sector Review (ESSR) to appraise itself of the progress made on its commitments (including the MDGs), informed by the Education and Sports Sector Annual Performance report (ESSAPR) and, a field activity organized to validate the ESSAPR.

4.0 Reporting Results on MDG's



b) Externally reporting was done to four different entities namely :-

- ✓ **Ministry of Finance Planning and Economic Development (MoFPED)** - to show value for money released by MoFPED. This report triggers off funds to the sector.
- ✓ **National Planning Authority** - to ensure that implementation of the Programmes is in line with the national mission and vision.
- ✓ **Office of the Prime Minister** - outlining progress made in the implementation of government programmes.
- ✓ **Office of the President** - showing progress made on the implementation of the H.E the President's five year manifestos.



5.0 Challenges of collecting education statistics on MDGs



- These comprised of:-
 - Population figures were just projected in calculating GER, NER and NIR;
 - Inadequate resources to conduct NAPE, MLA and EGRA;
 - Late submission of inspection report by districts;
 - Late release of funds for carrying out Annual school Census (ASC);
 - Limited facilitation for inspection at the district level; and,
 - Response rate by schools from the Annual School Census was not 100%, hence affecting the final results.



6.0 Transition from MDGs to SDG's



This is being managed as follows:-

a) Implementation and Coordination. This will be done by:-

- Aligning the education sector plan for FY 2017/18 to SDG4 targets;
- Unpacking the SDG 4 targets and allocating them to the relevant department or agency
- Breaking down of targets by each department/agency, spreading them over the implementation period (i.e. 2016-2030) in a results matrix, and identifying interventions (within its budget) which will lead to the achievement of the planned targets. Results matrix and interventions will be discussed in the sector wide Approach structures of the Ministry of Education and Sports (i.e. departmental working groups, M&E WG, SPM WG, ESCC and Top Management for approval.

b) The monitoring of and reporting on SDG 4 will follow the same procedures as was for the MDG's as already mentioned.

c) A focal point officer has been designated to specifically track and report on implementation of SDG4.



7.0 Issues to be addressed of Transition from MDGs to SDG's



- SDGs have more many targets and indicators. They basically cover the entire sector. This will call for more resources on the part of the Government.
- Data on some SDG4 indicators is not captured in the sector M&E Framework Some of it will require tracer studies which cost a lot of money.
- Information on some indicators has to be provided by other sectors. For example, data from household surveys, and population census has to be obtained from Uganda Bureau of Statistics who have their own data collection schedules.
- Some SDG4 indicators are difficult to interpret These have to be properly defined and made SMART to facilitate tracking of progress.
- Some indicators are derived from programmes which the sector has not yet conceptualized and prioritised e.g. Education for Sustainable Development (ESD), Global Citizenship Education(GCED), Human Rights



8.0 Conclusion



- Monitoring of MDGs was done at the three levels of school, district, and headquarters. The reporting was done through the established institutional structures of the sector wide approach, that is from departmental working Groups through M&E WG, SPM WG, ESCC to TMM. Challenges to attainment of the set targets were discussed and solutions agreed. Resource constraint was one of the key hindrances to monitoring MDGs. The different reports from the field were collaborated to get an average figures for inclusion in the Education and Sports Annual Performance Report. A high level of coordination and collaboration was in place to ensure that the reported results on MDGs are discussed and agreed by all key stakeholders.
- The implementation of SDG4 will use the same approach that was used for MDGs. The major difference will be that SDGs will be given more attention to avoid losing track of the targets. The major constraint will be the limited resources given that SDGs are more comprehensive than the MDGs.



Thank You