



**THE CIVIL SOCIETY BUDGET ADVOCACY GROUP**

**CSO BUDGET PERFORMANCE MONITORING REPORT  
QUARTER 3 FY 2017/18 ( January-March 2018)**

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### List of Acronyms

CBAs	Community Budget Advisors
CSBAG	Civil Society Budget Advocacy Group
FY	Financial Year
HCs	Health Centres
HUMCs	Health Unit Management Committee
MOEST&S	Ministry Of Education, Science, Technology & Sports
MOFPED	Ministry Of Finance, Planning & Economic Development
PBB	Programme Based Budgeting
PFM	Public Finance Management
PHC	Primary Health Care
SMC	School Management Committee
UGX	Uganda Shillings
UPE	Universal Primary Education
USE	Universal Secondary Education
WASH	Water Sanitation and Hygiene

### Acknowledgement

CSBAG would like to acknowledge the efforts of all its partners in making the Q3 2017/18 budget monitoring exercise a success. Specifically, special thanks go to Partners in the districts of Bushenyi, Kanungu, Rubanda, Kabale, Budaka, Kakumiro and Pader. These districts were represented by organizations including Western Ankole Civil Society Forum (WACSOF), Kanungu Community Efforts for Rural Transformation (KACOERT), Let Us Save Uganda (LUSU), and Kick Corruption out of Kigezi (KICK), Nyanza Fish Farmers Association, Kibaale Civil Society Network (KCSN) and Pader NGO Forum respectively. Not forgetting our very own Field officers from Kibaale, Sheema, Kibuku, Abim and Agago, thank you all for the active participation in the data collection process. Thanks also goes to the secretariat staff members. Thank You all for the extra efforts during this tight schedule.

## Executive Summary

This is the 12th Edition of the CSO Quarterly Budget Performance Monitoring Reports. Using the Participatory Budget Club model, in the Quarter 3 of the financial year 2017/18 (January – March 2018), CSBAG and its partners conducted performance budget monitoring in 130 Universal Primacy Schools 50 Government aided Health Centres, covering the districts which included; Agago, Abim, Pader, Bushenyi, Sheema, Kakumiro, Kibaale, Kabale, Rubanda, Kanungu, Bukedi and Kibuku. During the analysis, not all the schools were included as a result of quality assurance measures. This report contains findings of monitoring done at the Agriculture offices, community development offices and water, sanitation and environment offices for the agriculture, social development and Water, Sanitation and Environment sectors respectively which was also conducted in the same scope.

### **EDUCATION SECTOR**

*Budget release, utilization and information display:* Only 25% of the schools (22) had received funds for 1st term by 6<sup>th</sup> February 2018 (In the first week of term 1 yet national standards require releases to be done one week before the beginning of the first school term. Budget Utilization: Utilization of schools' funds was inferred from the time taken to withdraw funds from the school accounts. Generally, the schools that were monitored utilized the funds as guided by the UPE guide lines. Budget Information Display: 75% of the UPE schools monitored had the budget information displayed in public spaces. This supports active participation of citizens in budget monitoring of the utilization of funds that are released by the districts.

*Teachers on duty:* 83% of the enrolled teachers were at school at the time of this monitoring and slightly more than half of the teachers enrolled (56%) were reported to be on pay roll.

*Financing for Special needs learners:* Findings showed that some schools did not have any special needs facilities despite having special needs learners. On average, there are few facilities and more learners that is not all special needs learners can be accommodated. However we proposed that there are regional special needs learners' school that are set up and this should cater for all cases in this category.

*Water and sanitation:* On average, there are 5 stances of latrines for the boys and 5 stances of latrines for the girls at the school monitored. The pupil to toilet stance ratio was 59:1 on average which is over and above the national average of 40:1 as per the Uganda Water and Environment Sector Performance report 2015. 58% of the schools had a functional water point in or around the school and 28% did not have any.

*School Inspection:* There are still challenges of school inspection since there are schools that recorded to have been last inspected in 2016 and Early 2017. It is reported that the delays in



supervision were due to limited facilitation and the huge workload. Therefore, the Inspectors tend to cover only a given sample of schools.

*Functionality of Oversight committees:* Results revealed that 62 schools had trained SMCs and 23 schools had SMCs that were not trained. It is also important to note that the School Management Committees were however found to be lacking in terms of the quality of the members. Many of them could not read and write yet they are tasked with supervising the functionality and efficiency of the head teacher when handling the school expenditure. This means that the structure of the SMC is ceremonial and does not add to the efficient operations of the schools. We recommended that the education level should also be an important criterion used when choosing these committee members.

## **HEALTH SECTOR**

50 Health centres were monitored covering 12 districts. The exercise covered 7 Town Councils, 6 Municipal Councils and 28 Sub Counties. However, only 40 Health centers qualified for analysis

*Budget release, utilization and information display:* 55% of the HCs received the PHC funds in May 2018. 50% of HCs had withdrawn their funds by May 2018 while the HC took the most time to withdraw funds did so in June 2017. It was also observed that 42% of the HCs did not display the budget release information for Quarter 3 FY 2017/18. This made it hard for citizens to monitor the funds that have been received and ask for accountability from the HC in charges.

*Health center performance, enrolment and enabling factors:* The 40 health centres whose data was analyzed had results revealing that 2,928 deliveries while 41 babies died during or after their delivery, with Kebura HCIV and Kibuku HCIV in Kibuku with the highest numbers recorded. We noted that despite the fact that Health Center IIs are not supposed to handle deliveries, there were some that recorded these deliveries.

*Patient to medical worker ratio:* Results for all the analyzed data irrespective of the Health Center category revealed that this was high at 1,835:1 compared to the standard 1,000:1.

All the HCs that were monitored reported to have received medical supplies for the National Medical Stores on time with exception of Kyabasaija HC III, a three months old which also reported not have received any funds from the government.

## About CSBAG

Civil Society Budget Advocacy Group (CSBAG) is a coalition formed in 2004 to bring together over 100 civil society actors at national and district levels whose aim is to influence Government decisions on resource mobilization and utilization for equitable, gender-responsive and sustainable development. Since then, these CSOs under the umbrella of CSBAG have engaged Government in influencing the budget process to ensure that both the local and national budgets address the needs and aspirations of the poor and marginalized groups of people in Uganda.

## 1 Introduction

The FY 2018/19 is the fourth year of implementation under the NDP II planning framework but also the third year for the implementation of the Programme Based Budgeting (PBB) reform by the GoU. The PBB and the direct transfer of sub county funds are follow up reforms to the direct

transfer of funds to schools and HCs which were initiated in the FYs 2013/14 and 2015/16 respectively and have been executed since then. These reforms are, in part, among the efforts by government to improve service delivery, reduce corruption and generally restructure the Finance Management in the Public sector.

To enhance these efforts by government, CSBAG carries out quarterly monitoring in schools, health centres, agriculture Units, water sanitation & environment offices and social development sector facilities. These quarterly monitoring activities are done with the help of the Participatory Budget Clubs (PBCs); which are clusters made up of 20 community sub county members, who are broadly trained on the monitoring tools that are to be used for data collection. It is required that the Health and Education sectors have management committees whose concern is with inspection of the utilization and accountability of the released funds to the health centers and the schools alongside monitoring the actions of the head teachers and health center in charges

Being an institution mandated to ensure that public resources are mobilized and utilized in an inclusive and participatory manner, for the monitoring for Q3 FY 2017/18, CSBAG monitored 121 schools, 40 health centres, 10 Agriculture Units, and 6 water, sanitation and environment offices and 12 social development sector facilities. This monitoring took place in 12 districts including Abim, Agago, Pader, Bushenyi, Sheema, Kibuku, Budaka, Kanungu, Kabale, Rubanda, Kakumiro, and Kibaale.

#### 1.1 Objectives of the Monitoring Exercise

The main objective of the Q3 FY 2017/18 budget monitoring was to assess the effectiveness of government expenditure on social sectors in selected districts

##### 1.1.1 Specific Objectives

- The objective of the Q3 FY 2017/18 budget monitoring was to track progress in the implementation of the various PFM reforms in managements of UPE schools' funds and the PHC grant in Health Centres.
- To assess the timeliness of receipt of funds by selected primary schools and health centres visited.
- To assess the adequacy of staffing at the schools and health centres visited
- To assess the functionality of the supervision function in the schools and health centres visited
- To assess the functionality of WASH points at schools and HCs
- To investigate the existence of extensional workers in the districts

## 1.2 Scope of the Study

The Q3 FY 2017/18 monitoring exercise was conducted in a total of 5 regions including Bunyoro, Kigezi, Acholi, Ankole and Bukedi. From these regions, 2 districts were covered in Bunyoro, Ankole and Bukedi while 3 districts were covered in Kigezi and Acholi, making a total of 12 districts. These districts included; Kakumiro, Kibaale, Sheema, Bushenyi, Kibuku and Budaka, Kanungu, Rubanda, Kabale, Pader, Abim, Agago. The monitoring exercise also covered 39 Sub Counties, 13 Town Councils, and 6 Municipal Councils. The table below also shows the number of districts and the number of service centers that were visited for each sector.

**TABLE 1: NUMBER OF DISTRICTS AND SERVICE CENTERS VISITED**

<b>Sector</b>	<b>Number of districts covered</b>	<b>Number service centres visited</b>
Education	12	121 UPE schools
Health	12	40 Health centres
Agriculture	4	10 Agriculture offices
Social Development	6	12 Community development offices
Water, sanitation and Environment	5	Sub county chief offices

## 1.3 Methodology

The districts in which the monitoring exercise was conducted were selected depending on the presence of CSBAG officer or members in the locale. This basic purposive sampling was done based on the fact that CSBAG also has a running project in the specific regions, districts and sub counties. However, the these sub counties were selected at random by the district representatives

A qualitative approach was adopted for purposes developing this report. Primary data was collected from Health centres, schools and other social sector facilities through the questionnaires that were administered to the data collectors at the end of Q3 FY 2017/18. The monitoring tools employed open ended questions, (for the purpose of capturing qualitative data), but in other instances, multiple choice selections (for the purpose of capturing quantitative data) were used as a way of extracting the desired information from the targeted respondents.

Before execution of the monitoring exercise, trainers also known as Community Budget Advisors, were trained on the monitoring tools that were used for data collection. These later trained the PBCs on the same since it was their obligation to carry out the monitoring exercise.

The data collected was mainly from primary schools (UPE), some secondary schools (USE), Health Centers I, II, III and IV, community members near water sources and representatives from agriculture offices in the sub counties. These tools were administered to the respondents who included Head teachers, Health-In charges and some community members who were interviewed and notes taken by the interviewer. The collected data was then compiled, cleaned and analyzed with the use of statistical packages including SPSS for Windows and Microsoft Excel from which descriptive statistics, frequencies and relevant graphs were derived.

#### 1.3.1 Quality Assurance

The data collected was sent to the CSBAG secretariat for coding and analysis. The data was later checked for quality and consistency. The quality check on the data about timelines for receipt of funds was conducted by considering only tools with bank statements for the school or health centres. Consistency was checked for by looking at the time that the bank statements referred to and also the SMC and HUMC meeting minutes attached. All bank statements that were inconsistent with the monitoring period were not considered at the data entry stage. As a result of this quality check, out of the 208 monitoring tools returned, 189 were considered for compiling this report.

#### 1.4 Limitations of the Monitoring Exercise

During the conduct of the Q3 FY 2017/18 budget monitoring exercise, there were a number of challenges that were faced and these included;

The head teachers and in-charges were skeptical about the need to give in information regarding their institutions financing and management. Some refused to give the data collecting team information due to absence of reference letters from leadership either at Local Governments or National level.

The timing when the monitoring took place was not quite appropriate as information of quarter four was collected, however analysis on some variables was done on only quarter three data sieved and some on the whole data.

There were also limited funds available to facilitate the monitoring in a bigger number of districts.

## 2 Findings

This section of the report highlights the key findings from the education, health, agriculture, water & environment and social development sector monitoring done in Q3 FY 2017/18. It brings attention to the issues realized and the recommended policy interventions.

### 2.1 Education Sector

UGX 77,125,338,162 was released as Non-Wage Recurrent Conditional Grant to all Local Governments. The development budget for the Education Sector amounting to UGX 120,791,603,210 was released and this was the last of the total education sector development budget<sup>1</sup>. For purposes of developing this section of the report, 121 schools<sup>2</sup> covering 12 districts were considered.

**TABLE 2: NUMBER OF SCHOOLS MONITORED IN EACH DISTRICT**

District	Number Of UPE Schools Monitored	Percentage
Abim	2	2%
Agago	4	3%
Budaka	9	7%
Bushenyi	1	1%
Kabale	10	8%
Kakumiro	10	8%
Kanungu	16	13%
Kibaale	17	14%
Kibuku	9	7%
Pader	9	7%
Rubanda	25	21%
Sheema	9	7%
<b>Total</b>	<b>121</b>	<b>100%</b>

Source: CSBAG compilation

#### 2.1.1 Budget Release, Utilization and Information Display

According to the schools' and other institutions' calendar for 2018 that was released by the MoES on 2<sup>nd</sup> October 2017 Ref: ADM/235/269/01, the 1st school term opened on 5th February 2018. In line with the Government Policy of releasing funds to schools at least two weeks to the start of the term, we observed that the Quarter 3 expenditure limits for education were released on 2nd January 2018 as per the release circular Ref: MET 50/268/01. This finding indicated that this government policy was ahead of time since the release was made a month to the beginning of the 1st school term of 2018. This is a huge improvement as compared to the Q3 FY 2016/17,

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<sup>1</sup> Quarter 3 release circular from the Ministry of Finance Planning and Economic Development. REF: BPD 103/268/01.

<sup>2</sup> See list of schools in the annex

where the cash limits were released on 27<sup>th</sup> January 2017, and one week to the start of the term which kicked off on 6<sup>th</sup> February 2017.

#### 2.1.1.1 Late Release of Funds

Head Teachers have for a long time complained that they did not receive the budgeted releases on time despite the announcement by the PS/ST from the MoFPED that funds are released every 10th day of the first month of every quarter. According to the School term calendar from the Ministry of education and sports Term I in 2018 started on Monday 5<sup>th</sup> February 2018. Analysis of the date funds were received was done and results indicated in table 1 below.

**TABLE 3: TIMELY RELEASE OF FUNDS**

N	Valid	87
	Missing	28
Percentiles	25	06-FEB-2018
	50	20-APR-2018
	75	23-MAY-2018

*Source: CSBAG analysis*

The analysis showed that 25% (22 schools) of the schools that were monitored for quarter three had received funds by 6<sup>th</sup> February 2018, in first week of term 1. The table also shows that by 20<sup>th</sup> April 2018, 50% (44 schools) of the valid responses from the schools that had been monitored had received the funds for 1<sup>st</sup> term before its beginning. Schools that received funds by 6<sup>th</sup> February 2018, include Bukuumi, St. Noah Kasojo, Rwensera, and Kyebando Primary Schools in Kakumiro district.

#### 2.1.1.2 Appropriate Utilization of Funds

When the funds are released to the schools, the time taken by the head teachers to withdraw the funds from the school account is critical since they must spend the money for efficient operations of the school. The funds are always accounted for as spent in accordance to the UPE guidelines. In this report, utilization of schools' funds were inferred from the time taken to withdraw funds from the school accounts on receiving it.

**TABLE 4: DATE FUNDS WERE WITHDRAWN FROM THE SCHOOL ACCOUNTS**

N	Valid	84
	Missing	31
Percentiles	25	20-FEB-2018

50	21-MAY-2018
75	07-JUN-2018

Source: CSBAG compilation and computations

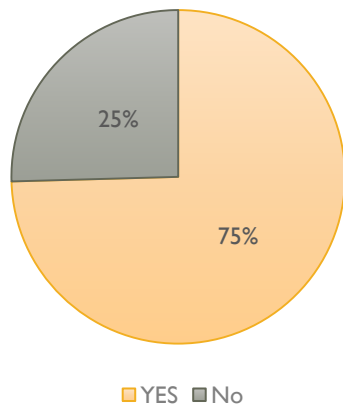
The table above shows that by 20<sup>th</sup> February 2018, 25% (21 schools) of the monitored schools that had withdrawn funds from the schools accounts hence it shows that the schools took an effort to withdraw the money by the end of the first week of term 1 2018. Among the schools that withdrew within this time period is Bukuumi, Kabasekende, Nyamugura, Kitovu, Wanduku, Muramboand Ikumba primary schools, to mention but a few. The table also shows that by 21<sup>st</sup> May 2018; 50% (42 schools) said to have withdrawn the funds from the accounts.

**Recommendation:**

1. To improve timely withdrawal and utilization of when funds are received on the school accounts, CSBAG proposes that as the AG transfers funds to the schools, an indicative text message is sent to the head teachers of the schools and the DEOs of the various districts. This we believe will improve the efficiency in the utilization of the school funds.

2.1.2 Improvement in Transparency

Budget Information is displayed



**FIGURE 1: DISPLAY OF BUDGET INFORMATION**

displayed for viewing by the communities in which they are located. Figure 1 above illustrates the rates of compliance by the UPE schools to the requirement to have term budgets displayed in visible locations at the schools after receipt of funds. This supports active participation of

The display of budget information is crucial for promoting transparency. Facility users get a chance of knowing how much has been allocated how it has been used and if necessary find out the need for advocacy for increased funding for better services.

Therefore, CABAG went ahead to investigate whether there was budget information was displayed in the schools; and hence the analysis shows that of the schools that were monitored, 75% (90 schools) had the budget information



citizens in monitoring of the utilization of funds that are released to the districts and sub counties. On the other hand, the display of budget information in the schools can be aided by training the SMCs. Therefore, an analysis on the relationship between training of SMCs and the display of budget information. Below are the findings.

**TABLE 5: THE RELATIONSHIP BETWEEN TRAINED SMCs AND TRANSPARENCY**

		ARE THE SMCs TRAINED			Total
		Blank	NO	YES	
DISPLAY OF BUDGET		1	0	2	3
INFORMATION AT THE	NO	13	8	7	28
SCHOOL	YES	22	15	53	90
Total		36	23	63	121

Source: CSBAG Computations

CSBAG assumes that one of the aspects that the SMCs need to be trained on is transparency and how to follow up on the accountability. Therefore, a cross tabulation of the SMCs trained and the display of budget information shows that majority (53 schools) of the schools that had their SMCs trained had the budget information displayed while only 7 schools had their SMCs trained but budget information on displayed. This simply means that it is vital for the SMCs to undergo training as it helps in the implementation for specific and important requirements.

**Recommendations:**

1. SMCs still need to be trained and sensitized on the need of transparency.
2. Community members also need to be enlightened on their roles

2.1.3 Enrolment of pupils And Teachers

2.1.3.1 Unreliable Pupil to Teacher Ratio

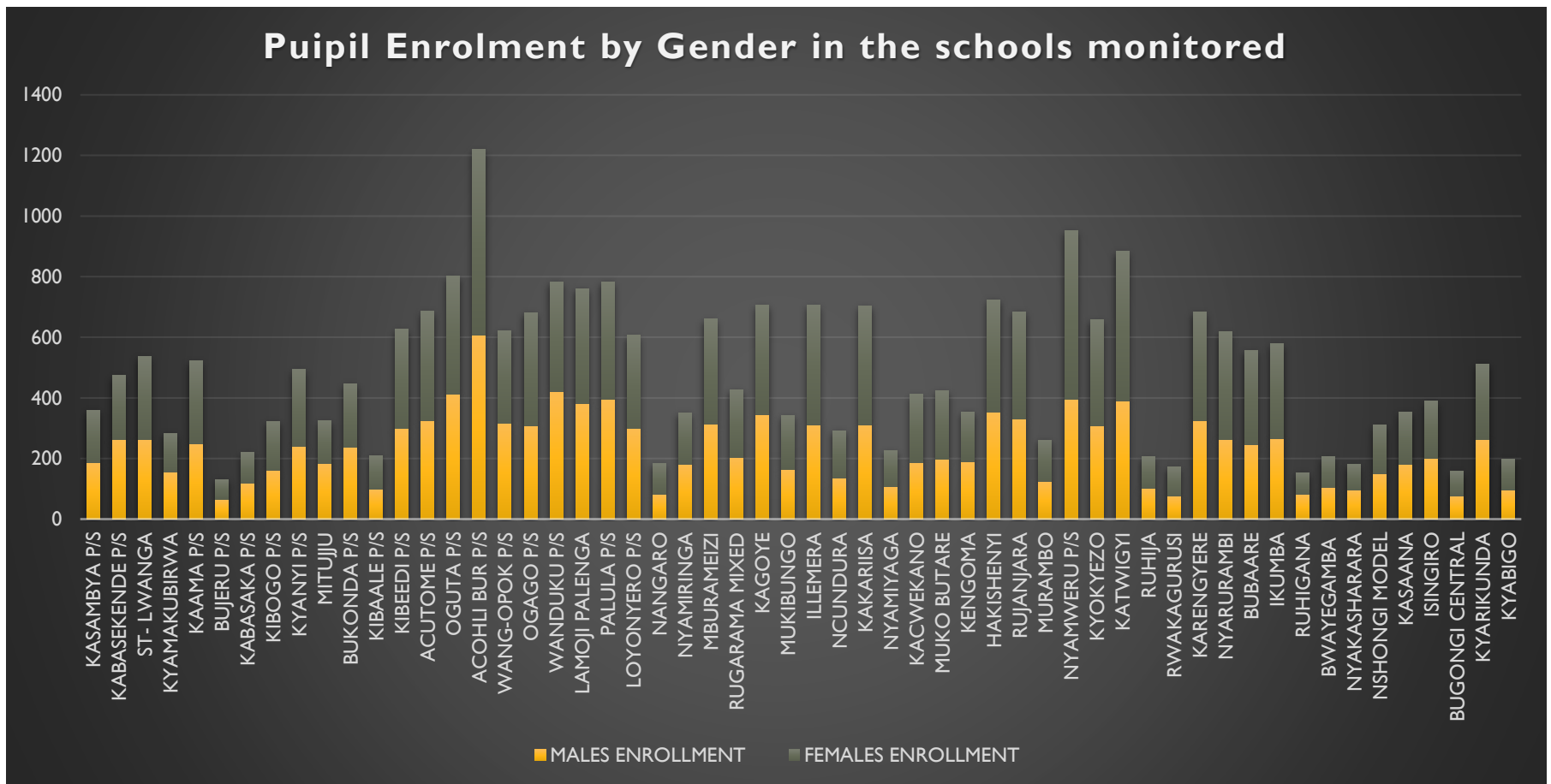
With the timely release of funds to the schools, there will be and improved facilitation of the learners with required materials to the class teachers. Other factors constant, this would contribute to the improvement in the performance of the pupils. There was total enrolment of 72,740 pupils from the 121 primary schools that were monitored. Among these 36,515 (50.2%) were females and 36,224 (49.8%) were males. It is evident that the boy’s enrollment is slightly higher than the girl’s enrollment. The table below shows an analysis and comparison of the total enrolment compared to the p7 enrolment.

**TABLE 6: ENROLMENT OF P7 STUDENTS BY GENDER IN COMPARISON WITH THE TOTAL ENROLLMENT**

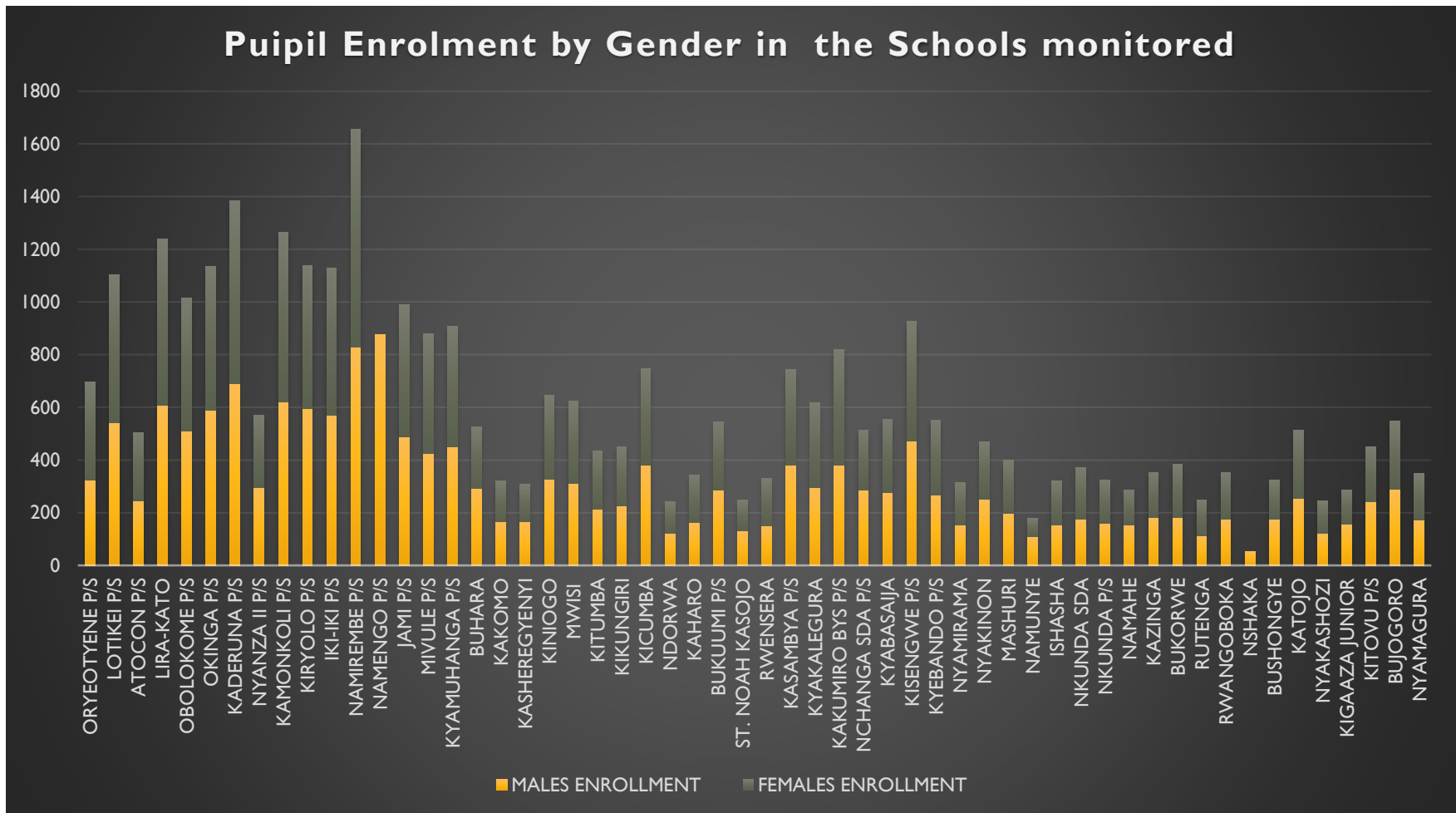
<b>Gender</b>	<b>Total Number of pupils enrolled</b>	<b>Number of pupils enrolled in P7</b>	<b>Percentage</b>
Males	36,539	1,957	5.4%
Females	36,201	2,010	5.6%

*Source: CSBAG Computations*

The table shows that there are more females enrolled by 0.2% than the males. We should also not that as this is a positive note, we should also focus on keeping these pupils in school. The figures below shows the Enrollment of students by gender. They show that there are more males than females enrolled in most of the schools.



**FIGURE 2: PUPIL ENROLMENT BY GENDER, ONE**



**FIGURE 3: PUPIL ENROLMENT BY GENDER, TWO**

#### 2.1.4 Teacher Enrolment and Pupil Performance

The number of teachers in a school has a big impact of the performance of the pupils. Below is an analysis on the number of teacher enrolled at the schools by gender, Number of teachers present at the time of monitoring; to help track teacher absenteeism and the number of teachers on payroll per school.

**TABLE 7: ENROLLMENT OF TEACHERS BY GENDER FOR THE MONITORED SCHOOLS**

<b>Schools Monitored</b>	<b>Number Of Teachers Enrolled (Males)</b>	<b>Number Of Teachers Enrolled (Females)</b>	<b>Number Of Teachers Present (Males)</b>	<b>Number Of Teachers Present (Females)</b>	<b>Number Of Teachers On Payroll</b>
Nshongi Model	5	3	5	3	8
Nyakasharara	5	4	5	4	8
Acohli Bur P/S	9	3	9	3	12
Acutome P/S	4	2	3	2	6
Atocon P/S	5	1	5	1	6
Bubaare	7	8	7	7	15
Bugongi Central	4	6	4	6	10
Buhara	11	5	10	5	
Bujeru P/S	3	4	1	4	7
Bujogoro	6	3	5	2	8
Bukonda P/S	5	4	3	3	9
Bukorwe	5	5			
Bukuumi P/S	5	3	3	2	8
Bushongye	7	2			
Bwayegamba	7	5	4	5	8
Hakishenyi	9	2	9	2	11
Iki-Iki P/S	6	6	6	6	12
Ikumba	7	6	5	6	13
Illemera	12	3	12	3	
Ishasha	7	2			
Isingiro	3	8	4	11	9
Jami P/S	5	9	5	9	14
Karama P/S	5	4	5	2	0
Kabasara P/S	6	2	3	2	8

<b>Schools Monitored</b>	<b>Number Of Teachers Enrolled (Males)</b>	<b>Number Of Teachers Enrolled (Females)</b>	<b>Number Of Teachers Present (Males)</b>	<b>Number Of Teachers Present (Females)</b>	<b>Number Of Teachers On Payroll</b>
Kabasekende P/S	6	3	5	1	9
Kacwekano	6	5	6	4	
Kaderuna P/S	11	5	11	5	0
Kagoye	9	6	8	5	15
Kaharo	7	7	7	7	
Kakariisa	7	8	4	6	15
Kakomo	4	6	4	4	
Kakumiro Bys P/S	7	6	6	7	10
Kamonkoli P/S	9	13	9	11	0
Karengyere	9	4	9	4	13
Kasaana	4	5	3	4	8
Kasambya P/S	9	7	7	5	8
Kasheregyenyi	7	9	5	8	
Katojo	5	1			
Katwigyi	11	7	11	7	18
Kazinga	5	4			
Kengoma	5	6	5	6	
Kibaale P/S	7	1	4	0	
Kibeedi P/S	7	5	5	5	12
Kibogo P/S	7	1	6	1	8
Kicumba	12	7	11	6	
Kigaaza Junior	3	5	5	2	0
Kikungiri	4	18	4	17	
Kiniogo	5	8	5	8	
Kiryolo P/S	7	9	5	9	0
Kisengwe P/S	5	4	5	4	9
Kitovu P/S	5	3	2	8	3
Kitumba	7	8	7	8	
Kyabasaija	4	3	4	3	7

<b>Schools Monitored</b>	<b>Number Of Teachers Enrolled (Males)</b>	<b>Number Of Teachers Enrolled (Females)</b>	<b>Number Of Teachers Present (Males)</b>	<b>Number Of Teachers Present (Females)</b>	<b>Number Of Teachers On Payroll</b>
Kyabigo	3	5	3	5	8
Kyakalegura	5	3	4	3	8
Kyamukubirwa	2	6	5	0	8
Kyamuhanga P/S	14	11	13	10	11
Kyanyi P/S	5	1	3	1	6
Kyarikunda	4	12	4	12	10
Kyebando P/S	4	3	5	4	7
Kyokyezo	12	2	11	2	14
Lamoji Palenga	4	3	4	3	7
Lira-Kato	9	2	3	2	
Lotikei P/S	11	4	9	4	15
Loyonyero P/S	5	2	4	2	
Mashuri	6	2	6	2	
Mburameizi	12	0	12	0	12
Mitujju	6	2	5	2	8
Mivule P/S	4	8	4	7	0
Mukibungo	5	3	5	3	8
Muko Butare	7	5	6	5	12
Murambo	5	6	5	5	11
Mwisi	7	12	6	12	
Namahe			1		
Namengo P/S	8	6	8	6	0
Namirembe P/S	16	12	16	12	0
Namunye	5	5			
Nangaro	3	1	3	1	
Nchanga Sda P/S	6	3	5	3	6
Ncundura	6	2	5	2	
Ndorwa	4	10	4	9	
Nkunda P/S	7	3			

<b>Schools Monitored</b>	<b>Number Of Teachers Enrolled (Males)</b>	<b>Number Of Teachers Enrolled (Females)</b>	<b>Number Of Teachers Present (Males)</b>	<b>Number Of Teachers Present (Females)</b>	<b>Number Of Teachers On Payroll</b>
Nkunda Sda	6	3			
Nshaka	4	3			
Nyakashozi	3	6			
Nyakinon	8	3	8	3	
Nyamugura	3	3	2	0	8
Nyamirama	3	5	3	5	
Nyamiringa	3	6	3	6	9
Nyamiyaga	3	9	1	8	12
Nyamweru P/S	12	5	12	5	17
Nyanza li P/S	3	10	3	10	0
Nyarurambi	8	4	8	3	12
Obolokome P/S	6	2	5	2	8
Ogago P/S	7	3	7	3	7
Oguta P/S	5	1	5	3	6
Okinga P/S	8	1	6	1	9
Oryeotyene P/S	8	4	5	3	10
Palula P/S	9	3	8	3	12
Rugarama Mixed	6	7	5	5	
Ruhigana	2	6	2	6	8
Ruhija	6	0	6	0	6
Rujanjara	7	4	3	1	11
Rutenga	6	0	5	0	
Rwakagurusi	7	0	5	0	7
Rwangoboka	4	4			
Rwensera	4	4	4	4	8
St- Lwanga	5	3	4	3	8
St. Noah Kasojo	2	5	1	5	6
Wanduku P/S	6	7	1	2	7
Wang-Opok P/S	3	5	3	1	3

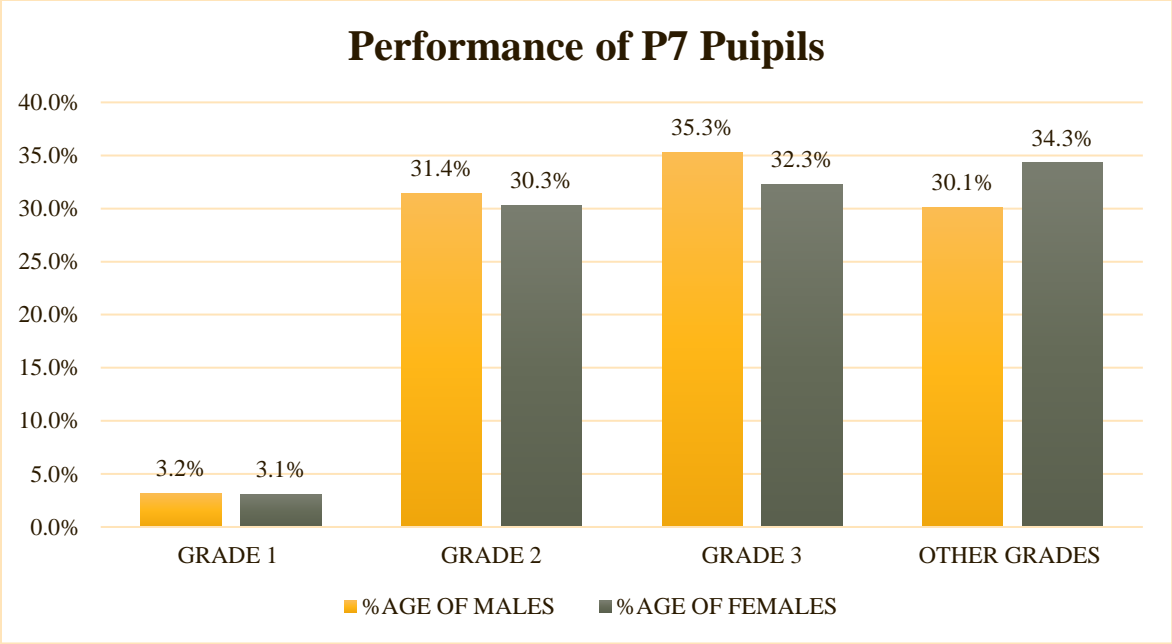


Schools Monitored	Number Of Teachers Enrolled (Males)	Number Of Teachers Enrolled (Females)	Number Of Teachers Present (Males)	Number Of Teachers Present (Females)	Number Of Teachers On Payroll
Dodoi	11	17	10	16	28
Kenkebu	16	6	14	6	22
Molokocho	17	11	14	8	28
Mikombe	13	4	11	2	17
Kataka	13	8	10	5	21
Kadama	12	18	9	16	30
Kalampete	8	10	8	10	18
Kobolwa	15	12	14	10	27
Kibuku	12	5	10	5	12
<b>Grand Total</b>	<b>837</b>	<b>625</b>	<b>681</b>	<b>528</b>	<b>835</b>

Source: CSBAG Computations.

The number of pupils that a teacher attends to is very important in aspects concerning the performance of the pupil, as there will be enough time to attend to a large number of students. The pupil teacher ratio according to the UBOS statistical abstract 2016 is 50:1. From the table above the data recorded 1,462 teachers, the pupil teacher ratio, from the 121 primary schools monitored was 49:1 which is slightly below the national average. The table also shows that slightly more than half of the teachers enrolled (56%) were reported to be on pay roll.

At the time the monitoring was carried out, 83% of the enrolled teachers were present at the schools, which also greatly affects the performance of pupils in the schools. An analysis on the performance of P7 pupils the previous term III 2017 shows that most of the male pupils were in third grade and most of the female pupils were in other grades including fourth grade and ungraded. See figure below;



**FIGURE 4: THE PERFORMANCE OF P7 PUPILS IN 2017**

Notice that a limited number of pupils is in the first grade meaning the average performance in the districts sampled is so low. There is a lot to be done as to improve the performance of the pupils, say; improving on the grade of teachers that are enrolled at a given school, providing the necessary equipment including text books among others. Some of the reasons pointed out for the performance include; limited funds and absenteeism of teachers and students. Kabweri primary school in Kibuku reported to have the most males and females in first grade that is 12 and 8 pupils respectively.

**Recommendation:**

1. We propose that more teachers, get enrolled to match up the high enrolment in UPE programme as this will reduce the pupil teacher ratio and improve the learning outcomes
2. Teachers that have passed on should be replaced as soon as possible so that the staff gap is covered..
3. There is need to set up teacher’s shelters near the schools, attendance tools and weekly attendance reports/summaries on the walls so as to control teacher absenteeism as this could be attributed to the distance to be travelled from their home steads to the schools.
4. Teachers need to have motivation in terms of rewards, job security and increased salary in order to keep them at their profession and in the school premises

### 2.1.5 Stagnant School Infrastructure

Despite the increase in enrolment at the schools, the infrastructure still remains stagnant. This includes the desks and the class room block which cannot take up the capacity of the increasing number of school going population.

**TABLE 8: DESCRIPTIVE STATISTICS FOR PERMANENT CLASS ROOM BLOCKS AND NUMBER OF DESKS AT THE SCHOOL**

	N	Minimum	Maximum	Sum	Mean
PERMANENT CLASS BLOCKS	107	0	21	555	5.19
NO. Of DESKS	103	15	470	14643	142.17
Valid N (listwise)	103				

Source: CSBAG computations

Note also that The 121schools monitored had a total of 14,643 desks and 72,740 pupils these translated into a pupil desk ratio of 5:1 meaning there are 5 pupils per desk, which against the national standard of 3:1. This simply means there is need for more furniture in the Schools to achieve the standard rations. The table also shows that on average there are 5 permanent classroom blocks in each school.

#### **Recommendation:**

1. There is need to construct more class room blocks and procure more desks depending on the number of pupils in the schools.

### 2.1.6 Limited Attention Paid to the Special Needs Pupils

Special needs learners include pupils who are blind, lame or mentally disabled among others. Generally, these pupils need extra care and attention if they are to succeed in the education path. These pupils should ideally not be mixed with the normal pupils whatsoever due to their differences in abilities in one way or another. Therefore, there should be facilities that are set up for these particular Pupils. However, findings revealed that according to the data collected there was a weak positive and significant correlation or relationship between the special needs learners and the special needs facilities available at the schools as indicated in the table below;

**TABLE 9: RELATIONSHIP BETWEEN THE AVAILABLE SPECIAL NEEDS PUPILS AND THE SPECIAL NEEDS FACILITIES AVAILABLE**

	SPECIAL NEEDS LEARNERS	SPECIAL NEED FACILITIES
Pearson Correlation	1	.470**
SPECIAL NEEDS LEARNERS Sig. (2-tailed)		.000
N	107	105
Pearson Correlation	.470**	1
SPECIAL NEED FACILITIES Sig. (2-tailed)	.000	
N	105	105

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: CSBAG computations

These results simply indicate that the number of special needs learners is way higher than the number of facilities available; facilities for special needs learners do not increase in the same direction with the number of special needs learners; hence the available facilities cannot accommodate the learners

**TABLE 10: DESCRIPTIVE STATISTICS FOR THE SPECIAL NEEDS PUPILS AND THE SPECIAL NEEDS FACILITIES AVAILABLE**

	N	Minimum	Maximum	Sum	Mean
SPECIAL NEEDS LEARNERS	107	0	83	730	6.82
SPECIAL NEED FACILITIES	105	0	6	67	.64
Valid N (listwise)th	105				

Source: CSBAG Computations

Table 9 above also indicates that a total of 730 special needs learners and a total of 67 facilities. However there are some schools that registered no special need facilities that is; Kagoye, mukilungo and Illemera primary schools Rubanda, Oryeotyene and Lotikei primary schools in Abim district; yet they recorded 35 and 32 special needs learners respectively, to mention but a few. However, Kisengwe primary school, which recorded the highest number of special needs learners also recorded the highest number of special needs facilities.

**Recommendations:**

1. Since it is the role of the Local government to identify the issues that need attention and funding, the Local Governments should advocate for special funding towards Special

Needs Learners. This can be used to bring trained teachers on board and also setting up the required infrastructure.

2. The equipment needed by the special needs learners should be asked for by the teachers
3. There is need for setting up regional needs schools that can cater for all cases that lie under the special needs category
4. Policy makers don not have enough information on the special needs learners, they hence need to be sensitized and informed of the needs by these pupils so that they are inclusive in the decisions made

#### 2.1.7 Upsetting Situation on Sanitation and Hygiene

Sanitation is essential for quality education, for all pupils but especially for the girl child. Availability of clean water at places of convenience facilitates a learning environment free of avoidable illnesses, which ultimately keep the learners from school. On average, there are 5 stances for the girls and boys. The pupil to stance ratio (PSR) was 59:1 which is over and above the national average of 40:1<sup>3</sup>.

The analysis shows that approximately 58% of the schools reported the existence of a functional water points near or around the school compared their counterparts

**TABLE 11: FREQUENCY TABLE SHOWING THE PRESENCE OF FUNCTIONAL WATER POINTS NEAR THE SCHOOL**

	Frequency	Percent	Valid Percent	Cumulative Percent
	17	14.0	14.0	14
Valid NO	3	28.1	28.1	42.1
YES	70	57.9	57.9	100
Total	121	100.0	100.0	

*Source: CSBAG compilations and computations*

Schools that mentioned to have a clean source of water with in the premises include; Oryetyene and Lotikei primary schools in Abim, Kibogo and Mitujju primary schools in Kibaale and Wanduku and Ogago primary schools in Pader.

**Recommendation:**

1. There is need to increase financing for the construction of latrine stances in schools as the analysis shows that the pupil stance ratio is way higher than the national average.

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<sup>3</sup> Uganda Water and Environment Sector Performance report 2015.

2. Girls need to have their own hygiene washrooms, these need to be set up in the schools

#### 2.1.8 Delayed or Limited School Supervision

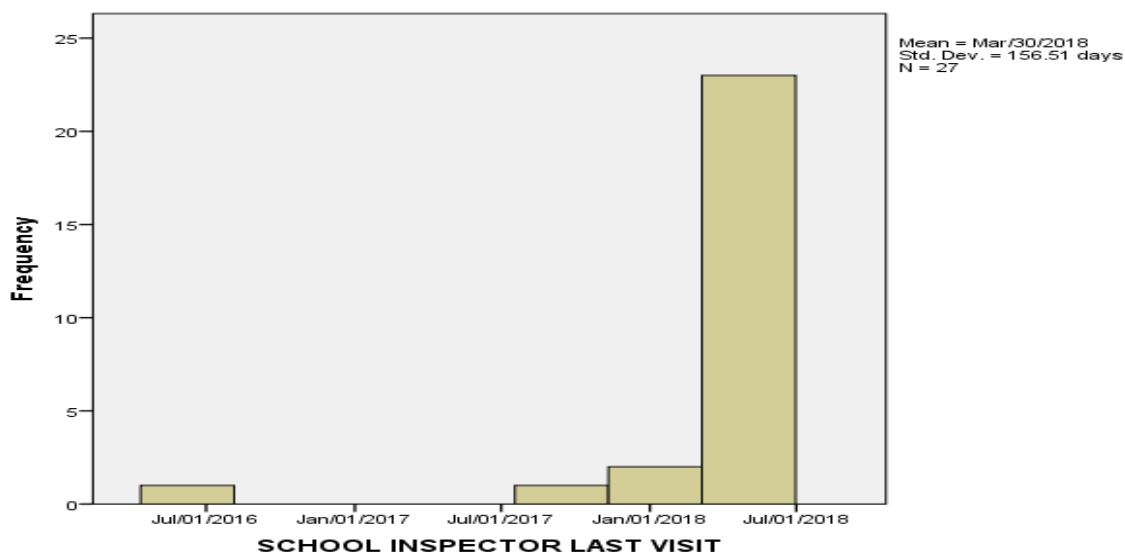
Monitoring and inspections of schools is critical to the performance of the teachers plus the pupils and could highly reduce vices like absenteeism amongst both parties. However this cannot be solved without having to find out the initial cause of the problem. This could be distance from the school to where the teacher resides, the salary that the teacher receives may not be such of a motivation and on the side of pupils, absenteeism could be attributed to distance from the home stead to the school, inconvenience caused by body changes for the case of girls (menstrual management) and the existence of bullies at the schools. However, it is important to note that the absenteeism of the teachers can as well lead to the absenteeism of the pupils.

**TABLE 12: DATE FOR THE LAST SCHOOL INSPECTION**

N	Valid	99
	Missing	22
Percentiles	25	29-MAR-2018
	50	07-JUN-2018
	75	20-JUN-2018

*Source: CSBAG computations*

Out of the 121 primary schools monitored, 22 respondents did not respond to the last time the schools were visited by an inspector. On average schools were last monitored or inspected on 26<sup>th</sup> April 2018. The table also shows that by 29<sup>th</sup> March 2018, 25% (25 schools) of the schools that were monitored and responded to this field had been monitored. The table also shows that by 20<sup>th</sup> June 2018, 75% (75 school) of the schools had been monitored. See Histogram below for the distribution;



Source: CSBAG computations

**FIGURE 5: DISTRIBUTION OF THE DATE FOR THE LAST INSPECTION**

From the above figure, note that there are some schools that reported to have had their last inspection in 2016 and 2017. These include; Mburameizi Primary school in Ruhija Sub county, Rubanda district that was last visited on 2<sup>nd</sup> November 2017, Rujanjaara Primary School in Nyamweru sub county, Rubanda district, that was last inspected on 15<sup>th</sup> November 2018, Rutenga primary school in Rutenga sub county, Kanungu, that was last inspected on 7<sup>th</sup> August 2017, Kyanji primary school in Nyamuranda sub county, Kibaale that was last visited on 25<sup>th</sup> September 2017 and Nangaro Primary School in Hamurwa sub county, Rubanda district whose last inspection was 11<sup>th</sup> April 2016. Note that also limited supervision increases pupil and teacher absenteeism at the schools.

**Recommendations:**

1. As supervision may be recorded as a continuous challenge, there is need to increase on the number of personnel to handle this particular task as it is realized that only one inspector is expected to monitor all the government and Private schools.
2. There is need to increase the facilitation given to the inspectors of schools to monitor the government schools. This can be in terms of transport say motorbikes or vehicles to ease access due to the condition of the roads. This is because they are only inspecting the private schools since they are the ones that provide enough facilitation.
3. The teachers earn more than the inspectors, yet they are considered to be administrators, which makes them undermined. Hence there is need to rationalize or harmonize the salaries earned in order to avoid corruption commonly known as the yellow envelope.

### 2.1.9 Functional School Management Committees

According to the analysis results carried out for the School Management Committees (SMCs), all school respondents that attempted this question reported to have functioning school management committees we however noted that majority hold their meetings termly and that some of the SMC members had not been trained. These should however be trained for efficient purposes.

**TABLE 13: TRAINING OF SMCs AT THE SCHOOLS**

	ARE THE SMCs TRAINED			Total
	Missing	NO	YES	
PRESENCE OF A SCHOOL MANAGEMENT COMMITTEE YES	36	23	62	121
Total	36	23	62	121

Source: CSBAG computations

#### **Recommendations.**

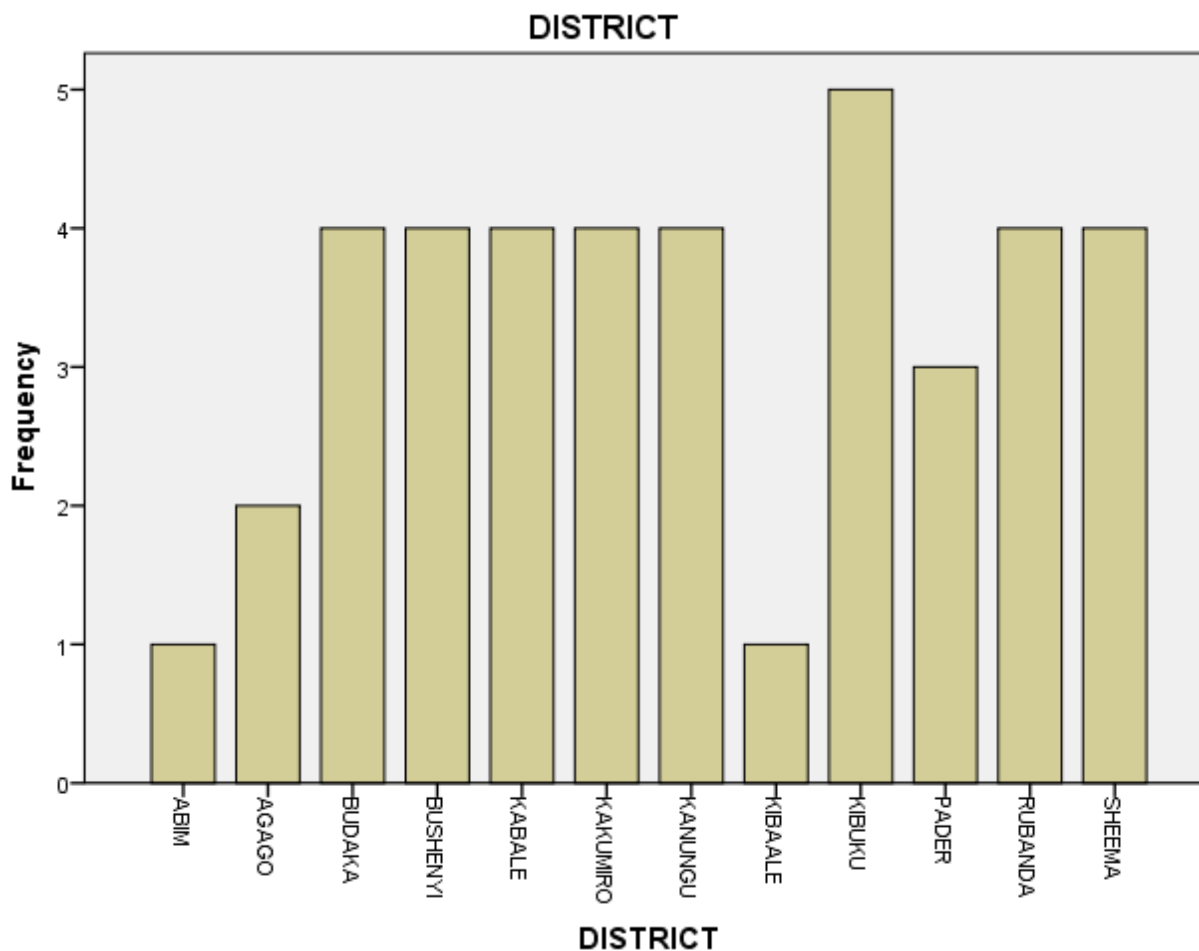
1. PTA should be revived in schools where they are none existent as this give the parents an opportunity to actively contribute to the wellbeing of the schools and performance of the pupils.
2. SMCs should undergo the necessary training which includes financial management, monitoring, consequences of document signing and others so that they are able to effectively and efficiently follow up on budgets, absenteeism of teachers & students and the wellbeing of pupils in schools. This can be done in their local languages for easier purposes of communication
3. It is also required that the qualifications for the SMCs are specified so that relevant members are selected to take part on the committee. This is because it is realized most of the members on this team are illiterate.
4. Qualification for the SMC should not only base on having a child at the school, the level of education should also be considered.
5. The government should attach a remuneration to the SMCs. This can be a form of motivation.



## 2.2 Health Sector

The release of funds for the non-wage recurrent grants under the health sector for Quarter 3 FY 2016/17 was UGX 10,271,582, 132, which was transferred to the District General Fund Account and as Direct Transfers to Health Facilities. A transitional development grant balance of UGX 4,009,166,667 was released. Therefore, all development undertakings should have been completed by the end of the FY. In the health sector, a total of 40 health facilities were monitored with the health center levels of II to IV. 52.5% (21) of the health centers were HCIIIs, 37.5% (15) were HCIIIs while 10% (4) were HCIVs. For the monitoring carried out in this sector, 12 districts, 6 town councils, 6 municipal councils and 27 sub counties were covered. The figure below shows the number of Health centers that were visited in each district where the monitoring took place.

**FIGURE 6: DISTRIBUTION OF THE HEALTH CENTERS BY DISTRICT**



Source: CSBAG computations

### 2.2.1 Budget Release, Utilization and Information Display

Display of budget information on a quarterly basis is one of the ways to increase citizens' follow up on utilization of resources but also active participation in the budget process (implementation

stage). The time line within which money is released is critical to the level of absorption and as such CSBAG tracked the release and utilization of the funds by the Health Units.

### 2.2.2 Release and Withdraw Of Funds

The table below shows that half of the HCs that were visited received funds by 23<sup>rd</sup> May 2018 and withdrew the money by 29<sup>th</sup> May 2018. This means that a period of about 1 week is taken for the Health Center to withdraw funds from the accounts. This has a positive implication on service delivery at the HCs due to the timely release of funds.

**TABLE 14: TIME TAKEN TO RELEASE AND WITHDRAW FUNDS TO AND FROM HCS**

		DATE RECEIVED	DATE WITHDRAWN
N	Valid	12	10
	Missing	28	30
Mean		20-MAR-2018	10-APR-2018
Minimum		10-MAR-2017	22-MAR-2017
Maximum		17-JUN-2018	20-JUN-2018
Percentiles	25	02-MAY-2018	18-APR-2018
	50	23-MAY-2018	29-MAY-2018
	75	07-JUN-2018	18-JUN-2018

*Source: CSBAG compilations and computations*

### **Recommendation:**

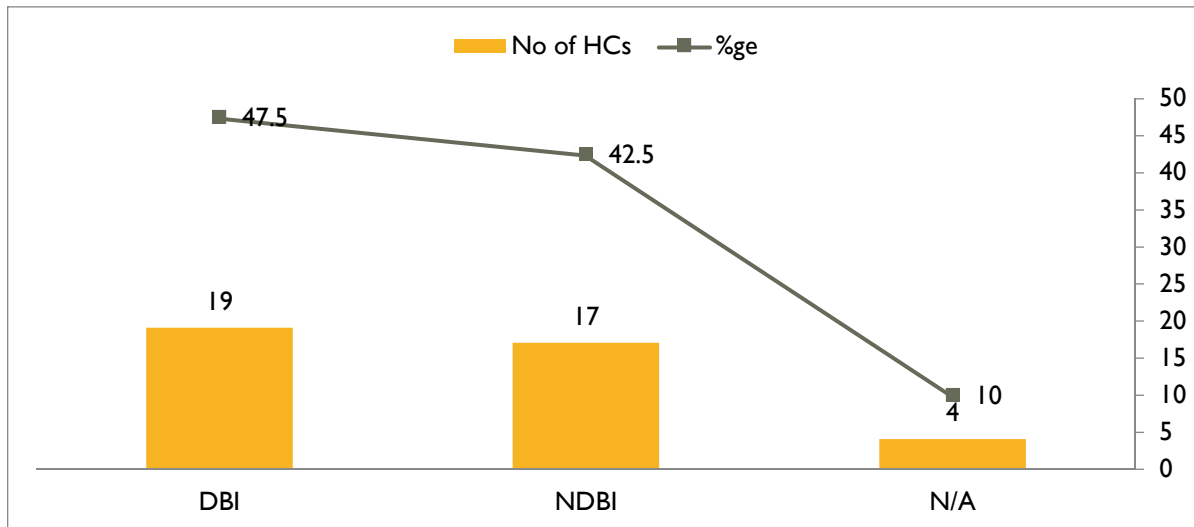
1. To improve timely withdrawal and utilization of when funds are received on the Health center accounts, CSBAG proposes that as the AG transfers funds to the Health centers an indicative text message is sent to the in charge of the schools and the DHOs of the various districts. This we believe will improve the efficiency in the utilization of the Health center funds.

### 2.2.3 Non-Display of Budget Information

Much as display of budget information is one of the necessities of ensuring transparency and accountability in the budget process, 42.5% (17) of the HCs were found not have displayed their budget information. 47.5% (19) of the HCs had displayed their budget information for public viewing. Though the percentage of HCs that had displayed their budget information is more than those that didn't display, the sensitivity of the health sector to the population requires total

transparency and accountability by all the players in the sector. 10% (4) of the health centres did not report on the status of display of budget information.

**FIGURE 7: DISPLAY OF THE BUDGET INFORMATION**



Source: CSBAG compilations and computations

Key;

- DBI-Display of budget information
- NDBI-Non-Display of budget information
- N/A-Not applicable

**Recommendation:**

1. The duty bearers responsible for non-display of budget information should be caution and relevant action taken against them in case of no change.

## 2.2.4 Health Centre Performance, Enrolment and Enabling Factors

### 2.2.4.1 Poor Performance of Health Status Indicators

**TABLE 15: DESCRIPTIVE STATISTICS FOR THE HEALTH STATUS INDICATORS**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
LIVE DELIVERIES	33	0	560	2887	87.48	134.289
STILL DELIVERIES	32	0	15	41	1.28	3.372
DELIVERY BEDS	34	0	10	43	1.26	1.781
CHILDREN IMMUNISED	33	0	1401	9296	281.70	310.310
Valid N (listwise)	30					

Source: CSBAG Computations

There were 2,887 deliveries that were successfully conducted while 41 babies died during or after their delivery. Kebura HC II in Budaka and Kibuku HC IV registered the highest number of still births during the quarter. Also to note according to the analysis, an average of 282 children were reported to have been immunized and each Health center had only 1 delivery bed on average. Note also that most HCIs reported to have no delivery beds, that is; Kibindi and Kasheregyenyi in Kabale, Kasaana in Sheema, Onudapet in Agago, Pajule, Okinga and Oguta in Pader, Kebula n Budaka and Ruharo in Bushenyi.

Note that Out of the 40 HCs monitored, 38 HCs were reported to have received medical supplies in the quarter monitored

### 2.2.5 Water Sanitation and Health (WASH) Performance

On a positive note, majority (62.5%) and (65%) of the HCs visited had functional water points and a hand washing facility around them. On the other hand 8 health centers reported not to have any latrine stances at the health center and on average each health center has 1 unisex latrine, 1 Latrine for males and 1 latrine for females.

**TABLE 16: FREQUENCY TABLE FOR THE PRESENCE OF A FUNCTIONAL WATER POINT AT THE HEALTH CENTER**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid NO	5	12.5	12.5	12.5
Valid YES	10	25.0	25.0	37.5
Valid YES	25	62.5	62.5	100.0
Total	40	100.0	100.0	

Source: CSBAG computation sand compilations

**TABLE 17: FREQUENCY TABLE FOR THE PRESENCE OF A HAND WASHING FACILITY AT THE HEALTH CENTER**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	8	20.0	20.0	20.0
NO	6	15.0	15.0	35.0
YES	26	65.0	65.0	100.0
Total	40	100.0	100.0	

Source: CSBAG computation sand compilations

**TABLE 18: DESCRIPTIVE STATISTICS FOR LATRINE STANCES AT THE HEALTH CENTERS**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
LATRINE STANCES MALES	32	0	7	57	1.78	1.736
LATRINE STANCES FEMALES	32	0	8	63	1.97	1.840
LATRINE STANCES UNISEX	29	0	6	40	1.38	1.801
Valid N (listwise)	26					

Source: CSBAG computation sand compilations

**Recommendation:**

1. The district health officials should cooperate with the heads of the respective health facilities without latrine stances and plan to put in place the facilities. This will increase on the levels of sanitation and hygiene in these health facilities.

**2.2.6 High Patient to Medical Work Ratio**

The analysis shows that a total of 418 medical workers had been enrolled though 264 were present at the time of monitoring. This shows high levels of absenteeism at 63%. The total number of patients handled by the HCs monitored was 76,668 with 69,544 out patients and 7,124 in patients. Reading from the number of patients and health workers, the patient to health work ration is 1, 835:1. This higher compared to the World Health Organization (WHO)'s patient to health worker ratio of 1,000:1.

**Recommendation:**

1. Health facilities with staff gaps should liaise the relevant authorities and fill the staff gaps to reduce on the patient to health worker ratio.

### 2.2.7 Functional Health Unit Management Committees

The health management committees are meant to monitor the quality of service delivery at the health facilities in the communities. Among the HCs that were monitored, the HUMCs were found active as these would meet periodically depending on the health center as seen in table 15 below;

**TABLE 19: MEETING HELD BY HUMCS**

	REGULAR MEETING BY HUMC				Total
	MONTHLY	NO MEETING HELD	ONCE IN 2 QUARTERS	QUARTELY	
HUMC YES	2	1	1	36	40
Total	2	1	1	36	40

*Source: CSBAG computations*

All the respondents reported to have functional HUCM and the majority (36) of the HCs held their meetings on a quarterly basis.

**Recommendations:**

1. There is great need to know the resource margin as far as transparency is concerned in the selection of the committees
2. Citizens need to be sensitized on how the committees are formed and what their roles are.

### 2.3 Agriculture, Social Development and the Water and Sanitation Sectors.

Since the Q3 FY 2017/18 monitoring was mainly focusing on public financing for the social sectors, besides the Health and Education sectors, CSBAG also monitored the Agriculture, Social Development and Water and Environment sectors through interviews at the necessary offices. Below is a brief of the findings for the sectors;

#### 2.3.1 Agriculture

Several field visits were conducted during the quarter averaging 12 visits in the focus districts. 89 percent of the farmers interviewed reported to have received advisory services and an average of 5 demonstration workshops were held in the quarter. Farmers confirmed to actively attend and engage in the village/parish workshops, with some having up to 9 sittings in the quarter through which they can plan and establish a way forward for execution of their activities. Most of the farmers interviewed reported to have received inputs from the OWC and some of these inputs include; coffee, oranges, cocoa, apples Irish potatoes, mangoes, piglets among others. Respondents also reported to have active extension workers in their communities.

#### **Recommendation:**

1. There is need for more structured advisory services to empower the farmers in utilizing the various agricultural inputs obtained from Operation wealth creation program
2. There is need for more structured advisory services to empower the farmers in utilizing the various agricultural inputs obtained from Operation wealth creation program

#### 2.3.2 Social Development

For the Social and Development sector, the Q3 FY 2017/18 monitoring exercise revealed that is a limited number of women empowered despite the functionality of the women empowerment programs in the communities. The youth livelihood programs are running with an average of 11 youth groups which are made up of 21 active youths with the males being more than the females implying that youths in the monitored communities were supported. In addition to this, no adult literacy training sessions have been conducted as per the data that was collected. Presence of domestic violence cases reported in 82% of the communities monitored, key among which were as land conflicts issues.

#### **Recommendations**

3. There is need to ensure and follow-up on the women empowerment programs to increase on the actual number of women who are meant to be supported in these programs
4. There is need to encourage more females to participate in the youth livelihood programs to boost their numbers in relation to their male counterparts.

5. There is need to empower and strengthen the community members in dealing and settling with domestic violence cases and children cases more deliberately.

### 2.3.3 Water and Environment

Water, sanitation and environment related services are taken as priority areas for the current financial year in 95 percent of the sub-counties monitored. Since the time line within which the approved funds are released is critical to the level of absorption and has a positive impact on service delivery in the concerned communities, investigations of the timely release of funds produced findings which indicated that the rural water point services have user committees that are continuously trained. Results also showed that 90% of the sub-counties monitored displayed financial information at the facilities on a quarterly basis as one of the ways to increase citizens follow up on utilization of resources but also active participation in the budget process especially in the implementation stage. However, there is need for a duty roster to maintain the water sources in a safe and clean state.

#### ***Recommendation:***

1. There is need to train the rural water point sources user committees to empower them in better management of the water sources in their communities.



#### GENERAL RECOMMENDATIONS BY THE MONITORS

1. Some Health centers reported the stock out of drugs. Some of the drugs pointed out include; Panadol, Sperrin, Ibuprofen tabs, magnesium, omeprazole, diclofenac and others to mention but a few, therefore there is need to monitor and investigate which drugs the community needs most and provide them. It's only the essential drugs that should be provided to a particular health center so as to reduce and control the number of expired drugs.
2. There is need for separate wards for the children, women and men and for all diseases at the health center four. There are also cases of some infectious diseases patients that should be in the same wards with other patients
3. Some of the schools have completely inactive SMCs, this is because of the unidentified and uncategorized responsibilities that the PTA and the SMC are supposed to handle. This was a case at Kibuku Primary School. Therefore, there is need to differentiate between the roles of the SMCs and the PTAs.

## CONCLUSION

With the enactment of the PFM Act 2015, the management of public funds especially at the Local Governments in the various service delivery points will improve with close supervision of the responsible institutions. It is important to note the close link between accounting for funds and the time of receipt of funds and their utilization. There is need to make it risky for institutions to deny the public access to budget release information. Sanctions have to be imposed to responsible officer that do not follow the guidance that is provided by the PS/ST in as regards handling public resources. CSBAG and its partners shall continue to prioritize the monitoring of service delivery and accountability of public funds with a view to have people-centered budgets that consider the interests of marginalized sections of society and dignify humanity

Annex

**TABLE 20: ANNEX 1; LIST OF SCHOOLS MONITORED BY DISTRICT AND SUB COUNTY**

District	Sub County Division	Upe School
Abim	Abim	Oryeotyene P/S
Abim	Lotikei	Lotikei P/S
Agago	Wol	Atocon P/S
Agago	Lapono	Lira-Kato
Agago	Lira Palwo	Obolokome P/S
Agago	Acholi Bur	Okinga P/S
Budaka	Kaderuna	Kaderuna P/S
Budaka	Kamonkoli	Nyanza Ii P/S
Budaka	Kamonkoli	Kamonkoli P/S
Budaka	Kaderuna	Kiryolo P/S
Budaka	Iki-Iki	Iki-Iki P/S
Budaka		Namirembe P/S
Budaka	Budaka	Namengo P/S
Budaka	Kamonkoli	Jami P/S
Budaka	Kamonkoli	Mivule P/S
Bushenyi		Kyamuhanga P/S
Kabale	Buhara	Buhara
Kabale	Kitumba	Kakomo
Kabale	Kamuganguzi	Kasheregyenyi
Kabale	Kitumba	Kiniogo
Kabale	Kitumba	Mwisi
Kabale	Southern Division	Kitumba
Kabale	Southern Division	Kikungiri
Kabale	Kamuganguzi	Kicumba
Kabale	Southern Division	Ndorwa
Kabale	Kaharo	Kaharo
Kakumiro	Bwanswa	Bukuumi P/S
Kakumiro	Bwanswa	St. Noah Kasojo
Kakumiro		Rwensera
Kakumiro	Kasambya	Kasambya P/S
Kakumiro	Kasambya	Kyakalegura
Kakumiro		Kakumiro Bys P/S
Kakumiro	Kyabasajja	Nchanga Sda P/S
Kakumiro	Kyabasajja	Kyabasajja
Kakumiro	Kisengwe	Kisengwe P/S
Kakumiro	Kisengwe	Kyebando P/S
Kanungu	Nyamirama	Nyamirama
Kanungu	Nyakinon	Nyakinon
Kanungu	Rutenga	Mashuri

District	Sub County Division	Upe School
Kanungu		Namunye
Kanungu	Nyanga	Ishasha
Kanungu	Nyanga	Nkunda Sda
Kanungu	Nyanga	Nkunda P/S
Kanungu	Nyanga	Namahe
Kanungu	Nyanga	Kazinga
Kanungu	Nyanga	Bukorwe
Kanungu	Rutenga	Rutenga
Kanungu	Nyakinon	Rwangoboka
Kanungu	Nyakinon	Nshaka
Kanungu	Nyakinon	Bushongye
Kanungu	Rutenga	Katojo
Kanungu		Nyakashozi
Kibaale	Bwamiramira	Kigaaza Junior
Kibaale	Nyamarwa	Kitovu P/S
Kibaale	Nyamaranda	Bujogoro
Kibaale	Kabasekende	Nyamugura
Kibaale	Bwamiramira	Kasambya P/S
Kibaale	Kabasekende	Kabasekende P/S
Kibaale	Bwamiramira	St- Lwanga
Kibaale	Kabasekende	Kyamukubirwa
Kibaale	Karama	Karama P/S
Kibaale	Nyamarwa	Bujeru P/S
Kibaale	Nyamarwa	Kabasara P/S
Kibaale	Nyamarunda	Kibogo P/S
Kibaale	Nyamarunda	Kyanyi P/S
Kibaale	Nyamarwa	Mitujju
Kibaale	Kabasekende	Bukonda P/S
Kibaale	Nyamarunda	Kibaale P/S
Kibaale	Nyamarunda	Kibeedi P/S
Pader	Acholi Bur	Acutome P/S
Pader	Pajule	Oguta P/S
Pader	Acholi Bur	Acoholi Bur P/S
Pader	Latanya	Wang-Opok P/S
Pader	Pajule	Ogago P/S
Pader	Pajule	Wanduku P/S
Pader	Pajule	Lamoji Palenga
Pader	Pajule	Palula P/S
Pader	Pajule	Loyonyero P/S
Rubanda	Hamurwa	Nangaro
Rubanda	Bubaare	Nyamiringa

<b>District</b>	<b>Sub County Division</b>	<b>Upe School</b>
Rubanda	Ruhija	Mburameizi
Rubanda	Bubaare	Rugarama Mixed
Rubanda	Nyamweru	Kagoye
Rubanda	Muko	Mukibungo
Rubanda	Muko	Illemera
Rubanda	Muko	Ncundura
Rubanda	Nyamweru	Kakariisa
Rubanda	Bubaare	Nyamiyaga
Rubanda	Bubaare	Kacwekano
Rubanda	Muko	Muko Butare
Rubanda	Bubaare	Kengoma
Rubanda	Nyamweru	Hakishenyi
Rubanda	Nyamweru	Rujanjara
Rubanda	Bubaare	Murambo
Rubanda	Nyamweru	Nyamweru P/S
Rubanda	Nyamweru	Kyokyezo
Rubanda	Nyamweru	Katwigyi
Rubanda	Ruhija	Ruhija
Rubanda	Muko	Rwakagurusi
Rubanda	Muko	Karengyere
Rubanda	Muko	Nyarurambi
Rubanda	Bubaare	Bubaare
Rubanda		Ikumba
Sheema	Kasaana	Ruhigana
Sheema	Kagarama	Bwayegamba
Sheema	Kagarama	Nyakasharara
Sheema	Kagarama	Nshongi Model
Sheema	Kasaana	Kasaana
Sheema		Isingiro
Sheema	Bugongi	Bugongi Central
Sheema		Kyarikunda
Sheema	Kasaana	Kyabigo
Kibuku	Kadama	Dodoi
Kibuku	Kabweri	Molokocho
Kibuku	Tirinyi	Kataka
Kibuku	Tirinyi	Kalampete
Kibuku	Kadama	Kadama
Kibuku	Kibuku	Kobolwa
Kibuku	Kibuku	Kibuku

**TABLE 21: ANNEX2; THE PERFORMANCE OF HEALTH CENTERS MONITORED**

District	Town Council	Municipal Council	Sub County Division	Health Center	Health Center Category	Out Patient Attendance	Inpatient Attendance	Live Deliveries	Still Deliveries	Delivery Beds	Children Immunized
Kabale			Katimba	Kibindi	HC2	1097	N/A	0	0	0	59
Kabale		Ndorwa West	Kamucunguzi	Kasheregyenyi	HC2	1490	0	6	0	0	75
Sheema			Kasana	Kasaana	HC2	1700	0	0	0	0	154
Agago	Komoto r	Agago	Kamotor	Onudapet	HC2	731	N/A	0	0	0	
Budaka			Kaderuna	Kebula	HC2	1338	0	8	8	0	872
Bushenyi		Ishaka	Central	Ruharo	HC2	1130					41
Pader			Pajule	Pajule	HC2	1278	0	0	0	0	89
Pader			Acholi	Okinga	HC2	2154				0	822
Pader			Pajule	Oguta	HC2	1380	0	0	0	0	150
Abim			Magamaga	Koya	HC2	1800	0	10	0	1	147
Kabale			Katimba	Kakomo	HC3	2034	15	48	0	1	45
Sheema		Sheema	Kigarama	Kigarama	HC3			87	1	1	0
Sheema	Bugongi			Bugongi	HC3	2662	43	35	0	1	90
Agago			Lirapalwo	Lirapalwo	HC3	1983	147	40	1	1	178
Kakumiro			Kyabasajja	Kyabasajja	HC3	3000	0	60	0	4	60
Kakumiro			Kisengwe	Kisengwe	HC3	1486	0	62	0	1	6
Kakumiro			Kasambya	Kasambya	HC3	1800	1500	80	0	1	1401
Kanungu			Nyamiramba	Nyamiramba	HC3	56	20				
Budaka	Iki-Iki T/C		Iki-Iki	Iki-Iki	HC3						

District	Town Council	Municipal Council	Sub County Division	Health Center	Health Center Category	Out Patient Attendance	Inpatient Attendance	Live Deliveries	Still Deliveries	Delivery Beds	Children Immunized
Rubanda	Rubanda East	Nyamweru	Nyamweru	Bwindi	HC3	1833	22	35	0	1	75
Rubanda			Nyamweru	Bigungiro	HC3	900	0	23	0	1	123
Rubanda			Bubaare	Bubaare	HC3	936	0	40	0	1	263
Rubanda			Ruhija	Ruhija	HC3	1741	52	47	0	1	89
Bushenyi			Bumaire	Kabushaho	HC3	2370	42	95	0	1	225
Kanungu	Kambuga			Kambuga	HC4						
Kibuku	Kibuku		Tirinyi	Kibuku	HC4	4890	1545	334	8	2	585
Kibuku			Kabweri	Tirinyi	HC4	484	1000	236	0	1	154
Kibuku			Kadama	Kenkebu	HC4	1792		17		1	208
Kibuku			Kadama	Kadama	HC4	1327		43	0	1	276
Kibuku				Kadama	HC3	2366	212	153	0	1	580

Source: CSBAG compilation

**TABLE 22: ANNEX 3; HEALTH SECTOR PERFORMANCE STATISTICS**

Health Centre Grade	Number of Live Deliveries	Number of Still Deliveries	Number of Delivery Beds	Number of Children Immunised
HC2	30	8	2	2913
HC3	1170	3	24	3994
HC4	1687	30	17	2389
<b>Grand Total</b>	<b>2887</b>	<b>41</b>	<b>43</b>	<b>9296</b>

*Source: CSBAG compilation*