MAKERERE UNIVERSITY, KAMPALA

DECENTRALISED SERVICE DELIVERY:
A MAKERERE UNIVERSITY TRAINING PILOT

OUTCOME ASSESSMENT STUDY

DRAFT FINAL REPORT

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Executive Summary

1. Introduction

1.1 Background
The I@Mak.Com Documentation Report which was finalized in February 2006 recommended a follow-up assessment to establish the extent to which the results (outcomes) of the interventions are being realized. The assessment would capture changes in the beneficiaries' behaviour, relationships and performance as a result of the application of the knowledge, skills and attitudes gained from the various interventions under I@Mak.com.

The study focused on the five broad priority activities on which the documentation assignment focused. These were:

   i. Local Long courses – (Undergraduate and Fulltime Masters);
   ii. Internship Programme;
   iii. Short courses;
   iv. Support to Research on Decentralization; and
   v. Curriculum Development.

1.2 Study objective
The principal objective of the study is to assess the extent to which the project is progressing towards its immediate and development objectives (outcome assessment). This would be done through tracking the results chain at the outcomes and impact levels by asking the beneficiaries and implementers questions about the effects of using the outputs of the project.

1.3 Approach and Methodology
The study involved collection of primary data from key beneficiaries and implementers of the five major activities mentioned above. Where relevant, the same information was collected from different respondents to allow for triangulation of the data. Overall, 815 respondents were sample out of which 578 were interviewed, representing 71% of the sample. Both the data collection and analysis processes were meticulously and professionally managed to reduce non sampling errors.

2. Support for Capacity Building for Local Governments

2.1 Introduction
Interventions supporting capacity building for Local Governments were included under Component 2 of the project and comprised four sub-components including Local Government Staff Training Pilot. Two of the major interventions under this component have been the fellowships for undergraduates training programmes and fellowships for Graduates Students (Fulltime masters). These two constitute what is referred to as the long courses in the I@Mak.com literature. This section covers the outcomes of long courses.

2.2 Areas of Study

During the design of the project, six priority areas which contribute to the Government Programme Priority Areas for poverty eradication were identified. These include: Health; education; agriculture; engineering; strategic planning and financial management; and governance. The study findings indicate that both the undergraduate and fulltime masters programmes pursued courses within the intended priority areas of health (16%), engineering (17%), financial management (16%), governance and ethics (20%), agriculture (15%) and education (14%).

2.3 Academic Progress

The students awarded undergraduate and fulltime masters fellowships undertook courses with durations raring from 3-5 years (undergraduates) and two years (fulltime masters). Based on data compiled from the Documentation Report, 68% of the students were expected to have graduated by the time this study was carried out in April 2006. However, the study shows that only 40% had done so.

Reasons for the delays in the graduation of the undergraduates are unclear, but for the fulltime master, these have been attributed to delays in: approval of research proposals, carrying out the research and assessment of reports by the lecturers

For the 68 respondents who were still continuing with their studies, the study results indicate that fifty one (78%) were on normal progress while 14 (22%) were on probation. However, when considered for the entire sample (i.e. the 124 beneficiaries who responded to the question), the proportion of students on normal progress is higher (83%) and correspondingly, the percentage on probational progress in lower (17%). Due to lack of information on other students who are not sponsored by I@Mak.Com, it is not possible to tell whether this level of progress is characteristic of the whole student population or unique to the I@mak.com sponsored students.

2.4 Employment after Completion of Study

The LG staff awarded the I@Mak.com fellowships were bonded and therefore required to return to their respective districts after completion of their training programme. The survey findings indicate that of the 74 students who had completed their courses, 59 (80%) had returned to their places of work while 15 (20%) had not. Some of the reasons for non return included; loss of jobs following the Local Government restructuring which phase out/reduced the establishment of some posts meaning that the trainees had no positions to return to and some students studied courses which had no relevance to LGs.

2.5 Status of Beneficiaries after returning to Work Place

The study findings show that 59 students who returned to their work places, 53% of the staff maintained their original positions while 39% were promoted.   Unfortunately, 7% of the students lost their jobs and another 2% were deployed in positions lower than the one they occupied prior to commencement of the study programme.

2.6 Relevance of Training

The assessment of the beneficiaries' and their supervisors' reveals that the training programme were largely relevant. Out of the 111 students who responded to the question on relevance of the training, 82 (74%) said the training had improved their skills, 59 (53%) stated that they have been

empowered with knowledge and 40 (36%) mentioned improved quality of work. Moreover, 98% of the supervisors said they had observed some new skill in the graduates which they could confidently attribute to the training received. Another dimension of relevance is that it addressed the real needs of the target group. The study findings show that the majority of the students (69%) would not have undertaken the degree courses had it not been for the I@Mak.Com sponsorship.

2.7 Institutional Benefits of the I@Mak.com Sponsorship to LGs
Apart from the personal benefits to the trainees discussed above, the I@Mak.Com sponsorship contributed to an increased in the stock of degree holders in the LGs involved.

2.8 Extent of utilization of skills and knowledge
The majority of the graduates (56%) who have returned to work places say they are not utilizing the skills and knowledge they have acquired to full capacity. These were mainly attributed to non training constraints such as inadequate availability of resources and an inappropriate deployment.

2.9 Implementation
While appreciating the award of the fellowships, the beneficiaries were generally less than satisfied with the way the implementation was carried out. The students pointed out a number of implementation challenges including delayed release of funds, unfulfilled promises and strained relationships with some I@mak.Com Secretariat staff.

2.10 Overall Conclusion
The long courses were expected to contribute to the intermediate outcome of "*Strengthened analytical, managerial and implementation capacity of staff at LG levels*".[1] Evidence from the 74 I@Mak.com sponsored students who have completed their studies show that the training received has imparted valuable and relevant skills for service delivery in local governments. This is substantiated by the immediate supervisors that were interviewed during the outcome assessment study. The skills imparted cover areas such as financial management and accountability; data collection, analysis, interpretation, ICT skills, communication, agricultural production, training, research etc.

3. Internship Programme

3.1 Introduction
The rationale for the Internship Programme was to provide Makerere undergraduates with a strong practical and experiential base and exposure to employment opportunities in local governments who are collectively the largest potential employers.

3.2 Changes that have taken place in the Internship Programme
Prior to the I@Mak.Com interventions, a number of faculties/schools were undertaking internship programmes. However, with the advent of the I@Mak.Com programme a number of changes took place. These include the adoption of the programme by faculties/schools which did not have them such as Medicine[2] and social sciences. For those that had, the major changes include increased student placement, students actually gaining hands-on experience, supervision and evaluation is

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[1] World Bank, Project Appraisal Document, Decentralized Service Delivery: A Makerere University Pilot Project, March 2002
[2] Medicine had only post graduation internship programme but none for undergraduates students.

now better executed than before, the programme is well funded and the programme has been incorporated in the curricula for a number of courses.

3.3 Implementation

The Internship Programme under the I@Mak.Com guidelines and sponsorship has now been implemented over four academic years. By now the expectations are that the systems and routines should have by now been functioning more efficiently and effectively. To a large extent this is the case. The latest evaluation reports[3] confirm that pre-planning, placement and supervision are being carried with greater success. However, some implementation challenges remain especially communication with districts and timing of the attachment which take place during the activities in districts are at lowest level or non existent because of financial constraints.

3.4 Benefits of the Field Attachment Programme

Students, hosting institutions and faculty staff have all concurred that the Internship programme is a good intervention. The major benefits cited include acquiring practical skills/applying theory in practice, exposure to the work environment, learning interpersonal skills and acquiring knowledge.

3.5 Sustainability of the Internship Programme

In order for benefits of the Internship programme to continue beyond the external funding period, it is necessary for the activities to be integrated into the normal functions and routines of the faculties and to secure a reliable source of funding. Evidence from the study suggests that steps are being taken to institutionalize the revised internship programme into the respective programmes and make them part of the assessment for award of academic qualifications. However, financial sustainability still remains a challenge. While the integration of the internship costs into the fee structure appears a straightforward solution, Makerere University management does not have complete autonomy in this matter.

3.6 Conclusion

The innovations carried out under the Internship programme has brought the student out of the world of concepts into a world of reality. By learning new skills, understanding the people and environment of work, learning to live independently, putting theory into practice, learning communication stills and understanding how the districts and various organizations where they are placed are managed, the programme is contributing to effective preparation of the students for the market place.

4. Support for Institutional Capacity Building

4.1 Introduction

The support for institution capacity building for university staff comprised four interventions: staff development, sustaining academic decision making capacity and project support to Bursar's, Procurement and the I@Mak.com Secretariat.

Under staff development, planned activities included:

- Makerere and other institutions and other GOU training workshops

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[3] Fragil Monday, A report of Evaluation of I@Mak.Com Pilot Internship Programmes and Athanazi Kamugisha; Assessment of the 2006 Internship

- Short term focused courses on decentralization/ change management/ communications skills
- Specialized training for top/select MUK Faculty/Administration
- MISR Resource Centre

This section assesses the outcomes of short courses organized for Makerere and other institutions. The courses in question include the Basic Principles of Decentralization (BPD) and the pedagogical workshops (PGWs).

4.2   Course Participants
The participants of the BPD were mainly drawn from academic institutions (55%) and local governments (40%) while the pedagogical workshops were attended exclusively (100%) by staff of academic institutions especially Makerere, IUIU and UCU.

4.3   Skills and Knowledge Acquired from Short Courses
The participants of the two short courses reported acquiring key skills and knowledge. For the BPD participants, the most frequently mention issue was the understanding of decentralization and its relationship with other sectors. On the other hand, the participants of the pedagogical workshops said they acquired job specific skill namely - teaching skills for university lecturers.

4.4   Application of the Skills and Knowledge
The majority of the participants under the two courses indicated that they applied the skills and knowledge acquired; 80% for the BPD and 94% for the Pedagogical workshops and 83% overall. This finding was corroborated by 11 supervisors (92%) of the participants of BPD course out of the 12 interviewed.

4.5   Impact of Training on Job Performance
The study findings indicated that application of the knowledge and skills acquired from the training contributed to improved performance of a large number of beneficiaries. Up to 72% and 92% of the BPD and PGW respondents respectively, indicated that their performance improved following the application of the knowledge and skills obtained from the training. However, 24% and 9% of the BPD and PGW participants admitted that there was no change in their performance.

4.6   Conclusion
The two courses assessed in this section had different objective**s.** The BPD course was intended to expose the participants to the concepts and practice of decentralization in general while on the other hand the PGW was designed to impart specific skills namely; skills for teaching in tertiary institutions.

Evidence from the outcome assessment study suggests that the skills and knowledge related to decentralization and teaching at university have been acquired, applied and have improved the job performance of some of the participants.

5.   Support for Research on Decentralization

5.1   Introduction
In order to achieve the long term goal of building local research capacity on decentralisation, three major interventions were planned for this project component. They included building linkages with institutions of excellence, setting up a decentralised research fund for students, and strengthening decentralisation policy research in faculties. The current assignment focused on making follow-up evaluation of progress made in as far as support to student and faculty research is concerned.

5.2   Number of Students and Staff Research
In regard to the Decentralisation Fund for Students, 116 students received support under the Partial Masters programme compared to 75 planned at inception as well as 18 PhD students compared to the target of 20 set during formulation.

Under staff research, a total of 48 have been in process out of which 33 were at feasibility stage and 15 had reached full implementation/completion.

5.3   Priority Areas Covered by Research Topics
The research topics for the majority of the respondents were from the priority areas of Agriculture, Education, Governance & Ethics and Engineering. This finding shows that the I@Mak.Com adhered to this project criterion in the award of the research funds.

5.4   Relevance of Research Topics to Decentralization
Besides the priority disciplines, it was the intention of the project designers that the research conducted with funds from I@Mak.Com would contribute to improvement in the decentralization process and service delivery through more evidence based policy formulation.

This study, however, revealed that applicants did not superficially situate their studies in the discipline of decentralization only for purposes of obtaining funding. Findings reveal that most of those interviewed (91% PhD students, 86% Partial Masters students and 46% staff) undertook research studies in which they had personal interest (personal interest). Only 6% of the partial masters' students indicated that they undertook the studies to suit the demands of I@mak.Com condition of relevance to decentralization (I@mak demand-driven).

5.5   Assessment of Research Progress
Most of the partial masters and PhD beneficiaries are still continuing students. Out of the 49 partial masters students interviewed, 37 (75.5%) were still continuing with their study, four (8.2%) had graduated, 7 (14.3%) had completed and awaiting to graduate, while one had dropped out of the course due to poor performance, among others.

With regard to progress of research, for the continuing students under the partial masters' programme, 4% were at proposal development stage while 6% were at data collection and analysis. The largest proportion of the respondents (42%), were at draft report stage, while 31% of the respondents had submitted their final reports to School of Graduate Studies for examination. Three students (6%) had completed the oral examination (viva voce) and were awaiting graduation.

5.6 Dissemination of Research Findings

The findings of this study reveal that minimal progress has been made by students in disseminating their research findings. This could be attributed to the fact that most of them have not yet completed their studies. A few of them who have progressed with their studies have disseminated their findings through workshops and seminars, and in one exceptional case through publication in a refereed journal.

With respect to staff research, some progress had been registered. Out of the 11 individuals interviewed, 7 had clearly defined mechanisms through which they had disseminated their research findings and these included workshop/seminar dissemination, local government/line ministry dissemination and publication in refereed journals.

5.7 Utilization of Research Findings

Even at this preliminary stage, the study indicates that some of the findings have already been utilized. Several respondents indicated that their research findings had been utilized in policy formulation either generally or at district or institutional level. Other research findings have been utilized for the development and improvement of teaching/training programmes both at district level and in the university.

5.8 Impact of Research Findings

Most of the research studies that have been completed and/or disseminated are very recent. Therefore it is still early days to assess their long-term impact. However, given the fact that some of them have been utilized in policy formulation and in the development of training programmes, it can be asserted that they ought to have an impact on decentralized service delivery in the long-term.

At the individual level, however, the research undertaken have already yielded benefits to the students and staff involved. The students have reported acquisition of improved knowledge and skills as a result of undertaking the research. They also reported that they had enhanced their knowledge and skills through the exposure they got from participating in workshops (partial masters' students) and from the sandwich programmes (PhD students).

5.9 Implementation

The beneficiaries from the three research interventions were unanimous in their appreciation for the opportunity provided by I@Mak.Com to enable them carry out their studies and conduct research.

However, the beneficiaries highlighted a number of challenges that affected the smooth implementation of their research. The most dominant challenge mentioned by students and staff was the delay in disbursement of funds. Respondents reported that it normally took them long to receive the approved funds, thereby causing delay in their research progress. Some PhD students attributed the delay to the too much bureaucracy within the system.

Another shared challenge was the communication barrier between I@mak.Com and the beneficiaries. It was felt that sometimes the beneficiaries had no easy channels to communicate with the people who mattered in the Secretariat in situations when they needed some clarification

or assistance. This created a communication gap, and those who mentioned this as a challenge said they felt alienated from the system of which they ought to be part of.

5.10 Conclusion
The support for research on decentralization component has registered some progress and success both quantitatively and qualitatively. Quantitatively analyzed, a number of research projects relevant to decentralization have been supported, in some cases exceeding the planned intervention. For example, the planned intervention in terms of partial masters' fellowships was implemented 155%. Instead of the targeted 75 fellowships, 116 were awarded. To-date, 90% of the planned PhD fellowships have been awarded.

Despite administrative bottlenecks leading to delays in executing the programmes, qualitatively, the projects that have been supported have promising short- and long-term impact at the individual, institutional and district level. While I@mak.com's focus was on supporting projects with direct relevance to decentralization, beneficiaries have got personal and institutional interests in the projects undertaken. This is advantageous in the sense that the findings of the studies have got immediate application as already happened in terms of policy formulation, improvements in research and training programmes.

6. Support to Improved Curriculum

6.1 Introduction
The MISR study of 2000 revealed that graduates lacked practical skills, were unable to solve problems, and lacked crosscutting, multidisciplinary and integrative knowledge. To address these weaknesses, the I@Mak project intervention extended support to enable faculty staff re-organize existing courses/programmes and/or design new training courses that were responsive to the human resource needs in the districts. The re-organized or newly designed courses could be long courses leading to certificates, diplomas or degrees. Provision was also made for the design of short courses that may be stand-alone certificate courses or developed as credit courses contributing or culminating into a diploma or degree.

6.2 Areas and Scope of Interventions
In addition to the six priority areas, the interventions were also to be made in areas outside these as long as they were demanded by local governments, central governments and or Uganda Local Authorities Association.

The specific targets for curriculum development were as follows:

- Feasibility studies in the six priority areas (80)
- Piloting curricula proposals in the six priority areas (50)
- Full implementation of successful pilots in the six priority areas (26)
- Feasibility studies for courses outside the six priority areas (20)
- Piloting of courses outside the six priority areas (10)
- Full implementation of approved courses outside the six priority areas (6)

6.3   Implementation Progress
By the end of 2005, up to 82 projects that can be classified as curricula had been supported by I@mak.Com. Eight of these were commissioned projects, 42 were completed/fully implemented, 23 were at pilot and 9 at feasibility stage.

6.4   Emerging Products
The study findings indicate that projects undertaken under the curriculum improvement were yielding a wide range of types of innovations notably:
- Revised existing degree/diploma programmes;
- New degree programmes;
- New diploma programmes;
- New teaching/distance learning/problem based learning innovation;
- New short courses and
- New modules of existing courses.

By the time of the study, these products were at different stages of approval within the University structures.

6.5   Emerging Outcomes
The revised and/or new programmes have led to a shift from the traditional equipping of university graduates with theoretical knowledge, to experiential learning, in which teaching and learning are conducted in meaningful contexts.

The several publications that have been developed as training manuals have also gone a long way in demystifying capacity building needs in some disciplines. For example the publication on the teaching of mental health in districts is a user-friendly material that acts as a guide for use in the training of district health teams who would be the trainers of primary health care providers. Likewise, the soil kit tool developed by the Faculty of Agriculture, Makerere University, has proved an essential soil decision aid tool for sustainable soil resource management.

6.6   Conclusion
A number of improved curricula programmes have been developed as part of this project. One unique element of all innovations under this project component is their practically-oriented design and responsiveness to pressing community needs. The only stumbling block is that most of the developed programmes have not yet gone through the process of approval by the various university organs. Such a process needs to be expedited to enable the public access the skills that these courses offer. Official approval is also the only sure way of ensuring their sustainability. Once such programmes have enrolled paying students, then they can be sustained for as long as they are demanded.

7.0   Overall Conclusion

This study sought to assess the extent to which changes have take place in the behaviour, relationships and performance of the I@Mak.com beneficiaries' as a result of applying the outputs of the project.

From the five broad interventions assessed, it is clear that positive changes are beginning to emerge. The direct beneficiaries such as students and university staff have improved their performance as a result of applying the knowledge and skills acquired from the training programmes. As well, institutions from which the beneficiaries come from have noted improved performance. Underlying all these is a sense that the graduates from the partnering institutions are now more practically oriented and suited for the marked place.

The generation of new knowledge to improve on the decentralization process and service delivery, though at early stages, is also show promising signs. Some research finding already informed policy formation, delivery of services and improved training programmes.

Overall, therefore, the study findings show that the interventions are producing outcomes that are relevant and effective. The integration of the institutionalization of the programmes also promises sustainability. However, financial sustainability poses a change for a number of programmes.

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Acronyms and Abbreviations

BPD	Basic Principles of Decentralization.
CRSP	
EASL	East African School of Library and Information Science.
GoU	Government of Uganda.
IPM	
IT	Information Technology.
IUIU	Islamic University In Uganda.
I@MAK.com	Innovations At Makerere Committee.
LG	Local Government.
MISR	Makerere Institute of Social Research.
MUK	Makerere University Kampala.
MUST	Mbarara University of Science and Technology.
PGW	Pedagogical Workshop.
PIP	Project Implementation Plan
SIDA	Swedish International Development Agency
TOR	Terms of Reference.
UMI	Uganda Management Institute.
UMU	Uganda Martyrs University.
US$	United States Dollars.

1.   Introduction

Background

1.1   In July 2005, I@Mak.com commissioned a team of two consultants to document the implementation progress of the Decentralized Service Delivery: A Makerere Training Pilot Project. The purpose of the exercise was to track the activities undertaken from inception up to June 2005, capture the outputs generated and ascertain the inputs used. The exercise was also to identify the lessons that were emerging from the implementation process during the period. The focus of the assignment was on six priority activities:

      i. Basic Principles of Decentralisation Course
     ii. Other short courses.
   iii. Long Courses (Undergraduates and Fulltime Masters programmes).
   iv. Internship Programme.
    v. Curriculum Development.
   vi. Student Research Support (Partial Masters and PhD fellowships).

1.2   The final report for the assignment was submitted in February 2006. The report recommended, among other things, a follow-up assessment to establish the extent to which the results (outcomes) of the interventions were being realized. This therefore forms the rationale for the outcome assessment study.

Objective

1.3   This outcome assessment study is an input into the final evaluation of I@Mak.Com Project (2002 –2006). The Terms of Reference[4] envisaged it thus:

> *"To assess the extent to which the project is progressing towards its immediate and development objectives (outcome assessment). To do this, it will be necessary to tract the results chain at the outcomes and impact levels. This will require asking the beneficiaries and implementers questions on the results of using the outputs of the project".*

Approach and Methodology

1.4   The outcome assessment study is an important part of the evidence base for the eventual evaluation of the Decentralised Service Delivery: Makerere University Training Pilot Project. The methodology and approach for the study including the sample size for each activity was agreed during discussions on 21st March 2006 between the study team, I@Mak.com and the Task Team Leader. In general, it was agreed that at least 20% of the beneficiaries of the priority activities would be selected except for undergraduate and fulltime masters where all the beneficiaries were to be interviewed. The other exception was the internship programmes where the aim of the interviews was limited to obtaining fresh voices and validating findings of independent and representative evaluations that have been taking place at the end of each academic year.

1.5   A total of 578 beneficiaries were interviewed classified by the type of instruments used.

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[4] The full TOR are attached as Annex 1.

Table 1.1: Outcome Assessment Study Respondents

Study Instrument	Total No. of Beneficiaries	Planned Sample	Actual Interviewed	%
1. Undergraduates/Fulltime Masters	195	195	142	73
2. LG Supervisors of Undergraduates and Fulltime Masters Students	a	101	57	56
3. Internship - Faculty coordinators/supervisors	12	12	9	92
4. Internship – Students	b	85	60	70
5. Internship - Hosting Institutions	c	10	6	60
6. Partial Masters	112	60	49	81
7. PhD Students	18	17	13	76
8. Staff Research	46	23	11	48
9. Curriculum Development	d	53	32	60
10. Short Courses – Basic Principles of Decentralization	683	161	154	83
11. Supervisors of Basic Principles of Decentralization Course Participants	e	61	13	21
12. Short Courses - Pedagogical Courses	186	37	32	86
Total		**815**	**578**	**71**

Notes:

a = The LG supervisors normally provide oversight to a number of staff members and it is therefore difficult to determine the total number.

b = The number of internships students number in thousands. For example, for the first two academic years (2002/03 and 2003/04) they were about 2,500. At the end of each academic year, an independent assessment of the programme is made and this is considered adequate for assessing the programme. However, the purpose of the interviews during the study was to obtain fresh voices to update and validate the information contained in the Documentation Report prepared in February 2006.

c = The number of hosting institutions has been difficult to establish.

d = The total number of curriculum projects is unclear. The Documentation Report (February 2006) estimated a figure of 28 but subsequent data from I@Mak.com gave a higher figure.

e=This has not easy to determine for the same reasons given in a above.

1.6   Most of the respondents were traced to the beneficiary districts and the partnering institutions as shown in table 1.2 below.

Table 1.2: Districts and Partnering Institutions visited during the Study

Partnering Institution	Districts
Makerere University	Rakai
Nkumba University	Arua
Islamic University In Uganda – Mbale	Kampala
Mbarara University of Science and Technology	Sironko
Uganda Christian University – Mukono	Mbarara
Uganda Martyrs University – Nkozi	Yumbe
Uganda Management Institute	Mbale
	Ntungamo
	Koboko
	Kiruhura
	Isingiro
	Ibanda
	Wakiso

1.7   In order to maintain accuracy and authenticity, most interviews were conducted by at least two researchers. All the completed study instruments were carefully checked by the Research Supervisors and on a sample basis by the Study Team Leader for accuracy and consistency.

Data management

Data coding
1.8   A team of 5 data coding and entry clerks was recruited and oriented to do the coding of the questionnaires and entry of the data into the computer. The coding was done centrally to ensure uniformity of codes and allow discussion among the team members and ease supervision of the exercise. The statistician constantly checked on the work done and questions of clarification were answered as the process was going on.

Missing data for key questions and clarification of responses
1.9   During the coding exercise, some errors were identified and Research Supervisors were called in to clarify on some issues. In other cases, the respondents who had indicated telephone numbers were telephoned and corrections were made on the phone.

Data entry
1.10   The same team that coded the data was used to enter the data into the computer under the supervision of the statistician to minimize the data entry errors. The checking took about 5% of the entered records which were randomly selected, and double entry of the same was done by the Statistician to check the variations if any with the records entered by the data entrant. To minimize data entry errors, a data capture screen was designed in Epi-Info. The program allows the design of data capture screen that resembles the questionnaire the feature that helps offer visual control of data entry. In addition, customized check program was made for each data entry screen by the consultant in order to ensure data validation at the time of data entry. All this was aimed at minimizing the data entry errors.

Data cleaning

1.11   Each data entrant was introduced to the preliminary data cleaning techniques, so that he/she first cleans the dataset before merging of the same could take place. The merged files were then cleaned by the Statistician before the data analysis could take place.

Data dictionary

1.12   The cleaned data was exported into SPSS and the variable names and code labels given to make the data dictionary into the datasets. This had made the datasets self explanatory for future use.

Data backup

1.13   The entered data was backed-up regularly in order to avoid data loss. The datasets were kept on different machines and CDs.

Data analysis and report writing

Data Analysis Framework

1.14   The Statistician, in conjunction with the Study Team Leader met and agreed on the analysis framework detailing the expected output. This was developed according to the set objectives of the study. Using this framework, the statistician was guided in the data analysis and the report writing exercise.

Data Analysis and Report Writing

1.15   The data analysis was done in SPSS following the designed analysis frame. It was done at two levels, namely the descriptive and statistical tests. However, due to small samples and the multiple response questions, most analysis of the major datasets sopped at the descriptive level. The descriptive statistics generated generally described the data in terms of frequencies, mode, measure of central tendency like use of means, and also show the dispersion of the responses from the central measures. Using the outcome of the data analysis, a section of findings of the survey was written. Since a number of questions were open-ended, a lot of qualitative data was collected. The filled questionnaires were passed on to the qualitative data expert after the analysis to make extractions that can enrich the report.

1.16   Triangulation of the survey findings was done on datasets obtained from different sets of respondents that gave opinions on related issues like the beneficiaries and their supervisors.

1.17   Nevertheless like any other study, there are always limitations.

- The targeted number of respondents was not achieved in some cases for a number of reasons. For instance, the study team planned to interview all the undergraduates, fulltime masters and PhD but this was not realised. But 73% was achieved in the case of long courses and 76% for PhD students. The 100% was not possible because some respondents were not accessible (out of the country for long periods) or out of their work places when the research team arrived in the districts.

- There were some respondents who refused to be interviewed even after confirming appointments with them. These were common mainly amongst university lecturers.

- Even after assurance of confidentially some respondents were unwilling to give complete information (especially those still receiving support) for fear of being denied support from I@Mak.com if they are considered to be critical.

1.18   Following the collection of data, the completed study instruments were handed over to the Data Analyst/Statistician who was contracted by I@Mak.com to capture, clean, validate, process, and the analyze the data as well as to prepare the study report.

1.19   This outcome assessment report is based on the data sets and the reports prepared by the Data Analyst/Statistician. In addition, relevant documents have been consulted including the Documentation Report of February 2006 and the recent (June/July 2006) Internship Evaluation/Assessment Reports.

Organisation of the report

1.20   Subsequent sections of this report are organized as follows:

Section 2:   Covers support for capacity building for local government staff. It discusses the emerging outcomes of the long courses (undergraduates and fulltime masters).

Section 3:   Assesses the outcomes of field assessment (Internship) programme in terms of institutional and policy reforms from the perspectives of the key stakeholders (students, field supervisors and faculty coordinators).

Section 4:   Gives an assessment of the emerging results of the capacity building interventions for the staff of partnering institutions.

Section 5:   Analyses the results of the support to research on decentralisation which included partial masters and PhD fellowships as well as staff research.

Section 6:   Discusses the outcome of the support to improved curriculum.

Section 7:   Captures the big picture with an overall assessment, conclusions and recommendations.

2. Support for Capacity Building for Local Government Staff

Introduction

2.1   Component 2 of the project – comprised four sub-components including Local Government Staff Training Pilot. Two of the major interventions under this component have been the fellowships for undergraduates training programmes and fellowships for Graduates Students (Fulltime masters). These two constitute what is referred to as the long courses in the I@Mak.com literature.

2.2   This section will assess the progress of the fellowships to date, the benefits that the trained staff have brought to the Local Governments and the contributions of the interventions to the objectives of the project in general.

2.3   For these two courses, a total of 195 students were awarded fellowships as shown in the table below.

Table 2.1: Beneficiaries of the Long Courses

Course	Number of Students	
	Original Target	**Actual Awarded**
Undergraduates	120	113
Full time Masters	90	82
Total	**210**	**195**

Source: Documentation Report, February 2006

Process of Awarding the Fellowships

2.4   The choosing of candidates for the long courses underwent a three-stage process. First, the available scholarships were allocated to the beneficiary districts. With respect to full time masters' fellowships, the each district was allocated two scholarships per discipline except Ntungamo which received only one scholarship per discipline. Secondly, I@mak invited qualifying students from the districts through a newspaper advertisement to apply to the partnering institutions. The students' applications had to be backed by recommendations from the district administrations (Chief Administrative Officers). The final stage involved the selection of the students by the institutions in consultations with I@mak. The list of original allocation of undergraduate and fulltime masters' fellowships by district is shown at table 2.2 below.

Table 2.2 Initial Allocation of Undergraduate and Fulltime Masters Fellowships

District[5]	No. of Undergraduates	No. of Fulltime Masters	Total
Arua	20	12	32

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[5] In terms of the original geographical coverage, the project areas did not change. However in terms of the number of districts, at the time of the study, the number had grown to 13. The five new districts included: Koboko curved out of Arua district, Manafa created from Mbale while the three districts of Kiruhura, Ibanda and Isingiro were curved from Mbarara district

District[5]	No. of Undergraduates	No. of Fulltime Masters	Total
Yumbe	8	9	17
Kampala	24	7	31
Rakai	27	14	41
Sironko	8	9	17
Mbale	13	15	28
Ntungamo	5	2	7
Mbarara	15	`16	31
Total	120	84	204

Priority Areas of Training

2.4   During the design of the project, six priority areas which contribute to the Government Programme Priority Areas for poverty eradication were identified. These include: Health; education; agriculture; engineering; strategic planning and financial management; and governance. Table 2.3 below shows that both the undergraduate and fulltime masters programmes that the beneficiaries were/are pursuing courses fall within the intended priority areas of health (16%), engineering (17%), financial management (16%), governance and ethics (20%), agriculture (15%) and education (14%). Although environment was not originally identified as a priority area, because of it's linked with agriculture it could as well be considered under the sector.

Table 2.3 Distribution of students Interviewed by priority area of training

Area of priority	Under graduate		Masters		Total	
	No	%	No	%	No	%
Health	17	21	6	10	23	16
Financial Management	16	19	7	12	23	16
Education	5	7	15	25	20	14
Governance and Ethics	14	17	14	24	28	20
Engineering	16	19	8	13	24	17
Agriculture	14	17	8	13	22	15
Environment		0	2	3	2	1
Total	**82**	**100**	**60**	**100**	**142**	**100**

Source: Outcome Assessment Survey Report

Academic Progress of Beneficiaries

2.5   As mentioned earlier, the study team interviewed 142 beneficiaries of the long courses. Out of these, 74 (52%) had completed their degree programmes by end of April 2006. However, only 57 (40%) had graduated. This is lower that the number of students expected to have completed and graduated by this time.

Table 2.4: Status of completion of the studies

Status	Under graduate		Masters		Total	
	No	*%*	*No*	*%*	*No*	*%*
Graduated	45	55	12	20	57	40
Completed but not yet graduated	5	6	12	20	17	12
Continuing student	32	39	36	60	68	48

Status	Under graduate		Masters		Total	
	No	*%*	*No*	*%*	*No*	*%*
Total	**82**	**100.0**	**60**	**100**	**142**	**100**

2.6   Based on information derived from the profile of 135 undergraduates and fulltime masters' students (Table 2.5 below), 68% of students were expected to have graduated as at the end of April 2006.

Table 2.5: Students expected to have graduated by April 2006

Type of Beneficiary	Students with information on expected date of Graduation	Expected to have Graduated by April 06	%
Undergraduates	91	70	77
Fulltime Masters	44	22	50
Total	135	92	68

Source: Final Documentation Report, Annexes 6 & 7.

2.7   Reasons for the delays in the graduation of the undergraduates are unclear, but for the fulltime master, these have been attributed to delays in: approval of research proposals, carrying out the research and assessment of reports by the lecturers.

2.8   In terms of the class of the degrees attained by the undergraduates, Figure 1 shows that highest number had lower class degrees (49%), followed by upper class degrees (36%) and a smaller number has pass (2%) and first class (4%) degrees. The class of the degrees for some students especially those from the medical school is usually not classified and this constituted 9%.

Figure 2.1: Classes of Degree Obtained
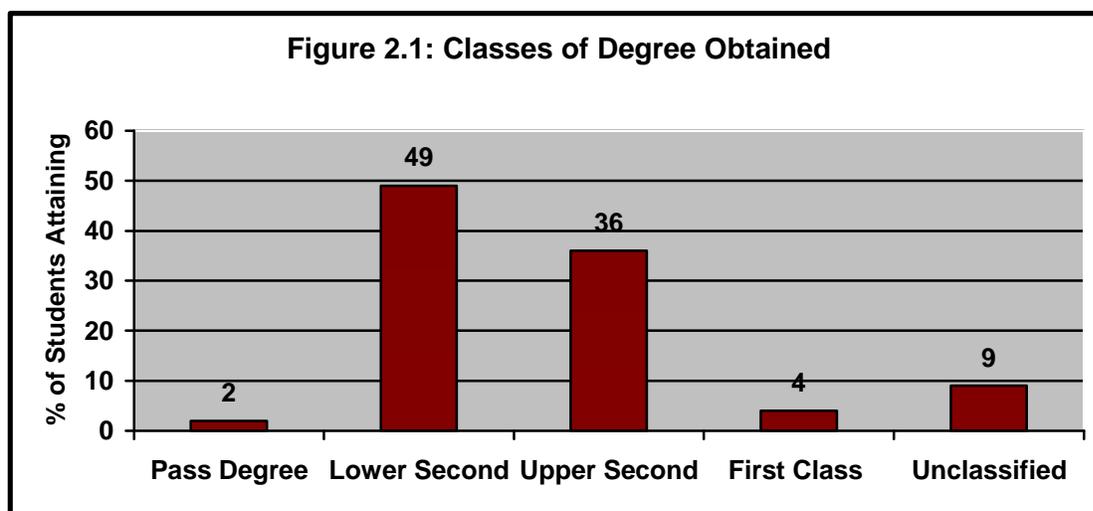
2.9   For the 68 continuing students (Table 2.4 above), information on academic progress was obtained from 65 students. Out of these fifty one (78%) were on normal progress while 14 (22%) were on probation (table 2.6).

Table 2.6: Academic Progress of Continuing Students

Academic Progress	No of Students		
	Undergraduate	**Fulltime Masters**	**Total**
Normal	18	33	51
Probation	13	1	14
Total	*31*	*34*	*65*
	Percentage of Students		
Normal	58	97	78
Probation	42	3	22
Total	*100*	*100*	*100*

2.10   However, when considered for the entire sample (i.e. the 124 beneficiaries who responded to the question), the proportion of students on normal progress (see table 2.7) is higher (83%) and correspondingly, the percentage on probational progress in lower (17%).

Table 2.7: Academic Progress of All Students

Academic Progress	No of Students		
	Undergraduate	**Fulltime Masters**	**Total**
Normal	53	50	103
Probation	18	3	21
Total	*71*	*53*	*124*
	Percentage of Students		
Normal	75%	94%	83%
Probation	25%	6%	17%
Total	*100%*	*100%*	*100%*

2.11   The analysis of academic progress by priority areas is presented in table 2.8 below. The information from the table does not show any clear patterns except that no fulltime masters students had probational progress in the priority areas of health, financial management, engineering and agriculture.

Table 2.8: Academic Progress by Priority Area

Priority Area	Undergraduates			Fulltime Masters			Total		
	Normal	*Prob.*	*Total*	*Normal*	*Prob.*	*Total*	*Normal*	*Prob.*	*Total*
1. Health	10	5	*15*	5	0	*5*	15	5	20
2. Financial Management	7	3	*10*	6	0	*6*	13	3	16
3. Education	4	1	*5*	13	1	*14*	17	2	19
4. Governance and Ethics	9	4	*13*	10	1	*11*	19	5	24
5. Engineering	13	2	*15*	8	0	*8*	21	2	23
6. Agriculture	10	3	*13*	7	0	*7*	17	3	20
7. Environment	0	0	*0*	1	1	*2*	1	1	2

Priority Area	Undergraduates			Fulltime Masters			Total		
	Normal	*Prob.*	*Total*	*Normal*	*Prob.*	*Total*	*Normal*	*Prob.*	*Total*
Total	**53**	**18**	*71*	**50**	**3**	*53*	**103**	**21**	**124**

2.12   As shown in tables 2.6 - 2.8, the number of undergraduate students on probation seems to be on the high side. However, in the absence of the complete information on the performance of the students including those not on I@Mak.com sponsorship, it is difficult to tell whether this is unique to this group. The reasons given by the 13 students on probational progress were: retakes (10 students), delayed approval of proposal (1 master's student), requested for a dead year (10) and family problems (1).

Employment after Completion of Training

2.13   The LG staff awarded the I@Mak.com fellowships were bonded and therefore required to return to their respective districts after completion of their training programme. The survey findings indicate that of the 74 students who had completed their courses 59 (80%) has returned to their places of work while 15 (20%) had not.

Table 2.9: Return of students to duty station after completion

	Undergraduates		Masters		Overall	
	No	**%**	**No**	**%**	**No**	**%**
Reported to duty station	44	88	15	63	59	80
Not yet reported	6	12	9	37	15	20
Total	50	100	24	100	74	100

2.14   The reasons given by students who had not returned included:

- The training undertaken was not relevant to the previous post. As an example, a student who was previously a teacher undertook development studies but felt that the new qualification was not relevant to teaching and decided to look elsewhere for employment.
- Some student hadn't returned because they lost their posts in the local governments where they were working prior to commencement of studies.

Status of Beneficiaries after Return to workplace

2.15   The study findings (see figure 2.2) show that overall, the majority of the students on long courses (53%) maintained their original positions after completing their studies and returning to their workplaces. Next to this, about 39% were promoted. Unfortunately, 5% of the students lost their jobs and another 3% were deployed in positions lower than the one they occupied prior to commencement of the study programme. One of the major reasons for loss of jobs was the LG restructuring which came into force during the training programme.

Figure 2.2: Status After Returning To Workplace
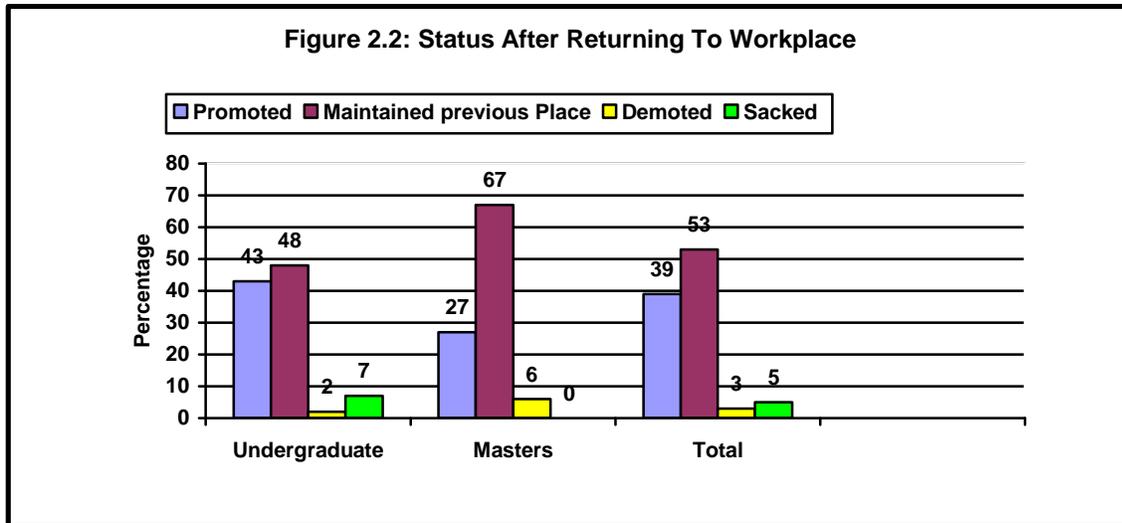
2.16   The LG restructuring was initiated to redress two major developments. First, the promulgation of the 1995 constitution rendered the then existing local government structure unresponsive and ill suited to carry out the functions and responsibilities assigned to it under the new constitution. Secondly, the restructuring of Central Government Ministries (1997-1998) off-loaded many functions and responsibilities to the Local government. In addition, many new policies and national programmes implemented over the last 5-10 years such as the Plan for Modernization of Agriculture; the Poverty Eradication Action Plan (PEAP); Divestiture of None-Core functions and Sectoral Investment Plans called for a fresh review of Local Government Structures so as to develop structures that would correspond to the devolved accountability, responsibilities and functions. The restructuring process was a comprehensive exercise which covered the all sectors and departments in rural LGs and urban centres.

2.17   Among other issues, the restructuring resulted in the upgrading of the qualifications for some LG positions. For instance, the study leading to the restructuring found that the sub-county chief administratively supervised highly qualified professional staff whose posts were graded above the level of sub-county Chief. Moreover, it was found that the status of the Sub county chief was not commensurate with the new responsibilities devolved under the Local Governments Act 1997 including being the accounting officer of the LG level. Accordingly, the qualifications for the sub county Chief was upgraded to degree level. Other positions upgraded in a similar manner included that of the Community Development Worker at sub county level which now requires the incumbent to be a degree holder.

2.18   In light of this, if the staff (particularly undergraduates) were not awarded the fellowships, the loss of jobs arising from the restructuring could have been even worst.   As table 2.9 reveals, none of the undergraduate students had degree qualifications prior to the start of their studies.

Table 2.9: The level of education prior the I@Mak sponsorship

Level of education prior the study	Under graduate		Masters		Total	
	No	**%**	**No**	**%**	**No**	**%**
Certificate	2	3	1	2	3	2
Advanced Level	10	12	-	-	10	7
Diploma	70	85	1	2	71	50
Degree/Professional Qualification	-	-	56	93	56	40
Post Graduate Diploma	-	-	2	3	2	1
Total	**82**	**100**	**60**	**100.0**	**142**	**100**

Assignment of responsibility after completion of Training

2.19   Apart from promotion, the other indicators which show that the training has made a difference to the capacity of the staff include: change in the number of staff supervised, volume of work undertaken and being assigned management-type responsibilities. According to table 2.10 there has been an increase in all the three indicators. Fifty four percent (54%) of the respondents said the number of staff they are supervising increased. Respondents reporting increases in volume of work and assignment of management-type were 70% and 69% respectively.

Table 2.10: Assignment of Responsibility

Indicator	Under graduate		Masters		Total	
Number of people directly supervised	No	%	No	%	No	%
Increased	19	56	9	50	28	54
Remained the same	13	38	8	44	21	40
Decreased	2	6	1	6	3	6
Sub-Total	*34*	*100*	*18*	*100*	*52*	*100*
Volume of work						
Increased	26	72	12	67	38	70
Remained the same	7	20	5	28	12	22
Decreased	3	8	1	5	4	8
Sub-Total	36	100	18	100	54	100
Administrative/management responsibilities						
Increased	24	71	12	67	36	69
Remained the same	9	26	5	28	14	27
Decreased	1	3	1	5	2	4
Sub-Total	34	100.0	18	100	52	100

2.19   Besides job related benefits, beneficiaries also cited other benefits which accompanied attainment of a higher qualification. A selection of these benefits is captured in the voices of the beneficiaries in Box 2.1 below. The benefits mentioned include promotion, salary increase, job satisfaction, recognition and respect.

Relevance of Training

2.20   Relevance assesses the extent to which the training met the skills, knowledge and attitudes needs of the institutions and individuals involved.

2.21   Out of the 111 students who responded to the question on relevance of the training, 82 (74%) said the training had improved their skills, 59 (53%) stated that they have been empowered with knowledge and 40 (36%) mentioned improved quality of work.   Other impacts were professional recognition and confidence in work undertaken. Box 2.2 presents voices of specific beneficiaries indicating ways in which the degree training enabled them to perform on their jobs.

Table 2.11: Effects of Training Received

Effects of the training	Undergraduates		Masters		Total	
	No	%	No	%	No	%
Improved skills	40	70	42	78	82	74
Empowered with information	25	44	34	63	59	53
Improved quality of work	24	42	16	30	40	36
Professional recognition	9	16	5	9	14	13
Gained confidence in work done	9	16	5	9	14	13
Improved interaction with other departments	3	5	6	11	9	8
None	4	7	4	7	8	7
Contributed to salary increase	2	4	2	4	4	4

Effects of the training	Undergraduates		Masters		Total	
	No	%	No	%	No	%
Others	2	4	2	4	4	4
Total	57	100	54	100	111	100

Box 2.2: What the graduates say about the usefulness of the degree qualification
- "Due to the computer skills acquired while pursuing the master's degree, I can now handle my own data bank and other related computer programmes; these have made me more reliable and even faster".
- "I did my first degree twenty years ago therefore this master's programme has helped me refresh my memory and even update my information on forestry; hence I am better suited to serve in today's world".
- "Due to the degree training, I can now analyze staff problems better. I can easily tell if something is bothering them and I probe to find out what it is".
- "Increased and enhanced skills. I expect the output to be more than before".
- "I am empowered to develop programmes and interventions geared towards the improvement of people's livelihoods as pertaining nutrition and food security".
- "I acquired more skills like the ability to produce more animals of better quality, ability to diagnose diseases, which has helped me to serve my community better".
- "The degree has helped me in my relationship with fellow teachers and school administration".
- "I gained research skills, which are enabling me to do research in the district and act on it thus having planned programmes based on what is actually needed".
- "In the classroom, before I went for the master's, my class control was not very good: may be because I had forgotten some of the skills but with this course, my class control is quite remarkable and I even tend to cover more ground these days".

2.22   The relevance of the training received by the LG students was also assessed by their immediate Supervisors. From the analysis, 98% of the supervisors said they had observed some new skill in the graduates which they could confidently attribute to the training received. Box 2.3 captures some of their views on the change that has taken place in the staff following their training.

Box 2.3: Supervisors' Assessment of the changes in Staff performance
- "Research and data collection skills. Although he used to go out in the field to collect data for use in the planning process, he now does it even better. Today, he is also knowledgeable about HIV/AIDS, gender mainstreaming and environment".

- "He likes his job and he is patient because we do not always pay him on time he has not complained".

- "He is now very analytical in his reports and this has made a marked improvement in his reports".

- "He has skills in finding solutions to a problem and he is keen to identify that there is a capacity gap".

- "His levels of performance, public relations and problem solving have all improved".

- "Her improvement in computer skills has improved the quality of reports produced by the department".

- "Purely a new person who can now interpret the policies and implement them in the best way possible".

- "He is now multi-skilled. In addition to handling medical cases, he can handle ENT cases and skin-related problems".

- "Can now ably design and produce good tender documents than before".

- "More assertive in meetings and more helpful in decision making process".

- "He has a better attitude towards teachers; particularly he is more human than before".

- "More knowledgeable and mature".

- "His performance, professional conduct and sense of responsibility have improved".

- "He is able to train others".

- "He is more responsible and can work with little supervision".

- "His approach towards work is wider and he analyses issues more critically before taking any step".

- "Able to apply computers in his field of accounting to manage district finances".

2.23   The findings from the study including the assessment of the beneficiaries' reveal that the training programmes were largely relevant. However, some beneficiaries said the course they undertook were not relevant to their previous job. A case in point is the teacher alluded to earlier who studied development studies.

Institutional Benefits of the I@Mak.com Sponsorship to LGs

2.24   According to data from 108 students who responded to the question on the number and qualifications of technical staff in their departments and those undergoing training leading to bachelors and masters degrees, there are on average 12 technical staff from the departments they come from (see table 2.12). Out of these, six are diploma holders, four have bachelors' degrees and on average one has a master's degree. Those pursuing further studies, sponsored primarily by I@Mak.com, were three on average, representing about 25% of the technical staff establishment.

Table 2.12: Human Resource capacity at the department level

Category	Mean	Minimum	Maximum	Sum	N
Total No. technical staff	12	1	63	1289	108
Qualifications of technical staff					
Bachelors degrees holders	4	0	50	431	100
Masters degrees holders	1	0	5	73	79
Diploma holders	6	0	30	524	92
Staff undergoing training					
Pursuing bachelors degrees	2	0	17	176	84
Pursuing masters degrees	1	0	5	87	81

2.25   The above findings indicate that the project contributed to the increasing of the stock of degree holders in the departments where beneficiaries come from by at least 25%. As discussed earlier, the upgrading of the staff averted staff crisis that could have arisen from the implementation of the LG restructuring recommendations.

Significance of I@Mak.com Sponsorship

2.26   Another way to measure the relevance of the I@Mak.com intervention is to establish whether or not the LG staff sponsored would have still pursued their studies. Table 2.13 shows that the majority of the students (69%) would not have undertaken the degree courses.

Table 2.13: Analysis of the Significance of I@Mak.Com Sponsorship

Response of Beneficiaries	Undergraduates		Masters		Total	
	No	%	No	%	No	%
Would have done the course	22	27	22	37	44	31
Would not have done the course	60	73	37	63	97	69
Total	82	100	59	100	141	100

Therefore, for this category of staff, the intervention by I@Mak.com was and continues to be relevant.

Extent of Utilization of the Skills

2.27   The majority of the graduates (56%) who have returned to work places say they are not utilizing the skills and knowledge they have acquired to full capacity (Figure 2.3).

Figure 2.3: Extent of Utilisation of skills

Using to Full Capacity ■ Not Using to Full Capacity

Category	Using to Full Capacity	Not Using to Full Capacity
Undergraduate	46	54
Masters	40	60
Total	44	56

(Percentage on Y-axis, scale 0 to 70)
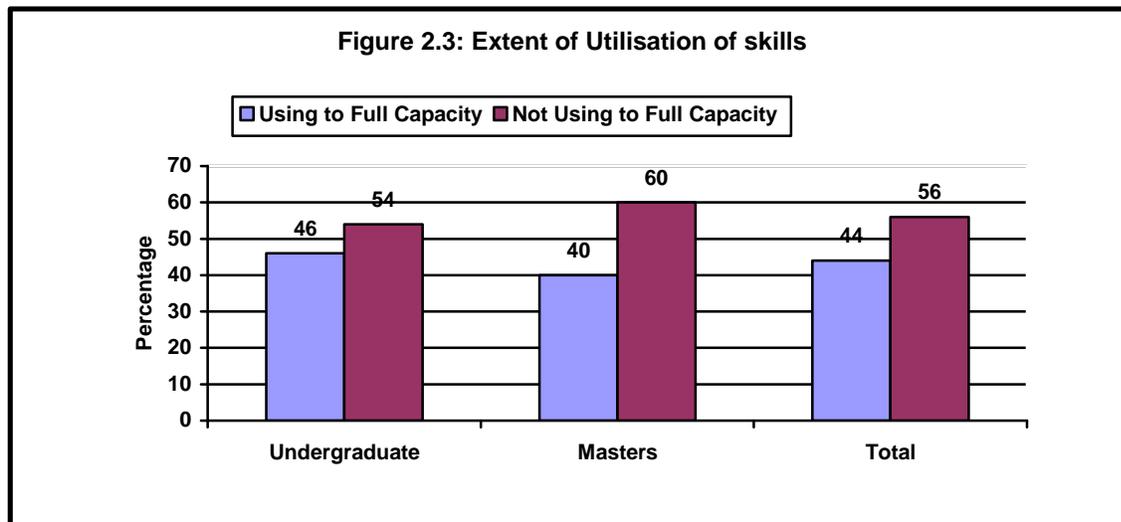
2.28   The reasons why the I@Mak.com sponsored graduates are not using their skills to full potential are related to availability of other resources and a conducive working environment which are generally lacking. Table 2.14 lists some of the conditions required for one to effectively utilize the degree. These include availability of computers and reference books, funding for activities to be undertaken (32%), and the people to be elevated to relevant positions (28%). Other issues raised were transport and communication including ICT (27%), and improved communication among the staff (12%). However, most of these requirements are not in place.

Table 2.14: Resources/environment necessary for full utilization of capacity

Resources/environment Required	Undergraduates		Masters		Total	
	No	%	No	%	No	%
Need Computers and reference books	22	42	18	38	40	40.4
Funding For the activities undertaken	12	23	20	42	32	32.3
Elevated to relevant positions	14	27	14	30	28	28.3
transport and communication/ ICT	19	37	8	17	27	27.3
Increase remuneration	10	19	2	4	12	12.1
Improved Communication among staff	2	4	5	11	7	7.1
To assign more Challenging Responsibility	4	8	2	4	6	6.1
None	3	6	2	4	5	5.1
Improving Working conditions	3	6	2	4	5	5.1
Motivation of Fellow staff to join in do	0	0	4	9	4	4.0
Improved job security	1	2	3	6	4	4.0
Others	4	8	3	6	7	7.1
Total	**52**	**100**	**47**	**100**	**99**	**100.0**

The Merits of Long Courses verses Short Courses

2.29   The ToR for the outcome assessment required a comparative assessment of the benefits of long courses (degree) verses short courses.

2.30   The attempt at carrying this assessment was abandoned after the pre-testing of the study instruments for one major reason. The respondents and study team noted that such a comparison was pointless because it would be a comparison of unlike things. It was observed that whereas long courses are meant to prepare trainees for strategic and analytical thinking and a study of principles, short courses are meant to impart specific hands-on skills.

2.31   This line of reasoning was corroborated by the supervisors of short term courses who noted that short courses help impart skills/ empowerment to the staff, and that they are practically oriented.

Implementation

2.32   Overall, while appreciative of the fellowships awarded to them, the beneficiaries were generally less than satisfied with the way the implementation was carried out. They mentioned many challenges as shown in table 2.15 below.

Table 2.16: Challenges encountered by Students under I@Mak.Com Sponsorship

Challenges encountered	No	%
Money not released promptly	94	66
Unfulfilled/partially fulfilled promises e.g. provision of text books, computers etc	63	44
Money provided was inadequate	54	38
Processing of research funding took too long resulting in some students abandoning it altogether	30	21
There was a communication barrier between the Secretariat and students caused by Junior Staff at I@Mak	27	19
Did not provide according to scholarship	21	15
Most items expensive for students	7	5
There was no consistency in delivering of programme	7	5
Being away from the family	6	4
Private work / business abandoned	5	4
Poor communication between work place and I@Mak	4	3
Employers did not make any financial contribution to the programme	2	1
Concealing of information	2	1

2.33   In order to reach an objective conclusion on the implementation challenges mentioned above, it will be necessary to seek clarification from the I@Mak.Com Secretariat. Unfortunately, this was not included in the design of this study. However, it will be done as part of the overall evaluation of the programme which will ensure after this report is concluded.

Conclusion and Recommendations

2.34   The I@Mak.Com provided fellowships for the intended number of beneficiaries and in compliance within the identified priority areas.

2.35   The majority of the students awarded the fellowships have progressed normally and those that have completed and graduated have received degrees in classes that are generally comparable with the rest of the student body.

2.36   The majority of the students who have completed (80%) have returned to their duty station which is in line with the terms agreed at the beginning. However, due to local government restructuring a couple of students have had their employment terminated and therefore have not jobs to return to.

2.37   The long courses were expected to contribute to the intermediate outcome of "*Strengthened analytical, managerial and implementation capacity of staff at LG levels*".[6]

2.38   Evidence from the 74 I@Mak.com sponsored students who have completed their studies show that the training received has imparted valuable and relevant skills for service delivery in local governments. This is substantiated by 98% of the immediate supervisors that were interviewed during the outcome assessment study. The skills imparted cover areas such as financial management and accountability; data collection, analysis, interpretation, ICT skills, communication, agricultural production, training, research etc.

2.39   In terms of implementation, the beneficiaries' assessment is that the project was fraught with a number of challenges that left them dissatisfied.

Lessons learnt:

2.40   In order to do things better, the following lessons should be noted:

- The strong views expressed by the students on implementation issues seem to indicate that there was inadequate communication between project management and beneficiaries. For smooth implementation, it is vital for the stakeholders to periodically review progress and resolve emerging issues.

- Training alone is not enough. As revealed by the findings, other inputs and environmental factors are necessary for the skills to be fully utilized.

- Close collaboration and consultation between the project management and LG administration in selecting courses to fund will result in channeling project funds in areas most essential for strengthening decentralization.

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[6] World Bank, Project Appraisal Document, Decentralised Service Delivery: A Makerere University Pilot Project, March 2002

3.   Support for Field Attachment Programme.

Introduction

3.1   The field attachment also known as Internship programme, was designed as part of component 1 – Enhanced Institutional Capacity Building

3.2   The rationale for the field attached programme is to provide Makerere undergraduates with a strong practical and experiential base and exposure to employment opportunities in local governments who are collectively the largest potential employers. At design stage, the programme was expected to cover 400 undergraduates spread in six broad disciplines of: (i) Agriculture, (ii) Basic health and medicine, (iii) Education, (iv) Engineering, (v) Good governance, (vi) Financial management and planning. Furthermore, supervision would involve three faculty staff per district for a total of 10 districts.

3.3   These six priority areas are offered in nine faculties/schools as shown below.

No.	*Priority Area*	*Faculty/School where courses offered*
1	Agriculture	Agriculture
2	Basic Health and Medicine	Medicine
3	Education	Education
4	Engineering	Technology
5	Good governance	Social Sciences/ Law/ Arts
6	Financial Management and Planning	MUBS/Economics and management

3.4   Of the nine faculties/schools only three - agriculture, engineering and education had internships going on at the start of the I@Mak.Com. Faculties of social sciences and medicine didn't have internships programmes. These were developed as a result of the I@Mak.Com innovations. Since agriculture is wider than just crop since, it was decided to take on veterinary medicine, forestry and nature conservation as part of agriculture.

3.5   During the first two academic years, 2002/3 and 2003/4 up to 2,561 students from the six faculties benefited from the Programme. In 2002/3 it involved 904 students in 11 districts and in 2003/4 1,657 students were placed in 42 districts. More recently, during the academic year 2005/06, 3,000 students were attached to institutions in 59 districts.

3.6   The implementation aspects of the programme have been comprehensively assessed by independent evaluators. Therefore the outcome assessment is not meant to duplicate that work. Therefore, this section of the outcome assessment aims at independently checking whether the findings of independent evaluations are coherent. But more importantly to delve into the issue of whether the programme is contributing to the production of the human resources that the LGs require.

Approach

3.7   For purpose of triangulation, the assessment team interviewed three key categories of participants under the Field Assessment Programme. These were the faculty coordinators, supervisors from hosting institutions and the students. It must be noted that, except for the faculty coordinators, the sample size for the students and hosting institutions was rather low. This was not an omission. But as noted earlier, the aim was to get first hand voices and perceptions to complement the independent evaluations, which is a vital source of information with samples that the representative.

What is new about the I@Mak.com Internship programme?

3.8   Five out of seven faculties whose coordinators were interviewed confirmed that the Internship programme supported by I@Mak.com is different from what used to exist. Table 3.1 shows the faculties where this is said to be the case.

Table3.1: Assessment of Change in the Internship Programme

Faculty	Assessment of Change in Internship Programme	
	Yes	*No*
Social Sciences		✓
Technology	✓	
Veterinary Medicine		✓
Agriculture	✓	
East African School of Library & Information Science	✓	
Forestry and Nature Conservation	✓	
Medicine	✓	
Total	**5**	**2**

3.9   According to the coordinators, the changes that have taken place include increased student placement, students actually gain hands-on experience, supervision and evaluation is better executed than before, the programme is well funded and that the programme has been incorporated in the curriculum (table 3.2 and Box 3.1).

Table 3.2: Changes that have taken place in the Internship Programme
- Number of Coordinators Mentioning.

	Social Sciences	Technology	Veterinary Medicine	Agriculture	EASLIS	Forestry & Nature Conservation	Medicine
Increased student placement	0	3	0	0	1	0	0
Gained hand on experience	0	2	0	0	0	1	0

	Social Sciences	Technology	Veterinary Medicine	Agriculture	EASLIS	Forestry & Nature Conservation	Medicine
Supervision/Evaluation well done	0	3	0	2	2	1	0
Program well funded	0	3	0	1	1	1	0
Internship incorporated in curriculum	0	0	0	0	0	0	1
No Change	1	0	1	0	0	0	0

Box 3.1: Voices of the Faculty Coordinators on the changes in the Internship Programme
- "We are now able to cover a wide scope and especially in the local government".
- "Today there is facilitation for both supervisors and students unlike before".
- "Before I@Mak.Com, students would do field work in their home areas but not supervised by the faculty".
- "It was never for every year but now it runs from year 1 to 4".
- "Internship has been incorporated into the curriculum and is now examinable".

3.10   The assessment of the coordinator is corroborated by that of the hosting institutions, students, and the independent evaluations.

Emerging Issues from the Implementation process

3.11   After four rounds of implementation, the expectations are that the systems and routines should have by now been functioning more efficiently and effectively. To a large extent this is the case. The latest evaluation reports[7] confirm that pre-planning, placement and supervision are being carried with greater success.

Communication Gaps

3.12   However, there are also areas where lapses have been reported. The evaluation reports[8] revealed that in some cases, the guidelines on what students should be doing while in the file is inadequate. The report points out that 17 out of 21 field supervisors that were interviewed expressed lack of information on what exactly to do with the students. In a few cases, the report records that the supervisors thought the students were on a research exercise. In addition lack of information on the facilitation of students also limited the extent to which the districts could deploy them.

3.13   Another area where learning has been slow is the issue of deploying students in schools without informing the district. This had featured during the inception of the programme but is still

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[7] Fragil Monday, A report of Evaluation of I@Mak.Com Pilot Internship Programmes and Athanazi Kamugisha; Assessment of the 2006 Internship
[8] Ibid

around. The evaluation report stated "*All districts noted that the students of Education had been deployed to the schools without the knowledge of either the Human Resource Manager or the relevant District Officers. This way therefore, the students could not be supervised by the relevant Departments in the District*".

Timing of the Field Assessment

3.14 Another issue which has been brought up repeatedly right from the start is but has not been acted on is the timing of the programme. Fifteen district supervisors recommended change in the timing of the Attachment from June/July to another period because this is what they call a "*fund frozen period*" when there are no operational funds to engage in field activities.

Benefits of the Field Attachment Programme

3.15 The responses of the students to the question of what benefits they have obtained and what impact the programme has had on their learning and research are presented in table 3.3 and Figure 3.1 below.

Table 3.3: Significant benefits from the Internship Programme

Benefits obtained	No.	%
Acquired hand-on skills	27	45.0
Exposed to working environment	23	38.3
Gained confidence	14	23.3
Other benefits	5	8.3
No benefits	3	5.0
Total	60	100.0

Figure 3.1: Impact of Internship Programme on Learning/Research
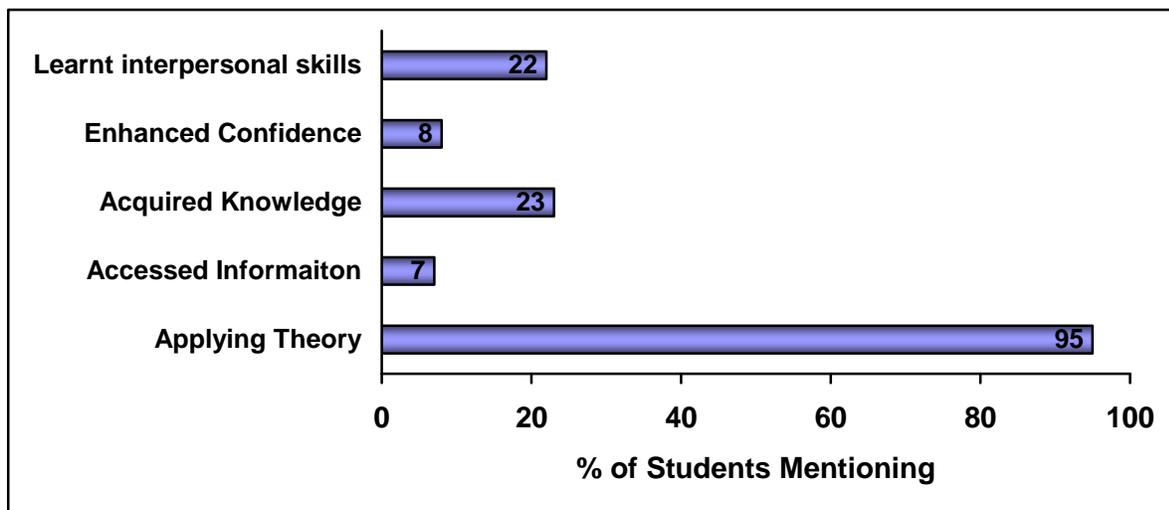
3.16 As shown above, the most significant benefit appears to be acquiring practical skills/applying theory in practice. Other important benefits and impacts of the Internship

programme include exposure to the work environment, learning interpersonal skills and acquiring knowledge. This finding is consistent with what the hosting institutions and faculty coordinators said. According to the six supervisors interviewed from the hosting institutions the major benefits that they think the students gained were:

- Interacted with the community (67%),
- Acquired more knowledge (100%).

3.17   As noted earlier, the faculty coordinators felt that obtaining hands-on experience in one of the distinguishing characteristics of the internship programme innovated under I@Mak.com project.

3.18   The findings from the outcome assessment are also corroborated by the independent evaluations undertaken since the project inception. For instance, the recent evaluation concluded that the student's expectations which included: learning new skills, understanding the people, learning to live independently, putting theory into practice, gaining confidence, learning communication skills and understanding how the districts are managed were met.

3.19   From the perspective of the academic staff, the internship programme is contributing to positive changes in the participating facilities and the University in general. Box 3.2 captures some of the contributions as stated by faculty coordinators.

Box 3.2: Contributions of the Internship Programme to the Faculty and University

- "Test the relevance of what is offered at the faculty in the community".
- "Help us to tailor the curriculum to the needs of the local community".
- "While students learn, academic staff who supervise them also learn and improve on their performance".
- "Since farmers are happy about the programme, the image of the University and quality of graduates will improve".
- "Internship is now compulsory and examinable in the faculty".

Sustainability of the Internship Programme

3.20   In order for benefits of the Internship programme to continue beyond the external funding period, it is necessary for the activities to be integrated into the normal functions and routines of the faculties and to secure a reliable source of funding.

3.21   Evidence from the study suggests that steps are being taken to institutionalise the revised internship programme into the respective programmes and make them part of the assessment for award of academic qualifications. Table 3.4 shows the approval stages which the internship programmes for the participating faculties have reached. The most advanced are those of technology and EASL. Next to these is the one for the faculty of medicine which has been approved by the Senate. In addition to these, the Senate has also approved the internship guidelines.

Table 3.4: Status of approval of internship the program at the faculty or university

Status of approval	Social Sciences	Technology	Veterinary Medicine	Agriculture	E. A S. L	Forestry & Nature Conservation	Medicine	Total
Awaiting approved by faculty	✓							1
Approved by faculty board of studies			✓	✓		✓		3
Approved by senate							✓	1
Approved by senate & already running		✓			✓			2

3.22   Overall, the integration of the internship is on course and this is a great contribution to sustainability.

3.23   However, the issue of financial sustainability appears to be more challenging. The straight forward remedy would be to include the costs of Internship in the tuition structure. But this would lead to increase in the tuition which has been a very sensitive issue. According to the University academic staff that were consulted during the 2006 evaluation of the Internship programme, they suggest that Rockefeller Foundation should be requested to continue with the funding of the internship programme until the University can put its house in order. But this is not financial sustainability. Thus the issue remains outstanding.

Conclusion and Recommendations

3.24   The innovations carried out under the Field Assessment programme has brought the student out of the world of concepts into a world of reality. By learning new skills, understanding the people and environment of work, learning to live independently, putting theory into practice, learning communication stills and understanding how the districts and various organisations where they are placed are managed, the students have been effectively prepared for the market place. Accordingly, the shortcoming identified during MISR studies which informed the formulation of the I@Mak.com project that Makerere training programmes were completely theoretical and of limited relevance to the practical needs of the labour market is receding. In fact one evaluator[9] summed it in this way "*It is too late to withdraw from the innovative experience of Field Attachment*".

3.25   In order take forward the innovations under the Field Attachment to an even higher level, the following is recommended.

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[9] Ibid

- Overall, the Internship Programme should be an integral part of the entire University academic programme in the format that has been piloted under I@Mak.com .

- The University should quickly find a solution to the financial sustainability of the Programme.

- Lessons learnt from the implementation should be acted on to improve the programme by taking the necessary actions.

Lessons learnt

3.26   The foregoing assessment reveals that while lessons have been pointed out through various evaluations, there has been little in terms of action to address the emerging lessons. Typical examples include the communication problems with the districts and the timing of the internship.

4.   Support for Institutional Capacity Building

Introduction

4.1.   The support for institution capacity building for university staff comprised four interventions: staff development, sustaining academic decision making capacity and project support to Bursar's, Procurement and the I@Mak.com Secretariat.

4.2.   Under staff development, planned activities included:

- Makerere and other institutions and other GOU training workshops
- Short term focused courses on decentralization/ change management/ communications skills
- Specialized training for top/select MUK Faculty/Administration
- MISR Resource Centre

4.3.   This section assesses the outcomes of short courses organized for Makerere and other institutions. The courses in question include the Basic Principles of Decentralization (BPD) and the pedagogical workshops (PGWs). Other courses were not followed up because the lists of participants were not available.

Background to BPD and PGWs

4.4.   The BPD was conceived and designed to respond to findings from various studies that both academic and non-academic staff of tertiary institutions were not adequately exposed to issues of decentralization.

4.5.   UMI in collaboration with the World Bank Institute (WBI) developed the one- week course in Basic Principles of Decentralization (BPD). The course was organized under two themes and 15 topics as follows:

Theme 1: Decentralisation and Poverty Reduction: A conceptual Introduction

1. Decentralisation: The Concept
2. Decentralisation: Local Governance and Poverty Reduction
3. Uganda's Poverty Eradication Framework
4. The Role of the Private Sector in Service Provision

Theme 2: Uganda's Decentralisation Policy and Process

5. Uganda's Decentralisation Policy, Legal Framework and Local Government Structure
6. Financing Decentralisation in Uganda: Fiscal Decentralisation and Local Revenue Generation
7. Accountability and Citizen's Participation in Local Governance in Uganda
8. Challenges of Urban Management in Uganda
9. Local Government Planning and Budgeting Process in Uganda: A survey of the issues

10. Issues in the Implementation of Policy at Local Level in Uganda: Primary Education
11. Issues in the Implementation of Policy at Local Level in Uganda: Primary Health Care.
12. Issues in the Implementation of Policy at Local level in Uganda: Water and Sanitation
13. Issues in the Implementation of Policy at Local level in Uganda: Agricultural Extension
14. Issues in the Implementation of Policy at Local Level in Uganda: Rural Roads.
15. Roundtable discussion on Uganda's Experience with Decentralisation.

4.6.   Between 2003 and 2004 UMI conducted the BPD course 33 times attracting a total attendance of 683 participants. 290 were from Makerere representing 34% of the original target of 850, 191 from others institutions (representing 254% of the original target for this category) and 202 (269% of the initial target for the category) came from LGs.

4.7.   Drawing from the invaluable lessons and suggestions made during the implementation of the first 33 sessions, he course was reviewed and modified the enhanced BPD course. The implementation of the revised course took off in early 2006. As a result additional **??** participants were exposed to the key concepts and principles of decentralization.

4.8.   With respect to the pedagogical workshops, the major purpose was to develop and enhance the capacity of University Lecturers and teachers in tertiary institutions to deliver their programmes effectively.

Specifically the workshops were designed to:

- Produce professionally trained teachers to teach students at University and other tertiary institutions;
- Improve the standard and quality of students produced from the institutions of higher learning;
- Produce a respectable and confident University teachers who are sure of the methods of teaching locally and internationally; and
- Test the materials/modules to be used for training teachers.

The course was organized in 14 modules as follows:

1. The mandate of higher education
2. Understanding student learning
3. Planning and preparing for teaching I
4. Methods and techniques of teaching
5. Teaching large and small groups
6. Planning and preparing for teaching II
7. Using education media and technology to support teaching and learning
8. Assessing student learning and evaluating teaching effectiveness
9. An overview of classroom teaching (Classroom psychology, sociology and philosophy)
10. E-learning in the lecture room
11. Pedagogy for teacher trainers I
12. Pedagogy for teacher trainers II
13. Pedagogy for primary education

14. Pedagogy for tutoring and supervision.

After going through the I@Mak.Com project cycle comprising concept, feasibility, pilot and full implementation, the course was commissioned and conducted three times. The total number of participants who attended the three workshops was 186.

The participants were Lecturers who had never taken courses on teaching methods. These were nominated by Faculty Deans and Directors of Institutes and Schools. Final selection was then made by the School of Education Committee.

The workshops were attended by the following units from MUK and UCU: the Law School; Economics; Medical School; Makerere University Business School; Faculty of Arts/Geography Department; and Uganda Christian University.

Following the implementation of these workshops, it has been acknowledged by both the participants and the School of Education that it is crucial to continue with the course. This is not only because there is strong demand (In the 3rd workshop, participants has to be turned away), but much more to improve the quality of delivery and the graduates who are the products of the system. To this end, the Dean School of Education in his letter of 3rd December 2004, recommended to the Vice Chancellor recommending that the course be institutionalized and that the University adopts a policy requiring University and teachers to take the course.

Approach

4.9.   The study team targeted 25% of the participants who attended these two short courses. The actual were about 22% and 20% for BPD and pedagogical workshops respectively. The participants for the BPD were mainly drawn from academic institutions (55%) and local governments (40%) while the pedagogical workshops were attended exclusively (100%) by staff of academic institutions (see Figure 4.1 below) especially Makerere, IUIU and UCU.

Figure 4.1: Institutions where Participants Came from
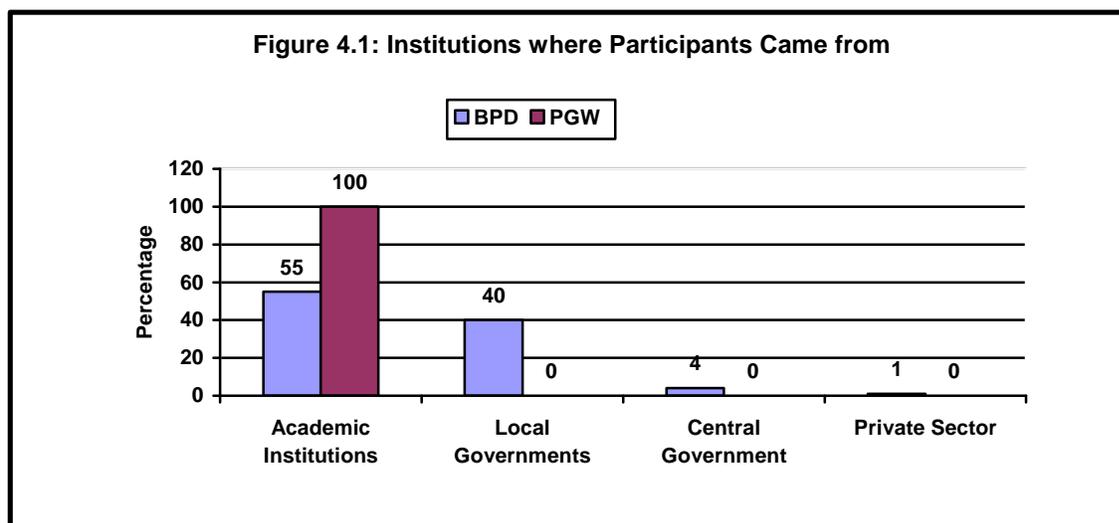
4.5 In terms of the priority areas where the participants belong, Table 4.1 shows that the highest number of the BPD participants were from the Governance and Ethics (48%) priority area followed by Education (15%) and Financial Management (14%). On the other hand, for the pedagogical workshops, agriculture had the largest number of participants followed by health (25%).

Table 4.1: Participants of Short Courses by Priority Area

Priority area	Basic Principles of Decentralization		Pedagogical Workshops		Total	
	No	%	No	%	No	%
Health	16	10	8	25	24	13
Financial management	21	14	4	13	25	13
Education	23	15	1	3	24	13
Governance and ethics	73	48	3	9	76	41
Engineering	8	5	4	13	12	7
Agriculture	11	7	12	37	23	12
Others	2	1	0	0.0	2	1
Total	**154**	**100**	**32**	**100.0**	**186**	**100**
Position held						
Administration	8	5	0	0	8	4
Student	1	1	0	0	1	1
Management	24	16	0	0	24	13
Technical	94	61	32	100	126	68
Support	12	8	0	0	12	6
Politicians	13	8	0	0	13	7
Not stated	2	1	0	0	2	1
Total	**154**	**100.0**	**32**	**100**	**186**	**100**

4.6 With regard to the position of the selected participants, the table shows that for BPD the majority were technical staff followed by management category while for pedagogical workshops all the sampled participants were technical staff (lecturers).

Skills and Knowledge Acquired from Short Courses

4.7 According to table 4.2 the key skills and knowledge most mentioned by the BPD participants interviewed was the understanding of decentralization and its relationship with other sectors. On the other hand the most important skill mentioned by the participants of the pedagogical workshops was a job specific skill namely - teaching skills for university lecturers.

Table 4.2: Skills and knowledge acquired from short courses

Skills attained	Basic Principal of Decentralization		Pedagogical Workshops		Total	
	No	%	No	%	No	%
Decentralization and its relationship with other sectors	125	82	0	0	125	68
Management and accountability	51	34	0	0	51	28

Skills attained	Basic Principal of Decentralization		Pedagogical Workshops		Total	
	No	%	No	%	No	%
skills						
Implementations of policies and monitoring and evaluation	25	16	1	3	26	14
Identification and roles of stakeholders	25	16	0	0	25	14
Participatory approach in services delivery	24	16	0	0	24	13
Job specific skills – Teaching Skills for University Lecturers	23	15	28	90	51	28
Budgeting and resource allocation	16	11	1	3	17	9
Knowledge on gender issues	4	3	0	0	4	2
Information technology [I.T]	1	1	5	16	6	3
Knowledge on self employment	1	1	0	0	1	1
Others	1	1	4	13	5	3

Application of the Skills and Knowledge

4.8 The majority of the participants in both courses indicated that they applied the skills and knowledge acquired (80% for the BPD and 94% for the Pedagogical workshops and 83% overall. Eleven supervisors (92%) of the participants of BPD course out of the 12 interviewed confirmed that the participants applied the knowledge and skills acquired from the course. Boxes 4.1 and 4.2 capture the voices of selected participants of the PGW and BPD respectively on areas where they applied the skills and knowledge.

Figure 4.2: Participants Applying Skill and Knowledge Acquired
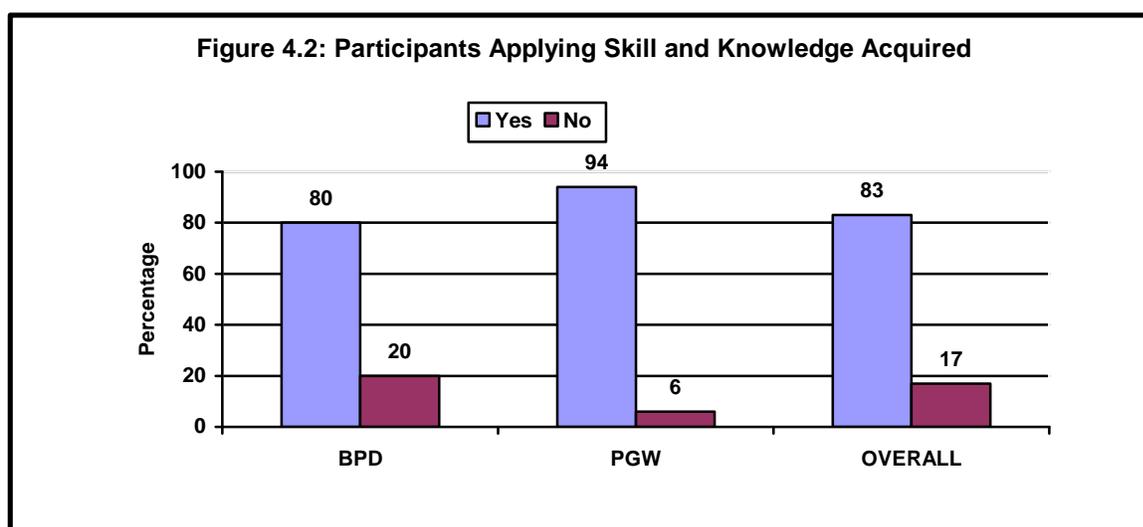
Box 4.1: Voices of PGW Participants indicating areas of application

- "In teaching and assessment of students' progress".
- "During my assessment of students, I have applied this knowledge for instance to assess my students using both the multiple choice and essay type questions".
- "Taking notes and teaching using Information Technology Equipment"

For the respondents that did not apply the knowledge and skills, the reasons advanced included no opportunity to apply the knowledge.

Table 4.3: Reasons for not using the skills and knowledge obtained

	Basic Principles of Decentralization		Pedagogical Workshops		Total	
	No	%	No	%	No	%
No opportunity yet	13	8	0	0	13	7
Not yet decided	2	1	0	0	2	1
Lack of resources	1	1	1	3	2	1
Irrelevant to what I am doing	6	4	0	0	6	3

Impact of Training on Job Performance

4.9 According to the study findings (see figure 4.3), 72% and 92% of the BPD and PGW respondents respectively, indicated that their performance improved following the application of the knowledge and skills obtained from the training. However, 24% and 9% of the BPD and PGW participants admitted that there was no change in their performance.

Figure 4.3: Participants' Assessment of the Impact of Training on Job Performance

- Improved
- Remained the Same
- Not stated

	BPD	PGW	OVERALL
Improved	72	91	75
Remained the Same	24	9	22
Not stated	4		3

(Y-axis: Percentage, scale 0 to 100)
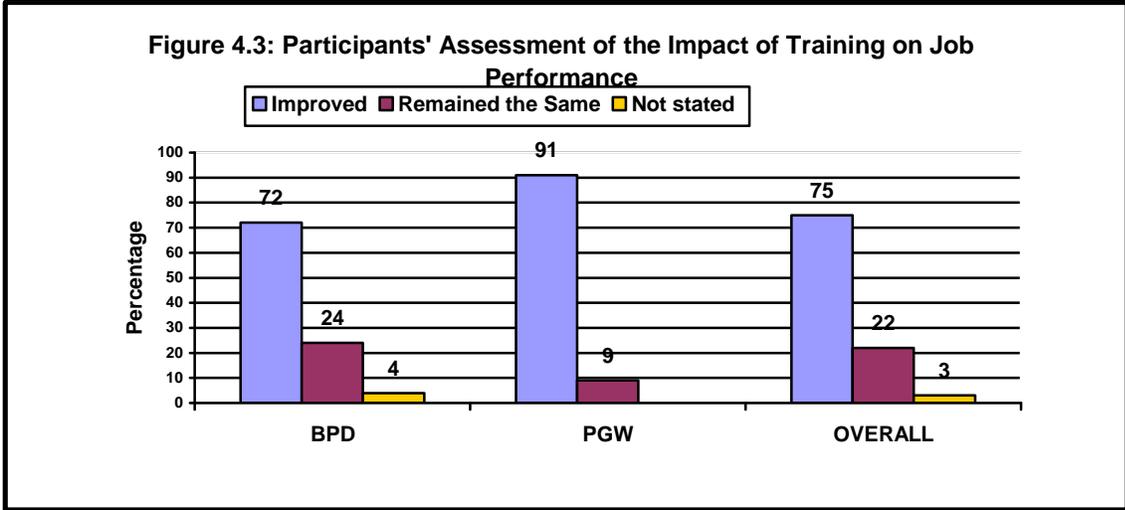
4.10   4.10   The supervisors of the BPD participants substantiated these findings (Figure 4.4 below). Out of the 13 supervisors (12 from LGs and 1 from academic institution), 12 (92%) said the performance of the trainees had improved.

Figure 4.4: Assessment of Job Performance by Supervisors of BPD Participants

Same, 8%
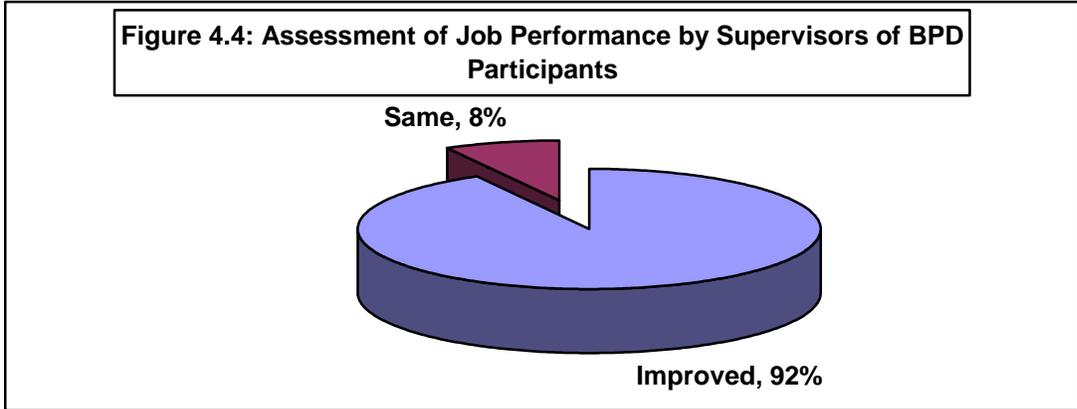
Improved, 92%

4.11   The specific areas where participants said performance has improved are presented in Boxes 4.3 and 4.4 for PGW and BPD courses respectively.

Box 4.3: Some areas where PGW Participants say Job Performance has improved

- "My teaching is now more interactive, instead of standing and talking, I encourage class participation, this enhances student performance".
- "My students seem to understand better than before".
- "Now I am able to interact freely with my students. It has improved my way of conducting lectures and delivery of my material."
- "There is a difference in the quality of examinations that I currently set and those I used to set before this course.".
- "It has made planning for lectures and examinations easier than before."
- "I have had to get organized and prepare good presentations to the classes that I teach".

Box 4.4: Some areas where BPD Participants say Job Performance has improved

Lecturers:
- "The knowledge I acquired has been integrated in many of my modules I teach".
- "I am more confident to discuss issues that relate to service delivery in local governments to my students and colleagues".
- "Since I am teaching students from local governments, I have been able to change my teaching style from being entirely theoretical and I am able to blend it with a mixture of live examples, which helps me improve the students' retention potential of what they have learnt".
- "My research and teaching work is now based on better understanding of local government functions and constraints".
- "I am now able to explain more clearly how I plan and implement education policies".

Local Governments Staff
- "I have been able to design some poverty alleviation programmes".
- "I have a new deeper understanding of policies and guidelines".
- "Now has a new approach on sub-county planning".
- "I am now able to train and sensitize people on issues of poverty".
- "My attitude has changed greatly and this yields a change in my job performance".
- "Because of more knowledge and skills, I am able to tackle issues widely and broadly especially those affecting subsistence farmers and semi-commercial farmers".

Conclusion and Recommendations

4.11   The two courses assessed in this section had different objective**s. T**he BPD course was intended to expose the participants to the concepts and practice of decentralization in general, on the other hand, the PGW was designed to impart specific skills namely; skills for teaching in tertiary institutions.

4.12   From the assessment of the courses it is clear that the objectives were largely achieved.   The conclusion from the findings is that skills and knowledge related to decentralization and teaching at university have been acquired, applied and have improved the job performance of some of the participants.

5. Support To Research On Decentralization

Introduction

5.1   In order to facilitate long-term research on decentralized service delivery, the project set out to support graduate students and staff to undertake research relevant to decentralisation. It was hoped that findings arising from such studies would feedback into university curricula as well as policy formulation aimed at improved service delivery in the decentralised districts. The overall goal was to build local capacity to carry out research and policy analysis relevant to decentralisation.

Major interventions

5.2   In order to achieve the long term goal of building local research capacity on decentralisation, three major interventions were planned for this project component. They included building linkages with institutions of excellence, setting up a decentralised research fund for students, and strengthening decentralisation policy research in faculties. The current assignment focused on making follow-up evaluation of progress made in as far as support to student and faculty research is concerned.

5.3   In regard to the Decentralisation Fund for Students, it had been planned according to the Project Implementation Plan (PIP), to offer fellowships to 75 students already pursuing Masters Programmes on decentralization at Makerere and other partnering institutions to enable them carry out long-term research on decentralization throughout the three-year project period (25 fellowships per year). The support would be partial in that it would cover only research and not include tuition.

5.4   In addition, twenty (20) research fellowships on decentralization at PhD level would be offered to staff from Makerere University throughout the three-year project period. The fellowships would where appropriate be provided as a sandwich Programme whereby the students would spend the first and third years at Makerere and the second year abroad in other universities abroad.

5.5   I@mak.com was to administer the student fellowship grants in close collaboration with the School of Graduate Studies. It was hoped that the research undertaken by students would contribute to their dissertation and could provide inputs to the broader policy and analytic work in this field. MISR would establish a database for the research studies undertaken.

5.6   The sub-component of staff research was intended to support the various faculties to build capacity for policy research and formulation related to decentralization in their own disciplines. The support would assist in the development of possible collaborations among university faculties and with other institutions in the country. Specifically, it was intended to give direct support to research by faculty in the six priority areas of Basic Health/Medicine, Agriculture, Financial Planning and Management, Governance/ethics/accountability, Education and Engineering.

Support for Student Research on Decentralization: Implementation Process

5.7   The implementation of the activity went through a process of advertisement, proposal preparation, evaluation of the proposals, approval and implementation.

5.8   Advertisements for the partial scholarships at Masters level were done in the various institutions during July-August, 2003. At the same time, I@mak.com held three meetings with partnering institutions on 25th June, 30th July and 21st August 2003 and agreed on modalities for allocating the 75 partial maters fellowships as well as admitting and supervising the students.

5.9   Following a review of the cost per scholarship in a meeting between I@mak.com and the Graduate School held on 27th November, 2003, it was recommended that partial Masters level scholarships be reduced to an average of US$ 3,500 per scholarship to be in line with what Makerere and other partner institutions were charging. This meant that Makerere could support additional 15 students and also get the 15% administration fees. This proposal was communicated to partnering institutions with a view to supporting more Masters level student research if they had the capacity.

5.10   As a result of this recommendation, the cost of providing the 75 partial Masters' Fellowships for research on decentralization came down to roughly 57% of projected costs. The savings were used to increase the number of priority research on decentralisation. As a result, instead of 75 fellowships the actual number that was awarded came to 116, representing 155% of the original target. However, available secondary data by the time of the current assignment revealed information on only 112 students. Of these, 83 (74%) are males while 29 (26%) are females.

Figure 5.1: Distribution of Partial Scholarships by Institution

5.11   The process of implementing the PhD fellowships started with initial discussions in September 2003 between I@mak.com and the School of Graduate Studies on how the scholarships would be implemented.

5.12   Thereafter, I@mak.com embarked on the selection process and between April – June, 2004, 18 out of 20 scholarships were awarded (12 males and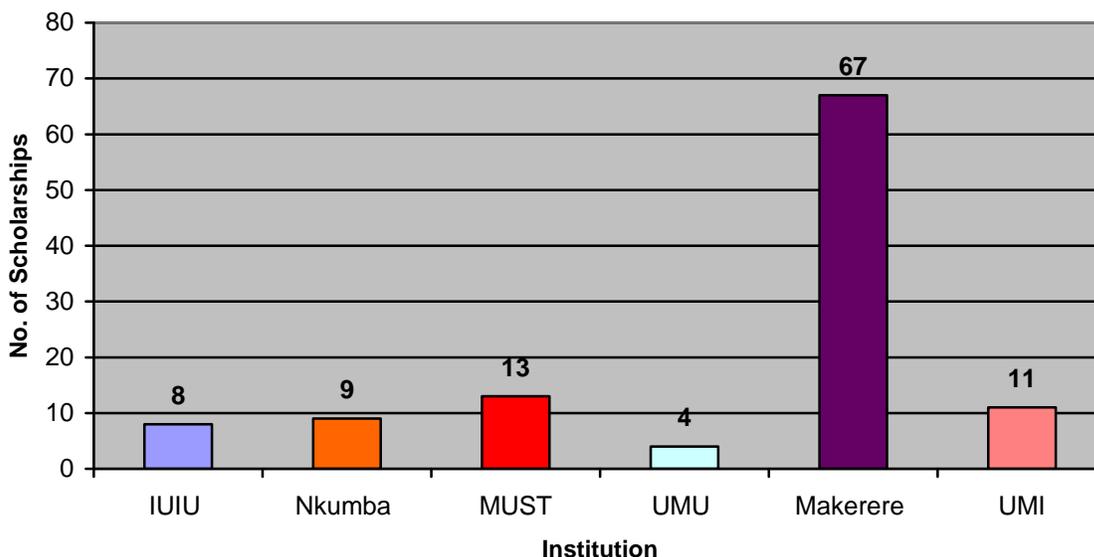 6 females). All the benefiting students came from Makerere University. The implementation of the activity went through a process of advertisement, proposal preparation, proposal evaluation, approval and implementation.

Support to Staff Research on Decentralisation: Implementation Process

5.13   The implementation process of this sub-component followed the phases designed for research projects namely, concept, feasibility and instrument design, fieldwork and dissemination of findings. Currently 33 research projects are at feasibility stage and 15 at full implementation/completed. The current assignment focused on assessing progress on the fully implemented/completed projects.

Findings from the Follow-up Study

5.14   Out of the 18 PhD beneficiaries, 13 (72%) were interviewed and of the 112 partial masters fellowships, 49 (44%) were tracked and interviewed. Of the 15 research studies at full-implementation stage, 11 (73%) were tracked by interviewing the Principal Authors. Annex 2A is a summary of the interviewed beneficiaries.

Priority Areas covered by Research Topics

5.15   The majority of the respondents (see table 5.1) tended to come from the areas of Agriculture, Education, Governance & Ethics and Engineering. This could be attributed to the fact that majority of the research grants and fellowships awarded went to these particular disciplines.

Table 5.1   Priority Areas Covered by the Research Topics

	Staff		PHD		Partial Masters	
Priority area						
Health	1	9.1	1	7.7	10	20.4
Financial Management	1	9.1			6	12.2
Education	1	9.1	3	23.1	4	8.2
Governance & Ethics	5	45.5	3	23.1	23	46.9
Engineering	3	27.3	2	15.4	1	2.0
Agriculture			4	30.8	5	10.2
Total	**11**	**100**	**13**	**100.0**	**49**	**100.0**

Profile and Relevance of Research Topics

5.16   I@mak.com's selection of successful grant applicants was primarily based on the condition that the applicant's research topic was relevant to decentralised service delivery. This study, however, revealed that applicants did not superficially situate their studies in the discipline of decentralisation only for purposes of obtaining funding. Findings reveal that most of those interviewed (91% PhD students, 86% Partial Masters students and 46% staff) undertook research studies in which they had personal interest (personal interest). A number of them too undertook research that was driven by the nature of their institutions or jobs. For the PhD students, 27% of the respondents revealed that they took on their studies because they were relevant to their university teaching career (instructional demand-driven), while 73% of the staff and 31% of the Partial Masters students undertook studies that fitted into the service delivery demands of the institutions in which they were employed (institutional demand-driven). Only 6% of the partial masters' students indicated that they undertook the studies to suit the demands of I@mak condition of relevance to decentralisation (I@mak demand-driven). The following figure summarises the rationale for beneficiaries' choice of their respective research topics.

Figure 5.2: Rationale for Choosing Research Topics
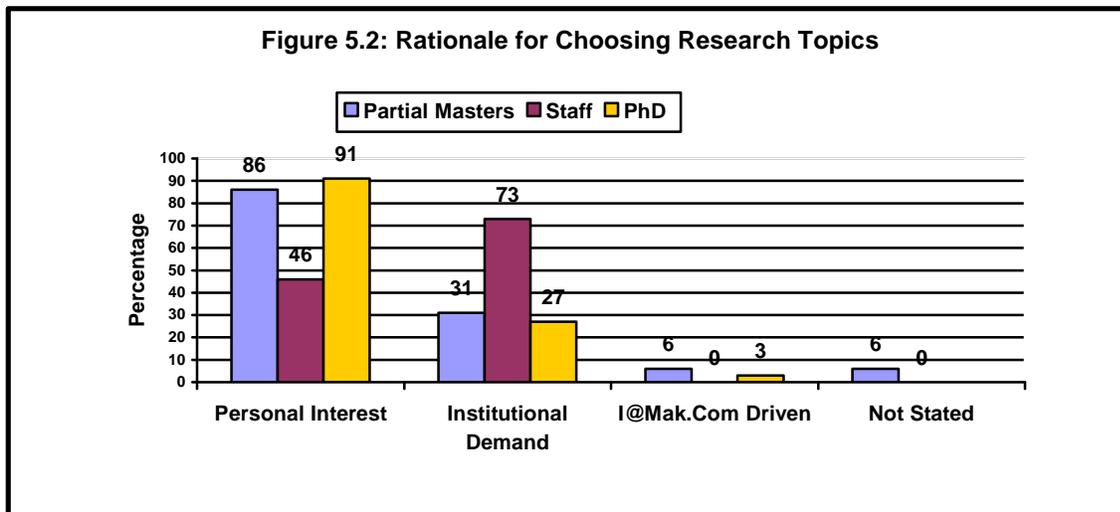
5.17   The fact that most beneficiaries did not only choose topics to satisfy I@mak conditions for funding means that the research that was undertaken has far-reaching relevancy to the wider society. It does not only relate to decentralisation, but has also got the potential to impact on the quality of life at individual and institutional level.

5.18   In order to further establish the importance and relevance of the research topics that were funded, the respondents were asked whether they would have undertaken research in that area had it not been for I@mak sponsorship.

5.19   The majority of the students attached a lot of value on their research topics to the extent that even if I@mak funding did not exist, they would still have gone ahead to do the research. Out

of the 49 interviewed partial masters students, 40 indicated that they would still have done the research, while 10 out of the 13 PhD students also responded likewise.

5.20 A number of reasons were advanced for undertaking the research even without I@mak funding including:

- Many had chosen the topic with a lot of personal interest
- Some had already started on their research by the time I@mak advertised
- Others said they would have mobilized the money.

5.21 For the PHD students all of whom were Makerere University staff, they said they would have continued with their research even without I@mak funding because they could easily access Makerere University staff development fund. Many also thought they would get other donors to sponsor them including SIDA, CRSP and others.

5.22 Of the three PhD students who said that they would not have done the research had it not been for I@mak funding, they advanced the fact that undertaking quality research requires a lot of money, which is usually not readily available. This was in agreement with what 71% of staff undertaking research also expressed. Thus I@mak funding was a blessing for this category of individuals.

5.23 Indeed even those who said they would have undertaken their research even without I@mak funding confessed that I@mak assisted them realise their dream as was boldly expressed by a student in agriculture:

> *Even if it was not for I@mak funding I would have done the same research because I had the self drive and concern to see to it that the situation in agriculture changes. All I can say is that I@mak made me realise my ambition faster than I would have done.*

5.24 The following table summarises the responses on whether the beneficiaries would have undertaken their research without I@mak funding.

Table 5.2: Research with or Without I@Mak Funding?

	Would have done it		Would not have done it		Total	
	No	%	No	%	No	%
Staff						
Exercise very Expensive	0	0.0	5	71.4	5	45.5
Had opportunity to be funded by other agencies.	3	75.0	0	0.0	3	27.3
Had no alternative option.	0	0.0	1	14.3	1	9.1
i@mak is assessing decentralization.	0	0.0	1	14.3	1	9.1
Would have looked for alternative funding.	1	25.0	0	0.0	1	9.1
Total	4	100.0	7	100.0	11	100.0
Partial masters						
Topic was already chosen/ personal	32	80.0	0	0.0	32	65.3

interest					
Lack of funding	0	0.0	7	77.8	7	14.3
Research had already started	2	5.0	0	0.0	2	4.1
Would work on another topic	0	0.0	1	11.1	1	2.0
Would have mobilized money	2	5.0	0	0.0	2	4.1
Not stated	4	10.0	1	11.1	5	10.2
Total	40	100.0	9	100.0	49	100.0
PHD students					
Expensive	0	0.0	1	33.3		
Makerere staff development	6	60.0	0	0.0		
Friends	1	10.0	0	0.0		
Other donors (SIDA, CRSP,IPM, World Bank, Rockefeller and Ford)	8	80.0	0	0.0		
Self sponsorship	1	10.0	0	0.0		
Not stated			2	66.7		
Total	10	100.0	3	100.0		

Assessment of Research Progress

5.25   Drawing from the interviewed students, it can be asserted that most of the partial masters and PhD beneficiaries are continuing students. Out of the 49 partial masters students interviewed, 37 (75.5%) were still continuing students, four (8.2%) had graduated, 7 (14.3%) had completed and awaiting to graduate, while one had dropped out of the course due to poor performance, among others.

5.26   As far as progress with research was concerned for the partial masters continuing students, 4% were at proposal development stage while 6% were at data collection and analysis. The majority of the respondents (42%) were at draft report stage, with (31%) of the respondents having submitted their final reports to School of Graduate Studies for examination. Three students had completed the oral examination (viva voce) and were awaiting graduation. The following table summarises the academic progress of the interviewed Partial Masters students.

Table 5.3 Progress of the Partial Masters Students

Progress on the program	Frequency	Percent
Graduated	4	8.2
Completed but not graduated	7	14.3
Continuing student	37	75.5
Dropped out	1	2.0
Total	**49**	**100.0**
Progress on research		
Proposal development	2	4.1
Data collection and analysis	3	6.1
Draft report	21	42.9
Submitted final report to School of Graduate Studies	15	30.6
Finished VIVA VOCE and awaits graduation	3	6.1

Graduated	4	8.2
Dropped out	1	2.0
Total	49	100.0

5.27   As far as PhD students are concerned, 8 of the interviewed (62%) were provisionally registered. This means their concept papers (synopses) had been approved by their faculties, and had been granted one year within which to develop their full research proposals. Five of the students (39%) were fully registered, meaning that their proposals had been approved by their faculty, and had embarked on data collection. A few of the provisionally registered students expressed the fact that their progress had been delayed by reviewers who had taken long to return feedback on their proposals. One respondent said he was still at the provisional registration stage because of delayed I@Mak funding.

5.28   All PhD beneficiaries were entitled to sandwich programmes whereby they would spend sometime at overseas institutions of excellence to enrich their programmes. However, two of the interviewed beneficiaries said they had no sandwich arrangement for their programmes. Those who said they had sandwich programmes said they had used the opportunity to undertake a number of activities in the institutions they visited as summarised in Table 5.5.3b below:

Table 5.4 Status of Sandwich Programmes

	No	%
Have sandwich	11	84.6
No sandwich	2	15.4
Total	13	100.0
What is done under sandwich		
Advanced research methods	7	63.6
Literature search / updating	4	36.4
Samples taken for characterization	2	18.2
Relevant statistical tools to use	2	18.2
Theory application and development	1	9.1
Professional touch /intellectual exchange, meet with professors	6	54.5
Had maximum time for concentration	3	27.3
Presentation at Seminars of some of the finding	2	18.2
Total	11	100.0

5.29   It is apparent from the PhD beneficiaries' responses that the sandwich arrangement was useful in filling knowledge and infrastructural gaps as well as facilitating establishment of contact with other institutions of excellence. It was also used as a means for disseminating information to the outer world.

Dissemination of Research Findings

5.30   In order to feedback research information to the relevant stakeholders; it was planned that students and staff benefiting from the decentralisation research fund would disseminate their findings to the wider society using a number of channels.

5.31   The findings of this study reveal that minimal progress has been made by students in this regard. As Table 5.3.0 shows, a number of PhD and partial Masters Respondents have not yet disseminated their findings. This could be attributed to the fact that most of them have not yet completed their studies. A few of them who have progressed with their studies have disseminated their findings through workshops and seminars, and in one exceptional case through publication in a refereed journal.

5.32   Some progress has been registered in regard to staff research. Out of the 11 individuals interviewed, 7 had clearly defined mechanisms through which they had disseminated their research findings viz. workshop/seminar dissemination, local government/line ministry dissemination and publication in refereed journals. Annex 2A is a sample of studies that have been disseminated and the channels used.

Table 5.5 Method of Dissemination by Staff and Students Conducting Research

Status	Staff		Partial masters		PHD	
	No	%	No	%	No	%
Not disseminated yet	4	36.4	18	36.7	9	69.2
Still in progress	0	0.0	24	50.0		
Publication in refereed journal	2	18.2	0	0.0	1	7.7
Workshop/seminar dissemination.	3	27.3	6	12.5	3	23.1
Local government/central ministry dissemination	2	18.2	0	0.0		
Others	3	27.3	0	0.0		
Total	11	100.0	48	100	13	100.0

5.33   Since most studies are still in progress, it is hoped that there are plans in the pipeline to have the findings disseminated. Indeed one of the PhD respondents said she had plans of publishing her report "if supported". The support in this regard referred to availability of funding, as well as mentorship from senior colleagues on how to write an acceptable article for a refereed journal.

Utilization of Research Findings

5.34   Even at this preliminary stage, the study indicates that some of the findings have already been utilized in various ways as the following tables show:

Table 5.6: Utilization of Staff Research

	Generally		At district		Faculty	
	No	%	No	%	No	%
Policy formulation	7	70.0	4	66.7	3	30.0
Teaching/training/sensitization	4	40.0	3	50.0	7	70.0
Further research	2	20.0	1	16.7	2	20.0
Others	1	10.0				

	10	100.0	6	100.0	10	100
Total	10	100.0	6	100.0	10	100

Table 5.7: Utilization of Partial Masters and PHD students' Research

	Partial masters		PHD	
	No	%	No	%
Policy formulation	14	60.9	3	75.0
Teaching/training/sensitization	12	52.2	0	0.0
Further research	6	26.1	1	25.5
Total	23	100.0	4	100.0

5.35   Several respondents indicated that their research findings had been utilised in policy formulation either generally or at district or institutional level. Other research findings have been utilised for the development and improvement of teaching/training programmes both at district level and in the university, while some studies have triggered further research in the field. Examples of these include are in Annex 2 B & C.

Impact of Research Findings.

5.36   Most of the research studies that have been completed and/or disseminated are very recent. Therefore it is quite early to assess their long-term impact. However, given the fact that some of them (as is indicated in the preceding section) have been utilised in policy formulation and in the development of training programmes, it can be asserted that they ought to have an impact on decentralised service delivery in the long-term.

5.37   At the individual level, however, the research undertaken have already yielded benefits to the students and staff involved. Besides the benefit of acquiring funding from I@mak, the students reported acquisition of improved knowledge and skills as a result of undertaking the research. They also reported that they had enhanced their knowledge and skills through the exposure they got from participating in workshops (partial masters' students) and from the sandwich programmes (PhD students).

5.8: Benefits to Partial masters students conducting research

Benefits	No	%
Education/skills/knowledge	18	38.3
Financial help	39	83.0
Other opportunities(workshops, exposures	14	29.8
Total	**47**	**100.0**

5.9   Benefits to PHD Students

Benefits	No	%
Funding to carry out research	10	76.9
Sandwich program and benefits that go with it	3	23.1
Flexibility to chose topic for research	1	7.7
Got new skills/knowledge/qualification	5	38.5

5.10   Benefits to Staff conducting research

Benefits	No	%
Got funding	6	60.0
Useful findings	5	50.0
Practical experience	5	50.0
Promotion	1	10.0
Total	**10**	**100.0**

5.38   Staff conducting research also reported immediate benefits including generation of useful findings for policy formulation and improvement of their teaching. They also highlighted the fact that engagement in research had given them practical experience in the field, which also had an impact on how they taught afterwards. They shifted from being too theoretical to incorporating practical activities in their classes.

5.39   At the individual level still, the respondents projected added value in their career in the future as a result of undertaking the research. Staff and partial masters' students projected that they would be promoted to higher positions on the basis of the research undertaken. The PhD students projected that they would come out as experts in their fields of research, and with enhanced skills for continued research and publication. A number of partial masters students (46%) hoped the qualifications acquired would enable them change to better jobs. The following table summarises the responses of students in regard to their projected career prospects as a result of undertaking the research.

Table 5.11 Career prospects for the partial masters and PHD beneficiaries

Carrier Prospect	Partial masters		PHD	
	No	%	No	%
Promotion	15	31.3		
Skills/expertise improvement strategies	8	16.7	11	84.6
Continue with education/ research/ publication	26	54.2	5	38.5
Change jobs	22	45.8		
Continue with current job(s)			12	92.3
Total	**48**	**100.0**	**13**	**100.0**

Assessment of the Implementation Process

5.40   The current assignment also attempted to assess the implementation of this project component of support to research on decentralisation a view to highlighting the strengths to be upheld, the challenges that may need addressing as well as suggestions for improvement of the project implementation from the point of view of the beneficiaries.

Strengths of the Implementation Process

5.41   There were three main strengths that the respondents mentioned in regard to the implementation process including availability of research funds, dissemination and the sandwich arrangement.

5.42   Most of the respondents (83% of the partial masters, 77% of the PHD and 60% of staff) highlighted the facilitation they received from I@mak as the key strength of the implementation process. They reported that the financial support that they received had made them realise their dreams in the face of constrained sources of funding for research.

5.43   The respondents also highlighted the component of support to dissemination of findings as a major strength of the implementation process. Partial Masters students (38%) said dissemination gave them the opportunity for exposure and continued interaction with the people at the grassroots, while 50% of staff said dissemination gave them practical experience.

5.44   As far as 23% of the PhD students are concerned, the element of a sandwich programme is strength of the project. They appreciated I@mak for the support advanced to them in this regard as the sandwich exposed them to the outer world and enabled them to establish contact with other institutions of excellence.

Challenges in the Implementation Process

5.45   The strengths of the implementation highlighted by the respondents notwithstanding, a number of challenges were also mentioned as summarised in the following tables.

Table 5.12 Challenges as Advanced by Partial Masters Students

Challenges	No	%
Delayed funds	30	63.8
Limited funds	18	38.3
Communication barrier between I@Mak and students	7	14.9
Accountability system complicated and no	6	12.8
Limited supervision	5	10.6
Non	4	8.5
Others	2	4.3
Total	**47**	**100.0**

Table 5.13 Challenges by PhD Students

Challenges	No	%
Delayed release of funds	9	69.2
Not given study leave	6	46.2
Inadequate funds	5	38.5
Too much Bureaucracy	4	30.8
Delay in full registration	1	7.7
No direct communication between sponsors & beneficiaries	1	7.7
restricted to study from Makerere university	1	7.7
None	1	7.7
Total	13	100.0

Table 5.14 Challenges by staff conducting research

Challenges	No	%
Delays in releasing funds	5	50.0
Communication barrier/problem at i@Mak	4	40.0
Time period not enough	2	20.0
Inadequate funding	2	20.0
None	2	20.0
Research reviewers are sometimes not sincere	1	10.0
Total	**10**	**100.0**

5.46   The most dominant challenge mentioned by students and staff was the delay in disbursement of funds. Respondents reported that it normally took them long to receive the approved funds, thereby causing delay in their research progress. Some PhD students attributed the delay to the too much bureaucracy within the system.

5.47   Another challenge shared by all the three categories of respondents was inadequate funding. Although the respondents failed to articulate what they considered to be adequate funds, they insisted on the fact that they found themselves in a situation when they couldn't do much with the funds got from I@mak.

5.48   Another shared challenge was the communication barrier between I@mak and the beneficiaries. It was felt that sometimes the beneficiaries had no easy channels to communicate with the people who mattered in the Secretariat in situations when they needed some clarification or assistance. This created a communication gap, and those who mentioned this as a challenge said they felt alienated from the system of which they ought to be part of.

5.49   Other challenges specifically related to I@mak included a complicated accountability system, restriction of PhD students to Makerere University registration alone, tight timelines and the proposal reviewing system, which some respondents thought was not sincere and well balanced.

5.50   Some challenges mentioned touched on weaknesses within faculties, especially when it came to supervision and reviewing of student work. Some PhD and partial Masters students felt their progress had been delayed by their supervisors.

Suggestions for Implementation of Similar Future Programmes

5.51   Based on what the respondents identified as the challenges faced in the implementation of this project component, they suggested a number of possible ways for improvement. These include financial, academic, managerial and policy-related suggestions.

5.52   Several respondents (38% Partial Masters, 31% PhD & 40% staff) suggested that if the research approved was to be accomplished on time, then mechanisms needed to be put in place by I@mak to expedite transfer of funds to the beneficiaries. One other suggestion related to this is the reduction on the bureaucracy within the system. It was suggested that money should be transferred directly to the beneficiary other than having to go through the faculty account. Still related to

finances, some respondents (16% partial masters and 20% staff) suggested that accountability for funds needed to be made easy by clearly explaining the procedures.

5.53   In as far as managerial suggestions are concerned, it was proposed by 27% of the partial masters students and 20% of staff interviewed that communication between I@mak and the beneficiaries needed to be eased. They suggested that physical contact with the secretariat needed to be supplemented with regular use of e-mail. It was proposed that a list-serve for the different categories of I@mak beneficiaries together with the secretariat be created to enhance online discussion and exchange of ideas. It was also suggested that regular meetings with the various stakeholders (viz. beneficiaries, I@mak.com and supervisors of students) should be held regularly to break the communication barrier. Still in regard to the management of this project component, it was suggested by 30% of staff, 22% of the partial masters students, and 8% of the PhD students interviewed that the proposal review process be improved and made fair. They proposed a balanced review committee with reviewers from the applicant's area of specialisation for purposes of ensuring that the reviewers have an understanding of the area of research.

5.54   Suggestions were also made on the academic component of the project implementation. The Partial masters' students (13%) suggested that supporting equipment such as computers should be part of the fellowship package to facilitate their research writing. The PhD students (23%) on the other hand suggested that I@mak creates a system of building a community of I@Mak supervisors and students through regular follow-up meetings. In this way the supervisors would feel accountable and committed to supervision and progress of I@mak beneficiaries.

5.55   Last, but not least, staff conducting research (10%) suggested that critical findings from the research undertaken be translated into unified policy issues at the national level.

Conclusions and Lessons Learnt

5.56   This project component implementation has registered some progress and success both quantitatively and qualitatively. Quantitatively analysed, a number of research projects relevant to decentralisation have been supported, in some cases exceeding the planned intervention. For example, the planned intervention in terms of partial masters' fellowships was implemented 155%. Instead of the targeted 75 fellowships, 116 were awarded. To-date, 90% of the planned PhD fellowships have been awarded.

5.57   Qualitatively speaking, the projects that have been supported have got short- and long-term impact at the individual, institutional and district level. While I@mak.com's focus was on supporting projects with direct relevance to decentralisation, beneficiaries have got personal and institutional interests in the projects undertaken. This is advantageous in the sense that the findings of the studies have got immediate application.

5.58   The uniqueness of the project in terms of imbedded dissemination and sandwich programmes need to be upheld, even for future programmes. With dissemination, the researchers and the researched are able to identify immediate use for the research findings, besides enhanced knowledge/skills. As far as sandwich programmes are concerned, long-term contacts are

established with scholars in other institutions of excellence besides the exposure the beneficiary gains.

5.59   For optimal implementation of the current and future project components, a few managerial improvements ought to be made, however. The beneficiaries having identified a communication gap in the system, efforts need to be made in the future to open as many outlets of interaction as possible. The idea of an e-mail list-serve suggested by some of the beneficiaries might ease the tension that sometimes physical contact may create. Also regular meetings with I@mak.com, the beneficiaries and their supervisors will create a community that feels a sense of belonging to one family with a shared vision. This has the potential of enhancing the commitment of stakeholders, especially the supervisors to the progress of their students.

5.60   The issue of delayed disbursement of funds was commonly echoed by the three categories of beneficiaries. Such a delay affects negatively the beneficiaries' progress and impacts on their morale, resulting into frustration. There is no doubt causes of the delay may be beyond I@mak.com's control, but she has the capacity to influence policy. Dialogue and negotiation with the concerned officials might improve matters. The beneficiaries' suggestion of directly disbursing the funds to them other than having to go through their faculty accounts should also be given thought in future.

5.61   Last but not least, it appears that majority of the beneficiaries are male. While it is not recommended that a policy of affirmative action be applied, efforts should be made in future to attract women applicants, without having to lower the quality of projects. Opportunities could for example be created of slots where women compete with each other, besides the general slots for which any person could compete irrespective of sex.

6. Support To Improved Curriculum

Introduction

6.1   Curriculum development is one of the project interventions aimed at initiating innovations to make Makerere and other tertiary institutions more responsive to the human resource needs of LGs. To establish whether this is happening or likely to happen, follow-up was made on the emerging outcomes and lessons to be learnt.

Major Interventions and Scope

6.2   The MISR study of 2000 revealed that graduates lacked practical skills, were unable to solve problems, and lacked crosscutting, multidisciplinary and integrative knowledge. To address these weaknesses, the I@Mak project intervention extended support to enable faculty staff re-organise existing courses/programmes and/or design new training courses that were responsive to the human resource needs in the districts. The re-organised or newly designed courses could be long courses leading to certificates, diplomas or degrees. Provision was also made for the design of short courses that may be stand-alone certificate courses or developed as credit courses contributing or culminating into a diploma or degree.

6.3   The curriculum development primarily targeted six broad areas of basic health/medicine, agricultural services, financial management and planning, good governance/ethics/accountability, engineering and education. The first four were among the areas of weaknesses that were consistently highlighted in various national service delivery surveys and analytic work on poverty eradication carried out by the Government. As such, the piloting of new courses and / redesigning of old courses supported by the requisite analytic work in these four areas was highly consistent with Uganda's national development priorities.

6.4   To allow for new learning and innovative thinking to flourish, curriculum development in engineering and education was also supported. These two disciplines cut across all the first four priority areas of training and were essential for the successful implementation of the services in the first four areas. As part of the curriculum development process in the six areas, the development of teaching/learning materials in the form of printed books, floppy disks, CDs, web-based teaching and / or videos was also supported.

6.5   The sub-component also intended to support the development of courses outside the six priority areas, which were highly demanded by central government institutions and the Local Governments and / or the Uganda Local Authorities Association.

6.6   Thus the specific target support under this sub-component included:

- Feasibility studies in the six priority areas (80)
- Piloting curricula proposals in the six priority areas (50)
- Full implementation of successful pilots in the six priority areas (26)
- Feasibility studies for courses outside the six priority areas (20)
- Piloting of courses outside the six priority areas (10)

- Full implementation of approved courses outside the six priority areas (6)

Implementation

6.7 I@mak.com used a transparent and consultative process to solicit proposals for re-organising existing courses and designing new ones. Nevertheless, in one high profile intervention, involving the transformation of the curriculum of the faculty of Medicine into a problem-based based approach, there are contending voices. The concerned stakeholders argue that the process of developing the curriculum did not inclusive enough. As a result, a number of challenges have emerged which threatens to undermine the quality of the medical courses. These challenges include grossly inadequate staffing required to implement the curriculum, a huge cut back on the time required to teach some critical courses and a very high cost of implementing the curriculum which has little chance of being sustained after donor funding has ended.

6.8 Curriculum development was organised in three categories viz. 1. Curricula i.e. long courses including certificates, diplomas and degrees 2. Training i.e. short-term training courses usually lasting not more than three weeks and, 3. Publications.

6.9. The category of curricula included proposals for developing new or modifying existing courses leading to certificates, diplomas or degrees. These could include seminars, workshops or formal degrees. The category of training involved short term courses that may be stand-alone certificate courses or developed as credit courses contributing or culminating into a diploma or degree. The process of implementing short and long courses and training included concept paper writing. The successful concepts were given funding of $3,000 and 2-4 months of conducting feasibility studies, report writing and pilot proposal writing. Successful feasibility studies were given funding of up to $15,000 and 4-6 months of pilot studying, report writing and full implementation proposal writing. Fully accredited courses by the relevant university organs were given funding of up to $40,000 for full implementation.

6.10 During the process of implementation, however, there were some proposals that combined two categories e.g. training and curricula or training and publication that were supported. In other words, the intention of a proposal could in the beginning have been short-term training courses, but later courses were developed into long-degree courses/programmes.

6.11 In all the above, clear guidelines were provided by I@mak.com at every stage of implementation.

Emerging Products

6.12 By the end of 2005, up to 82 projects that can be classified as curricula had been supported by I@mak. Eight of these were commissioned projects, 42 were completed/fully implemented, 23 were at pilot and 9 at feasibility stage. Annex 2 has a list of these projects presented according to the relevant categories viz. short courses, long courses and publication.

Documentation of the Outcomes of the Curriculum Development Process

Socio-demographic Characteristics

6.13   In order to document the outcomes and learning gains of the curriculum development process, 32 individuals who participated in the development of various curriculum programmes were interviewed. The majority of these were Makerere University staff (88%), while 12% were staff from MUST. This is not surprising since majority of the authors of curriculum projects are Makerere University staff. A few curriculum innovators have come from MUST and UMU, but many of their projects are still at feasibility or pilot stages. Many of those interviewed were senior academic staff in their units, with 18 (56%) in possession of Doctorates, 13 (41%) Masters holders and only 1 (3%) Bachelor's degree holder. Due to their seniority, they were able to analyse the academic situation in their units with a view to initiating relevant innovations for improved instructional delivery. Most of those interviewed had made curricula innovations related to the disciplines of Agriculture (38%), Education (18%) and Health (16%). Table 6.1 below summarises the socio-demographic characteristics of the respondents.

Table 6.1 Background Information about the Curriculum Respondents

Institution	No	%
Makerere University	28	87.5
Mbarara University	4	12.5
Total	32	100
Priority area		
Health	5	15.6
financial management	1	3.1
Education	6	18.8
governance & ethics	4	12.5
Engineering	4	12.5
Agriculture	12	37.5
Total	32	100
The highest level of education		
Bachelors	1	3.1
Masters	13	40.6
PhD	18	56.3
Total	32	100

Classification and Stage of Approval of Curricula Projects

6.14   The curricula authors interviewed had undertaken a wide range of types of innovations (See Table 6.2). Five of those interviewed had participated in the revision of existing diploma/degree programmes. Examples of these included the author of the "Review of Curricula for Training Health professionals by the Faculty of Medicine, Makerere University". The revised curricula for the health professionals shifted from the old style of training that was lecture- and laboratory-based, to one that is problem-based, integrated with real-life health problems and community health needs. The revised health training programme was approved by the University Council and already running.

6.2 Classification of Curricula Innovations of those Interviewed

Category and Level of Approval	Health	Education	Governance & ethics	Engineering	Agri-culture	Overall Total	
	No	No	No	No	No	No	%
Revised existing degree/diploma program							
yet to be approved by faculty	0	1	0		0	1	20.0
approved by faculty board of studies	0	0	1		1	2	40.0
approved by senate	0	0	0		1	1	20.0
approved by university council and already running	1	0	0		0	1	20.0
Total	**1**	**1**	**1**		**2**	**5**	**100.0**
New degree program							
yet to be approved by faculty	1	2		1		4	100.0
Total	**1**	**2**		**1**		**4**	
New diploma program						**0**	
yet to be approved by faculty	1	2				3	100
Total	**1**	**2**				**3**	
New teaching approach/distance learning/problem based learning							
yet to be approved by faculty	1	2	2	1	2	8	40.0
approved by faculty board of studies	3	1	1	2	5	12	60.0
Total	**4**	**3**	**3**	**3**	**7**	**20**	**100**
New short courses							
yet to be approved by faculty		2		1	1	4	66.7
approved by senate		1		0	0	1	16.7
approved by university council and already running		0		0	1	1	16.7
Total		**3**		**1**	**2**	**6**	**100.0**
New module							
approved by the library and academic programs committee					2	2	66.7
approved by senate					1	1	33.3
Total					**3**	**3**	**100.0**

6.15   Other respondents that had revised an existing programme included the revised Makerere University soil science programme that was tailored to enhance development of bio-fertilizer technology for decentralised districts, and the revised Development Studies Programmes of Mbarara University tailored to suit employment market demands. Apart from the revised programme for Makerere University faculty of Medicine that has been fully approved, the rest of the revised programmes of those interviewed were yet to be approved by the relevant university organs.

6.16   It was reported that revision of already existing programmes was triggered by several factors including the pressure from employers who had complained about the inadequacy of the skills possessed by the graduates, such as Development Studies graduates. Other respondents had realised that the previous content they taught had been inadequate to equip graduates with sufficient skills, while some felt a top-down solution had to be found to problems facing the nation. For example, the revised soil science programme was premised on the fact that soils countrywide were getting depleted due to poor agricultural practices. It was therefore hoped that the revised programme would equip graduates with better soil management and conservation

skills, which they could disseminate to the communities where they would be employed after graduation.

6.17   The second category of curriculum innovators interviewed were developers of **entirely new short courses and/or long diploma/degree programmes**. Few of these programmes had already been approved by all the relevant university organs. Many of them were still at faculty level, and were yet to be approved by the University Academic Programmes Committee, Senate and Council. An example of these was the Bachelors Degree of Physical Education and Sports of Mbarara University of Science and Technology. Several authors of new programmes that had already been approved by university organs could not be traced for interview at the time of this assignment. They included authors such as those of the Veterinary Intensive Workshops in Animal Health service delivery and production under Decentralization for district Councillors and Veterinarians and Para veterinarians, that had been transformed into Masters in Livestock Development , Planning and Management(MLDM) and Post graduate Diploma in Livestock Development , Planning and Management(MLDM) of Makerere University.

6.18   Reasons for the development of new programmes were diverse, many of them specific to a particular programme. This is a clear indication that each new course was designed to meet specific needs. Examples of subject-specific reasons given included:

“To disseminate crop production technology”
“To refresh Local Government personnel with outreach skills”
“To target implementation of judicious use of pesticides”
“Students not guided on the ethical responsibilities at work”
“To promote integrated pest management”
“To respond to national physical education and sports needs”

6.19   As part of curriculum development, staff were also supported to develop instructional materials to enhance the delivery of knowledge in the respective disciplines. Many of those who had started off with the development of short-term courses, were also supported to development training materials that could be used by Local Governments to continue with capacity building in the various disciplines. Eleven of such projects resulted into the development of training materials, mainly publications in the form of published books and/or pamphlets were interviewed. Examples of these include the manual for the training of sub-county health workers in cytological screening services, and Trainer's Guide in the Teaching of Mental Health in the District, published by Fountain Publishers, Uganda. Refer to Annex 3, for a list of all project authors interviewed, including authors of publications.

Emerging Outcomes

6.20   A number of positive outcomes have emerged out of support to improved curricula. Several new programmes have been designed, old ones revised and new publications produced. The revised and/or new programmes have shifted from the traditional equipping of university graduates with theoretical knowledge, to experiential learning, in which teaching and learning are conducted in meaningful contexts. For example the training of medical personnel in the Faculty of Medicine at Makerere University, has been turned around to focus on teaching students using real-life health problems as opposed to theory and/or simulations. The restructured Development

Studies Programme of Mbarara University of Science and Technology, though in its initial stages, is also a promising innovation destined to produce practical development specialists with problem-solving skills.

6.21   The several publications that have been developed as training manuals have also gone a long way in demystifying capacity building needs in some disciplines. For example the publication on the teaching of mental health in districts is a user-friendly material that acts as a guide for use in the training of district health teams who would be the trainers of primary health care providers. Likewise, the soil kit tool developed by the Faculty of Agriculture, Makerere University, has proved an essential soil decision aid tool for sustainable soil resource management.

Conclusions and Lessons Learnt

6.22   A number of improved curricula programmes have been developed as part of this project. One unique element of all innovations under this project component is their practically-oriented design and responsiveness to pressing community needs. The only stumbling block is that most of the developed programmes have not yet gone through the process of approval by the various university organs. Such a process needs to be expedited to enable the public access the skills that these courses offer. Official approval is also the only sure way of ensuring their sustainability. Once such programmes have enrolled paying students, then they can be sustained for as long as they are demanded.

7. Overall Assessment, Conclusions and Lessons Learnt

Introduction

7.1   This is an outcome assessment study. While implementation progress and issues have been raised in order to give context to the study, the main focus is to assess the extent to which expected outcomes have been realized.

7.2   The outcome indicators for the interventions considered in this study are as follows:

Long Courses in support of local government capacity

- Application of acquired skills on the job
- Impact of the use of skills on job performance

Support to the Field Assessment Programme
- Impact of the programme on the content and delivery of courses
- Influence of the programme on policy

Support to Institutional Capacity Building in University – Short courses
- Application of acquired skills on the job
- Impact of the use of skills on job performance

Support to Decentralized Policy Research
- Dissemination of research findings
- Utilization of research findings

Support to curriculum development
- A available of approved menu of courses that responsible to human resource needs of local governments
- Implementation of courses developed under the curriculum process

7.3   The assessment of the extent to which these indictors have been realized follow.

Long Courses in support of local government capacity

7.4   Though it is still early to talk about impact, there are indications that outcomes of this intervention are headed in that direction. This will be clearly seen several years from now.

7.5   Evidence from the study indicates that the skills and knowledge acquired from the long courses are being utilized and are having a positive impact on service delivery. However, the full benefits to all local governments will have to wait until all the students have completed and appropriate resources and working environment are put in place.

Support to the Field Assessment Programme

7.6   To a limited extent, the lessons from the field have influenced the content of some courses as the lectures sought to respond to issues encountered by students in the filed. With respect to policy changes, the innovations under the Field Attachment have triggered the adoption of internship as a mandatory and examinable part of the academic programmes.

Support to Enhanced Institutional Capacity Building in University – Short courses

7.7   Although the two short courses are only part of the interventions meant to enhance institutional capacity building in tertiary institutions, the emerging evidence is encouraging. Like the long courses there is evidence that the acquired skills and knowledge are being applied and are having impact on the job performance of the trainees. Most of the participants of the BPD course now feel they are part and parcel of the decentralization process. Some of them are coming up with innovations in their work which promise to make a positive impact on the decentralization system several years down the road.

Support to Decentralized Policy Research

7.7   Except for staff research, it still early days for the outcomes of Partial Masters and PhD research projects to emerge as many are still ongoing. In light of the foregoing, the findings of this study reveal that students have made minimal progress in disseminating their research findings. Nevertheless, a few of them who have progressed with their studies have disseminated their findings through workshops and seminars, and in one exceptional case through publication in a refereed journal.

7.8   With regard to utilization, the few that have completed have indicated that their research findings had been utilized in policy formulation either generally or at district or institutional level. Other research findings have been utilized for the development and improvement of teaching/training programmes both at district level and in the university, while some studies have triggered further research in the field.

7.9   Given that the completed research projects are still very few, it is too early to authoritatively assess the outcomes of the support to decentralized policy research.

Support to curriculum development

7.9   Following the full implementation of a number of curriculum projects, a menu of various courses, training materials and publications that are responsive to the human resource needs of local governments is beginning to emerge. Moreover, a number of courses developed through the curriculum process have already been commissioned and implemented.

Next Steps

This assessment will be incomplete unless an assessment is made on how efficiency the outputs and outcomes have been achieved. This will therefore form the next steps in the evaluation, which will also address the effectiveness, relevance and sustainability of benefits.

ANNEX 1
TERMS OF REFERENCE FOR THE OUTCOME ASSESSMENT STUDY

Introduction

Through the documentation exercise, information has been gathered on implementation progress (inputs, activities and outputs) and in a few cases lessons learnt for the following six priority activities:

vii. Basic Principles of Decentralization Course
viii. Other short courses.
ix. Long Courses (degree programmes).
x. Internship Programme.
xi. Curriculum Development.
xii. Student and Staff Research Support.

However, there is need to go beyond implementation level to assess the extent to which the project is progressing towards its immediate and development objectives (outcome assessment). To do this, it will be necessary to tract the results chain at the outcomes and impact. This will require asking the beneficiaries and implementers questions on the results of using the outputs of the project.

The specific questions to be asked will vary according to the intervention or activity undertaken. Examples of questions for which answers will be sought in the six priority areas are given below.

Basic Principles of Decentralization Course

Academic Institutions Participants

- To what extent have you applied the knowledge you acquired during the BPD course?
- What barriers have hindered you from using the knowledge gained from the course?
- To what extent has the course influenced your teaching approach and content?
- To what extent has the course influenced your research approach and content?
- What other changes have taken place in your work as a result of attending the course?

Local Governments Participants

- To what extent did the training programme help you get a better understanding of the concept and issues of decentralization in Uganda?
- To what extent have you applied the knowledge you acquired during the BPD course?
- What barriers have hindered you from using the knowledge gained from the course?
- To what extent has the course influenced your approach to service delivery?

Other Short Courses

Participants
- To what extent have the participants applied the knowledge and skills acquired through the training?

- How has the course contributed to the participants' performance of their duties?

Academic Institutions
- To what extent has the experience of developing and implementing the short source(s) changed the institutions' approach to design and delivery of training especially for clients in LGs?

Long Courses (degree programmes)

Students
- To what extent has the long term course contributed to enhancing the professional development of the student (meeting the persons specification for the position, job security, promotion and increased remuneration)

LGs
- What benefits (in any) are there in undertaking long courses compared to short courses?

Internship Programme

Local Governments
- What changes have taken place in LGs' attitude towards graduates from Makerere University/Partner Institutions as a result of implementing the Field Attachment Programmes?

- How do the LGs assess the performance of students who have undergone field attachment?

Academic Institutions

- To what extent has the information generated from the field attachment influenced content and delivery of the courses taught by the Unit?

- What transformations have place at institutional level as a result of implementing the Field Attachment Programme?

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Curriculum Development

The curriculum development process has resulted into a number of outputs including revised/new courses of various durations (long (degree/diploma) and short), manuals and publications. For each output it will be necessary to established:

i. To what extent has the knowledge generated through the project informed the revision/development of the curriculum?

ii. To what extent has the new/revised courses/services being demanded?

iii. What is the beneficiaries' assessment of their usefulness?

iv. What progress in being made in institutionalizing the new/revised courses/services?

v. What has been the impact of the new/revised course/service on the quality and relevance of service delivery especially at the community level?

Student Research Support

- How many research projects have been completed?
- Which research findings have been disseminated?
- How has research findings influenced decentralized service delivery?
- How has research findings informed government policy?

The above are examples of questions for which answers will be sought in the outcome assessment of the six priority. Since, these are not exhaustive, more questions will be formulated before the outcome assessment study collection commences.

Next steps

- Develop follow-up questions for each priority area
- Select a sample of respondents using the list of beneficiaries compiled during as the sampling frame.

Methodology

Will include focus group discussions and a questionnaire administered to the beneficiaries of different interventions. For example under the BPD course, a sample of participants will be grouped by institution and a meeting convened to discuss the post training actions taken. In the same meeting a questionnaire will be issued out to the trainees for them to assess the extent to which they applied the knowledge from the course and how it has changed their performance.

Output

The main deliverable will be an Outcome Assessment Report for the six priority areas.

ANNEX 2 (A) **Outline of disseminated studies for staff, PhD and Partial masters students**

Staff Name	Study	Channel of Dissemination
James Sengendo	Vital data registration of children at birth and at death	Local government/central ministry dissemination
Wasike Mangeni	Decentralization and challenges of agricultural service delivery reform in Uganda; An Analysis of farmers acceptance and adoption of new technology for agricultural production	Workshop/ seminar dissemination
Paul Bakuluki	Sustainable harvesting of herbal medicines in Mbarara and Kampala districts.	Exhibition of preliminary findings at Senate
Dauda W Batega	A search for improving or enhancing the participation of community drug distributors in the home based management of fever/Malaria strategy in Uganda	Articles
Daniel Lumonya	Expanding the best for poverty reduction	Workshop/ seminar dissemination, Local government/central ministry dissemination, Publication in a refereed journal
Elly. K. Ndyomugenyi	An evaluation of Java plum (syzysium cumini) seeds as a source of energy in poultry diets	Publication in a refereed journal, Workshop/ seminar dissemination.
PhD Student Name	**Study**	**Way of Dissemination**
Kasigwa Justine	A dynamic admission control framework for end- to- end quality of service in I.P Networks	Publication in a refereed journal
Mildred Ochwo Semakula	Passion fruit viruses in Uganda. Pathogen + host characterization	Workshop/ seminar dissemination
Partial Masters Student Name	**Study**	**Way of Dissemination**
Evarist Mulumba	Profitability of bean seed multiplication in Masaka and Rakai Districts	Presentation in Kabanyolo Annual graduate workshop
Nsamba Patrick	Local community participation in decision making under decentralized framework – Wakiso District	Workshop/ seminar dissemination
Ongotho Paul Maxwell	Determination of budget motivation and its relationship with budgetary performance in a decentralized system. A case of Nebbi District local Governments	Workshop/ seminar dissemination
Nakazibwe	Women political participation in the wake	Workshop/ seminar dissemination,

Primrose	of decentralization: A case of Mbarara district	Publication in a refereed journal
Mujuni Perez Batwiine	Treatment actions in home management of Maleria in children under five years in Kashaari county Mbarara District	National council of Science and Technology

2(B): Example of studies which have been used in policy formulation

Mfutumukiza Bernard	Factors that influence government public expenditure in UPE 2001/2002: A case study of Mbarara District
Boona Emma	Factors affecting academic performance in UPE schools in Mbarara district, a case of Rwampala county
Nsamba Patrick	Local community participation in decision making under decentralized framework – Wakiso District
Tibenderana Priscilla	Information and communication technologies (ICT's), Evaluation frameworks in the provision of University Library services:- A case for Uganda
Kasigwa Justine	A dynamic admission control framework for end- to- end quality of service in I.P Networks

2 (C)**: Examples of research that has feedback into training and that which has triggered further research**)

Elly. K. Ndyomugenyi	An evaluation of Java plum (syzysium cumini) seeds as a source of energy in poultry diets
Wasike Mangeni	Decentralization and challenges of agricultural service delivery reform in Uganda; An Analysis of farmers acceptance and adoption of new technology for agricultural production
James Sengendo	Vital data registration of children at birth and at death
Dr Mugume Adam	Decentralisation, local revenue management and Mobilization
Tibenderana Priscilla	Information and communication technologies (ICT's), Evaluation frameworks in the provision of University Library services:- A case for Uganda
Ngabirano Tom	Factors influencing feeding practices for children aged less than six months among HIV positive mothers in Hoima District
Kebirungi Hariet	Gender responsiveness in the National Agricultural Advisory services program (NAADs)

ANNEX 3: PROJECTS THAT CAN BE CLASSIFIED AS CURRICULA (SHORT COURSES, MODULES, LONG DEGREE COURSES & PUBLICATION)

SHORT COURSES

1.	*Commissioned*	Dr. M. Tamale	Education	Pedagogical skills for lecturers at university and other tertiary institutions.
2.	*Commissioned*	Dr. Peter Matovu	Guidance and Counseling Center	Psycho socio skills training and empowerment project.
3.	*Commissioned*	Dr. G. Ssemwogerere	M.U.I.E	Standardized Training Materials for Capacity Building in Local Governments within the Framework of Capacity Building Unit (MOLG).
4.	*Commissioned*	Dr. Nzarubara	Medicine/Anatomy	Continuing Medical Education for Health Care Workers: Human Capacity Building to Improve Health Services Delivery in the Decentralized Districts.
5.	*Commissioned*	Prof. F. Mirembe	Medicine/Obstetrics and Gynecology	Audit in Maternity Care; Continuous Medical Education Proposal
6.	*Commissioned*	Dr. J.Okot Okumu	MUIENR	Capacity Building for Environmental Assessment in the Districts of Uganda.
7.	*Commissioned*	A. Madanda & Dr. Grace Bantebya	Social Sciences/Women and Gender Studies	Gender Awareness and Gender Training for LGDP II Programme
8.	*Commissioned*	Dr. Byarugaba.J.B. Turyagyenda	Technology/ Mech. Engineering	Short course on Capacity Building of Engineering Departments of Local Governments
9.	*Completed*	Dr. G. Nzarubara	Medicine/ Anatomy	Continuing Medical Education for Medical Officers.
10	*Completed*	Dr. J.D Kabasa	Vet Medicine	Animal Feed Production, Planning and Management skills for Decentralized

				Systems
11.	*Full implementation*	Prof. Adipala Ekwamu	Agriculture	Developing a client – oriented agricultural research and dissemination programme for the Faculty of Agriculture and Decentralized Districts: A strategy
12.	*Completed*	Dr. J.Kikafunda	Agriculture	Integrated Training of District Extension Workers in Food and Nutrition Security
13.	*Completed*	J. Karungi Tumutegyerize	Agriculture	Enhancing the role of Makerere in Technology Generation and dissemination: A Pilot Project for four Districts in Eastern Uganda
14.	*Full implementation*	Bernard Bashaasha	Agriculture/ Agric. Economics	Building Capacity for career Guidance and professionalism ethics for students and agriculturalists.
15.	*Full implementation*	Dr. M Tenywa	Agriculture/ Soil Science	Capacity Building for using up-to-date soil decision aid tools for sustainable soil resource management in a decentralized system
16.	*Completed*	Dr. J.M Sebuliba	Agriculture/Crop Science	Enhancing Horticultural Crops Production in Decentralized Districts through Training in Propagation Techniques and Proper Cultural Practices
17.	*Full implementation*	S. Kyamanywa	Agriculture/Crop Science	Enhancing Judicious use of agro chemicals among the small scale farmers-
18.	*Full implementation*	Lwasa L.S	Agriculture/MUARIK	Strengthening practical agriculture training to adequately handle challenges of decentralization and agricultural modernization programs in Uganda
19.	*Full implementation*	Rwakaikara	Agriculture/Soil Science	Enhancing Bio fertilizer technology dissemination in the decentralized districts
20.	*Full implementation*	Cosmos Omara	Dean of Students	Discipline as a prerequisite for Education and Production of Responsible Human Resource to meet societal Challenges
21.	*Full implementation*	Muhwezi K.D	Finance	A capacity building project in financial Management and Basic accounting for Faculties and Departments of Makerere University
22.	*Full implementation*	Mr. Jacob Agea took over as PI Sara Namirembe	Forestry	In service Agro forestry practical Diagnosis and design Training
23.	*Full*	J. Bbuye.	I.A.C.E	Enhancing the Capacity of Makerere University I.A.C.E. `s Regional Centers

	implementation			to promote Distance and Community Participation in the decentralized districts.
24.	*Full implementation*	Kalyowa Fred	Medicine/Child Health & Dev't Center	Building District Capacity for Management of Key Indicators of Change in Health Care Delivery System: Building for Basic Data Analysis and Utilization in districts of Apac, Mukono and Mbarara
25.	*Completed*	Josephine Ahikire	Social Science	Gender Training and skills Development (GTSD) Course for decentralisation in Uganda
26.	*Full implementation*	Akiiki F. Asiimwe	Social Science/Sociology	Training of extension staff in community mobilization skills
27.	*Completed*	Byaruhanga	Technology	Capacity Building for Decentralised Districts in Maintenance of Assets
28.	*Full implementation*	Musinguzi Moses	Technology/Surveying	Training for Strengthening Parish Land Committees
29.	*Pilot*	J. Kibalama Sentongo/ J. Kawongolo	Agriculture	Capacity building of Agricultural Engineering skills for district staff for sustainable agricultural modernization
30.	*Full Implementation*	Iwadra Micheal	Agriculture	Building Capacity for Sustainable Water Rss Dev't for Agric Prod & Domestic Use at districts & dept of Agric Eng
31.	*Pilot*	V. Baryamureeba	Computer Science	Training District Local Staff in Computer Use, Trouble shooting and Maintenance
32.	*Pilot*	J.C Nsookwa	Education	Training of Kiswahili Primary Teach in Uganda
33.	*Pilot*	Dr. Kijjambu S.	Medicine	Essential Primary Surgery in the District
34.	*Pilot*	Dr. Hilda Tibayungwa	Medicine	Capacity building for School Screening Programs in Decentralized Districts
35.	*Pilot*	Dr. Andrew Mwanika	Medicine	Continuing Dental Education for Capacity Building among Oral Health Practitioners in the Districts of Uganda
36.	*Pilot*	A. Mwaka	Medicine/ Ophthalmology	Increasing ophthalmic surgical intervention returns through training of rural hospital staff
37.	*Pilot*	Waswa	MUBS	Improving productivity of Uganda's decentralized districts through capacity

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		Balunywa		building in time management
38.	*Pilot*	Sam Sakwa	MUBS	Functional Capacity Improvement of Internal Auditors in Local Authorities in Uganda
39.	*Pilot*	Mr. M.K Mayanja/Esemu	PDD/MUBS	Training in Project Planning and Management at District level..
40.	*Pilot*	Kasenene John	Science	Practical Field Conservation Biology and Wildlife Management Course (PCBWM) 2001
41.	*Pilot*	Dr. Oryem Origa	Science/ Botany	Flower Gardening, Tree and Landscaping in the Districts and Institutions.
42.	*Pilot*	Dr.Nyonyintono. R.	Social Sciences/ Sociology	Strengthening District Capacity to integrate and implement Child Welfare and Protection Policy and Programmes.
43.	*Feasibility*	Winnie Turinyebwa	Law	The Rights of Local Government Staff and Sources of Conflict in the Local Government System
44.	*Feasibility*	Turinde Kabali Asaph	MISR	Development of Guidelines to Enhance Local Management Initiatives in Health Care Provision in Uganda: The Case of Health Unit Management Committees (HUMCs)
45.	*Pilot*	Dr. J. I Okware	Technology	Productivity Improvement in Industries of the Decentralized Districts Through Cleaner Production Technology
46.	*Feasibility*	Fred Bagenda	Medical School (MUST)	Strengthening the capacity of lower level health service managers in participatory rural appraisal to improve community involvement in health planning A pilot study of Mbarara and Ntungamo districts
47.	*Pilot*	Edgar Mulogo	Medical school (MUST)	Enhancing the capacity of mid level health service managers in planning and evaluation of health services
48.	*Feasibility*	C Kudamba	Agriculture (Nkozi)	Empowering Communities the Youth, in Rakai Masaka and Mpigi Districts through Training in various Rural Trades and Improved Employment
49.	*Feasibility*	Dominique Musana	Finance Dept MUST	Strengthening the Capacity of Lower Level Health Service Manager/Health Unit Management Committees in Financial Management for Improved Health

				Service Delivery
50.	*Feasibility*	Amos Twinamasiko	Medicine MUST	Integration of Traditional eye Practice into the Eye Care Services of Mbarara District

SHORT COURSES, WHICH WERE LATER DEVELOPED INTO LONG COURSES

51.	*Completed*	Dr. F.M. Mirembe	Medicine	Training of reproductive health workers for decentralized districts
52.	*Completed*	Dr. Kasolo Josephine	Medicine/ Physiology	Training of Health Workers to be able to identify, Refer and Manage cases of human rights abuse.
53.	*Completed*	Ruth Muwazi	Vet Medicine	Intensive Workshops in Animal Health service delivery and production for under Decentralisation for district Councilors and Veterinarians and Para veterinarians
54.	*Full Implementation*	Dr. M.W Okot	Agriculture	Refresher courses on practical skills in feeding, housing and management of farm animals for District Extension Staff.
55.	*Completed*	Johnny Mugisha	Agriculture/Agric. Economics	Agribusiness training and community oriented farm management of agricultural modernization.
56.	*Full implementation*	Naggenda Musana Asumpta	Architecture	The Role of Architecture in designing and planning of appropriate urban development and resource use in a decentralized system. Bridging the capacity gap
57.	*Full implementation*	Dr. Nkurunziza	Arts/ Religious Studies	Conflict Management Skills for Sustainable Decentralization
58.	*Completed*	Andrew Weeks	Medicine	Audit in Maternity Care

59.	*Completed*	Dr. Nakasi Grace	Medicine/ Psychiatry	Decentralized District Mental Health Strategy
60.	*Pilot*	R. Bazira	Arts/ Geography	Integrated physical planning in Local Governments in Uganda
61.	*Full implementation*	M.D. Awubwa	Medicine/ ENT Dept	Training Ear Nose and Throat Primary Health Care
62.	*Full Implementation*	A. Okwi	Medicine/ Pathology	Introduction of Cytological Screening Services at Health Centres in Sub-district
63.	*Full implementation*	Lubowa Paul	MTSIFA	Community Based Practical Training in art and Design for enhancement of Competitive and sustainable skills for the final year students of the department of industrial Arts and Design
64.	*Pilot*	Murindwa Rutaga	Social Sciences	Introducing New Courses in Local government Administration
65.	*Completed*	Dr. Justus Rutaisire	Vet Medicine	Practical Training in Integrated Commercial Fish Farming for Extension Staff and selected Farmers in Rakai and Wakiso Districts

SHORT COURSE TURNED INTO PUBLICATION

66.	*Full implementation*	C.K. Sekabembe	Agriculture	Agro forestry approach to land use (includes Manus**cript)**

LONG COURSES

67.	*Completed*	Katunguka Rwakishaya	Vet. Medicine	Attitudinal Change & Enhancement of Practical Skills for Veterinarian Service Providers Decentralized District (During different stages and particularly Implementation the title changed to include undergraduate Students internships (4th Year)as target group
68.	*Full implementation*	R. Twinomuhangi	Arts	Enhancing Strategic and Integrated Development Planning Skills under Decentralized Governance in Uganda
69.	*Completed*	Dr. Buyinza.M	Forestry	Curriculum review for community forestry
70.	*Full implementation*	Turyagenda	Technology	Development of an appropriate training programme for engineering personnel for the decentralised districts
71.	*Pilot*	Dr. Sam Luboga	Medicine	Review of Curricula for Training Health professionals by the Faculty of Medicine, Makerere University.
72.	*Pilot*	S. Luboga	Medicine	Electives for Students of health profession of the Faculty of Medicine, Makerere University.
73.	*Feasibility*	Amadi Ihunwo Taken over by Simon Anguma	Medical school (MUST)	Curriculum Development for the Bachelor of sports science
74.	*Pilot*	Pamela Mbabazi	Development Studies (MUST)	Restructuring the Development Studies Curriculum (MUST)

PUBLICATION

75.	*Full implementation*	Dr. K. B. Kiingi	Arts	Dictionary Project of Makerere Institute of Languages
76.	*Pilot*	D. Asiimwe	MISR	Decentralization and Transformations of Governance in Uganda

77.	*Pilot*	M.J.K. Muranga	Languages	A Thesaurus of the Runyankole-Rukiga Language Arranged According to Categories of Knowledge and Activity
78.	*Pilot*	Dr. A. G. Kerali	Technology	Manual for sustainable development and application of indigenous construction materials in Uganda
79.	*Feasibility*	Katunguka Rwakishaya	Veterinary Medicine	Publication of selected materials for district extension officers and students
80.	*Full implementation*	Dr. Agnes Namutebi	Agriculture	Authorship of a Foods and Nutrition Introductory Book
81.	*Feasibility*	John C. Nsookwa	Education	Publication of Kiswahili Primary Schools Books P.4, P.5, P.6 and P.7
82.	*Full implementation*	Deogratius Kibira	Technology	Business Development and Quality Improvement in the Small Scale Manufacturing Sector

ANNEX 4: Some of the interviewed authors of Curricula Projects

	NAME	TITLE	TYPE OF PROJECT	PRIORITY AREA
	Stephen Lwasa	Strengthening practical agriculture to adequately handle challenges of decentralisation and agricultural management programs in Uganda	New training material	Agriculture
	Mary Rwakaikara-Silver	Enhancing bio fertilizer technology dissemination in decentralised districts	Revised existing degree/ diploma program	Agriculture
	S. Kyamanywa	Enhancing judicious use of agro chemicals among small farmers	New module	Agriculture
	Sebuliba J.M	Enhancing horticultural crop production in decentralised districts through training in propagation techniques and proper cultural practices	New short course (certificate)	Agriculture
	Bashaasha Bernard	Building capacity for career guidance and professionalism ethics for students and agriculturalist	New module	Agriculture
	Julian Bbuye	Enhancing the capacity of Makerere university Institute of adult and continuing education's regional centres to promote distance learning and community participation in decentralised districts	New training material	Education
	M. Tenywa	Capacity building for using up to date soil decision aid tools for sustainable soil resource management in a decentralised system	New training material	Agriculture
	Moses Musinguzi	Training for strengthening parish land committees	New training material	Engineering
	Assumpta Nagginda Musana	The role of architecture in designing and planning of urban developments and in resource use in a decentralised system	New short course (certificate)	Engineering
	Kasolo Josephine	Domestic violence and child abuse	Revised existing degree/ diploma program	Health
	Muhwezi D.K	A capacity building project in financial management and basic accounting in faculties and departments of Makerere University	New short course (certificate)	Financial management
	Mugisha Johny	Agribusiness training and community oriented farm management for the modernisation of agriculture in Uganda	New short course (certificate)	Agriculture

	Karungi J. Tumutegyerize	Enhancing the role of Makerere in technology generation and dissemination: A pilot project for four districts in Eastern Uganda	New module	Agriculture
	James Okot Okumu	Capacity building for environmental assessment in the districts of Uganda	New training material	
	Asiimwe Florence Akiiki	Training of Extension Workers in community mobilisation skills	New training material	Governance and Ethics
	Muranga M.J.K	A thesaurus of Runyankole-Rukiga language arranged according to categories of knowledge and activity	Revised existing degree/ diploma program	Education
	Pamela Mbabazi	Restructuring the development studies curriculum	Revised existing degree/ diploma program	Governance and Ethics
	Okwi Andrew	Introduction of cytological screening services at sub counties in the districts of Uganda	New training material	Health
	Ovuga Emilio	Capacity building for decentralised mental health services at districts	New training material	Health
	Anguma Simon K	Curriculum development for bachelor of physical education and sports in Mbarara university of science and technology	New Degree program	Education
	Kabogozza John R.S	Strengthening internship in the faculty of forestry and nature conservation	New teaching approach	Agriculture
	Okot M.W.	Refresher course on practical skills in feeding housing and management of farm animals for district extension staff	Revised existing degree/ diploma program	Agriculture
	Kerali A.G	Manual for sustainable development and application of indigenous construction materials in Uganda		Engineering
	Bazira Rhoda	Sensistising stakeholders in physical planning in the districts of Kanungu and Rukungiri	New training material	Physical planning
	Nsookwa John C	Capacity building for Kiswahili Teachers in Uganda		Education
	Mulongo Edgar	Enhancing the capacity of mid-lower level health service Managers in participatory approaches to planning and evaluation of health services	New training material	Health
	Ahikire Josephine	Gender training and skills development for decentralisation in Uganda	New training material	Governance and Ethics
	Tamale M	Capacity building for pedagogical skills for teachers of higher institutions of learning	New short course (certificate)	Education

	Murindwa Rutanga	Introduction of new courses in local government, administration, certificate, diploma, Bachelors degree and Masters Degree	New degree/diploma / certificate programme	Education