Evaluation of the Education Sector of
Austria's Development Cooperation
and Cooperation with South-East Europe
GZ 2337-00-2005/1-PP/2005

Annex 6:

Country Report Uganda

ÖSB Consulting GmbH / L&R Sozialforschung OEG,
in cooperation with KEK-CDC Consultants

Vienna / Zürich, 17 January 2007

Commissioned by the Austrian Development Agency

Austrian
Development Cooperation

Evaluation of Austria's Educational Sector Policy
Country Report Uganda

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1. Introduction

1.1. Background

The present country report is the result of a field mission to Uganda, carried out from September 16-22, 2006. The mission took place as one out of four case studies to be carried out within the overall framework of the evaluation of the sector policy education in Austrian Development Cooperation. The case study was conducted by Matthias Jaeger, who was assisted by Florence Kanyike as local expert. The responsibility for reporting lies with Matthias Jaeger with contributions from Florence Kanyike.

1.2. Mandate

This country report is one out of four case studies which will, together with those for Bosnia/Herzegovina, Serbia/Montenegro, Ethiopia, a portfolio analysis and a review of the Austrian scholarship programs be integral part of the evaluation of Austria's Sector Policy Education.

As per the inception report, dated May 15, 2006, the leading questions for this case study read as follows:

Relevance
- How is the sector policy guiding the country programming, monitoring and evaluation processes (internal relevance of the sector policy)
- How is the country program with its educational project portfolio aligned with the country needs and priorities?
- How is the country program and the educational project portfolio harmonised with other donors?

Effectiveness
- Does the project portfolio effectively translate the defined goals into action?
- What to the projects leave behind?
- How are the cross-cutting issues (poverty reduction, gender equality, inclusion of special needs groups) met?
- Are the resources of the coordination office and the support structures sufficient?

1.3. Country brief

As per the country information prepared by OEFSE, up-dated in March 2006[1], Uganda is a country with about 26.9 million inhabitants. With 3.3% Uganda has one of the biggest population growth rates in the world. In 2004 the growth rate of the GDP exceeded 10%, i.e. it clearly exceeded the population growth rate. This indicates that Uganda is making progress, also as regards poverty reduction: The share of the population living below the poverty line is said to have reduced from 56% in the mid 90ies to 35% in 2003.

Uganda was a pioneer in aid harmonisation based on PEAP-Poverty Eradication Action Plans. The first PEAP was presented in 1997. On this basis first donors agreed on a SWAp (Sector-wide approach) in education in 1999. The second PEAP followed in 2000, and the presently valid version in November 2004. The donor community reacted positively, and the SWAp in education

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[1] Slezak, G. and Tillmann, L.G., Länderinformation Uganda, OEFSE, 4th edition, March 2006.

was followed by a SWAp in the health sector in 2000. At the same time dept relief was earmarked for poverty alleviation, and invested in a Poverty Action Fund. The related poverty reduction support credit process played an important role in further donor harmonisation. Ultimately the donor harmonisation lead to a formally agreed UJAS-Ugandan Joint Assistance Strategy[2]. The UJAS was finalised in 2005, and it responds directly to the PEAP of the government. Initially the UJAS was agreed by eight agencies (African Development Bank, Austria, Germany, The Netherlands, Norway, Sweden, DFID, The World Bank Group). In the meantime also Denmark, Ireland and the EU Commission are in the process of joining the UJAS.

As Austria has joined the UJAS, its country program has to be seen and analysed on this background. In principle this also applies to educational projects, and it has the following implications: In fields which are covered by the PEAP and the UJAS, donor harmonisation is compulsory, and there is basically no scope for an agency like ADA to enter stand-alone projects in direct cooperation with related government agencies. Scope for stand-alone projects is left in areas which are not guided by the MDG/PEAP and harmonised through the UJAS. This leaves room for cooperation with and support to NGOs, other organisations of the civil society, and specific organisations.

2. ADA country program

2.1. Approach and program structure

The country program of the Austrian cooperation is structured as per the attached graph. It focuses on three priority areas (water and sanitation, governance and private sector promotion). The water
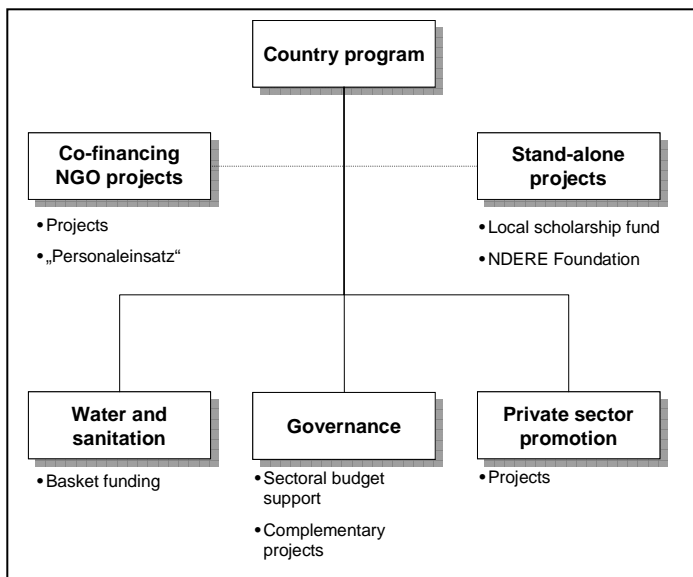
and sanitation sector consumes about 40% of the local resources. The lion's share is not spent on projects anymore, but through joint basket funding together with other donors in the sector. In the governance sector, which consumes about 30% of the budget, about 40% of the allocated resources are spent through sectoral budget support, whereas 60% are still spent on projects. In future the project share will be reduced to about 30-40% of the sectoral budget allocation. At the same time the remaining sector portfolio will be streamlined further in order to clearly focus activities complementary to the sector program. Private sector promotion primarily focuses on improving the framework conditions for the private sector, but it is the last sector to be composed of a portfolio of different projects.

In addition to the three sectoral programs, funds are also spent on co-financing projects of others, mainly of Austrian NGOs, including financing so-called "Personaleinsätze". This activity is financed through separate budget lines administered directly from ADA head offices, but it accounts for about 15% of the total country budget allocation.

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[2] Joint Assistance Strategy for the Republic of Uganda, Kampala 2005

Moreover the country program in Uganda also features two stand-alone projects which are not directly linked to the priority areas. The two projects include a local scholarship fund and support to the NDERE Foundation, a development theatre.

Scholarship programs implemented in Austria are not reflected in the country program, as they are administered directly from head offices and financed through separate budget lines.

2.2. Portfolio of educational programs

As education is not a priority sector in the country program, already the attribution of individual projects to education is disputed. Depending on the definition and the perspective, the portfolio of educational programs is composed of the following projects:

Classification as per the DAC Codes	The list of projects officially classified as educational projects (DAC Codes 110 / 11110-11430) looks as follows:
	▪ Local scholarship fund
	▪ Support to the NDERE Foundation, the centre for development and education theatre
	▪ Three co-financing projects (high school project, pottery project for women, tailoring project)
	▪ Three "Personaleinsatz"-Projects in three different vocational schools
	▪ Country share Uganda for scholarship programs administered centrally:
	    o Training of educational planners in IIEP / UNESCO
	    o North-South Dialogue scholarship program
	    o One-world scholarship program
	    o Contributions to travelling costs for fellowships.

Classification as per the "Instrumental function of education"	The sector policy education suggests a so-called "instrumental function of education", i.e. educational components under a sectoral perspective. As this definition is rather vague, the attribution of projects to this function remains arbitrary. However, the following projects classified under other DAC codes may be mentioned under the so-called instrumental function:
	▪ Leadership development for women councillors in South-Western Uganda in the Governance sector.
	▪ Outreach program for the training of women entrepreneurs, advise and training in leather production, "Personaleinsatz" for training of solar technicians in the private sector promotion domain.
	▪ The basket funding in the water and sanitation sector includes a major capacity development component for local water management boards, including support to the establishment of a service delivery unit under the umbrella organisation.
	▪ Country share Uganda for the specialised scholarship programs implemented in Austria:
	    o Diploma program in community health
	    o Post-graduate training program in limnology
	    o Post-graduate course in peace and development studies
	However, it has to be mentioned that the term "instrumental function of education" is unknown to the coordination office and thus not utilised.

Classification as per the ADA office Kampala	The local ADA coordination office only identifies the local scholarship fund to be an educational activity. Except administratively, the coordination office is neither involved in fellowship programs implemented in Austria, nor in co-financing of NGO projects. These activities are administered and financed under independent budget lines. The support to the NDERE foundation is rather perceived as a cultural activity then an educational one, and the capacity development measures are implemented under a sectoral, not under an educational focus. However, it plays a pivotal role in educating the communities with music, dance, drama in issues like AIDS, self-awareness and economic empowerment.

However, despite such differences in identifying and classifying educational projects, there is a common understanding that education is not a priority sector in the country program Uganda.

3.   Case study

3.1.   Evaluation subject

Under the circumstances as described above, the **Local Scholarship Fund** and the **Scholarship Programs implemented in Austria** were selected as primary evaluation subject for the in-depth case study.

In a second priority capacity development in other priority sectors and the support to the NDERE foundation was discussed with the respective stakeholders.

3.2.   Implementation

The implementation of the case study featured the following activities:

Coordination office	Briefing with the team	ADA team
	Overview on the country program and its priorities	Franz Breitwieser
Horizont 3000	Briefing with the regional director	Kathrin Hawighorst
	Overview on the local scholarship fund	Ebrahim Kizito
Local Scholarship Fund	Workshop with participants in post-graduate programs in Uganda[3]	10 beneficiaries
	Workshop with the members of the selection board for local scholarships	6 Board Members
Austrian-based programs	Workshop with participants in Austrian-based scholarship programs (North-South scholarship program, limnology, hotel and tourism management, peace and conflict studies, community health)	10 beneficiaries
	Makerere University, Department of Zoology. Meeting with the coordinator for the scholarship program in limnology.	Fredrick Bugenyi
Governance	Overview on capacity development in the governance priority sector	Walter Ehmair

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[3] A summary with the results is attached in annex 1.

Water and sanitation	Overview on capacity development in the water and sanitation priority area	Robert Burtscher
NDERE foundation	Meeting with the founder/director of the NDERE troupe, centre and foundation	Stephen Rwangyezi
Coordination office	Presentation and de-briefing	ADA team

The implementation of the case study was supported by a local expert, Mrs. Florence Kanyike. In addition to the above activities, Mrs. Kanyike collected additional data and information on randomly selected beneficiaries of both the local scholarship fund and scholarship programs implemented in Austria.

3.3. Inventory and description of educational projects and activities

a) Local scholarship fund

The local scholarship fund started in 1996 with post-graduate courses implemented in Uganda. In 1998 additional components were added, and at present it comprises five components as follows:

- Post-graduate scholarships in Uganda
- Post-graduate scholarships in Austria (only administrative issues)
- Distance learning program for Kisoro district
- Short courses
- Industrial training for water engineers and technicians

The post-graduate scholarships in Uganda represent the backbone of the program both as regards the financial implications and the administrative efforts. The involvement in post-graduate scholarships in Austria is exclusively of administrative nature. The distance learning program in Kisoro district comprises two topics, i.e. a Bachelor of Education and a Bachelor of Commerce. The program started in 1998 and continuously comprises a group of 20 participants. The short-course component finances the implementation of short courses imparted by various NGOs for specific target groups, and the industrial training component finances training imparted under the water and sanitation priority area. Participants in respective courses are partly financed by the local scholarship fund, and partly through the sectoral project allocation.

The local scholarship fund is administered by the regional office of Horizont3000. Apart from the local scholarship fund, Horizont3000 runs some 60 other projects in the region. However, the local scholarship fund is not just one project among others, it is a special project in that it is a project in trust implemented on behalf of ADA, in that it is the only project run directly by the regional office, and in that it has a high visibility. The program is managed by a fulltime program manager and a full-time assistant.

For further elaboration and analysis, the focus is primarily on the local fellowship program as the key component of the local scholarship fund.

The scholarships for post-graduate courses in Uganda pursue three objectives as follows:

- Strengthening the human resource development especially in rural areas, poor families, women and disadvantaged groups by increasing the number of qualified professionals and specialists in the country.
- Empower women and persons with disabilities especially in rural areas to better fight for their rights by assisting them to get access to higher education.

▪ Empowering tertiary institutions to expand and improve their services through provision of funds via scholarship fees.

With a yearly allocation of approximately € 160'000, the program has produced the following accumulated results:

▪ **Post-graduate courses in Uganda (1996-2006)**
  306 participants, out of which 163 (53%) are female

▪ **Short courses (1997-2006**)
  2677 participants, out of which 1661 are female, in various vocational, entrepreneurial and managerial subjects.

▪ **Distance learning for Kisoro District (1998-2006)**
  69 participants, out of which 22 (31%) female in two undergraduate programs (Bachelor of Education, Bachelor of Commerce).

▪ **Industrial Training for Water Engineers and Technicians (2000-2006**
  20 participants, out of which 6 female

The process to recruit participants for post-graduate scholarships in Uganda is standardised and comprises the following steps and stages:

1. Advertisement of scholarships in national newspapers

2. Preliminary applications by interested candidates

3. Shortlisting of preliminary applications (approximately 800) to about 150. This shortlisting is done by the program manager individually.

4. Invitation of shortlisted candidates to submit a full application in a standardised format.

5. Shortlisting of full applications (from 150 to about 65 candidates)

6. Invitiation of shortlisted candidates for personal interviews with the selection board

7. Selection of 25 candidates on the basis of defined criteria.

The criteria for the selection of candidates applied are already published in the advertisement, and they are further operationalised through internal guidelines. The respective papers are attached in annex 2. The criteria prioritise candidates…

… who are already in employment, preferably with district administrations, NGO's or in the private sector,

… who have a real financial need,

… who are ready to return to their area after completion of the course,

… who have a good academic record (first or upper second class degree).

In case of equal qualifications, female candidates and persons with disabilities will be given priority.

The support to short courses and the selection of candidates to participate in industrial training is done on a case-to-case basis.

The program maintains a data base on all participants, giving information on the attended program, the employer and the contact address.

At present the establishment of an Alumni association is in process.

b)   Post-graduate scholarships in Austria (1998-2006)

Since 1996 an accumulated total of 134 participants, out of which 66 (49%) female, have participated in scholarship programs in Austria. The distribution according to the different programs is as follows:

- 23 participants (6 female) in **Ph.D. and research programs** under the North-South Scholarship program

- Postgraduate course in **limnology**: 31 participants, out of which 17 female

- **Tourism and Hotel Management**: 25 participants, out of which 17 female

- **Peace and Conflict Studies**: 29 participants, out of which 14 female

- **Community Health Program**: 26 participants, out of which 11 female. This course was discontinued from 2005.

For scholarships in Austria neither the application nor the selection processes are standardised at the level of individual countries. The information is either forwarded directly from the Austrian institution to related institutions in Uganda, and/or officially from the Embassy to the Ministry of Foreign Affairs. The internal circulation of this information is up to the discretion of the one receiving the information. The applications are forwarded directly to the Austrian institutions, which make the selection. All participants in the evaluation workshop confirm to have received the information on the scholarship facilities in Austria "from a colleague", that there was no open competition, not even generally available information.

c)   NDERE troupe, centre and foundation

NDERE pursues different purposes, namely:

> …   valuation of traditional African cultural values,
>
> …   cross-tribal communication through inter-tribal performances,
>
> …   promotion of young talents
>
> …   public education through theatres and performances.

Legally and organisationally NDERE is a complicated organism, comprising of:

a) NDERE troupe, which is established as a private shareholding company, which promotes young talents and makes performances with them,

b) NDERE foundation, which is owned by the troupe and the UTDA, the Ugandan Development Theatre Association, and which in turn owns the premises of the centre,

c) NDERE centre, which is owned by the foundation and accommodates the troupe, rehearsal and training rooms, a restaurant, an open air theatre, and which also develops into a documentation, research and resource centre for development theatres,

d) The UTDA – Ugandan Development Theatre Association was founded by the troupe, but comprises now about 2050 groups all over the country.

The Austrian support dates back to 1994. Over time, the support featured:

- Material support,

- Civil construction of the centre,

- Implementation of a competitive festival,

- Organisational and institutional strengthening.

However, for the local coordination office this project is not an educational project, whereas ADA classifies it under DAC Code 11230 (Basic life skills for youth and adults). It could possibly also be classified either under DAC Code 15150 (Strengthening civil society) or 16061 (Culture and recreation).

d)   Capacity development

As mentioned in the table in chapter 2.2 above, capacity development plays an important role in the two main sectors of the country program, i.e. both in governance and in water and sanitation. In governance the training of women councillors is one of the last remaining projects implemented by an Austrian NGO. Other capacity measures on both sectors are fully integrated into basket funding (water and sanitation) or sectoral budget funding (governance). Thus, the responsibility for implementation lies with the responsible government agencies.

It may be mentioned, that the budget allocation for capacity development of the secretariat of the umbrella organisation of the local water boards includes an allocation for international expertise. However, the government is reluctant to utilise that allocation for that purpose. ADA doesn't have a direct influence on that, it can only be reported and recorded during the sector reviews. In extreme cases of non-compliance with the agreed workplan, the workplan and/or the budget for the next period could be rejected. However, this would only be the last resort, as such a decision would send a similarly strong message like a rejection of a budget in a parliament.

In the governance domain capacity development is one of the key components. A Capacity Building Grant (CBG), jointly funded by the Government of Uganda and the development partners, has been implemented by the Ministry of Local Government since 2003. Thus, capacity development is fully integrated into Government structures. The Capacity Building Unit within the Ministry of Local Government commissioned an impact assessment of the local government capacity building service provision.

However, for the ADA office such capacity development efforts are integral components of the sectoral approaches, they bear not relation to the ADA education sector policy, and they are not guided by that document.

e)   Co-financing of NGO projects

The co-financing of NGO projects and *"Personaleinsätze"* includes some activities classifed as per the DAC Codes as educational projects, namely:

- Co-financing project Kuruhe Higth School (Horizont3000)

- *Personaleinsatz*: Development of the vocational school in Soroti (Horizont3000)

- *Personaleinsatz*: Capacity building at the St. Joseph's School, a vocational training school (Horizont3000)

- *Personaleinsatz*: Instructors training in trade schools of the diocese Fort Portal (Horizont3000)

- Co-financing project for the establishment of a vocational training centre for women specialised in pottery, tailoring and cloth making (Vision for Africa)

- Co-financing outreach program for entrepreneurial training for women (ICEP)

- Training and consultancy for the production of leather goods (ECOTECH GmbH)

- *Personaleinsatz*: Training of solar technicians

All these co-financing projects together account for a total budget allocation (committed) of about € 300'000 per year.

3.4. Observations of the evaluator

This chapter contains general observations not directly guided by the evaluation questions both on the country program, on the local scholarship fund, and on scholarships for studies and research in Austria.

a) Country program

The present evaluation focuses on the implementation of the sector policy education and not on the country program Uganda. As one component within the overall process the case study Uganda will contribute to lessons learnt at the level of the sector policy education. In that respect the observation of the country program has the character of the description of the context for the implementation of educational activities.

- As depicted in the graph in chapter 2.1 above, the country program Uganda has a clear profile with three distinctly defined priority sectors and two stand-alone projects.

- Two priority sectors are increasingly implemented through joint basket or sector budget funding.

- Education is not a priority sector.

- Though capacity development is crucial both in governance and water and sanitation, it is fully integrated into the joint assistance approach of the respective sectors. Thus, the coordination office perceives capacity development as sectoral task without any possible links to a sector policy education.

- Within the overall context of donor harmonisation and the specific context of the Joint Assistance Strategy, the coordination office is rather challenged to streamline and focus its program even further than expanding it. Thus, scaling up educational programs is no issue for discussion.

- The overall approach with priority sectors and stand-alone projects shall not be questioned. Within the portfolio of the country program the coordination only perceives the local scholarship fund to be related to the sector policy education.

- However, the sector policy education is not known at all in the coordination office, and the team is not familiar with the distinction between *"sectoral"* and *"instrumental"* function of education. Thus, the sector policy education, not even through its instrumental function, is not perceived to play a guiding role.

b) Portfolio of educational projects

Despite Austria spends about 15% of its overall budget for activities officially classified under education, education is not a priority sector. The portfolio of educational projects is a potpourri of various stand-alone projects and activities neither linked to national priorities as defined in the PEAP, nor coordinated under the UJAS, nor guided by a conceptual roof like the education sector policy. However, this observation refers to the overall programming only; it doesn't comprise any judgement on the quality and usefulness of individual projects. Such projects might make sense in themselves as stand-alone projects detached from the mainstream country program.

c) Local scholarship fund

The local scholarship fund, its objectives, components, organisation, processes and quantitative achievements have been described in chapter 3.3 a) above. The analysis of data and documents, the interviews with stakeholders of the implementing agency, the workshops with beneficiaries and

the selection board, and the interaction with randomly selected beneficiaries lead to the following observations on the post-graduate program component.

- Generally speaking, the local scholarship fund is a well and efficiently managed project implemented by Horizont3000. The key processes and the instruments are defined, information is readily available and accessible, a comprehensive database on beneficiaries starting in 1996 is available, contacts with former participants are still maintained, and the creation of an alumni association is in process.

- Scholarships for post-graduate courses are openly advertised in national newspapers and interested persons can apply. The first round of shortlisting from about 800 applicants to 150 candidates who are invited to submit a full application is done by the program manager individually on the basis of general criteria.

- The further selection process (second round of shortlisting and interviews of shortlisted candidates through the selection board) is standardised, documented and transparent.

- Though the selection board only comes into the picture after the first round of shortlisting, and though it is not fully aware about the first steps in the process, the members base their confidence in the process on the fact, that usually all interviewed candidates are deserving ones.

- Accumulated data on beneficiaries, the result of the workshops, and the profiles of randomly selected participants suggest the program to be successful in the sense that the majority of those having completed post-graduate courses are in employment in their respective fields and districts.

- With passing the 50% mark, the share of female participants from rural areas is substantial and complies with the objective.

As a general conclusion, the local scholarship fund generates with little money substantial goodwill, a high visibility, and the establishment of a network of people potentially to be exploited in priority sectors.

However, the results of the document analysis, of the workshops and of the interviews with selected stakeholders also suggest some open questions at the level of the individual project:

- The scholarship facilities are advertised openly in national newspapers. The advertisement is printed only once, but copies of the advertisements are disseminated by the program manager to all administrative officers in the districts. Some voices question whether additional information channels could be utilised to better reach out to the district level.

- The first round of shortlisting (from about 800 preliminary applications to 150 invited for a full application) is done by one person individually. It is obvious that the screening system for this first round has to remain fast and simple and that it should not generate more administrative burden. However, a more systematic marking system for fast first shortlisting and transparency would be possible to develop.

- As mentioned above, the scholarship fund is efficiently run as a project, the organisation is in place, the key processes are defined, and the respective instruments are developed. With a budget allocation of less than 2% of the total country budget (approximately € 150'000 per year) the project is rather small, whereas the effort to select 25 beneficiaries from about 800 applications is substantial. The organisational and administrative set-up could possible handle a double volume with little additional administrative cost.

- At present the available scholarships (about 25 per batch) are spread both thematically as regards eligible subjects and geographically. Flexible and rotating thematic and/or geographic

focussing aligned with national priority areas would have the potential to give the project a clearer focus and a higher profile. With such an approach the existing selection board could be involved in policy discussions, and thus, it might be utilised more efficiently.

▪ Out of the five components of the scholarship fund (post-graduate course in Uganda, post-graduate courses in Austria, short courses, distance learning in Kisoro district and industrial training for water engineers) the post-graduate courses in Uganda constitute the core business and absorb most energy. The distance learning project in Kisoro district is "small and beautiful". The scholarships in Austria, for which the project only performs some administrative functions, are discussed under a separate heading. The short course component is somehow alien within this set-up, and the rationale of financing training for water technicians, which is also financed by other sectoral projects, is not readily obvious.

d)   Scholarship programs in Austria

Observations on the scholarship programs in Austria are rather sensitive. However, the observations are limited to conceptual and structural considerations related to the overall sector policy education, they do not make comments on individual programs and their quality.

- Theoretically scholarship programs comprise three stage of equal importance:

    a)   Pre-training stage (selection and preparation)

    b)   Training delivery stage (Implementation

    c)   Post-training stage (return and re-integration into the organisation)

- The selection of candidates for scholarships in Austria in the pre-training stage is neither transparent nor competitive. The information is circulated directly from a responsible stakeholder in an Austrian university to his/her Ugandan colleague, and/or through official information to the Ministry of Foreign Affairs. The dissemination of the information to potentially interested participants depends on the person receiving it, as there is no pre-defined procedure. All beneficiaries in the evaluation workshop stated that they got the information from a colleague, in most cases from a former beneficiary.

- As to the training delivery no observations are possible, as this takes place in Austria. However the participants in the evaluation workshop generally appreciated the opportunity, and they gave their courses good marks.

- To the extent it was possible to evaluate without conducting an accurate tracer study, the post-graduate scholarship programs in Austria appears to be a success at the level of the individual participants, in that most beneficiaries are employed in a relevant field of their study, many of them have made vertical movements, others have based related careers as politicians or consultants on their studies.

- Scholarship programs are not synonymous to capacity development in organisations and institutions. The performance of individuals might have a trickling-down effect on employing organisations. However, a capacity development impact cannot meaningfully be evaluated, as the scholarship programs are not integrated into capacity building programs, and as no program has a systematically designed post-training stage which addresses re-integration of returning candidates into the receiving organisations.

- Theoretically and at a high abstraction level scholarship programs are linked to priority sectors of the country program. However, at the operational level such links do not exist, the responsible stakeholders in the respective sectors are neither involved in the design of the programs, nor in the selection of the candidates, nor in defining research topics aligned to

national and/or sectoral priorities, nor in receiving and reintegrating returning participants, nor in integrating scholarship programs into capacity development measures.

- In some cases the same formal qualifications as awarded in Austria are also possible to acquire in Uganda.

The above observations in combination with the results of the evaluation workshops lead to the preliminary conclusions as follows:

- From an Ugandan perspective, the purposes and the rationale of post-graduate courses offered in Austria remain vague and unclear. The selection procedures are intransparent.

- The justification for sending participants from Uganda on post-graduate courses in Austria in study subjects, for which the same formal qualification can also be acquired in Uganda itself, is not evident.

- **IF** scholarship programs in Austria are implemented at all, they…

  ... should either be directly linked to national and/or sectoral priorities as per the PEAP and the UJAS, and they should be integrated into respective capacity building, or they…

  ... should be integrated into exchange and capacity building programs of respective university institutes, or they…

  ... should be awarded on a competitive basis with transparent procedures and based on the same principles and processes like the local scholarships.

3.5. Analysis of educational projects based on the leading questions

a) Relevance of the sector policy education for programming and steering

As education is not a priority sector in the country program, the sector policy education is not even known in the coordination office. As only the local scholarship fund is perceived to be related to education, the sector policy doesn't have any relevance for the country program Uganda. The term "instrumental function of education" is not known as concept, and capacity building in other priority sectors is guided by other principles, not by the sector policy education.

b) What do the educational projects leave behind?

Educational programs can have an impact at different levels, i.e. they can give an **individual**, an **organisational** and/or a **social** return.

As the lion's share of educational programs targets individuals who are already in employment through local and international scholarships, the program primarily leaves behind qualified individuals with the potential to better performance and/or who are eligible for promotion and for resuming additional responsibilities. Thus, the primary return and benefit of the scholarship programs is at the level of the participating individuals.

The scholarship programs neither target organisational nor social returns directly, they are not embedded in capacity development efforts with employing organisations, and they don't feature post-training activities like re-integration and organisational absorption of returning graduates. Thus, potential returns at the organisational level and for the society as a whole depend on expectations in unspecific and general trickling down effects. Whether and to which extent such trickling down really takes place, is a rather academic questions which is difficult, if not impossible to evaluate: In a context with several 10000s of students in public universities, and with a mushrooming market of private universities, 25 local scholarships per year cannot be expected to have any substantial observable organisational and/or social or macro-economic impact.

This statement contrasts to the participants' own assessment. Both the participants and the selection board assess the organisational impact and the return to the country as a whole to be of similar importance as the individual benefit of scholarships. This reflects a somehow unbroken belief in a direct trickle-down effect of academic education, and in the parallelism of individual and social return on investment in education. This belief is not shared by this author, and it is not supported through the wide body of research conducted on the individual and social rate of return on investment in education.

c) *Alignment with local policies and priorities and donor harmonisation*

Generally speaking, the overall alignment of the country program with national policies and priorities is quite advanced, in particular in those two sectors which feature substantial basket or sector budget funding. Uganda has developed a comprehensive PEAP-Poverty Eradication Action Plan which defines five priority areas or pillars for development, and which formulates respective outcome indicators. The donor community has responded with the UJAS,-Joint Assistance Strategy for Uganda. Under the UJAS all major donors have simultaneously harmonised their support strategy, and aligned it with the PEAP. The outcome indicators for the education sector read as follows:

- Increased primary net enrolment rate from 87% boys/86.4% girls to 90% boys and girls

- Increased primary completion rate from 66% boys/44% girls to 74% boys/64% girls

- Increased post-primary gross enrolment rate from 20% male/17% female to 30% male/25% female

- Increased completion rate of senior 4 rate from 20% boys/17% girls to 26% boys/23% girls

- Increased tertiary gross enrolment rate from 4% to 5.5%.

Though Austria has joined the UJAS and has integrated its priority sectors, this is different for education: As mentioned above, education is not a priority sector within the country program, and thus the educational programs are neither aligned with the national strategies nor harmonised with other donors, and they do not contribute directly to the national priorities and outcome indicators as defined by the PEAP.

d) *Gender equality standards*

At the level of the distribution of individual participants, both the local scholarship fund and the scholarships awarded in Austria meet gender equality standards, the local scholarship fund also emphasises the inclusion of handicapped persons. Such achievements shall not be underestimated, as they convey important messages. Thus, a blind beneficiary stated: *"I'm possibly the first blind person in Uganda having completed a Masters Degree".* However, the impact beyond this important promotional message and beyond the direct benefit for individual participants is minimal, as the program neither profits from any economy of scale, nor is embedded in any programs targeting organisational development.

3.6. Side effects

Though the evaluation of both the scholarship programs and other stand-alone projects like the support to the NDERE foundation on the basis of specific outcome indicators leads to rather sobering results, such programs have a side effect and their own independent value which should not be underestimated:

- In academic life international exchange and exposure is a value and a necessity in itself, even if it is neither directly functional nor contributing directly to poverty alleviation.

- The development of culture and cultural identity is also a value in itself, irrespective of whether it has a directly observable economic impact.

- Gender equality and inclusion are cross-cutting issues at a high level. Even without having a directly observable and/or measurable impact, they justify also activities with a more promotional aspect contributing primarily to awareness building.

- With a high degree of donor harmonisation and a large share of basket funding, the visibility of individual donors, in particular of small bilateral ones, diminishes. Stand-alone projects in culture and education have potentially a high visibility to compensate for that loss.

- Scholarship programs targeting the priority sectors of the Austrian cooperation potentially contribute to the establishment and the expansion of a network of cadre personnel speaking a similar professional language.

- With comparatively little money scholarship programs can generate substantial goodwill which potentially can be capitalised in sectoral cooperation[4].

On the basis of such considerations the stand-alone projects in education and culture have an independent and stand-alone value; they produce side effects and spilling-over impacts.

4. Conclusions

Observations at the level of the country program and of the local scholarship fund have already been drawn in chapter 3.4 above. The conclusions in this chapter refer to lessons to be learnt for the sector policy education at the level of ADA or even the BMaA:

- The differentiation between sectoral and instrumental function of education is not in line with international terminology, and it is of limited practical value.

- The "instrumental function of education" as defined in the education sector policy is not equal to capacity development as defined as good practice by the OECD[5]

- If education is a priority sector, then it should be treated like any other priority sector with sectoral approaches, alignment with national priority sectors and harmonisation

- The concept of offering specific courses exclusively for participants from developing countries is questionable in subject areas which are also offered by local universities.

- Scholarships in Austria shall be the exception and pursue specific purposes, e.g….

  ... one instrument among others within an overall sectoral capacity development approach,

  ... one instrument among others for capacity development of selected university institutes,

  ... one instrument among others within the framework of exchange and exposure programs, or of twinning projects,

  ... training of specifically required personnel in specifically targeted organisations and institutions,

 ... open competition for deserving candidates.

---

[4] This statement applies to the local scholarship fund only, whereas the cost-benefit ratio of scholarships implemented in Austria would have to assessed differently.
[5] DAC Network on Governance, The Challenge of Capacity Development-Working towards Good Practice, Paris 2/2006.

...

- Local scholarship funds shall be continued as stand-alone projects under specific purposes. It is highly justifiable for any development agency to concentrate on priority sectors and to spend a certain limited share of its overall budget for specific projects and/or for co-financing NGO projects not directly guided by MDG, PEAP and sectoral priorities. Both culture and educational exposure and exchange have a value in itself, they contribute to development and identity in a general sense, even if they are nor always directly functional. In that respect the structure of the country program Uganda can serve as good practice for an ADA country program as suggested in the attached graph:
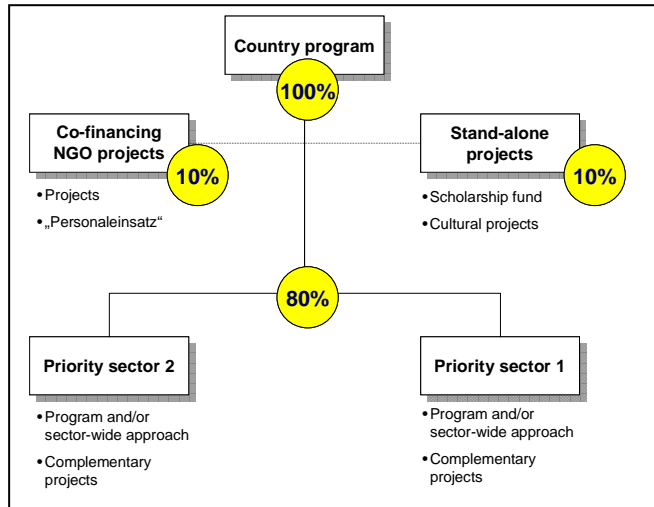
A country program might allocate 80% of its overall budget to priority sectors with a high degree of focusing, of alignment with national priorities, of relevance for the MDG, of donor harmonisation. Within those priority sectors, sector-wide approaches, basket funding and the like shall be complemented through specific projects, e.g. for innovation and piloting of new approaches frequently not taken care of or neglected through sector-wide approaches. The concentration on the priority sectors shall be completed through a specific allocation for co-financing NGO projects and the support to stand-alone projects. Such stand-alone projects shall have a high visibility, and they should either promote the integration of the partner country in a globalising world and/or cultural activities and identities.

- On the other hand, in cases and countries where education is a priority sector, respective programs have to follow the general principles of state-of-the-art development cooperation like orientation towards the MDG with respective indicators, alignment with the national priorities and education sector strategies, harmonisation with other donors, and impact on the development of the education system.

Zurich, October 5, 2006 / MJ

ANNEX 1

Evaluation of the Sector Policy Education

Summary of evaluation workshops

Introduction

Within the framework of the evaluation of the Sector Policy Education, Uganda has been selected as one of the case studies, despite education is not a priority sector in the ADA country program. Apart from co-financing of NGO projects, a local scholarship fund and scholarships in Austria are the major educational activities. For the case study, the evaluators conducted three workshops as follows:

a)   Selection board for the selection of candidates under the local fellowship program

b)   Beneficiaries of the scholarship program in Uganda

c)   Beneficiaries of different scholarship programs in Austria

Approach

Methodically the workshops with the three groups were based on statements and provocative questions which were rated by the participants. However, the rating itself was less important then the resulting discussion and the visualisation of differing opinions.

Workshop 1 - Selection Board

The workshop was attended by the complete selection board, i.e. by the following persons:

- Stephen Baguma, Program Officer, ADA Coordination Office

- Kathrin Hawighorst, Regional Director Horizont3000

- Judith Odoi, Principal Personnel Officer, Ministry of Trade and Industry

- Sande Kabirizi, Principal Education Officer, Ministry of Education and Sports

- Stephen Kateega, Training Manager, Makerere University

- Ebrahim Kizito, Programme Manager Local Scholarship Programme, Horizont3000
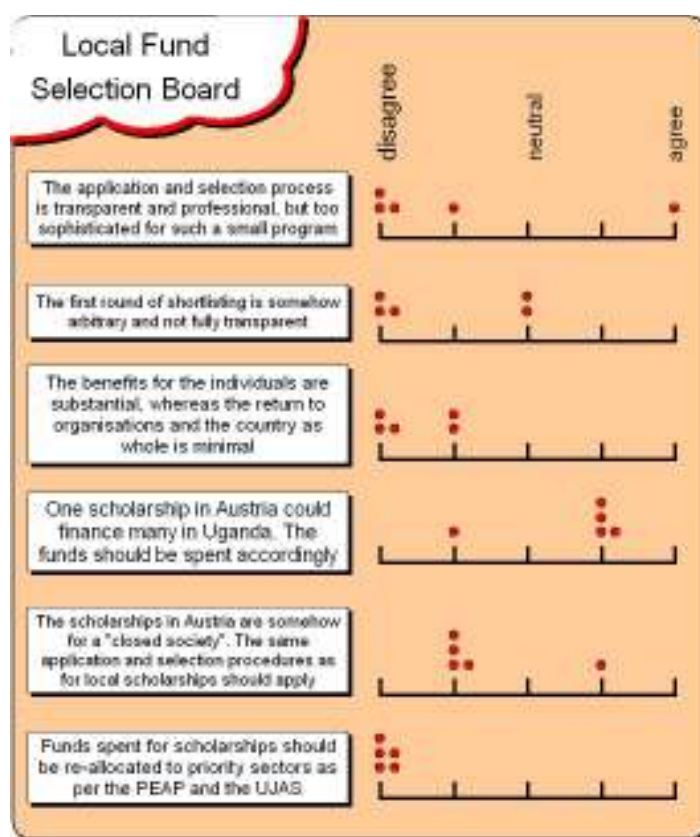
Selection process – Discussion

Generally speaking, the board members perceive the application and selection process to be professionally and transparent. However, participants made observations as follows:

- The process is appropriate and necessary, but it is also time consuming. One person has to read 800 preliminary applications and shortlist them to 150 to be invited for a full application. The full applications are again shortlisted to 65 invited for interviews. The board only comes into the picture at the time of interviews.

- The process compares to other programs. However some scholarship programs (e.g. the Japanese) are even more sophisticated in that they include an aptitude test.

- The administrative effort could be reduced through being more specific e.g. as regards geographical area and/or study subjects. This could be done on rotation basis.

- Some board members find it difficult to give an opinion on the complete process, because the shortlisting is done by one person alone and the board is not involved.

Shortlisting – Discussion

As mentioned above, the board is involved in the interviews only, but not in the shortlisting. The participants commented the shortlisting process as follows:

- The procedure might have some holes, but without undue efforts it is not possible to be fully transparent, and some arbitrary decisions will be unavoidable. Among 800 applications they are possibly considerably more than just 25 deserving candidates.

- Though the board is not involved in shorlisting, their confidence in the process is built on indicators, that generally all interviewed candidates are deserving ones, and that all beneficiaries complete the courses and most of them return to their districts.

- However, as the interviewed candidates are generally perceived to be deserving ones, the majority has good confidence in the first steps of the process.

Individual vs. social return – Discussion

As there is no doubt about the benefit of the scholarships for individual beneficiaries, the discussion rather focused on the question, how the employing organisations and the society or the economy as a whole might benefit, and how such benefits could be measured.

- The beneficiaries have a bond with their employers, they have to go back there and work for at least 3 years after completion of the course.

- As to the knowledge of the board, all beneficiaries are gainfully employed. This is taken as indicator for the relevance of their skills. With such income they can support their families and communities.

However, the board member agree on a number of open questions, in that it is unclear, as to which extent the newly acquired skills are really utilised in the job, as to which extent beneficiaries are entrusted new tasks, as to how the receiving system could be prepared to integrate scholarship programs into overall human resource development strategies. There is also an open question, as to how social benefits can be measured at all.

Local vs. international scholarships – Discussion

Generally speaking, the participants found it difficult to express their opinion on this issue. Despite the general consensus that no scholarships should be awarded for courses in Austria which are also offered in Uganda itself, the participants advocated the continuation of scholarships in Austria with arguments as follows:

- Some courses are difficult to implement locally.

- Exposure to new methods, cultures and approaches is still a value in itself and in academic life.

- In many fields specialisation requires specialised and sophisticated equipment which might not be available in Uganda.

The participants reached a general consensus, that some programs in Austria should continue, but that its purpose should be revisited along the following considerations:

- The programs should rather be designed as exchange and exposure programs than as pure scholarship programs.

- Exchange programs should also focus capacity development of the respective Ugandan university institutes.

- Within such exchange and capacity development programs, scholarships could just be one instrument among others.

- Local and international programs should be considered to be implemented under one common organisational umbrella.

- The receiving system should be included in exchange and capacity development programs.

Selection procedures for scholarships in Austria – Discussion

The selection board is not involved in the selection of beneficiaries for scholarships in Austria, and the respective processes are not really known to anybody. Despite more clarity and transparency in the selection process would be welcomed, the workshop participants still perceive that the selection of beneficiaries for research and Ph.D scholarships should be based more on academic merits and less on an open and competitive process.

## Re-allocation of funds to sectoral programs – Discussion

Despite the government efforts for prioritising development efforts within the framework of the PEAP are appreciated, the workshop participants strongly advocate the justification and the need for stand-alone projects and programs for human resource development, also at higher educational levels.

Workshop 2 – Beneficiaries in Local Scholarship Programs

The workshop was attended by ten former beneficiaries, namely:

NAME	PROGRAMME	PRESENT JOB
Norah Madaya W.T.	M.A. Sociology, Makerere University	Principal Sociologist Uganda Bureau of Statistics
Winnie Babirye	MA Women & Gender Studies Makerere University	Gender Consultants
Omeke Michael	MSC. Agricultural Economics Makerere University	Branch Manager Terudet MFI- Soroti Partime Lecturer, Kyambogo University
Guweddeeko Fred	Peace-Conflict Studies Makerere University	Researcher and Public Consultant
Walugemne Joseph	MA Social Sector Planning and Management Makerere University	Coordinator of National Association of Deafblind
Kasowole Joy	Master of Public Administration and Management Makerere University	Senior Assistant Secretary Jinja local Government
Masiko Winifred	Social Sector Planning and Management	Member of Parliament
Aida Nyenje Lubwama	Master of Arts in Public Administration and Management	District Education Officer, Wakiso District
Olarker Charles Felix	Master of Arts in Public Administration & Management, Makerere University	Ministry of Local Government
Busuulwa Abdul	Masters in Management Studies	National union of Disabled persons of Uganda

Methodically the workshop was based on some statements, which were rated by the participants. The rating is displayed in the attached graph. However, the resulting comments and discussions were more important than the rating itself as displayed in the graph.
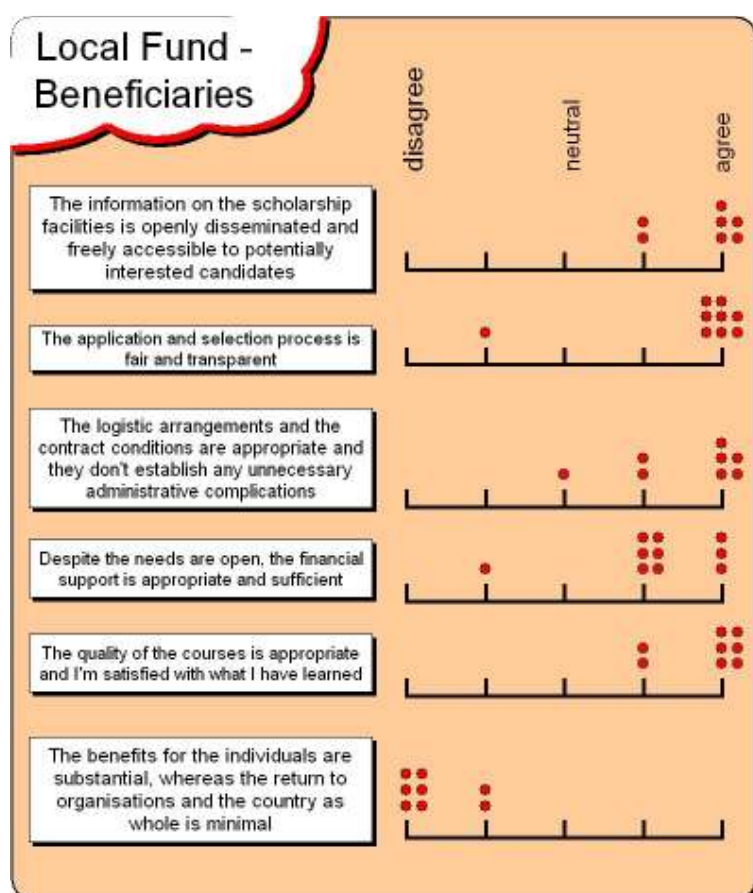
Information on the program

Generally speaking, the participants appreciate the advertisement in national newspapers and they comment the process as follows:

- The advertisement itself, i.e. its wording, is very encouraging, clearly targeted towards inclusion and gender sensitivity.

- The explicit inclusion of disabled persons is perceived to be a highlight of the program.

- Despite the overall positive perception, some participants raise the question, whether a one-time publication in national

newspapers is sufficient to really reach remote districts, whether the utilisation of additional channels would not be advisable.

Application and selection process – Discussion

It is obvious that successful applicants perceive the whole process more positive than rejected ones. However, the comments on the selection process are as follows:

- Generally speaking, the process is transparent, it is clearly defined, it sets clear time limits, but it allows at the same time sufficient time for applicants from rural areas to respond.

- The composition of the selection panel with representative from a wide range of organisations and with the mixture between local and international representatives, is appreciated.

- The priorisation of women applicants is transparent and thus justified.

- One participant who applied more than once observed that the shortlisting and the respective information is considerably less transparent than the further process with the shortlisted candidates.

Logistic arrangements - Discussion

Generally speaking, the participants rate the complete package (administrative requirements, disbursement, reporting) as generous, efficient and easy to comply with. The dealing with the staff was very pleasant. Only the collection of recommendation was in some cases rather bothersome.

Financial support

In principle the scholarship covered the full expenses and allowed the beneficiaries to complete the course and to survive. Only those with special needs (e.g. disabled persons) had difficulties, because their additional expenses (e.g. Braille equipment, transport, specific support) were not covered.

Course quality

Despite the scholarship fund doesn't have any direct influence on the courses offered by the university, the respective feedback of the participants is interesting. In that respect the level of satisfaction of beneficiaries with what they have been offered is rather high.

Relevance – Discussion

For the majority of the participants the relevance of the scholarships is equally high for them individually, for their employers and for the society as whole. Respective comments include:

- Not surprisingly, the individual return on the scholarship is perceived to be high (content is relevant for the work, the degree facilitated the promotion from classroom teacher to district education officer, it provided self confidence and paved the way for a political career, generally widened perception of the world were mentioned as examples).

- A certain dissatisfaction can be found in people who perform the same job with the same responsibilities and at the same level as before the scholarship. The receiving system is not always prepared to utilise the additional competences of the beneficiaries.

- Though the participants in the workshop were unanimously convinced that the scholarship program not only benefits them individually, but also their employers and the society as a whole, they found it challenging to name the benefits precisely and to find respective indicators. However, one participant mentioned, that he was directly involved in peace building efforts in the North, and that he moved from a soldier to a peace negotiator.

Carte blanche

The workshop participants were asked to add comments on issues not covered under the above headings. Such proposals include:

- Support for Ph.D. for deserving and best performing candidates should be considered.

- Additional support for disabled beneficiaries for their specific expenses should be considered

- Special considerations for disabled persons already at a lower educational layers (O&A levels)

- Focus more on programs for rural teachers.

- The participants observe a shift from sciences to humanities. Though this is not contested in principle, the participants would like to retain sciences.

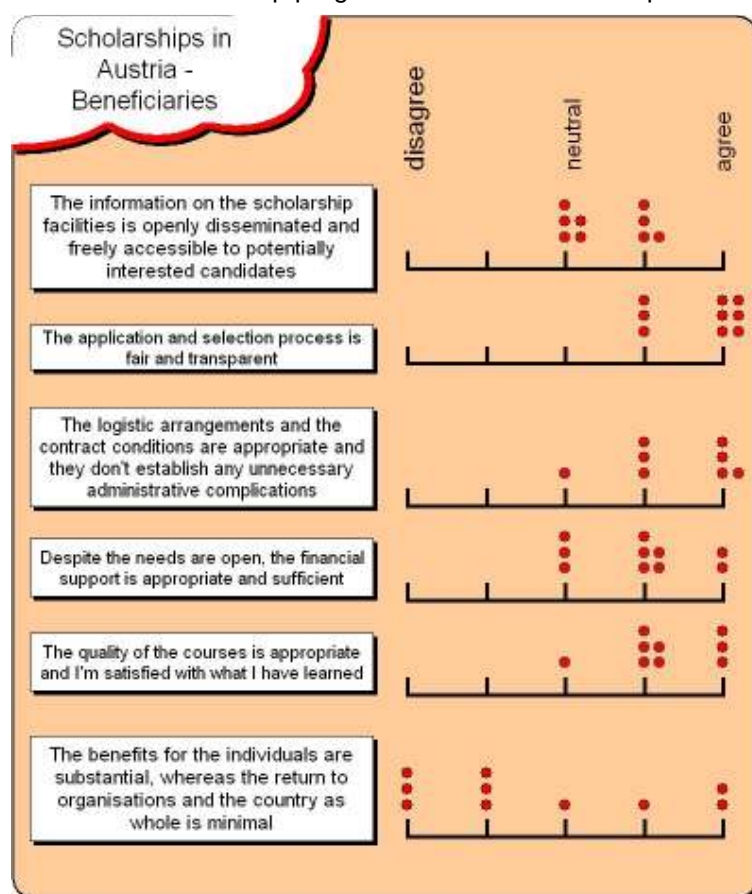- Support the establishment of an Alumni association

Workshop 3 – Participants in Austrian Scholarship Programs

The workshop was attended by the following persons:

NAME	COURSE ATTENDED / PROGRAM	PRESENT JOB
Dr. Mutebi Moses N	Masters in Community Health in Developing Countries, University of Innsbruck	Coordinator – WHO Know- Ledge Hub Joint Clinical Research Centre, Mengo Hill
Bernadette Jacinia Aanyu	Tourism Marketing and Travel Agency Management	Marketing Executive Asyanut Tour and Travel Agency Kampala
Kasule Abul	Peace and Conflict Studies, European University for Peace Studies	Deputy Secretary General of the Uganda Chamber of Commerce and Industry
Kaggwa N. Mary	M.Sc. Environmental Science, Austrian Academy of Sciences	Lecturer Kyambogo University
Babu Mohammed	M.Sc. Environmental Science, Austrian Academy of Sciences	Lecturer Islamic University in Uganda, Mbale
Dr. Tabitha Mulyampiti	Ph.D Political Science, University of Vienna	Lecturer Makerere University
Dr. Betty Nagudi	Ph.D Geochemistry University of Vienna	Lecturer Makerere University
Ms. Nalwadda Rita (KCC Public Health)	Masters in Community Health in Developing Countries, University of Innsbruck	National Professional Officer-Community Health World Health Organization
Dr. Namubiru Mary	Masters in Community Health in Developing Countries, University of Innsbruck	Technical Advisor Elisabettu Glaser Pediatric AIDS Foundation
Paul Bukuluki	Ph.D in Social & Cultural Anthropology, University of Vienna	Lecture, Faculty of Social Sciences, Makerere University

Methodically the workshop was based on the same questions like the workshop with beneficiaries in the local scholarship program. Also in this workshop the rating as such as displayed in the graph is less important then the resulting discussions and the explanations for the judgement.

Information on the programs

Though the workshop participants rate the information on the scholarship facilities in Austria rather positively, the detailed discussion revealed a slightly different picture:

- All participants did not see any open advertisement; they rather heard it from colleagues, primarily from former participants, in some cases also from their university teacher.

- There is a consensus among the workshop participants, that the information about

the scholarship facilities ought to be improved, and that it should be advertised more openly and competitively.

Application and selection process

The judgment of successful candidates on the selection process is of course not very objective, in particular because already the information on the scholarships and the application process is not very transparent. Though the workshop participants admit, that the whole process could be made much more transparent, they still experienced it to be fair. The participants in particular advocate that the academic assessment for Ph.D. courses should be done by the concerned professor in Austria and not through administrative procedures in Uganda.

Logistic arrangements – Discussion

Critical voices under this heading primarily refer to earlier days, and they primarily concern visa arrangements. Until 2001 the visa arrangements were sometimes complicated, but from 2001 onwards it has improved a lot. Positive comments include, that stipends were always paid in time, that people were received properly in Austria, that appropriate assistance was provided for settling in, the cultural code of conduct, etc.

Some participants experienced the deadlines set by the Austrian authorities to leave the country at the end of the program to be somehow hostile.

Financial support

The perception of what is sufficient has a very individual dimension. However, the stipends were sufficient to survive and to complete the course. For standardised courses and masters programs the stipends are generally perceived to be sufficient, whereas the allowances for conducting research in some cases caused problems.

Quality

Though ADA has no direct influence on the quality of the offered programs, quality aspects were discussed under the perspective "value for money". Though the quality was generally appreciated, some critical voices questioned the justification for sending people to Austria on courses which are also offered in Uganda, and in some cases the language was a strongly limiting factor.

Relevance

The assessment of the relevance of the program in terms of returns to the individual beneficiaries, the employers and the society as a whole yielded quite mixed results. While the individual benefit in terms of skills and knowledge, of career development and of the cultural experience and exposure was widely acknowledged, clear benefits for the employers could only be identified in specific cases (exposure to technology not available in Uganda, specific training not offered in Uganda, unique qualifications usually not available in Uganda).

Carte blanche

- Review the allowances for research in Ph.D. programs
- Initiate and support the establishment of an Alumni association
- Extent the support to former beneficiaries for follow-up activities, e.g. for the presentation of papers.

Consider to move from pure scholarship programs to exchange programs, combined with capacity development within Ugandan university and research institutes

ANNEX 2

Austrian Embassy Development Cooperation

HORIZONT3000
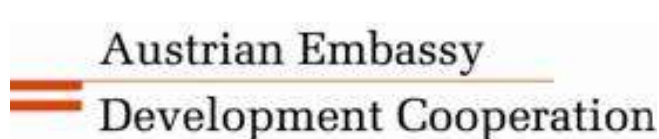
AUSTRIAN ORGANISATION FOR DEVELOPMENT

RE: 2006/2007 ACADEMIC YEAR AUSTRIAN SCHOLARSHIPS

As part of its contribution to foster development through human resource development in Uganda, the Austrian Government will again offer post-graduate scholarships for 2006/2007 Academic Year. The scholarships are tenable in Uganda. Preference will be given to applicants in context of capacity building in decentralization. Priority areas will include in particular:

- Law,
- Human Rights
- Conflict Resolution
- Water Development and Management
- Environmental Studies
- Social Sector Planning and Management
- Financial Management
- Human Resource Management
- Public Administration and Management

Criteria for the Scholarships
- Applicants with real financial need must be in employment with not less than two years working experience. A first or upper second degree will be an added advantage.
- While all applicants will be given equal opportunity, preference will be given to those candidates from rural areas, and those who are ready to go back on completion of their courses.
- Persons with disabilities and gender balance will be given special consideration.

Procedure for Application:
A preliminary application form [below] or its photocopy with photocopies of your academic certificates/transcripts and a letter of support from your present employer should be sent to:

The Programme Manager
Austrian Scholarship Programme
P. O. Box 22687, KAMPALA

The closing date for applications is **Friday 28 April, 2006 at 5.00 PM..**
Only short-listed applicants will be contacted.
_____

PRELIMINARY APPLICATION FORM

NAME:_____AGE_____SEX_____

HOME DISTRICT_____
CONTACT ADDRESS:_____
_____
TELEPHONE: _____
PRESENT EMPLOYER:_____
PRESENT OCCUPATION:_____
PRESENT PLACE OF WORK:_____
DISTRICT OF WORK:_____
CONTACT ADDRESS/TEL. OF EMPLOYER:_____
_____
COURSE YOU WISH TO STUDY:_____
INSTITUTION:_____

CRITERIA FOR THE AUSTRIAN SCHOLARSHIPS

As part of its contribution to foster development through human resource development in Uganda, the Austrian Government offers post-graduate scholarships to Ugandans.

The scholarships are tenable in Uganda. Preference is always given to applicants in context of capacity building in decentralization. Priority areas are determined each Academic Year and will always be indicated in the advertisement.

- Except in very exceptional cases, The applicant must have been in employment for at least 2 years.
- **He/She must have real financial need**, unable to sponsor him/herself while at the same time has failed to secure government or any other sponsorship.
- The programme mainly targets candidates from rural areas who **are ready to go back on completion of their courses.**
- Candidates must have a sound academic ability, show academic maturity, and **have ability to do research**.
- A first or an Upper Second class degree is an added advantage
- Persons working with district administrations, Non-Government institutions, and private sector are given preference.
- While all persons will be given equal opportunity, **Persons with disabilities and gender balance will** receive special consideration

Procedure for Application:

Applications are always received after the scholarships have been advertised. The advert is usually around March in the New Vision Newspaper.

For further inquiries please contact:

> **The Programme Manager**
> **Austrian Scholarship Programme**
> **P. O. Box 22687, KAMPALA**

AUSTRIAN SCHOLARSHIP PROGRAMME
2006/2007 INTERVIEWS GUIDELINES

Code Number of candidate_____Institution_____

Course of study_____

	RATING- (**out of 50 marks**)	5	4	3	2	1	0
1	Briefly tell us about yourself and your current work? Rating to be based on self expression						
2	What course have you applied for and why are you interested in this particular course?						
3	When you receive the scholarship, you will get a better qualification and probably a promotion. How would, the community you are serving also benefit from the Austrian Scholarship?						
4	(a) What are the main developmental needs of your area/ organization? (b) How relevant is the course you intend to do to the needs of your area/organization?						
5	What are you planning to do after the course?	0	0	0	0	0	0
6	(a) In your view, why has corruption persisted in the public sector despite of the various Anti-Corruption institutions set up by government? (b) Suggest any 2 ways that can be used to significantly reduce corruption?						
7	When was Multi-party elections for the president and Members of Parliament held in Uganda? Give any 2 or 3 general observations about these elections?						
8	Suggest any three possibilities that will empower women to participate on an equal basis in political and developmental activities of Uganda						
9	In your view, how have NGOs positively contributed to the social, economic and political development of Uganda?						
10	What do you know about Austria?	0	0	0	0	0	0
11	What do you think are the intentions of the Austrian Government to offer scholarships to Ugandans?						
12	What would be the minimum cost of your course? How much of the total cost are you able to contribute?	0	0	0	0	0	0
13	Availability of original documents/ class of degree first Class- 5, Second upper- 4, Lower- 2, Pass- 1, No documents- 0						
14	Do you have any questions to ask?	0	0	0	0	0	0
	Total Score						

Comments:_____

_____

NOTE: highest score - 5
       Lowest score - 1
*** When awarding scores, consider: personal qualities, self- confidence, clear vision, and not a yes man/woman*

Some likely response to some questions

6. a) -Corruption seems to be so high in highest offices
    - There is a lot of interference with the work of the anti-corruption institutions
    - Laws on corruption are week
    – Citizens are less aware of the evils of corruption
    (b)- Give more powers to the Office of the Inspector General of Government and other
    Institutions engaged in fighting corruption
    - Government commitment to fighting corruption
    - Strengthen laws on corruption
    - Sensitize the population on the evils of corruption

7. They were held on 23 February 2006.
    -Civic Education was lacking
    -The number of elective positions (President, Member of Parliament, and Women
    Member of Parliament) confused voters especially in the rural areas
    - Many did not know what to vote for
    -Intimidation and vote buying were common in some places
    -

8.
    - Men are still the dominant players in most of decision making
    - Provide equal opportunities and access to and control over productive resources and
      benefits
    - Women must have access to and control over proceeds from the products.
    - More women must be encouraged to own land/properties
    - They must compete for higher paid jobs in formal sector employment
    - Equal opportunity must be availed to them in decision making positions (ministers, civil
      servants CAO, parliament etc)

9. NGOs have positively contributed to Uganda's development by engaging in activities like
    - Rehabilitation and putting up of new infrastructures (roads, govt. offices,
    - Funding healthcare programs
    - Funding all levels of education
    - Supporting marginalized groups (women and persons with disabilities).
    - Supported small scale and medium enterprises thus facilitating the growth of
      entrepreneurship in the country.
    - Monitored the progress of many of the political events in the nation (a good example being
      the recently concluded elections in which many of such NGOs took part as observers)

10. -Population about 8 million
    - Predominantly a Catholic country
    - It is a Federal State with 9 Federal provinces
    - It is located in central Europe
    - Member of the European Union
    - Capital - Vienna
    - German is the national Language etc

11. - Human Resource Development or capacity building
    - Accessing post-graduate education by students from poor families, women,
      Disadvantaged groups, persons with disabilities and those from rural areas
    -Cooperation between nations