



SITUATION ANALYSIS REPORT

with a focus on

EDUCATION DEPARTMENT, MAYUGE DISTRICT

A report submitted to CIPESA by BROSDI as a tool to be used in the development of the handbook:
"Using E-Governance & Community Participation as Tools to Address Pertinent Issues in my Community"

[SHORTENED VERSION]

ABBREVIATIONS & DEFINITION OF KEY WORDS

- ADC : Area Development Committees
- BPL : Below the Poverty Line
- BROSDI : Busoga Rural Open Source and Development Initiative
- CBO : Community Based Organization
- CDF : Constituency Development Fund
- CIPESA : Collaboration on International ICT Policy in East and Southern Africa
- COU : Church of Uganda
- DC : District of Columbia
- DCDO : District Community Development Officer
- DDP : District Development Plan
- DEO : District Education Officer
- DHO : District Health Officer
- DIP : District Implementation Plan
- DIS : District Inspector of Schools
- EGM : Electronic Graft Management
- E-Governanceⁱ : Electronic Governance
- E-Gram : Electronic Graft Management
- E-School : Electronic School
- FBO : Faith Based Organization
- FITRA : Forum Indonesis Untuk Transparansi Anggaran
- G2C : Government to Citizen
- GB : Great Britain
- HCC : Hope Childrens Club
- ICT : Information Communication Technology
- ITPOSMOⁱⁱ : Information Technology Processes Objectives Staffing Management
Others (money and time).
- ITSA : Information Technology Standard Association
- KACA : Kenya Anti Corruption Authority

- LC : Local Council
- MDG : Millennium Development Goal
- MoH : Ministry of Health
- MP : Member of Parliament
- NGO : Non Government Organization
- NIC : National Informatics Center
- NRM : National Resistance Movement
- PETS : Public Expenditure Tracking Survey
- PIU : Project Implementation Unit
- SMS : Short Message Sending
- SWOT : Strengths Weakness Opportunity Threat
- TEN/MET : Tanzania Education Network /Mtandao wa Elimu Tanzania
- UNDP : United Nations Development Program
- UPE : Universal Primary Education
- US : United States
- USE : Universal Secondary Education
- VCE : Village Computer Entrepreneur
- VDC : Village Development Committee

COVER PICTURE SOURCE:

Conqueror Ministries Uganda: <http://conquerorsministriesug.cfsites.org/custom.php?pageid=34453>

ACKNOWLEDGEMENT

This report is the fruit of a partnership between Collaboration on International ICT Policy in East and Southern Africa (CIPESA) and Busoga Rural Open Source and Development Initiative (BROSDI).

It was coordinated and compiled by BROSDI Staff: Ednah Karamagi (Executive Director) and Mary Nakiryia (Program Manager).

This report would not have been possible without the added efforts of Kyakwise Stephen (District Education Officer), Mukoli Paul (District Community Development Officer), Kakayi Lukia (District Information Officer).

Also included is the Community of Parents and Schools, to mention: Aseno Ann Grace, Ekiryagaana Alfred Apolo, Isabirye Muzamira, Kabaak Sarah, Kanseka Sylvia, Kintu May, Kitakule Michael, Maganda Mathias, Malime Michael, MufumbiroWilson, Mulopi Joseph, Mutesi Rehema, Muwayo Patrick, Nalugoda Patrick, Nankutu Jane, Ngobi Ramadhan, Wanioka Sammuel. See detailed list in Annex 1.

Many thanks and appreciations to the whole team.

TABLE OF CONTENTS

LIST OF FIGURES

Figure 1: Map of Uganda showing Mayuge District	1
Figure 2: Government aided schools in Mayuge District in the Sub Counties	1
Figure 3: Structure of Local Government in Uganda	2
Figure 4: Process of the development of the Situation Analysis Report	5
Figure 5: Selection of the Respondents	5
Figure 6: Most Used methods of receiving information from the district	7
Figure 7: Most Used methods of disseminating information to the district.....	8
Figure 8: Strengths of the Education Sector in Mayuge District	9
Figure 9: Weaknesses of the Education Sector in Mayuge District	9
Figure 10: Opportunities to the Education Department in Mayuge District	11
Figure 11: Threats to the Education Department in Mayuge District	11
Figure 12: Organization Chart of the Education Department.....	16
Figure 13: Mayuge District Head Teachers' Association	17

LIST OF TABLES

Table 1: Advantages of Citizen Participation in Government Decision-Making	8
--	---

1 INTRODUCTION

This Situation Analysis Report focuses on understanding the existing internal and external forces that influence Mayuge districts' performance in the education sector and choice of strategies as well as assessing the districts' current and future strengths, weaknesses, opportunities and threats.

It is meant to act as a guide in the development of the districts' e-governance information system; a system that brings on board both the community and district to effectively plan for their development.

1.1 The Education Department in Mayuge District

Figure 1: Map of Uganda showing Mayuge District



Mayuge district (see map in Figure 1), created in 2000, was originally part of Iganga. It is located in eastern Uganda, bordering Bugiri in the east, Mukono and Jinja in the west, Iganga in the north and Tanzania in the South. It has 3 constituencies: Bunya East, Bunya South and Bunya West.

It has 12 sub-counties, 01 Town Council, 68 parishes and 385 villages.

The district has got a total area of 4672.22 km² of which 76.62% is water and 23.38% land.

It has a population of over 326,567 people, 167,087 of which are female and 159,480 are male.

SOURCE OF THE MAP:

<file:///C:/Users/BROSDI/Downloads/mayuge.pdf>

By 2013, the district had 142 UPE schools with a total current enrollment of 94,845 pupils. UPE classrooms were 1,407, teachers on the payroll were 1,687 and the teacher to pupil ratio was 1:61. For USE schools, they were 21, with an enrollment of 4,768 students, teachers on government payroll were 141, and USE classrooms were 146¹.

Sub-counties not yet with government aided secondary schools include; Kigandalo, Busakira, Jagusi, Kityerera, Bukatube, Manyiro, Wairasa and Mpungwe, see Figure 2.

See Annex 1 for the Organization Chart of the education department in Uganda

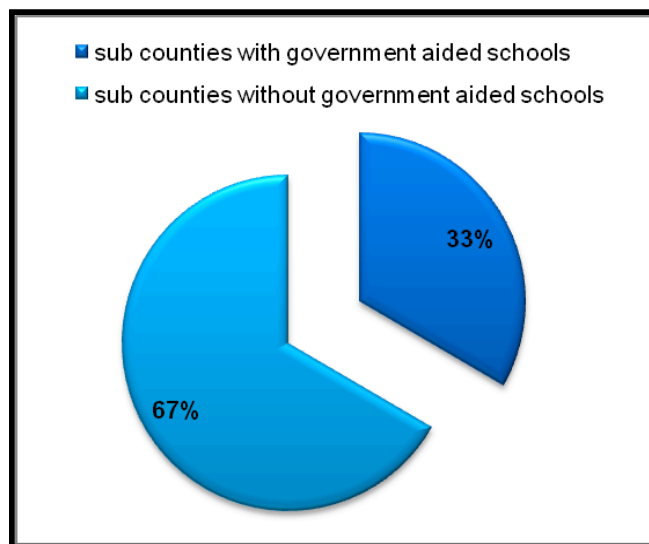


Figure 2: Government aided schools in Mayuge District in the Sub Counties

¹ Facebook page for StateHouse Uganda: <https://www.facebook.com/statehouseug/posts/553850391349239>

1.2 Background Information in the Uganda Context

1.2.1 Towards Decentralization & Community Participation

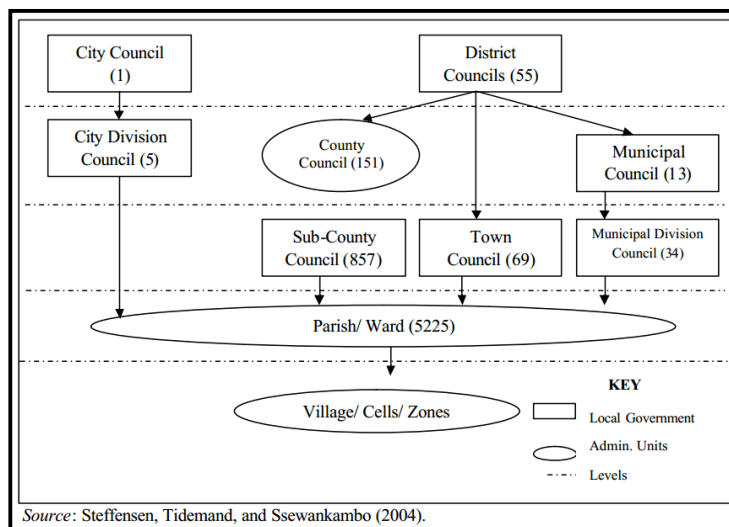
Uganda has experienced decentralizationⁱⁱⁱ both as a system and process of devolution of power from the central to local authorities².

A common saying: *“it is the one in the frying pan that knows best how hot it is”* can clearly be used to explain the need for districts to consult and involve the community during planning, implementation and accountability.

From independence, decisions were made at the government level either by individuals or ministries. With each passing regime, community participation became a myth and outspoken persons were victimized. It was not until 1986 that the Government of the Republic of Uganda finally embraced decentralization under the leadership of Yoweri Museveni who, through the National Resistance Movement (NRM), galvanized local support for participatory local democracy. On his accession to power he formalized the channels of NRM in order to promote local participation and establish a unique ‘no-party-system’ (Azfar et al. 2007; Francis and James, 2003).

Uganda promoted decentralization with the objective of empowering its nationals to participate in the process of development to improve their livelihood. This objective was fundamentally geared towards reducing poverty and enhancing inclusiveness (Bitarabeh, 2008). The legislative framework of decentralization is provided by the Local Government Statute of 1993. This law facilitated administrative and financial decentralization, which was soon followed by another act that enabled human resources decentralization. The enactment of the Local Government Act, 1997 provided the way for further decentralization. The 2001 amendment to the 1997 Act extensively empowered elected local governments in Uganda. See resulting flow in Figure 3.

Figure 3: Structure of Local Government in Uganda



To date, Uganda’s decentralization has been reasonably entrenched as a system and a process of local governance. It contributes to improving service delivery, promoting welfare growth and enhancing overall rural development³.

However, this has come along with a challenge in deepening and institutionalising decentralisation. These challenges include, among others, technical capacity deficiencies in local governments and tensions among key stakeholders competing to maximise their role in decentralisation.

1.2.2 E-Governance in Uganda

E-Governance is defined as the public sector’s use of information and communication technologies with the aim of improving information and service delivery, encouraging citizen participation in the decision-making process and making government more accountable, transparent and effective⁴.

It encompasses a series of necessary steps for government agencies to develop and administer so as to ensure successful implementation of e-government services to the communities. It also includes definition and evaluation of the adopted technologies, and their relationship with the users.

² http://www.eprc.or.ug/pdf_files/op31.pdf

³ http://www.eprc.or.ug/pdf_files/op31.pdf

⁴ http://portal.unesco.org/ci/en/ev.php-URL_ID=3038&URL_DO=DO_TOPIC&URL_SECTION=201.html

According to Uganda E-Government Readiness Assessment 2012 Final Report⁵, e-government is still at an early stage with most institutions providing end users with online information; but do not have the necessary processes in place for an end user to initiate and complete a full transaction without physically interacting with the institution using a manual paper-based process. Excerpts from the report were: -

- 21% of government institutions offer services or information to end users that can be accessed using a mobile phone. Considering that the mobile phone penetration rate in the country is at 51% according to the Uganda Communications Commission, it is vital for more government institutions to engage in developing e-government initiatives that can be implemented with mobile phone technology accessible platforms.
- 51.7% of government respondents are not using cloud computing-based services and have no plans to do so in the next 12 months.
- 32.1% of staff across 56 government institutions have been trained to use ICTs. From an e-Government promotion perspective this is a low percentage and there is a need for government institutions to engage a higher percentage of their staff in the use of ICTs.
- 97% of government institutions or 85 of 88 institutions have website. However, only 40% of government institutions have a fully dedicated resource(s) for updating their websites, meaning that there are high chances of 60% of the websites having static data for a period of time.
- The results imply that most websites maintained by government institutions are primarily for basic information communication and not for transactions with businesses and citizens.

1.3 Peek into The District Communication Strategy Plan (2010/2011 – 2014/2015)

1.3.1 Plans for the Education Department

Objectives are to: -

- Increase access to education for girls and boys
- Improve equity in the participation of girls, students with disability and needy students.
- Improve quality of education
- Improve effectiveness and efficiency of education
- Reconfigure secondary education

This will be through: -

- Reducing the cost of education to families
- Supporting programs targeted at disadvantaged children and the youth.
- Expanding and improve school infrastructural facilities
- Enhancing instructed quality to increase pupils' achievement of literacy, numeracy and basic life skills. This is through: -
 - Strengthen the teaching force
 - Ensure that schools manage instructional programs, staff and other resources and become accountable to their communities
 - Ensure that districts education offices deliver educational services, help schools comply with standard and regulations and monitor regularly and report accurately on school
 - Strengthen capacity of the Ministry. Its agencies and institutions to provide leadership and management.
 - Enhance quality assurance and accountability
 - Establish education "Centres of excellence".
 - Reconfigure secondary education
 - Ensure effective and efficient school inspection
- Reducing social-cultural barriers to girls' school attendance in order reduce gender disparity in primary education

⁵ bit.ly/1mqpnqj

- Adopting pre-primary programs and other measures to prepare children for the intellectual requirements of primary school.
- Expanding, equip, and improve school families

1.3.2 Proposed Dissemination Methods for Mayuge District

Dissemination methods include: -

- Hard copies of the DPP to stakeholders: district councilors, all heads of departments and sectors, sub county chiefs, political leaders at sub county level, private sector, members of the civil society including all development partners to the district.
- Stakeholders meetings shall be arranged to communicate the general direction of the district development process over the next five years and the key focus of plan. Stakeholders meetings shall be held at district and sub county level involving all stakeholders.
- Key messages shall be published over the radio on the development planning as well as the expectation of various stakeholders in the implementation of the plan.
- The district development plan shall be posted on the district web site.
- Community dialogues shall be held at various community level meetings with stakeholders at that level.

The generation of annual work plans and budgets shall be based on a participatory approach where local council two and sub county councils shall be engaged into the prioritization process of development priorities within their councils.

Annual performance reviews shall be held at district and sub county level involving all stakeholders. The DDP shall be reviewed after two and half years of implementation to try to refocus the development agent of the district. The evaluation of the plan shall be based on the Monitoring and Evaluation frame work

The district shall organize trainings for stakeholders in development planning, roles and responsibilities of councils in the development planning process and monitoring and evaluation of projects.

2 METHODOLOGY

2.1 Methods Used to Collect Information

This Situation Analysis Report is not a stand-alone. See Figure 4 below. It is a result of : -

Figure 4: Process of the development of the Situation Analysis Report



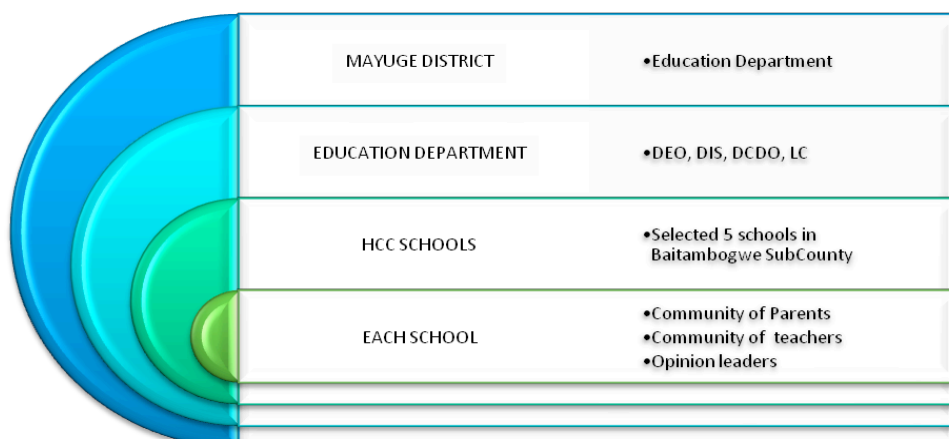
- 1) A Desk Research Study – this was conducted with the purpose of sourcing for organizations and government bodies from different parts of the world that have developed and used E-governance and Community Participation for implementation. Success stories and lessons learnt have acted as a vital input and guide to the development of this report. Summary of emerging key issues are summarized in “Section 3: Case Study”.
- 2) Interview – this was used with when seeking responses from the district officials. The study was conducted during the school holiday seasons, making it even more difficult to get them all in one seating. Guide questions were used. See Annex 2 (a).
- 3) Focus Group Discussion – this was used to obtain views from several respondents on tabled issues. Respondents included: headteachers, patron teachers, school representatives of the community of parents and opinion leaders.

Aside the question-answer sessions, a SWOT Analysis was conducted. This was directed at understanding the flow and management of information in the education department at district level. See the SWOT responses in presented in Section 4: Field Findings & interpretation. Cards were used; thereafter, sorted and compiled using frequency tables. Use of cards intended to enable everyone participate. The respondents were not restricted to the language. Used languages were Luganda, English and Lusoga. Guide questions were used. See Annex 2 (b).

2.2 Selection of the Respondents

To arrive at the final group of respondents, biased selective downsizing was done right from the national level with a start at Mayuge district.

Figure 5: Selection of the Respondents



From the main departments at district level, education department was selected. Impact of investment in education is profound and indispensable. Education results in raising income, improving health, promoting gender equality, mitigating climate change and mitigating poverty. Education is a big social responsibility for everyone in the community. It provides people with a better future for their families and the community; it is a rope that can carry one to greatness

From the education department, 5 primary schools were selected that subscribe to Hope Childrens Club, the education program at BROSDI. These schools are the 5 most active schools in this program. Also, they happen to fall in one subcounty, Baitambogwe.

From each of the 5 schools, the head teachers were tasked to choose 2 active parents of different genders. From each village hosting the respective school, 2 opinion leaders of differing gender and Local leader were also mobilised. HCC Patron teachers of each of these schools were also included. See Figure 5.

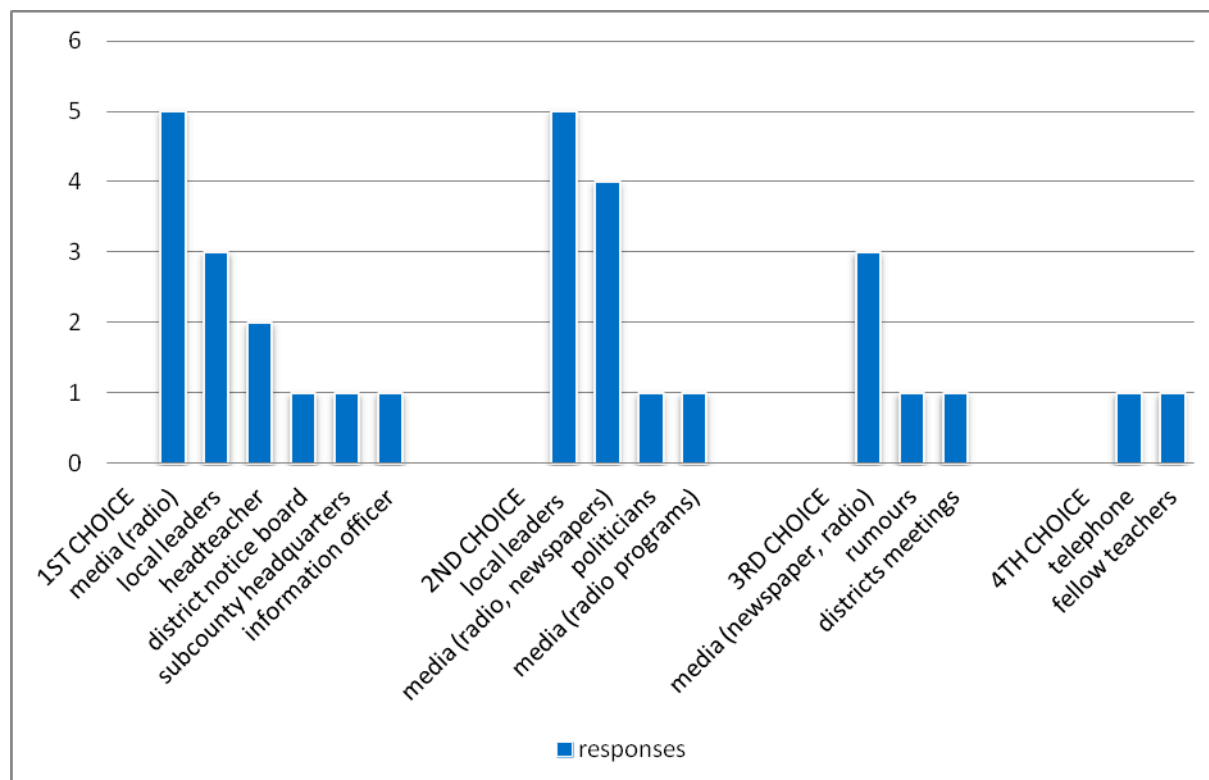
3 FIELD FINDINGS & INTERPRETATION

3.1 FLOW OF INFORMATION

3.1.1 Receiving Information from the District to the Community of Parents & Teachers

The most effective way the community receives information from the district is via media; and in particular, radio. This is followed by the local leaders, including area counselors, then via the head teachers. See Figure 6 below for more details.

Figure 6: Most Used methods of receiving information from the district



NB: Local leaders refers to LC 1, 2 & 3 and Area Counselors

Radio has for long been recognized as the most efficient way to share information and especially amongst the rural areas. This is because it not only reaches a wider audience in a shorter period of time but also is relatively affordable to the poor. However, it does have some challenges: (1) if one is not listening to the radio at the moment of the announcement, he/she is like not to get it (2) announcements have a cost effect (3) even if the district chooses the radio station to post announcements, it may not be the used one of all individuals; and so it increases the chances of them missing the announcement.

Information dissemination via the local leaders also obviously played an upper role. Concentration should be then be placed on how the local leaders further disseminate this information most effectively; the community has faith in information disseminated via their local leaders.

The DEO when asked, “the ways the district sends out information to the community”, responded by saying: via the Head teachers’ Association Chairperson. The chairperson then sends an SMS and word-of-mouth to the respective headteachers. He was quick to say that this method proved very efficient to his office. Other methods he mentioned were, using the district notice board, letter writing and phone calls from his office.

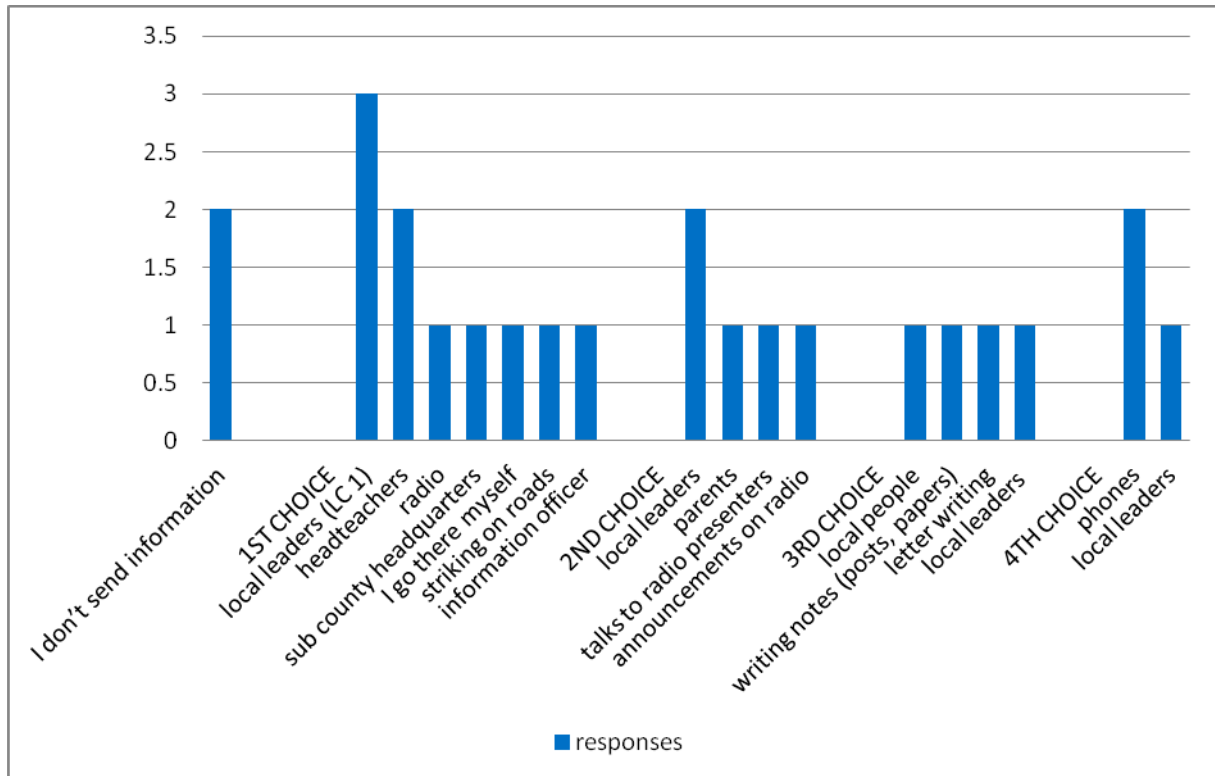
The DEO also shared the Head Teachers Association organization chart in Annex 4.

3.1.2 Community of Parents & Teachers sending information to the District

Of the 17 number of respondents in the focus group that resulted in these results, 2 of them said that they did not send information to the district; and when probed further, insisted that they did not see any reason to send information to the district.

On the other side, of those that did send information to the district, the most used method was via their local leaders, area counselors inclusive. This again was followed by their head teachers. See details in Figure 7.

Figure 7: Most Used methods of disseminating information to the district



NB: Local leaders refers to LC 1, 2 & 3 and Area Counselors

“Parents” was also mentioned as an alternative way used to disseminate information to the district. How effective is this? Would the district take on a suggestion by an individual parent? In the urban areas, parents’ suggestions are influential. There is no parent society known in the district at the time of this report.

3.2 DECISION MAKING & ACCOUNTABILITY

3.2.1 Community involvement in Decision-Making of Government interventions

All the respondents said that they do not participate in decision-making at the district level.

It is widely argued that increased community participation in government decision making produces many important benefits. It also has challenges. See Table 1 below.

Table 1: Advantages of Citizen Participation in Government Decision-Making

	Advantages to citizen participants	Advantages to government	Disadvantages to citizen participation	Disadvantages to government
Decision process	<ul style="list-style-type: none"> Education (learn from and inform government) Persuade and enlighten 	<ul style="list-style-type: none"> Education (learn from and inform citizens) Persuade citizen; build trust and ally 	<ul style="list-style-type: none"> Time consuming Pointless if decision is ignored 	<ul style="list-style-type: none"> Time consuming Costly May backfire, creating more hostility toward

	government <ul style="list-style-type: none"> Gain skills for activist citizenship 	anxiety or hostility <ul style="list-style-type: none"> Build strategic alliances Gain legitimacy of decisions 		government
Outcomes	<ul style="list-style-type: none"> Break gridlock; achieve outcomes Gain some control over policy process Better policy and implementation decisions 	<ul style="list-style-type: none"> Break gridlock; Achieve outcomes Avoid litigation costs Better policy and implementation decisions 	<ul style="list-style-type: none"> Worse policy decision if heavily influenced by opposing interest groups 	<ul style="list-style-type: none"> Loss of decision-making control Possibility of bad decision that is politically impossible to ignore Less budget for implementation of actual project

SOURCE: <http://www.rtsa.ro/en/files/TRAS-31E-5-HARUTA,%20RADU.pdf>

3.2.2 Community Involvement in Accountability of Government interventions

The respondents were then asked as to whether they participate in district accountability and feedback, to which they all said “no”.

3.3 SWOT ANALYSIS OF THE EDUCATION SECTOR

3.3.1 Strengths and Weaknesses

Leadership came in strongly as a “strength” by far and on a lesser side, as a weakness. The respondent stressed that they enjoyed the frequent supervision visits made by the district authorities. They also acclaimed the district authorities for the deployment of qualified staff after a strict verification process; which partly attributed to the improving performance in the education district department. It was also clear that the support teachers got from the district in form of problem solving, timely delivery of scholastic materials and acquiring services was applauded. The regular meetings at coordinating centers and use of district properties were also a plus.

Figure 8: Strengths of the Education Sector in Mayuge District

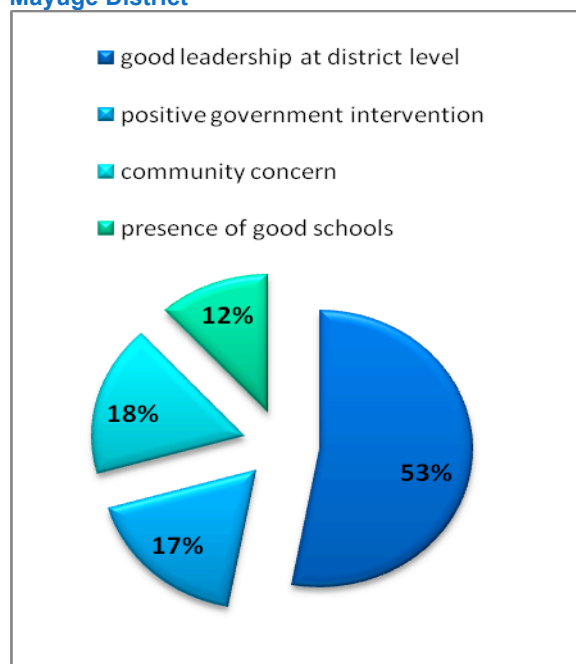
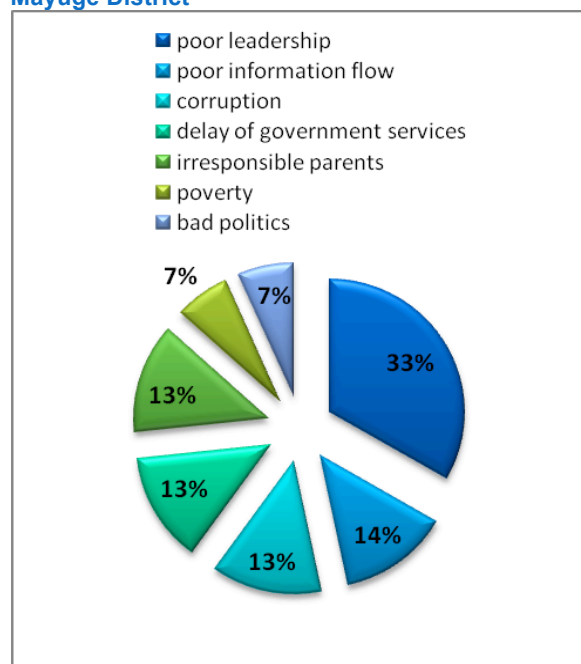


Figure 9: Weaknesses of the Education Sector in Mayuge District



The respondents were quick to add that, to strengthen the leadership even more, the district authorities needed address the challenge of understaffing in schools, liaise with the head teachers to address the late coming of teachers to schools, sometimes the teachers dodging class lessons and inspectors dodging visiting hard to reach areas like island schools for inspection.

The respondents noted that there was no known effective information flow system from the district to the stakeholders currently in existence. There was also a continuing level of corruption and unfairness as well as bad politics in the district, coupled with delayed government services, in particular, unpaid salaries and untimely release of UPE capitation grants. These subsequently did affect the activities at schools.

The respondents were also quick to blame themselves for not taking on their responsibility as parents more strongly; including substituting education for child labour.

Adding to the strengths, the respondents recognized governments efforts in addressing their needs like providing water at schools and repairing of the murrum roads covering a bigger part of in the district. More was governments efforts in encouraging parents to send their children to school by reducing the costs and having community leaders that conduct periodical internal school supervision. They all agreed that with their resulting increase in number of first grades, their schools were very good in relation to others in the region.

See Figures 8 and 9 for more details.

3.3.2 Opportunities and Threats

“Scholarships for teachers to go for upgrading”, “regular promotions given to teachers and head teachers”, “salary increase at the end of each year”, “ability to access loans”, “starting up financial projects which can assist teachers”, “paying teachers more allowances unlike in the neighbouring districts”, “creating projects that can improve on the welfare of workers”, “recommendation of teachers to take up government programs like naads”, “existence of cooperating schools” are what the respondents fronted as opportunities that the district needs to tap as motivation avenues for teachers.

More, the respondents said that the district was pregnant with qualified and willing to work population. This called for “tapping and investing on the existing abundant human resource in the district”. Interesting is that the respondents said that the community had persons skilled at construction and so should be tapped on to construct the schools because they were cheaper and had the community at heart.

The respondents said that the education services should reach the grassroots people because, in Mayuge district, atleast every village has a school with relatively good roads for easier access. Also, taking advantage of the willingness of the community to participate in the education related activities, construction of schools blocks could be done.

Presence of a community computer center, BROSDI, is one area the respondents suggested that the district can utilize to disseminate content and direct the population to use as a communication and media center. The center can also be used for sensitization sessions.

Mayuge district the respondents mentioned was a reputable district in terms of implementation and yet still having many challenges. This places the district in better position to rally for external funding from international and national NGOs, for the district activities.

The government of Uganda avails free services to address some of the challenges faced by the education department. For instance, UPE and USE for all school going children. The district could rely on this to encourage all parents to take their school age children to school rather than engage sugarcane planting, brick making and prostitution with the aim of contributing to the household income.

Other opportunities the district can tap from are: the existing good leadership to develop the district further as well as study what others are doing and decide what can be emulated back home. See Figure 10 for preferential details.

Figure 10: Opportunities to the Education Department in Mayuge District

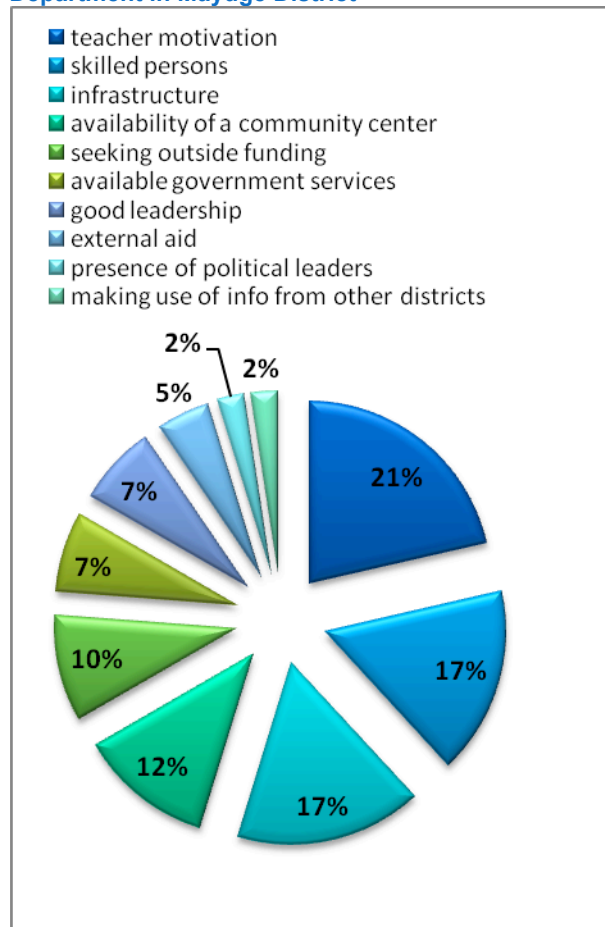
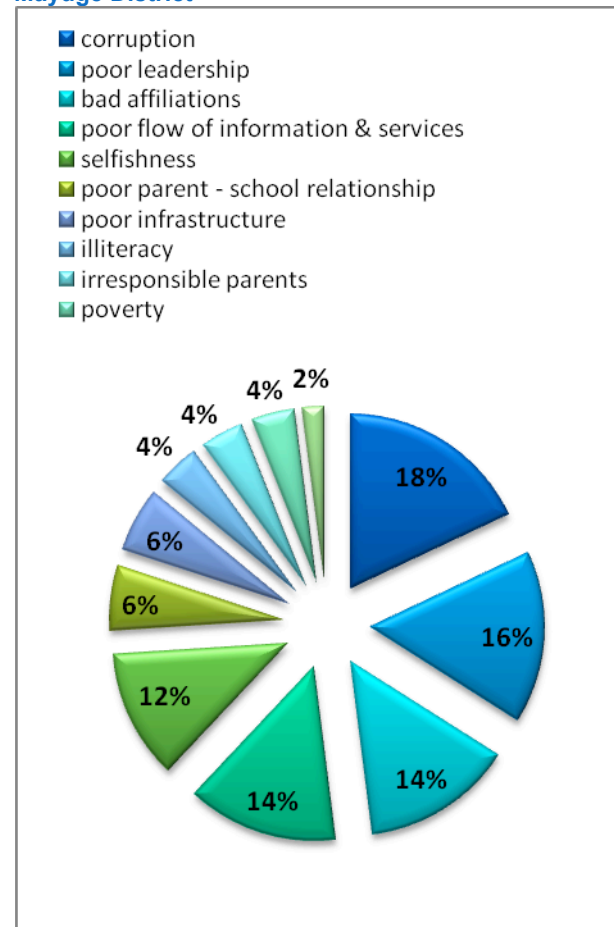


Figure 11: Threats to the Education Department in Mayuge District



The respondents sighted many threats to the district and the biggest being “corruption”. Here they cited: “embezzlement of funds”, “unfairness”, “corrupt government officers”, “failure of elected leaders to account to their electorates”, “even if jobs are there, there is no chance for the common person to contribute”, “misuse of funds”, “increasing number of ghost pupils in schools” and “bad behaviour like theft”.

“Funding of poorly drawn budgets”, “failure to include the communities in planning” was yet another mentioned threat to the district.

Mixing politics with implementation of government programs in schools and community was going to drag the district backwards, the respondents emphasize. This was stressed as an issue that needed immediate addressing.

Poor flow of information and services to the grassroots persons is another big threat to the district and it leads to a negative attitude towards some members of the community funding their children in schools. It was noted that some people including local leaders either do not know where to start when it comes to acquiring information on education or have no way of reaching information points including the district.

Selfishness and not wanting others to develop, conflicts, poor cooperation, jealousy is the order of the day and this threatens development in the district.

Respondents said that there is a lot of information hoarding and this has led to poor school parent relationship and negative attitude towards schools. The parents think that they need to be involved in the development of schools. There is also a fear that the infrastructures in schools are so few that if all parents were to send their children to school, some would get nowhere to study from.

There is a high rate of illiteracy in the area and it is a known norm in Uganda that the uneducated are not listened to.

In general, the poverty level within Mayuge district and its surrounding is very high and this leads to bad habits like child labour which prevents influx of children in schools leading to many uneducated children in the district. This is coupled with many diseases which prevent proper functioning of the education system.

Delays in payment of teachers' salaries automatically affects the smooth running of schools in the area and leads to poor grades within the district. See Figure 11 for breakdown with details.

4 NEXT STEPS

This is a working document. It will act as a referral point during the implementation of the project and its spread to other departments. It will also act as a guide to other stakeholders with intentions to implement similarly.

Mayuge district, like other districts has several departments. Like stressed above, the output of this report stands as a foundation stone to the district, community of parents and teachers agreeing on the most effective e-method(s) of information flow in the district that will lead to positive construction of the district education systems.

ICT is fast becoming an essential element in making governments fit for the 21st century and providing qualitative and trustworthy services that are oriented to the needs of citizens. There are a number of ICT methods that can be adopted in E-Governance initiatives for instance use of: -

- Social Media. These are often free and seek a wider audience. They also are fun to work with if created properly. Examples are Blogs (text, video and audio), Facebook and Twitter.
- Interactive Websites. Mayuge district has a website: <http://www.mayuge.go.ug>. In close collaboration with the District Information Office, this platform can be taken advantage of to turn it into a more user friendly platform. The district notice board can also be converted and accessed online as well.
- Mobile Phones
 - Periodical SMS (one-to-many)
 - Ordinary SMS (one-to-one)
 - Phone calls
- Radio. In addition to announcements, radio call in programs, the times well known by the community can indeed act as excellent platforms for obtaining and receiving information, let alone, discussing it.

It is important though not to pick on many avenues but rather concentrate on one or two and derive more creative ways of making the method work for the persons concerned. This is the focus of the Sensitization and Planning meeting set for 7th June 2014.

5 REFERENCES

- 1) A situational analysis of education in the Gambia by Alieu Sarr and (statistician/demographer) and Sherif Yunus Hydara (Education Planner/Economist)
- 2) Mayuge District official Website: <http://www.mayuge.go.ug/>
- 3) Decentralisation in Uganda by Kritika Saxena, Sohini Paul and Pooja Ramavat Goel
- 4) Situation Analysis: An Approach and Method for Analyzing the Context of Projects and Programme by IUCN, Global M&E Initiative
- 5) Decentralization in Uganda: Challenges for the 21st Century by Fumihiko SAITO, Ryukoku University, Japan : <http://www.world.ryukoku.ac.jp/~fumis96/docs/ics2000.pdf>
- 6) http://www.dhhs.tas.gov.au/healthpromotion/wihpw/principles/community_participation
- 7) Decentralisation in Uganda: Prospects for Improved Service Delivery by Roberts Kabeba Muriisa
Decentralisation: who really benefits? <http://www.new-ag.info/02-4/develop/dev01.html>
- 8) Excerpted from Decentralization in Uganda: Explaining Successes and Failures in Local Governance BY Gina M. S. Lambright Copyright © 2011 ISBN: 978-1-935049-32-6 hc : <https://www.rienner.com/uploads/4d63d83536c7a.pdf>
- 9) Africa Development, Vol. XXXIII, No. 4, 2008, pp. 83–95 © Council for the Development of Social Science Research in Africa, 2008 (ISSN 0850-3907) * Faculty of Development Studies, Mbarara University of Science and Technology, Uganda
- 10) Decentralisation in Uganda: Prospects for Improved Service Delivery Roberts Kabeba Muriisa: http://www.codesria.org/IMG/pdf/AD_33_4_2008_5_Muriisa.pdf
<http://www.internationalbudget.org/groups/indonesia.htm>

6 ANNEX

6.1 Annex 1: List of Respondents (Community of Parents and Teachers)

	VILLAGE	HEAD TEACHER	PATRON TEACHER	PARENT		OPINION LEADER	
				male	female	male	female
Baitambogwe P.S	Wainha A	Aseno Ann Grace	Muwaya Patrick	-	Nankutu Jane	Nalugoda Patrick	-
Lugolole P.S	Lugolole A	-	-	Mulopi Joseph	-	Isabirye Muzamira	-
Lugolole Learning Center	Lugologe B	Mufumbiro Wilson	Kanseka Sylvia	-	Kabaak Sarah	Maganda Mathias	-
Musita Muslim P.S	Musita A	Ngobi Ramadhan	Malime Michael	-	Kintu May	Wanioka Sammuel	-
Musita C.O.U	Musita B	Kitakule Michael	-	-	Mutesi Rehema	Ekiryagaana Alfred Apolo	-

In total, the number of respondents was seventeen (17).

6.2 Annex 2: Guide Questions used to Collect Data

6.2.1 Annex 2(a): Guide Questions for the Interview Session

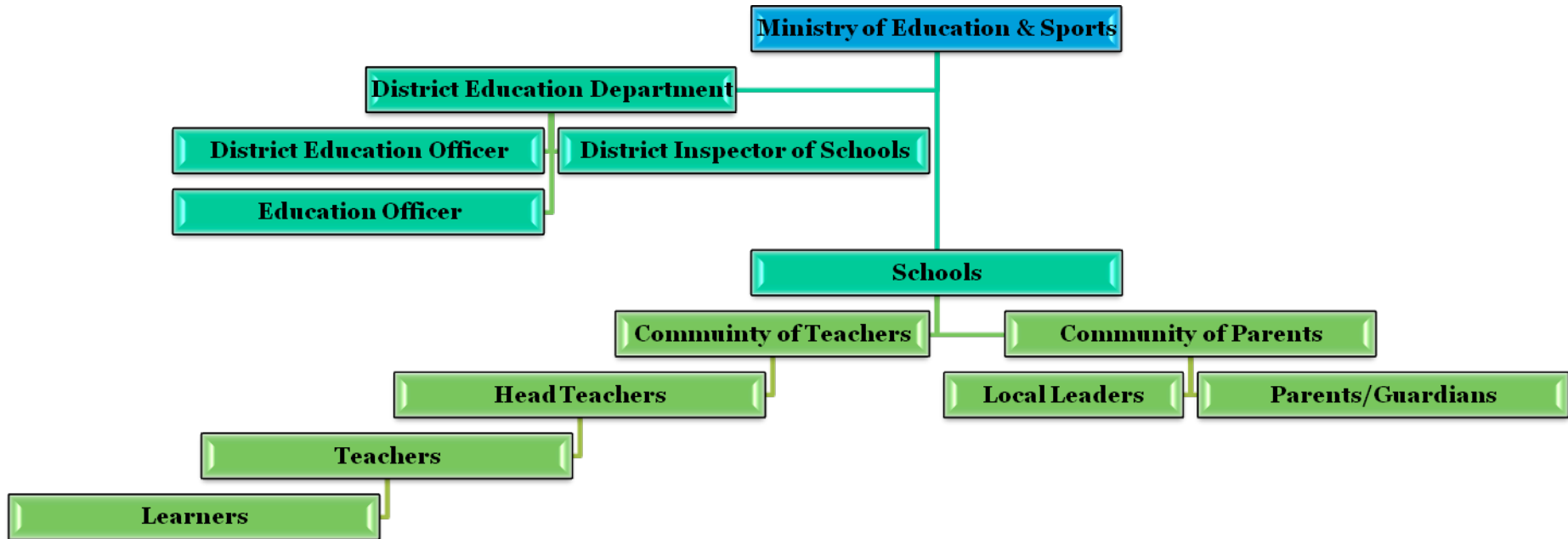
- 1) Education structure in Mayuge district?
- 2) How does information flow between the two points: -
 - a. From the district to the community
 - b. Community to the district

6.2.2 Annex 2(b): Guide Questions for the Focus Group Discussion

- 3) What are the “strengths”, “weaknesses”, “opportunities” and “threats” affecting the education department in Mayuge district
- 4) How does information flow between the two points: -
 - a. From the district to the community
 - b. Community to the district
 - ** probe for “most preferred”
- 5) Participation at the district level: -
 - a. Decision making?
 - b. Accountability?

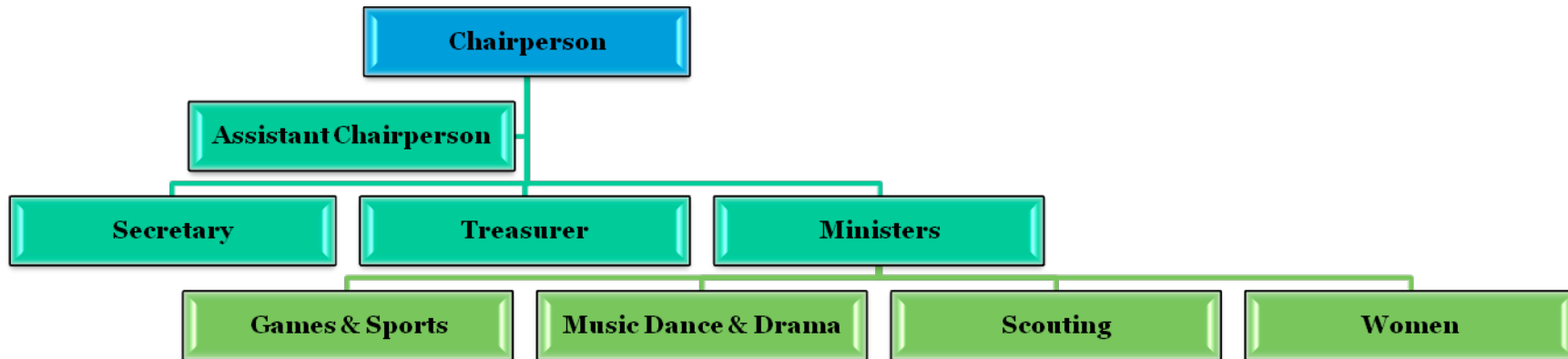
6.3 Annex 3: Organization Chart for the Education Department

Figure 12: Organization Chart of the Education Department



6.4 Annex 4: Mayuge District Head teacher Association

Figure 13: Mayuge District Head Teachers' Association



7 ENDNOTES

ⁱ According to A.P.J. Abdul Kalam (2003), e-governance is the transparent, smart, seamless access, secure and authentic flow of information crossing the inter-departmental barriers and providing a fair and unbiased service to the citizen. This calls for community participation, which is about ensuring meaningful engagement with our communities.; and decentralization.

ⁱⁱ Methodology was adopted to identify the different success and failure factors for each site; the methodology covers the 7 following factors:

- *Information* (factors related to quality and prerequisites of system inputs and outputs);
- *Technology* (factors such as the availability and compatibility of hardware and software);
- *Processes* (alignment and integration between the system and existing/new processes to achieve stated objectives);
- *Objectives, Values, and Motivation* (e.g. organization culture, guiding values);
- *Staffing and Skills* (factors such as the availability of skilled personnel and adequacy of training provided for using the system);
- *Management and Structures* (factors such as managerial practice and flexibility of organizational structures); and
- *Other Resources* (money and time).

ⁱⁱⁱ Decentralization entails the transfer of planning, decision making and administrative authority from the central to local government. The term can be used to mean a system of government in which power is granted to local authorities or a process by which governance is moved from a centralized to decentralized system (Prud'homme, 2003).