

KAMPALA INTERNATIONAL UNIVERSITY

**NON-GOVERNMENTAL ORGANIZATIONS AND EDUCATION SERVICE
DELIVERY IN BUSIRO EAST CONSTITUENCY WAKISO DISTRICT**

A CASE STUDY OF: SAVE THE CHILDREN UGANDA

BY

ATURINDA OLIVER RWABUKUMBA

BPA/46340/151/DU

SUPERVISOR: MS RHOBINAH TUSIIME.K

**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE BACHELORS DEGREE OF
PUBLIC ADMINISTRATION OF KAMPALA INTERNATIONAL
UNIVERSITY**

APRIL 2018

DECLARATION

I hereby declare that this Research Dissertation is my original work and it has not been submitted in this form or any other to this or any other institution for Education purpose.

Name: **Aturinda Oliver Rwabukumba**

BPA/46340/151/DU

Signature:..........

Date 14/05/2018.....

APPROVAL

This Research Work has been submitted for Education purposes with my approval as Kampala International University candidate supervisor.

Signature:.......... Date..........

MS RHOBINAH TUSIIME. K

SUPERVISOR

DEDICATION

I wish to dedicate this Research Dissertation to my husband Capt Robert Mugabe. You are remembered for your financial and parental contribution towards my success. To my beloved parents Mr. Pascal Rwabukumba and Mrs. Josephine Rwabukumba, my brother Emmanuel Kinyatta and his wife Regina. It was because of you that I was able to achieve this success in my life. May the Almighty Lord richly bless you!

To my sisters and children, thank you so much for your constant encouragement, unbelievable kindness and spiritual support.

Finally to Kampala International University and everybody who would like to undertake the same course in future.

ACKNOWLEDGMENT

I am deeply grateful to so many who have helped me make this Research Work possible. I feel humbled and blessed by others' contributions and my sentiment is aptly expressed by Albert Einstein who said "Every day I remind myself that my inner and outer life are based on the labors of other men, living and the dead, and that I must exert myself in order to give in the same measure as I have received and am still receiving." So it is with this research. It could not have been written without the help of many people for whom I am deeply thankful.

Special thanks to my supervisor Ms Rhobinah Tusiime for her kind guidance through this work. Dr Festus Rwabuhiri and my other lecturers and classmates, thank you for your magnificent assistance in every part of this endeavor. Without your creative help, I would not make it a success.

Thanks also go to Management of Save the Children, Wakiso District officials and all the respondents of my research questionnaire, my sisters, brothers and my useful friends for their amazing tremendous insights, passion, courage, invaluable collaboration, encouragement, remarkable ideas, boldness and willingness to help.

With deep gratitude, I acknowledge my lovely husband Capt Robert Mugabe, for his profound influence on my life and my thinking. My brother Mr. Emmanuel Kinyata and your wife Regina, May the Almighty God reward you abundantly for whatever you accorded to me. I also acknowledge many, many other thought researchers some of whom are referenced throughout this research for their influence on my thinking and on the development of this research.

Most importantly, I acknowledge and thank God for the blessings, insights and support I have felt throughout this project. For me, He is the source of all principles that bring joy and success in life.

ACRONYMS

NGO	:	Non-Governmental Organization
CDO	:	Community Development Officer

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ABSTRACT

Since 2014, Save the Children in Uganda has worked with local communities and organizations to design sponsorship programs for kids. Their programs designed for primary school-aged children work to transform the children into lifelong learners by building strong curriculums and passionate teachers. It also provides health education and care to children in need through their school health programs to help children stay healthy, well-nourished and in school.

This research therefore sought to understand the contributions of Save the Children Uganda in poverty reduction through provision of free education to vulnerable children in Uganda. The study focused on the operations of the NGO at household level in Busiro East Constituency in Wakiso District; based on the following objectives: To explore activities and approaches used by NGOs in education service delivery in Busiro East Constituency in Wakiso district, to find out the contributions of NGOs in Busiro East Constituency in Wakiso district and to find out the relationship between NGOs and Educational Service Delivery in Busiro East Constituency in Wakiso district. Data collection involved use of semi-structured questionnaire which was administered to the beneficiaries and interview question guides which conducted on both the NGO's managers and Wakiso district officials.

Findings showed that there is a positive impact exhibited by Save the Children in Busiro East Constituency because the majority of the disadvantaged youth in Busiro East Constituency have acquired vocational /technical skills in different aspects such as tailoring, carpentry and brick laying/housing construction. Save the Children has also sponsored education towards many orphans up to university level; thus promoting employment in the area. Also, social order has been restored among the parentless children who have lived without health care, spiritual and psychosocial guidance. Basing on the findings, the researcher recommends that Save the Children needs to intensify its socio-economic empowerment programs so that beneficiaries can be equipped with knowledge to reduce poverty in Busiro East and Uganda at large, besides the provision of education service delivery.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The world today is faced with a paradox: the increasing wealth of multinational corporations owned by very few individuals concurrent with increasing poverty among millions worldwide (Perkins, 2004). The concept “poverty” is used, generally, to mean going short materially, socially and emotionally. While the definition of poverty has been changing because of its dynamic character and the dynamics of its causes, it still implies lack of the capacity to access the basic requirements such as food, fuel, clothing, accommodation and health. It steals away the opportunity to have a life free of sickness, a decent education, secure home, and long retirement.

Increasingly, the existence of NGOs is proving to be a necessity rather than a luxury in societies throughout the modern world. In many developing countries, the role of NGOs has evolved in response to the market gaps left by the government (Gaist, 2009). Impelled by the inadequacies of the state and the market, citizens across the globe have developed NGOs to deal with a diversity of social needs. According to Gotz (2008), the increase in NGOs is one of the most remarkable features of modern-day international politics. While states remain the major protectors and abusers of human rights, NGOs have materialized as central players in the promotion of human rights around the world. They are increasingly identified as crucial role-players in community and people-centered development.

In Uganda, through the Education Programming, NGOs such as Save the Children secures quality basic education for all children. The programme covers basic quality education (both formal and informal), early childhood care and development (ECCD) and Education in Emergencies. Their programme aims at creating opportunity for deprived young children to attend quality inclusive early childhood care and development and transition successfully into basic education. The Education in Emergencies intervention creates access to education for children affected by emergencies and living in refugee camps. They do this through training of teachers, community mobilization, coaching and mentoring of teachers/instructors, research and documentation, advocacy and working in partnerships (Muhumuza, 2007).

Save the Children is working in 124 government-aided primary schools, 43 ECCD centres in the emergency response, 48 ECCD centres in Karamoja and Nakasongola, 24 Accelerated Learning Programme (ALP) centres in western and northern region and 25 ALP centres in the emergency response. The total reach is 41,744 children (20,862 girls, 20,882 boys). Of these, basic education accounts for 31,624 children (15,622 girls, 16,002 boys) while ECCD accounts for 10,120 children (5,240 girls, 4,880 boys). By 2016, Save the Children Uganda had protected 32,601 children from harm, supported 66,643 children in times of crisis, provided 197,812 children with a healthy start in life and given 2,146 children vital nourishment (Save the Children Report, 2017). Since 2014, Save the Children in Uganda has worked with local communities and organizations to design sponsorship programs for kids. Their programs designed for primary school-aged kids work to transform students into lifelong learners by building strong curriculums and passionate teachers. It also provides health education and care to children in need through their school health programs to help children stay healthy, well-nourished and in school.

However, although NGOs came to fill the gaps and cover the weaknesses of the state and the market in delivering education services in Uganda, a lot of effort is still needed in promoting education in the country. To demonstrate this, Uganda, which is flooded by NGOs such as Save the Children claiming to deliver education services among other projects, the completion rate of primary seven pupils in the country had dropped to 54 percent by 2008 from the net enrolment ratio in primary education at 96 percent (UNHS 2009/2010).

This research therefore seeks to understand the contributions of Save the Children Uganda in education service delivery through provision of free education to vulnerable children in Uganda. The study shall focus at the operations of the NGO at household level in Busiro East Constituency in Wakiso District. The district is neighboring Kampala City in Central Uganda. Busiro East Constituency is not dominated by low scale subsistence farming, low economic activities; and is one of the areas in Uganda that were affected by the NRA war in early 1980s.. A combination of these problems could be seen having a high relationship with the high levels of ignorance, poverty and vulnerability in this district.

1.2 Statement of the Problem

Save the Children Uganda is taken to be vital in education service delivery among the absolute poor people in Busiro East Constituency in Wakiso district, through providing voluntary services

such as educational, literacy, social or charitable services to the community especially the children. With its primary concern to relief, and development, it has been widely applauded as a catalyst for poverty reduction in Wakiso district particularly education service delivery. Nonetheless, its contribution to poverty reduction in the district, seem to be questionable. For instance, according to UBOS (2005), Wakiso district is one of the districts in Uganda still with high levels of illiteracy and poor access to education and health services, despite such services being the priority to Save the Children Uganda. Based on these situations, this study shall critically analyze the roles and question the appropriateness of approaches and interventions of NGOs towards provision of education among the chronically poor. To achieve this objective, the study shall focus on Save the Children's work in Wakiso district and examine the level and nature of beneficiary participation in the education programs the NGO provides.

1.3 Objectives of the Study

1.3.1 General Objective

The overall objective of the study was to examine the role of NGOs in Education Service delivery in Uganda.

1.3.2 Specific Objectives

1. To explore activities and approaches used by NGOs in education service delivery in Busiro East Constituency in Wakiso district.
2. To find out the contributions of NGOs in Busiro East Constituency in Wakiso district
3. To find out the relationship between NGOs and Educational Service Delivery in Busiro East Constituency in Wakiso district?

1.4 Research Questions

The study was guided by the following research questions:

1. What activities and approaches are used by NGOs in education service delivery in Busiro East Constituency in Wakiso district?
2. What are the contributions of NGOs in Busiro East Constituency in Wakiso district?
3. What is the relationship between NGOs and Educational Service Delivery in Busiro East Constituency in Wakiso district?

1.5 The Scope of the Study

1.5.1 Content Scope

The researcher needed information about the roles of Save the Children Uganda in education service delivery in Busiro East Constituency in Wakiso district. Therefore information was gathered on the NGO and its Education Service Delivery in Busiro East Constituency in Wakiso District. Organizational activities and beneficiary participation in those activities provided by the NGO formed the core of analytical resources to ascertain the opportunities for, extent, genuineness and forms of beneficiary participation in the projects. The study also analyzed the beneficiaries' perceptions and attitudes towards approaches used by NGOs in delivery of education services in the constituency. Working relations between the NGO (Save the Children Uganda) and Wakiso district authorities were also explored to ascertain their harmony in development planning process and promotion of educational service programs in the district.

1.5.2 Geographical Scope

The research based its study on Save the Children Uganda's field offices in Busiro East Constituency in Wakiso district. However, other sources of information were also obtained from Save the Children country headquarters in Kampala in order to obtain comprehensive data.

1.5.3 Time Scope

The study covered all aspects of Save the Children Uganda in Education Service Delivery from 1990 to 2015. The year 1990 was the time when Busiro East area was just recovering from the shocks of NRA war which left many families displaced a lot of deaths and abject poverty in the area in early 1980s. By then Save the Children was already operating in Uganda.

1.6 Significance of the Study

The findings would enable Save the Children Uganda to evaluate their performance towards the promotion of educational services in Busiro East Constituency, Wakiso District.

It is also hoped that the study would help the government in assessing itself on the illiteracy reduction strategies vis-à-vis NGO interventions.

The study findings added on the information resources of Kampala International University; as part of references for future academicians in the university specifically to those willing to expand their knowledge on NGOs and poverty reductions particularly fight against illiteracy and ignorance.

To other stakeholders, the study added knowledge on the already existing body of knowledge on non-governmental interventions in development and poverty reduction across the globe.

The study also fulfills part of the requirements for the award of a Bachelors’ degree in Public Administration to the researcher.

1.7 Conceptual framework

A conceptual frame work for NGOs and Education Service Delivery in Busiro East Constituency Wakiso District:

Independent Variable

NGOs’ Contributions

- Capacity building
- Funding
- Logistics

Dependent Variable

Success in Education Service Delivery

- Literacy
- Vocational Skills
- Health and Nutrition

Moderator Variables

- Government Policy Framework on Education
- Enabling social and political environment
- Peace and Stability

Source: Adopted from the works of *Mawdsley, Townsend, Porter and Oakley(2002); Wallace (2006) and Win (2004); modified by the Researcher*

It is expected that capacity building, funding and provision of logistics have a positive correlation with education service delivery since it is a combination of these factors that support sustainable education. However, these positive correlations will only be achieved if not interfered with by some other factors such as poor government policy on education, social-political environment and absence of peace and stability in a country.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is the literature review. The chapter focuses on definition of NGOs, NGOs as a channel for development alternative, the growth and expansion of NGOs in Uganda, role of NGOs in education service delivery, influence of insecurity on NGOs, influence of enabling social -political environment on NGO operations, influence of enabling government policy on NGOs and the theoretical framework.

2.2 Definition and Concept of NGOs

NGO literature the umbrella term ‘non-governmental organization’ is generally used throughout, although the category ‘NGO’ may be broken down into specialized organizational sub-groups such as ‘public service contractors’, ‘people’s organizations’, ‘voluntary organizations’ and even ‘governmental NGOs’ or ‘grassroots support organizations’ and ‘membership support organizations’ (Lewis, 2006). The NGO literature has tended to see NGOs as one of a number of key actors in processes of development alongside the state, local government, foreign donors and private corporations. In contrast to this relatively ‘integrated’ approach, the non-profit literature has to a greater extent focused on the organizations themselves and on the concept of the ‘sector’ as a distinctive subject for research non-profit has concentrated on service delivery and welfare organizations more than advocacy and social change organizations (Lewis, 2006).

‘Non-governmental’, ‘third sector’ or ‘not-for profit’ organizations have in recent years become high profile actors within public policy landscapes at local, national and global levels. Around the world, there is an increasing commitment to the delivery of social services through involving neither voluntary organizations which are neither government agencies directed by the state nor organizations committed to the ‘for- profit’ ethos of the business world (Lewis, 2003). Nongovernmental organizations are a heterogeneous group. A long list of acronyms has developed around the term 'NGO': INGO stands for international NGO, BINGO is short for business-oriented international NGO, RINGO is an abbreviation of religious international NGO, ENGO, short for environmental NGO, GONGOs are government-operated NGOs. (Wikipedia, 2006).

“Formal (professionalized) independent societal organizations whose primary aim is to promote common goals at the national or the international level” (Chang, 2005). The World Bank defines NGOs as "private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development" In wider usage, the term NGO can be applied to any non-profit organization which is independent from government. NGOs are typically value-based organizations which depend, in whole or in part, on charitable donations and voluntary service (Vilain, 2006). Although the NGO sector has become increasingly professionalized over the last two decades, principles of altruism and voluntarism remain key defining characteristics (United Nations Economic Commission for Europe, 2006).

2.2.1 NGOs as a channel for development alternative

Two distinct roles for NGOs are highlighted, both as service providers and advocates for the poor. The service provider advocate divide differentiates between the pursuit of ‘Big-D’ and Tittle-d’ development (Bebbington et al 2008; Hulme 2008). ‘Big-D’ development sees ‘Development’ as a project-based and intentional activity, in which tangible project outputs have little intention to make foundational changes that challenge society’s institutional arrangements. In contrast, Tittle-d’ ‘development’ regards development as an ongoing process, emphasising radical, systemic alternatives that seek different ways of organising the economy, social relationships and politics (Bebbington et al 2008). The shape of NGOs has changed over time.

While many NGOs, particularly in Latin America, were created around the explicit intention of addressing structural issues of power and inequality and expanding civil society against hegemonic or weak and unrepresentative states, they have seen a shift in their organisational character and in the nature of their work, instead adopting technical and managerial solutions to social issues such as poverty through service delivery and welfare provision (Gill, 1997). Ninety percent of registered NGOs in Kenya, for example, are involved primarily in service delivery (Brass 2011). In the process, NGOs and their activities have become professionalised and depoliticised (Kamat, 2004).

In their role as service providers, NGOs offer a broad spectrum of services across multiple fields, ranging from livelihood interventions and health and education service to more specific areas,

such as emergency response, democracy building, conflict resolution, human rights, finance, environmental management, and policy analysis (Lewis & Kanji 2009).

Interests in the contribution of NGOs to service delivery did not rise only because of the enforced rollback of state services, but also because of their perceived comparative advantages in service provision, including their ability to innovate and experiment, their flexibility to adopt new programmes quickly, and most importantly, their linkages with the grassroots that offer participation in programme design and implementation, thereby fostering self-reliance and sustainability (Korten 1987; Vivian 1994; Bebbington et al 2008; Lewis and Kanji 2009). These strengths, it was widely believed, would foster “more empowering, more human, and more sustainable” forms of development (Foster, in Bebbington 2004). These grassroots linkages are, after all, the reason National non-Governmental Organisations (NNGOs) work through local partners, recognising that objectives and priorities of international organisations may not reflect those at the grassroots, and closer proximity at this level is necessary for more effective participatory designs. In the wake of failed top-down development discourse, NGOs were seen to offer the sole organizational forms that could implement the global commitment to ‘bottom-up’ development (Kamat 2004; Hearn 2007).

It was not until later in the 1990s that donors started promoting a second important role for NGOs, viewing them as organisational embodiments of civil society that could play a role in political reform (Harsh et al, 2010). While their role in as ‘democratisers of development’ (Bebbington, 2005) is highlighted as frequently as their role as service providers, rarely is it articulated how NGOs should participate in the political process to achieve this (Edwards and Hulme 1996). Challenging the state can lead to hostile government-NGO relationships and threaten prospects for sustainability, and donors, too, are often are anxious to ignore the political realities of NGO interventions (Clark 1998). Their role as social development agencies, therefore, takes precedence over their role as political actors (Clark 1998).

According to Archer (1994), the role and contributions of NGOs in advocacy and empowerment is difficult to define, but we can look at their efforts along a broad spectrum. At one end are those NGOs actively intervening in democracy-building and transforming state societal relations, such as those emerging to mobilise and support radical social movements in the early ‘NGO decade’ in Latin America. NGOs are vastly constrained in this sphere, seeking instead to

convince governments that they are non-political. Instead, at the other end of the spectrum, most NGOs seek 'empowerment' as an indirect outcome of their wider service delivery activities. People-centred and participatory approaches to service delivery are suggested in this approach to lead to local-level capacity building in the long run, fostering a stronger democratic culture in which changes are hypothesised to feed into local and national institutions and processes (Srinivas, 2009).

One account of NGOs in Uganda, too, highlights the delicate balance NGOs play in becoming "entangled in the politics of being non-political" (Dicklitch and Lwanga 2003). Viewing NGOs as strengtheners of democracy and civil society is, therefore, an overly generous view, given they must embark on advocacy work in incremental ways and can rarely operate in ways that reach genuine transformative agendas. Throughout the 1990s, NGOs may have been viewed largely as 'heroic organisations' seeking to do good in difficult circumstances (Lewis and Kanji 2009), but this rose-tinted view has been rolled back amidst increasing acknowledgement that NGOs are not living up to their expectations. A number of emerging criticisms highlight problems of representativeness, limitations to effectiveness and empowerment, and difficulties remaining loyal to their distinctive values, which are all undermining the legitimacy of NGOs (Atack, 1999). That early worries have yet to be systematically addressed by NGOs has led to them becoming fully-fledged concerns and criticisms, and as NGOs have become increasingly professionalised and service-oriented, their proposed (Lewis and Kanji, 2009)

2.2.2 The Growth and Expansion of NGOs in Uganda

The origin of NGOs in Uganda has been widely attributed to the colonial period (Dicklitch, 1998; Nsibambi, 1998; Thue, 2002; Muhumuza, 20007), but their roots can more accurately be traced back to the pre-colonial era (Heinrich, 2007). In colonial era, NGOs mainly focused on providing key social services such as education and health services. Their roles continued in postcolonial governments despite the attempt to replace them in the provision of social services. This was because the independent government was constrained by the scarcity of resources and social services remained inadequate especially in rural areas (Muhumuza, 2007). The relevancies of NGOs continued until 1970s when they witnessed more political control that forced some of them more especially the foreign ones to withdraw (Muhumuza, 2007). Nonetheless, the period of 1980s to date, witnessed both the revival and the mushrooming of NGOs in the country.

Two factors can therefore explain the proliferations of NGOs in Uganda; external and internal factors. Externally, the efficiency and transparency associated with NGOs paved the way for the recognition of NGOs as an alternative to the state (Dicklitch, 1998; Lindenberg and Bryant, 2001). Secondly, the end of the cold war allegedly gave birth to a third wave of democratization characterized by opening up of space for NGOs. Other external factors include; neo-liberal policies such as SAPs and the influence of donors, whose support to developing countries have been tied to the creation of pluralist society since 1990s.

Nonetheless, it would be an intellectually biased to leave the external factors unturned. The shift from the statist development approach to market forces and NGOs, though important for the growth of NGOs, largely represents the interests of developed countries rather than the poor countries. The end of the cold war, for instance, was a triumph only for the interests of the USA. Although it led to the expansion of NGOs, it could not save the social-economically underdeveloped countries from their challenges like poverty and civil wars. The negative effects of SAPs are also on the record. Many NGOs have also hidden behind the rhetoric concepts of democracy, good governance and human rights” to promote selfish interests of western countries (Kaldor, 1999; Perkins, 2004).

On the other hand, internal factors deserve a mention. The increasing inability of the state to pursue effective development strategies because of declining public infrastructure and productivity, inflationary pressures and balance of payment problems (Muhumuza, 2007). This crisis forced the government to seek foreign aid, which required the adoption of a neo-liberal policy perspective and managerial style. Foreign aid was thus given on condition that stabilization and Structural Adjustment Reforms, such as privatization and decentralization, be implemented. However, these reforms were still new. Therefore, they created socio-economic problems that negatively affected the welfare of the people especially the poor. Consequently, donors had to use alternatives of working through NGOs (Gordenker & Thomas, 1997; Etyang, 2004; Ndegwa, 1996).

However, there is no need of overemphasizing these factors because the breakdown of public infrastructure, for instance, was not entirely a catalyst for the growth of NGOs in Uganda. One can argue that it was also a hindering factor. For instance, some NGOs fear to establish development projects in remote areas because of poor infrastructures such as roads. Policies such

as decentralization, privatization, and other policy interventions have also got strong attachments from donor countries and they have been faulted for condoning corruption in local governments as argued by Olum (2011). It can therefore be argued that these may hinder the growth and activities of NGOs in Uganda. Finally, it may be argued that the close interaction between the state, through decentralization, and NGOs - though capable of creating a conducive working environment for NGO may also compromise their neutrality, making it difficult for them to carryout checks and balances of unfair government practices (Dicklitch, 1998).

2.3 Role for NGOs in Education Service Delivery

The 1970s and 1980s saw the emergence of advocacy groups, national and international NGO consortia, and the extension of cooperation with official aid agencies in Latin America and elsewhere. (Lewis & Madon 2004)

In Africa, the emergence of self-help groups and their associations led to adaptations of aid flows and procedures to benefit local groups. Nongovernmental organizations (NGOs) have grown rapidly in number in recent years and now are taking on a larger role in education development work. Their influence has grown with the growth in their numbers and in the amounts that they disburse on the education of unprivileged persons (Chand, 1991). In 1983, NGOs from developed countries provided grants of some \$3.6 billion (equal to 13 percent of official development assistance), mostly raised by themselves, to developing countries. By 1987, such NGOs were providing about \$5.5 billion—nearly \$1 billion more than credits from the International Development Association (IDA) in 1988 (Howes, 2005).

NGOs should be judged, however, not so much by their numbers and resource flows as by contribution they make to raising awareness of educational development issues and moving other institutions to become more responsive to the needs of the poor (Dhakal, 2000) But not all NGOs are well equipped for this task, despite the best of intentions. Many small NGOs still need to develop their managerial capacity. A large number are founded and managed by one leader. There is occasional mismanagement, or even misdirection, of mission in any number of countries. To encourage mutual support among NGOs in developing countries, NGO umbrella organizations are being strengthened by NGOs themselves or through external assistance (Howes, 2005).

For many years, the basic focus of evaluation of NGOs was on small projects initiated by NGOs, or the assessment of NGO components within large projects. In recent years, there has been a movement away from project-centered evaluation to assess the institutional development contributions of NGOs. In this process, there has also been greater awareness of the relevance of government actions to the effectiveness and outcome of NGO endeavors (Robinson, 2003).

In Uganda, through the Education Programming, Save the Children secures quality basic education for all children. The programme covers basic quality education (both formal and informal), early childhood care and development (ECCD) and Education in Emergencies. Their programme aims at creating opportunity for deprived young children to attend quality inclusive early childhood care and development and transition successfully into basic education. The Education in Emergencies intervention creates access to education for children affected by emergencies and living in refugee camps. They do this through training of teachers, community mobilization, coaching and mentoring of teachers/instructors, research and documentation, advocacy and working in partnerships.

To date (December 2017), Save the Children is working in 124 government-aided primary schools, 43 ECCD centres in the emergency response, 48 ECCD centres in Karamoja and Nakasongola, 24 Accelerated Learning Programme (ALP) centres in western and northern region and 25 ALP centres in the emergency response. The total reach is 41,744 children (20,862 girls, 20,882 boys). Of these, basic education accounts for 31,624 children (15,622 girls, 16,002 boys) while ECCD accounts for 10,120 children (5,240 girls, 4,880 boys). By 2016, Save the Children Uganda had protected 32,601 children from harm, supported 66,643 children in times of crisis, provided 197,812 children with a healthy start in life and given 2,146 children vital nourishment.

Since 2014, Save the Children in Uganda has worked with local communities and organizations to design sponsorship programs for kids. Targeted to help children from early childhood to early adulthood, its programs work to make a healthy and safe environment where children can learn and grow. Their programs designed for primary school-aged kids work to transform students into lifelong learners by building strong curriculums and passionate teachers. It also provides health education and care to children in need through their school health programs to help children stay healthy, well-nourished and in school.

2.4 Influence of insecurity on NGOs operations

Insecurity is one of the issues that affect NGO operations. For example according to Aid Worker Security Report (2012) in 2011, 308 aid workers were killed, kidnapped or wounded the highest number yet recorded. After declining in 2010, total incidents of violence against aid workers rose again, particularly kidnappings. Most of these attacks continued to take place in a small number of countries: Afghanistan, Somalia, South Sudan, Pakistan and Sudan. Statistical analysis suggests that attacks on aid workers are most prevalent in weak, unstable states and those experiencing active armed conflict. These attacks are also correlated to low levels of rule of law (Aid Worker Security Report, 2012).

The rate of aid worker killings appear to be independent of overall murder rates in the host state, the type of political regime in place and the degree of societal openness. The above suggests that attacks on humanitarian workers are a symptom of state failure as well as a product of war. This limits options for humanitarian actors, as the host states formally responsible for providing secure access for aid operations are fundamentally ill-equipped to do so. Aid agencies must analyse the potential of the host government to protect and assist aid operations in each context, understanding that where the capacity or political will for this is absent, they are wholly responsible for their own security (AWSO 2011)

ICRC rates have declined over the past few years, though caution is needed in making attributions here. The ICRC's field staff population is relatively small compared to the other two types of institution, which exaggerates the relative effects of small changes in numbers. It is noteworthy, however, that the ICRC has made significant progress in reshaping its security management strategy, including active dialogue with potential threat sources and an emphasis on its unique mandate as an independent and strictly neutral entity. Looking at the attack rates of individual organisations does not reveal strong patterns that would suggest that certain profiles or approaches are more likely to be targeted. From a preliminary review of individual agency rates, it does not appear that organisations which we might expect to be more popular targets - faith-based agencies, vocal advocacy actors or US-based organisations, for instance - were experiencing a higher rate of attacks compared to the rest of the community. (Stoddard, Harmer and DiDomenico 2008)

As security worsens, NGO operations are often scaled back or withdrawn, affecting both the quality and quantity of assistance beneficiaries receive. As the 2006 report pointed out, measuring access is, however, a challenging pursuit. There are as yet no objective or robust means to comprehensively assess claims that access is declining, and views on this differ.

NGO workers in the most dangerous settings face few options. In places like Sudan (Darfur), Somalia and Afghanistan, the choice boils down to reducing or withdrawing essential aid from needy populations, or running intolerable risks to the lives of staff and partners. If the greater portion of international humanitarian aid organisations were able to achieve independence and project an image of neutrality this would surely enhance operational security and benefit humanitarian action as a whole. However, it is important that organisations are not misled into believing that this in itself will result in increased security for their staff in the most insecure environments, at least in the short term. (Wille and Larissa Fast 2010)

According to research, democratic regimes are strongly correlated with operations of NGOs. In Nepal, for example, NGOs have been present since the 1950s, when the feudal regime was officially abolished. When the education system became more centrally controlled in 1971, the role and impact of civil society decreased. However, a new space for civil society opened up parallel to the democratization and liberalization of the country in the 1990s (UNESCO, 20016).

In Latin America, growing cooperation between NGOs and the authorities is considered a consequence of the emergence of democratic regimes (Degnbø-Martinussen and Engberg-Pedersen, 1999). Many countries in the developing world remain hostile towards NGOs, but some have become more open over time. In Asia and the Middle East, governments have attempted to co-opt and subordinate NGOs as client organizations or have created so-called GONGOs (governmental NGOs). Within the NGO sector in some of these countries, organizations actively work against independent development-oriented NGOs. In sub-Saharan Africa, governmental control is described in more widely varying terms, ranging from repression to a milder form of control-orientation (Degnbø-Martinussen, and Engberg-Pedersen, 1999).

2.5 Influence of Enabling Social and Political Environment on NGO operations

Social and Political environment is another important aspect that can influence NGO operations. The scope and nature of NGO work is determined largely by the political culture - whether there

is a tradition of well-functioning civil society organizations or not. South Asia, for example, has a long history of indigenous NGOs working in education (Moran, 2004). India, Bangladesh and Sri Lanka are countries that are recognized for their openness towards NGOs. According to Ahmad (2006), “there are probably more and bigger NGOs in Bangladesh than in any other country of its size”. Their influence has led to an increasing impact and political influence on government. As a result, in recent years, “government has been incorporating NGOs into various committees with other line ministries from unions to the national levels and sharing and learning from the experience of NGOs in different sectors” (Alam, no date). .

In Uganda the new governmental dispensation has provided Ugandans with more political space to undertake their own development initiatives. People at all levels of society are more prepared to pursue their own development activities rather than wait for government and external actors to provide services, relief and welfare support. Improved infrastructure (roads, electricity, IT, communications, water, market access) provides more development opportunities to poor people and their communities. Tax incentives are now encouraging donations to registered charities. GOU is also enhancing the performance of its line Ministries, who are now all on performance contracts. GOU technical personnel are now willing to partner with NGOs who need not duplicate skills that are already locally available. (Kitamura, 2007)

2.6 Influence of Enabling Government Policy on NGO operations

In other countries, Government Policy and legislation has established a strong regulative framework for NGOs, restricting their activities and the possibilities for scaling up (Mayhew, 2005). Such regulation may actually be to the benefit of NGOs. In countries that have had to deal with so called ‘briefcase’ NGOs - NGOs created exclusively for personal profit - legislation has proved helpful for serious NGOs, such as in Pakistan (Anzar, 2002). In the absence of regulation, where self-reporting is the only way to measure accountability, governments are likely to be more reticent towards NGOs. Government regulation might therefore prove to be a source for cooperation between NGOs and governments. Egypt and Thailand are countries that originally were sceptical of NGOs, but a change in attitude has taken place as a consequence of NGOs’ increasingly important role as service providers (Clayton & Taylor, 2000).

2.7 Research Gaps

From the literature reviewed, it is evident that more focus has been laid on the NGOs and their relationship to poverty reduction in the world. None of the study known to the researcher either locally or in the African region has investigated on the role of NGOs in poverty reduction in Uganda; focusing on education service delivery. Most studies have not conclusively explored all the factors affecting NGOs' performance in delivery of education services in their fight against poverty. Most of the available research findings are based on generalization from either a one or two factors investigated.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in the study. It presents a detailed description of the research design; target population, sample size and sampling, description of the research instruments, data collection procedures, reliability of the instruments and validity tests and data analysis techniques used in the study.

3.2 Research design

According to Orodho (2003), research design is what holds all the elements of the research project together. The research design to be used in this study will be descriptive survey, which is a method of collecting data by interviewing or administering a questionnaire to sampled individuals. The study aimed at collecting information from respondents about the contributions of NGOs in promoting education service delivery in Busiro East Constituency in Wakiso district. It used both primary and secondary data. Primary data was collected through questionnaires, interviews, and an observation schedule. Secondary data was obtained from school support records at the NGO headquarters.

3.3 Area of Study

The study was conducted in Busiro East Constituency in Wakiso district in Central Uganda. The Constituency was purposively selected. The Constituency has local governments called sub counties. Busiro East is one of the regions in the country affected by high levels of poverty because of the NRA bush war in early 1980s; that affected the area from the neighboring subcounties of Masulita and Busunju. It is an area where low scale subsistence farming dominates all income generating activities.

3.4 Study Population

The study was carried out amongst the NGO Management Officers, Wakiso District Political Leaders and the Beneficiaries at household level in the constituency. Key NGO officers at the headquarters were also consulted for further information.

3.5 Sample Size

The study was conducted among the beneficiaries and workers of Save the Children as well as the district officials in Wakiso district. Using various sampling techniques, a total of 50 respondents from different categories were used for the study. In the study, 35 beneficiaries of the NGO were selected from the constituency, using simple random sampling technique. In addition, 5 key informants comprising of district leaders both technical officials and politicians were purposively selected for the interview. The study also involved 10 Key Managers and Field workers of Save the Children Uganda.

3.6 Research Instruments

This study used both primary and secondary data. Primary data was collected using administered questionnaires, and an interview guide. Secondary data was collected through review and analysis of documents pertaining to NGOs and education service delivery programs. The selection of these research instruments were guided by the nature of data to be collected, the time available and the objectives of the research.

3.6.1 Key Informant Semi-Structured Interviews

Key informant interviews were conducted among the District Officials, Key Managers and Field Staff of Save the Children. This enabled the researcher to collect first hand information over what they think, know or feel about Save the Children in the process of education service delivery. Semi-structured interviews were administered to the key informants. The interviews were guided by a list of questions, most of which are open ended questions. This gave the participants the opportunity to go in-depth on some issues that they are familiar with.

3.6.2 Semi-Structured Questionnaires

A total of 35 questionnaires were drafted and administered to the NGO beneficiaries. The semi-structured questionnaires had both closed and open ended questions. The research objectives and research questions guided the design of these questionnaires. Closed ended questions were formulated in the questionnaires because they were suitable for collecting information for quantitative analysis. Open ended questions were used to enable the respondents add more relevant in-depth information and experiences for insight into the issues of the study.

3.7 Reliability of instruments

To enhance the reliability of the instrument, a pilot study was conducted. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables would either be discarded or modified to improve the quality of the research instruments. This was done to ensure that the instrument captures all the required data.

3.8 Data Processing and Analysis

After collection of data, the researcher edited and coded the questionnaires. In particular, all questionnaires were independently checked to ensure that all questions have been answered accurately and to the point. This also was done to help determine the response rate. The data was then converted and presented in form of frequency tables and then percentages were calculated using the MS EXCEL Program. Explanations were made and attached to the statistical data.

3.9 Ethical considerations

It was important during the process of research for the researcher to understand that participation was voluntary; participants were free to refuse to answer any question and might withdraw any time. In this regard the researcher got informed consent of the respondents during the research process.

Accuracy and honesty during the research process was very important for the academic research to proceed. The researcher treated the project with utmost care, in that there was no temptation to cheat and generate research results, since it would jeopardize the conception of research.

Personal confidentiality and privacy were highly observed. In that regard, because individuals were used to provide information, it would be important for their privacy to be respected.

3.10 Limitations of the Study

During the research, a number of limitations were encountered and included the following:

- (i) The NGO was not willing to release some information most especially about their funding on the schools. However, the researcher highly convinced management that information obtained would be purely confidential and for academic purposes only.
- (ii) The time available for the research was inadequate. The researcher however,

budgeted the time appropriately to ensure the study was executed within the timeframe.

- (iii) The researcher faced financial difficulties especially during data collection although few cash savings that had been made was used sparingly to overcome the constraint.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF RESEARCH FINDINGS

4.0 Introduction

The main purpose of the study was to examine the role of NGOs in education service delivery, with particular reference to Save the Children in Busiro East Constituency, Wakiso district. This chapter presents, the results of data collected from the field in accordance to the research objectives, design and methodology laid out in the previous chapter.

4.1 The Demographic Characteristics of the Respondents

The sample description and analysis in this report were based on the study questionnaires, and field interviews which were administered to the Save the Children beneficiaries and its management team as well as Wakiso District officials respectively. In the sampling design, 50 respondents were planned to be enrolled as the sampling size to answer a series of research questions. Subsequently, all respondents responded to the questions. This represented a response rate of 100 percent. The table below demonstrates the demographic characteristics of the respondents. In the study, the demographic characteristics of the respondents considered were; Gender, Age, Marital status, Educational level and Occupation status.

Gender of Respondents

Table 1.0: Showing the Gender Characteristics of Respondents

Gender	Frequency	Percentage (%)
Male	33	66%
Female	17	34%
Total	50	100%

Source: Primary Data

Findings in table 1.0 above show that males with frequency of (33) scored 66 percent and females whose frequency is (17) scored 34 percent.

Age of Respondents

Table 2.0: Showing the Age of Respondents

Age Bracket	Frequency	Percentage (%)
18-24 Years	04	08%
25-30 Years	08	16%
31-35 Years	13	26%
Above 35 Years	25	50%
Total	50	100%

Source: Primary Data

On age characteristics, 18-24 years age bracket whose frequency is (04) scored 08 percent, 25-30 years with frequency of (08) scored 16 percent, 31-35 years with (13) scored 26 percent and lastly respondents with age above 35 years were 25 with a majority score of 50 percent.

Marital Status

Table 3.0 : Showing the Marital Status of Respondents

Marital Status	Frequency	Percentage(%)
Married	15	30%
Single	05	10%
Widowed	30	60%
Total	50	100%

Source: Primary Data

On marital status, married respondents have a frequency of (15) with a score of 30 percent, singles were (05) with a score of 10 percent and lastly the widowed have a frequency of (30) with a score of 60 percent.

Education

Table 4.0 Showing the Respondents' Levels of Education

Education	Frequency	Percentage (%)
Degree	20	40%
Diploma	05	10%
Secondary	11	22%
Below Secondary	14	28%
Total	50	100%

Source: Primary Data

In terms of education status, respondents with frequency of (20) scored 40 percent had university degree education, (05) with a score 10 percent had completed diploma level education; those with frequency of (11) scored 22 percent had completed secondary level, while (14) with a score of 28 percent had primary level education and no education.

Occupational Status of Respondents

Table 5.0 Showing Occupational Status of Respondents

Occupation	Frequency	Percentage (%)
Peasant	30	60%
Civil Servant	15	30%
Self-employed	05	10%
Total	50	100%

Source: Primary Data

According to the findings in table 5.0 above, peasants whose frequency is (30) scored highly with 60 percent, followed by civil servants whose frequency is (15), with 30 percent and lastly the self-employed with a frequency of (05) and a score of 10 percent.

Respondents' Work Experience

Table 6.0 Showing Respondents' Work Experience

Experience	Frequency	Percentage (%)
1-5 Years	5	10%
5-10 Years	8	16%
Above 10 Years	7	14%

None	30	60%
Total	50	100%

Source: Primary Data

According to the findings in table 6.0 above, 1-5 years work experience with a frequency of (5) scored 10 percent, 5-10 years whose frequency is (8) scored 16 percent, above 10 years whose frequency is (7) scored 14 percent; and those without experience (none) whose frequency is (30) scored 60 percent.

4.2 General Responses from the Respondents

4.2.1 Activities and Approaches used by NGOs in Education Service Delivery in Busiro East Constituency-Wakiso District

This question sought to find out how long Save the Children had been supporting the beneficiaries with educational services. The responses were as indicated in table 7.0 below:

Table 7.0 Showing Period of Educational Support to Save the Children Beneficiaries

Period	Frequency	Percentage
0-1 Year	4	8%
1-2Years	11	22%
Above 2 Years	35	70%
Total	50	100%

Source: Primary Data

According to findings in table 7.0 above, the period of 0-1 years has a frequency of (4) with a score of 8 percent; 1-2 years whose frequency is (11) scored 22 percent and above 2 years has a frequency of (35) with the majority score of 70 percent.

Table 8.0 Showing whether Save the Children calls Beneficiaries for Meetings

Response	Frequency	Percentage(%)
Yes	40	80%
No	10	20%
Total	50	100%

Source: Primary Data

From findings in table 8.0 above, respondents who agreed have a frequency of (40) with a score of 80 percent while those who disagreed were (10) with a score of 20 percent.

Table 9.0 Showing Types of Meetings Held between Save the Children and the Beneficiaries

Type of Meeting	Frequency	Percentage (%)
Planning	12	24%
Consultative	03	06%
General	35	70%
Total	50	100%

Source: Primary Data

From the findings as indicated in table 9.0 above, planning meetings got a frequency of (12) with a score of 24 percent, consultative meetings with a frequency of (3) scored 6 percent while general meetings whose frequency is (35) scored highly with 70 percent.

Table 10.0 Showing whether Save the Children is addressing the most critical needs of the Beneficiaries' children education

Response	Frequency	Percentage (%)
Yes	50	100%
No	0	0%
Total	50	100%

Source: Primary Data

This question sought for answers as to whether the NGO was addressing the critical needs of the beneficiaries' children education or not. Respondents who agreed has a frequency of (50) with a total score of 100 percent. No respondents disagreed.

4.2.2 Contributions of NGOs in Busiro East Constituency-Wakiso District

Save the Children is one of the NGOs undertaking its humanitarian activities in Busiro East, Wakiso District. In this regard, the study sought to find out the various contributions made by the NGO in the constituency, and the responses were as shown in table 11.0 below.

Table 11.0 Showing Contributions made Save the Children in Busiro East Constituency

Contribution	Frequency		Percentage (%)
	No of Responses	Total	
Income Generating Projects	0	50	0%
Training in Saving Habits	0	50	0%
Food and Nutrition	15	50	30%
Shelter	17	50	34%
Health	25	50	50%
Legal Protection	0	50	0%

Source: Primary Data

The table above explains the various responses from beneficiaries of the organization, in accordance to the support they get. The question was set in a way that the respondents would respond to all the activities Save the Children provides to the beneficiaries. According to the findings, food and nutrition whose frequency is (15) scored 30 percent, shelter with a frequency of (17) scored 34 percent and health with a frequency of (25) scored highly with 50 percent. Activities such as Income Generating Projects, Training in saving habits and legal protection have no scores at all.

4.2.3 Relationship between NGOs and Education Service Delivery in Busiro East Constituency-Wakiso District

The beneficiaries' opinion was sought by the study to find out whether Save the Children's activities have had a positive impact towards education service delivery in Busiro East Constituency. The responses were as shown in table 12.0 below.

Table 12.0 Showing Responses on whether Save the Children's activities have had a positive impact towards education service delivery in Busiro East Constituency

Response	Frequency	Percentage (%)
Yes	42	84%
No	08	16%
Total	50	100%

Source: Primary Data

According to the findings in table 12.0 above, respondents who agreed were (42) with a score of 84 percent while those who disagreed were (8) with a score of 16 percent.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the findings, conclusion and the recommendations arising from the study.

5.2 Discussion of Findings

According to findings in table 1.0 in Chapter Four, majority (66%) of the respondents were male, compared to 34% who were females. Male respondents scored higher than the females because Save the Children's beneficiary's category involved more males than females. Also as an organization, the NGO itself was dominated with more male employees than females.

According to findings in table 2.0 in Chapter Four, majority of the respondents interviewed were aged above 35 years, accounting for 50% of the respondents. The reason for majority under this age category was that most of the respondents were married, mature and had challenges with supporting their children at school. The lowest age category of the respondents was 18-24 years and scored 08 percent. These respondents were mainly the employees of Save the Children.

Findings in table 3.0 in Chapter Four reveal the highest percentage that comprised 60 percent as widowed. It clearly indicated that these people had orphans and vulnerable children that perhaps needed support from Save the Children. In related instances, it was reported that some men abandon their families in search for jobs of which they do not return back home. In this way, mothers and their children remain in the helpless families and thus falling victims of physical, psychological, economical and social poverty, making them dependent to NGOs support for children education.

This was revealed by one of the female respondents in an interview at Kakiri, she said;

My husband left me with three young children that is, one boy and two girls with no house; my son got registered with the Save the Children project and was admitted into school.

The singles scored the lowest with 10 percent and were mainly the respondents who were aged between 18-24 years.

From the findings in table 4.0 in Chapter Four, the majority of the respondents (40 percent) had degree education while the rest had diploma level and below, indicating that their lack of enough education could have been perpetuated by the existence of poverty among them. This perhaps explains the reasons for 60 percent of the total respondents being peasants and entirely depending on agriculture for survival as indicated in table 5.0. It can therefore be deduced from the demographic characteristics of the respondents in chapter four that most of the Save the Children beneficiaries were from poor family backgrounds and thus necessitated the enrollment of such households in Save the Children education projects in the district.

From the findings in table 6.0 in Chapter Four, 30 respondents who were majority 60% did not have work experience at all. This category included Save the Children beneficiaries. The last category with 10 percent had 1 to 5 years work experience and these mainly included the employees of Save the Children who had just joined the NGO.

According to findings in table 7.0 in Chapter Four, majority of the respondents (70 percent) had received educational support from Save the Children for a period of more than two years. The study also revealed that 22 percent had accessed the NGO's educational services for a period between one and two years, while 8 percent had been supported for a period below one year.

On whether the NGO calls the beneficiaries for meetings, 80 percent of the beneficiaries agreed while the 20 percent disagreed; as shown in table 8.0 in Chapter Four. The respondents who agreed stated that they attended meetings called by the NGO after every three months.

According to the findings in table 9.0 in Chapter Four, 70 percent of the respondents concurred that they mainly held general meetings with Save the Children followed by 24 percent who said that they held planning meetings only and lastly 6 percent who mentioned that they only held consultative meetings. The findings revealed that Save the Children held more of general meetings than the planning and consultative meetings.

Findings in table 10.0 in Chapter Four indicated that all (100 percent) beneficiaries agreed that Save the Children had been critical at addressing their children's education needs. Children's critical needs for their education included social-emotional, spiritual, physical/health and skills development aspects.

According to the responses in table 11.0 in Chapter Four, health (50 percent) and shelter (34 percent) were the key activities provided by the NGO, besides extending education sponsorship services towards the beneficiaries' children. These were followed by Food and Nutrition (30 percent). According to the findings, the organization does not support beneficiaries on income generating activities, training on saving habits and providing legal protection to the beneficiaries; as no responses were captured against the activities. In essence therefore, most of the activities that are essential to poverty reduction were not implemented.

According to findings in table 12.0 in Chapter Four, majority (84 percent) of the respondents appreciated the role played by Save the Children in the constituency, particularly in uplifting the educational standards for their children. The remaining 16 percent did not recognize the NGO's impact towards education service delivery in the area.

5.2.1 Save the Children and Wakiso Local Government Authorities: Working Relations

In order to establish the working relations between Save the Children and Wakiso district local government and how it was important in promoting educational services in the district, different research questions were asked to explore the each partner's positions. It was nonetheless, established that there was no serious mutual working relations between the NGO and the district authorities. For instance, when asked to explain how NGOs work with the local government to deliver educational services in Wakiso district, the Save the Children Country Director, in her words said:

I don't think we have many things we do with the local government. It is like we are working independently because we only see the district official checking on us once a year, or even after two years. Even when the district official comes, nothing he advises us to do or not to do. We do not expose our work plans and they also do not expose theirs to us. We just plan and implement our projects without consulting the district officials.

When asked whether the Save the Children officials were invited for the Local government meetings, she had this to say;

Local government hardly calls us for its meetings. The only meetings they invite us for are the one when they are reviewing the financial year budgets and their

work plans at the sub county level. When they call us, sometimes we go there or we do not go, depending on the availability of time.

We do not get interests to attend local government meetings because they are characterized by a lot of bureaucracies and most of the issues they normally discuss are not of our immediate interests. For example, whenever we are called, they want us to review the work plans, they read for us the roads, schools and hospitals they plan to construct or renovate. These are also important in reducing poverty but they are not our immediate concerns and therefore create boredom to us whenever we attend such meetings.....even if we review their work plans, we never get the feedback of what we reviewed; she adds.

She however, strengthened her stand by arguing that they make sure they do their work with good faith in order to produce quality results. She supported this, by giving an example, of 60 percent of children they support in primary and secondary schools that they know how to do carpentry and tailoring work. He further said that in special days, they meet these children separately to train them in such livelihood skills.

The researcher noticed that NGOs including Save the Children; were always not willing to expose their work plans because they were not aware that it was by law to expose it to the local government. For example, one of the Wakiso district officials said that most of NGOs officials were not cooperative to produce their work plans and work with the district, yet it was by law that all NGOs should always expose their work plans to the local government in order to ascertain what they are planning to implement. This was corroborated by the CDO Wakiso district's argument. In his words, he said;

Whenever we call NGO officials to expose their plans to the district, most of them are hesitant to do so. It takes us time to really access such plans yet it is for the benefits of both of us. We perhaps need to first improve on sensitization mechanisms so that they understand that it is by law to expose their work plans.

5.2.2 To find out the relationship between NGOs and Educational Service Delivery in Busiro East Constituency in Wakiso district?

To those respondents who agreed, the following impact areas were brought to the researcher's attention:

- The majority of the disadvantaged youth in Busiro East Constituency has acquired vocational /technical skills in different aspects such as tailoring, carpentry and brick laying/housing construction.
- Save the Children has sponsored education towards many orphans up to university level; thus promoting employment in the area.
- Social order has been restored among the parentless children who have lived without health care, spiritual and psychosocial guidance.

It was realized that in cognitive development aspect, Save the Children provided necessary equipments for children's formal and informal education. This was important in equipping children with all the necessary educational knowledge in their lives in order to grow up as responsible citizens.

While conducting the study, it was realized that in cognitive development aspect, Save the Children provided necessary equipments for children's formal and informal education. This was important in equipping children with all the necessary educational knowledge in their lives in order to grow up as responsible citizens. One of the beneficiaries had this to say;

We are blessed to have our children learning various educational skills that help them become selfreliant forever..... my girl child completed a University Degree in Social Sciences two years ago at Makerere University as a result of support from Save the Children. She has already been employed by some organization. If it was my initiative, nothing would have been done to her education because I had nothing I would offer to her for studies.....The NGO has therefore saved me through educating my child from primary to university level and I think my family will one time get out of poverty because she has began supporting her siblings too.

Based on the findings therefore, there was a positive relationship/impact between the roles of Save the Children and Education Service delivery in Busiro East Constituency, Wakiso District.

Respondents were also asked to mention the possible challenges that they thought were hindering Save the Children to provide quality education services to their children. In response, the following challenges were mentioned:

- (i) The NGO is still incapacitated to sponsor educational services to a big number of children in the area and in the whole country at large.
- (ii) Save the Children has not had enough funding to embark on other non-educational services to HIV/AIDS and orphaned and vulnerable children activities such as health, food and economic security activities; particularly within Busiro East Constituency.
- (iii) The NGO sometimes faces lack of political will from local government leaders as well as unfriendly policies on education by the government.

The performance of Save the Children in education service delivery has been seriously hampered by over-reliance on foreign funding and its pejorative implications. Thus, where as it has been theoretically analyzed that NGOs can reduce poverty through appropriate approaches, such as local people's participation, working in close relationship with local authorities and changing people's perceptions toward the development prospects of NGOs, this argument was found lacking in some respects. The evidence supporting this argument from the study was overwhelming. There is increased dependency syndrome from western donors to support the Save the Children's education projects in the area. There were poor working relations between the NGO and district authorities due to the fear of exposing the sources of funds.

5.3 Conclusion

Save the Children has critically promoted education and created vocational skills among the orphaned and other disadvantaged children in Busiro East Constituency, following fairly constituted beneficiary selection structures and indicators. Beneficiary participation in decision-making in Save the Children's activities has not been upheld by the NGO's administration since the beneficiaries have been left out of Planning Meetings. However, they have been called to attend general meetings on quarterly basis.

Besides extending education sponsorship services towards the beneficiaries' children; the children's Food and Nutritional concerns are also addressed by Save the Children. The children are also educated about physical and health wellbeing; and are sometimes given food items for

feeding. However, the organization does not support beneficiaries on income generating activities, training on saving habits and providing legal protection; as no responses were captured against the activities. To some extent, some of beneficiaries' homes are given shelters. In essence therefore, most of the activities that are essential to poverty reduction were not implemented. Save the Children's activities in the district are generally categorized into educational, physical, social-emotional, and cognitive development. Key components of these developments include education, health, and skills trainings in carpentry, tailoring, knitting, and bakery.

Whereas NGOs should be an integral part of Uganda's struggle to fight poverty, different challenges have cropped up. These have been attributed to the nature of formation and their management in Uganda as well as the aim of which they were formed. It should be noted unreservedly that most of NGOs have been entirely relying on foreign aid. The study revealed that foreign aid being unsustainable and unpredictable, has been detrimental to the NGOs reduction of poverty. Therefore, the more the NGOs depend on donor funds, the less competent they become in performing their roles.

Consequently, the data collected indicated that Save the Children have been affected by different challenges but the key ones included: a culture of dependency has developed in the organization due to constant expectation of donor hand-outs; the flow of donor funds has encouraged the founders to accumulate absolute power from the top; the scramble for foreign aid has fueled the unhealthy competition between Save the Children and the other NGOs and the district authorities; the organization has become more accountable to the donors than the local people; donor funds have encouraged partisan behavior to crop up in the NGO; the donor tendency of supporting mainly short term programs has destructed Save the Children from its duty of promoting long term development; and finally, the NGO has become a mere puppet of the donors, promoting foreign interests at the expense of national development.

Overreliance on foreign aid has created a culture of dependence syndrome among NGOs in Uganda. The study found out that the biggest proportion of Save the Children's funding comes from abroad, especially from western donors and governments. Although attempts to obtain the exact amount of aid received by Save the Children every year were futile, analysis of budget of some of the project centers revealed that foreign donations were the most significant source of its

funds. The NGO is still underfunded for it to cover more areas; and to introduce more poverty reduction programs in Uganda particularly in Busiro East Constituency in Wakiso district. It can, therefore, be summed up that the proliferation of NGOs is not a universal remedy to poverty reduction. They, instead, carry the flag that promotes dependency syndrome. This sustains poverty not only in Uganda but also in other developing countries. NGOs - especially International NGOs - come with westernized pre-determined goals and objectives to achieve other than poverty reduction in developing countries.

All in all however, there is a positive impact exhibited by Save the Children in Busiro East Constituency because the majority of the disadvantaged youth in Busiro East Constituency have acquired vocational /technical skills in different aspects such as tailoring, carpentry and brick laying/housing construction. Save the Children has also sponsored education towards many orphans up to university level; thus promoting employment in the area. Also, social order has been restored among the parentless children who have lived without health care, spiritual and psychosocial guidance.

5.4 Recommendations

Basing on the findings, the researcher makes the following recommendations:

- Save the Children needs to intensify its socio-economic empowerment programs so that beneficiaries can be equipped with knowledge to reduce poverty. The organization needs to improve vocational and life skills training such as in carpentry, tailoring and bakery and higher education.
- There is need for the organization to allow for full and meaningful beneficiary participation. Involving beneficiaries in active participation allow them to make right choices of intervention and becomes responsive to such interventions. Consequently, sustainability of organizational projects may be enhanced and promoted, leading to poverty reduction in the long run.
- Save the Children needs to grant full autonomy to the project centers so that they can plan and implement projects that suit local beneficiary needs. The NGO's country office should only perform the coordinating role between different projects in different districts but leave the projects to be determined by the independent project teams in each district. This is because some areas have unique needs that may need unique approaches.

- NGOs need to expand on the number of beneficiaries in order to reduce poverty in the areas of their operation. For example, Save the Children considers at least one beneficiary from each household considered as poor. In addition, such members should be living within the short distance from the project centre. However, it was established that some of the households had around 5 members per household. This meant that it may be hard for one beneficiary to help in reducing poverty in such a large family even if the principle of trickledown effect were to apply.
- Proper coordination between the district local government and the NGOs is paramount in poverty reduction processes. Poor coordination between Save the Children and the district local governments leads to duplication of projects in the district. Both parties should expose their work plans to each other so that the problem of duplication is minimized.
- In order to reduce poverty, in addition to holistic approaches, the NGO needs to tackle it dynamically, strategically and comprehensively. This is because poverty is a multidimensional phenomenon that needs a multidimensional approach. There is a need to look at other categories of needy people in the society such as the elderly, widows and disabled persons, rather than placing emphasis on one category. Children that Save the Children supports, for instance, just comprise a single element among many that need to be supported to realize the meaningful achievements of the NGO in reducing poverty in the country.
- Finally the government should intensify accountability mechanisms of NGOs to beneficiaries. NGOs should behave in a manner that they can justify or defend. But for them to do this, there needs to be mechanisms that hold them or answer or to account. For instance, if the state is accountable to the citizens/electorate through elections and laws; what happens if NGOs do not deliver on their promises? Whom do they report to?

Areas for further Research

To understand more about the role of NGOs in Uganda, the research should also cover other areas such as: NGOs and accountability, Legitimacy and Representation of the Poor.

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APPENDICES

APPENDIX I: BUDGET FOR THE STUDY

Item	Quantity	Unit Price	Total (UGX)
Ream of paper	1	16,000	16,000
Internet Surfing	40 Hrs	3,000	120,000
Transport			200,000
Accomodation			500,000
Airtime			100,000
Typing and Printing/ Binding			100,000
Entertainment to Beneficiaries			1,000,000
Total			2,036,000=

APPENDIX 2: RESEARCH PLAN
ACTIVITY WORK FRAME

ACTIVITY	JAN 2018	FEB 2018	MARCH 2018	APRIL 2018
Research Proposal				
Data Collection				
Data Processing and Analysis				
First Report Draft for Approval				
Final Report Submission				

APPENDIX 3:

QUESTIONNAIRE

(For Beneficiaries in Busiro East Constituency -35 participants)

My name is **Ms Aturinda Oliver Rwabukumba**, a student of Kampala International University; carrying out a study on a research topic entitled “Non-Governmental Organizations and Education Service Delivery in Busiro East Constituency- Wakiso District”. This research is purely academic and confidential. I kindly request you to spare time and answer the following questions by filling and ticking against the correct choice.

SECTION A: Personal Information

1. Gender/sex: Male ☐ Female ☐
2. Age
18 – 24 years ☐ 31 – 35 years ☐
25 – 30 years ☐ Above 35 years ☐
3. Marital Status: Single ☐ Married ☐ Widowed ☐
4. Level of Education
Degree ☐ Secondary ☐
Diploma ☐ Others (specify) ☐
Certificate ☐
5. Occupation: Peasant ☐ Civil Servant ☐ Self Employed ☐
6. Sub-County.....

SECTION B: Activities and Approaches used by NGOs in Education Service Delivery in Busiro East Constituency-Wakiso District

7. How long has Save the Children been supporting your children to access educational services?.....

8. Does the NGO call you for meetings?

Yes ☐ No ☐

9. If yes, How often do you attend the meetings?

10. What type of meetings do you normally attend?

Planning meetings ☐

Consultative meetings ☐

General meetings ☐

11. Do you think your opinions are always considered by the NGO in the planning process?

Yes ☐ No ☐

12. In your opinion, do you feel Save the Children is addressing the most critical needs of your children' education?

Yes ☐ No ☐

13. If no, which critical needs do you feel are left out by the NGO?

Health care services ☐

Education ☐

Training and empowerment ☐

Others, specify

SECTION C: Contributions of NGOs in Busiro East Constituency-Wakiso District

14. In which other respects has Save the Children been helping your Household (Tick)?

Income generating projects (IGP) ☐

Training in saving habits ☐

Food and nutrition ☐

Shelter ☐

Health ☐

Legal protection ☐

Others, specify.....

15. In your opinion, do you think Save the Children can improve its support to your household?

Yes ☐

No ☐

SECTION D: Relationship between NGOs and Education Service Delivery in Busiro East Constituency-Wakiso District

16. In your opinion, do you think Save the Children's activities have had a positive impact towards education service delivery in Busiro East Constituency?

If Yes, How?

(i).....

(ii).....

(iii).....

If No, Why?

(i).....

(ii).....

(iii)..... . 17.

Any other challenges you think are hindering Save the Children to provide quality education services to your child(ren)?

(i).....

(ii).....

(iii).....

Thank You

APPENDIX 4: INTERVIEW QUESTION GUIDE FOR SAVE THE CHILDREN OFFICIALS

(10 KEY INFORMANTS)

Instructions: answer appropriately and in details

1. What does Save the Children stand for in Wakiso district?
2. How does the organization achieve what it stands for?
3. Which category of beneficiaries does the organization normally deal with in Wakiso district?
4. How many households in Busiro East Constituency have benefited from your NGO's support?
5. How does your NGO select these households for support?
6. Do beneficiaries contribute any money or item (s) for being considered as members to benefit from Save the Children?
7. Do you invite the beneficiaries for the meetings? How often and what do you call them to discuss with you?
8. How do beneficiaries understand that Save the Children has taken their decisions and opinions seriously?
9. On average, how much does the NGO budget on each beneficiary?
10. Who determines planning and implementation of Save the Children programs?

11. How do you ensure that you are guided by government policies and district plans in supporting educational services at household level?

12. What are the major problems do you, as Save the Children face in supporting the beneficiaries in Busiro East Constituency?

13. How do you overcome these problems?

Working Relations between Save the Children and Wakiso District

14. How does **Save the Children** relate with the district and sub-county local governments in its your education programs?

15. How do you harmonize your programs with that of the district and sub-counties where you operate?

16. How has your NGO's way of relating with the local governments affected your performance in education service delivery?

17. Does the district and Save the Children expose work plans and budgets to each other regarding activities to be implemented? If yes, how do you do it? If not, how do you harmonize the activities?

18. How do you make sure that your NGO is not implementing what the district has or is planning to implement in the district?

Thank you

APPENDIX 5: INTERVIEW QUESTION GUIDE FOR WAKISO DISTRICT OFFICIALS

(5 KEY INFORMANTS)

Instructions: answer appropriately and in details

1. What is Wakiso district doing to promote educational services in the district?
2. To what extent have international NGOs like Save the Children complemented the efforts of the district to promotion education in your district?
3. How has the NGO planned and managed education programs in Wakiso district?
4. How can you compare the state and quality of life of those households in Busiro East Constituency that benefit from the NGO and those households from other sub-counties that do not benefit from it?
5. How well is Save the Children guided by the frameworks of approaches set up by the district in education service delivery?
6. What are peoples' perceptions and attitudes towards these approaches in education service delivery?
7. Does the district and Save the Children expose work plans and budgets to each other regarding activities to be implemented? If yes, how do you do it? If not, how do you harmonize?
8. How do you ensure that Save the Children and other NGOs do not duplicate projects that you plan or have implemented?

9. What are the major contributions of Save the Children in poverty reduction in Wakiso district in general since its introduction in the district?
10. What are the major weaknesses of Save the Children in education service delivery in Busiro East Constituency Wakiso district?
11. How do you as a district official feel, these weaknesses and challenges can be controlled?
12. What are the general recommendations would you give on how Save the Children can maximize their potential in its education service delivery in Busiro East Constituency?

Thank You