

**THE ROLE OF LOCAL GOVERNMENT IN PROMOTING EDUCATION IN WERA
SUB-COUNTY, AMURIA COUNTY, AMURIA DISTRICT – UGANDA**

BY

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**A RESEARCH DISSERTATION SUBMITTED TO THE COLLEGE OF HUMANITIES
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DECLARATION

I, Arumo Judith do hereby declare that this research report titled “The Role of Local Government in Promoting Education in Wera Sub-County, Amuria District – Uganda” is an outcome of my own efforts and has never been submitted to any university or any other institution of higher learning for any academic award.

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APPROVAL

This is to certify that the dissertation entitled “The Role of Local Government In Promoting Education in Wera Sub-County, Amuria District – Uganda” by Arumo Judith, reg. No. Bpa/42474/141/du has been under my supervision and is now ready for submission to the Department of Political and Administrative Studies, College of Humanities Social Sciences for examination.

SIGNATURE.....

DATE.....

MR. MUHWEZI IVAN
(SUPERVISOR)

DEDICATION

This piece of work is dedicated to my beloved family members, my children Jeremiah and Jedidiah.

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All the glory, praise, and honour to the Almighty God alone. The merciful and faithful one who has enabled me to come this far in my studies through the gift of life, knowledge, strength, and provision.

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LIST OF ABBREVIATIONS AND ACRONYMS

LGA	-	Legal Government Act
NRM	-	National Resistance Movement
UPE	-	Universal Primary Education
SFG	-	School Facilities Grant
DEOs	-	District Education Officers
DCS	-	Service Council Survey
SDS	-	Service Deliver Survey
OECD	-	Organization of Economic Co-operation and Development
FAO	-	Food and Agricultural Organization
UNICEF	-	United Nations Children Emergency Fund

ABSTRACT

The study was about the role of Local Government in promoting education case study of Wera Sub-county in Amuria District Uganda.

The study was mainly based on three research objectives which is;

To identify the education services provided by local governments, to establish the challenges faced by the local government in the provision of education services in Wera Sub-county, to find out the possible solutions to the challenges.

The study employed across section together with descriptive and analytical research design based on both quantitative and qualitative Research designs. Questionnaires and interview guide were used to collect data. Data was summarized, sorted, edited, and analysed, findings were presented in a report format.

The findings indicated that the majority of respondents were male. The respondents were mostly those in the age bracket of 31-40 year. The study identifies the education services provided by local government in Wera Sub-county Amuria district Uganda which are first aid kits, scholastic materials, health education and financial services. It also identifies some of the challenges that the local government are facing and solutions that can be put in place to mitigate the challenges.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY.

1.0 Introduction;

This chapter contains the background of the study, statement of the problem, purpose of the study, objectives of the study, the scope of the study, justification of the study, definition of key terms of the study and significance of the study

1.1 Background of the study:

In most regions of the world the decentralization process broadened and deepened in the 1990s yet the process made itself known as far as the 1950s and 1960s when the British and French colonial administration prepared colonial independence by devolving responsibilities from certain programs to local authorities and indigenous people (Work 2002).

In the 1980s and 1990s, decentralization came to the fore-front of the development agenda alongside the renewed global focus on governance and human centered approaches to human and suitable development. This was either as a result of transition from centrally planned economies such as in central Europe emergency out of a decade of economic decline such as Latin America or responding to profound political changes.

In Uganda, the policy decentralization was introduced in 1997 under the Local Government Act (L.G.A) o 1997 that has since undergone four amendments under the National Resistance Movement (NRM) government which fought a bush war in 1986. The policy inherent is service delivery, institutions and good governance in order to improve access to health, agricultural and education services.

Focusing on education, the universal primary education (UPE) policy of decentralization is one of the NRM's achievements that was introduced in January 1997 with the aim of enabling school age going children access free education services. Amuria district is one of those districts involved in the provision of education services under decentralization system in Uganda.

Therefore, Amuria district Local Government provides education services under decentralization policy. Despite the intervention of decentralization policy, the level of performance in education sector has not achieved the expected aims of decentralizing education services in Wera sub-county. A study conducted by the task team of changing management and managing change in education under Local Government of Wera district (2007) shows poor performance in schools, shortage of water and inadequate food in Wera Sub-county. So it's based in that background that the study was carried out in Wera sub-county.

1.2 Statement of the problem:

The major aim of decentralization is to bring services closer to the people. Education is one of the services that central government to some extent delegated to Local Governments. Indeed the central government pays salaries of staff but the supervision and day to day management of education institutions is in the hands of Local Government. The Local Government has District Education Officers(D.E.Os) who handle everything in the education department of the district which include planning, allocating inspectors of schools within the district boundaries, ensuring that all the education programs are followed and are responsible for all the transfers; it also has Chief Administrative Officers(C.A.Os) who are in charge of employment in the district and then the Local Government five (L.C.5s) who are the political arm in the district. With all these leadership heads, the level of delivery of educational services is still very low. This is manifested by poor performance in primary and secondary schools, inadequate food, and shortage of water. According to the Study Conducted by the Swiss Procurement Company (SWIPC) in 2004, it was pointed out that there was low quality of education under school facilities Grant (SFG).

Since 1995/1996 financial year, local government has been receiving money from the central government in form of government transfer blocks grants/grants to promote effectiveness and efficiency in the execution of UPE. A guide analysis of 2006/2007 recurrent budget shows over 78% of the recurrent budget funds were transferred for expenditures on decentralized services delivered to local governments.

In spite of the power given to local government to provide better education service, instead of seeing an improvement we are seeing a decline in education in Amuria district. The level of

delivery of education services persisted to be inadequate. What then could be the problem? Could it be attributed to inadequate services to meet the population's requirements? Or could it be inadequate funds to promote the supervisory and monitoring of education system? Or could it be because of lack of proper accountability by local government?

It is on the above basis that the researcher carried out a study on an assessment of the role of local government in the delivery of education services taking Wera sub-county, Amuria district as a case study to find out the really problem.

1.3 Purpose of the study:

The study is intended to assess the role of local government in the delivery of education services in Wera sub-county, Amuria district.

1.4 Objectives of the study:

1.4.1 The main objective of the study;

The main objective is to find out the effectiveness of decentralization in improving education, the challenges that are in place and the solutions to the challenges in Wera sub-county, Amuria district.

1.4.2 Specific objectives of the study;

- i. To identify the education services provided by local governments.
- ii. To establish the challenges faced by the local governments in the provision of education services in Wera sub-county, Amuria district.
- iii. To find out the solution to the challenges established.

1.5 Research Questions;

1. What are the education services provided by Wera sub-county local government?
2. What are the challenges faced by local government in the provision of education services in Wera sub-county?
3. What are some of the possible solutions that can be put in place to mitigate the challenges?

1.6 The scope of the study:

1.6.1 Geographical scope;

The study was conducted in Wera sub-county, Amuria district covering four parishes in the Sub-county that is to say; Wera I Parish, Wera town Board. Aten Parish and Angole parish. The area of the study was chosen because it was said that local government had not reached the expected level of delivery education services in Wera sub-county.

Amuria was carved out of Katakwi district in July 2005 through a resolution of parliament. Amuria district is a town in the Eastern region of Uganda with a total area of 2,695.6 square kilometers. It is located approximately 44kilometres (27miles) by road north of Soroti the largest town in the sub-region. This is approximately 280kilometres (170miles) by road, north-east of Kampala the capital city of Uganda. The coordinates of the town are 20148 0"N, 3338350"E (Latitude: 2.0300; Longitude: 33.6431)

Amuria district has an estimated population of 287,500 according to Uganda Bureau of Statistics 2016 report.

Amuria district is bordered by Otuke district to the north, Napak district to the North east, Katakwi district to the east, Soroti district to the south west, Kaberemaido district to the south west and Alebtong district to the west. The district is composed of three counties that is to say, Amuria, Kapelebyong and Orungo.

Some of the primary schools in Amuria include; Amuria primary school, Kuju Primary school, Asamuk primary school, Angole Wera primary school, Acomai primary school, Obalanga primary school, Wera primary school, St. Benedect primary school, Katine primary school and Amucu primary school.

Secondary schools are Obalanga secondary school, Amuria High school, Labira Girls secondary school, Obalanga Comprehensive secondary school, and Amuria senior secondary school.

The vocational institutes are Wera Vocational Training Institute located in Wera sub-county Amuria County, and Ogolai Vocational Training Institution in Orungo County

The major NGOs operating in Amuria include; UNICEF, Water Aid, Malaria consortium, FAO, Concern Amuria and Self-help International.

1.6.2 The content scope;

The researcher intends to identify the education services provided by local governments, the challenges faced by local government in the delivery of education services and the solution to the challenges.

1.6.3 The time scope;

The study will focus on the role of local governments in the delivery of education services from 2013-2015 and the study will take a period of one month.

1.7 The justification of the study;

The rationale of the study assesses the role of local government in the delivering education services. The study will be carried out because the services delivered by local governments in education sector do not meet the expectations of decentralization policy. So the study will be carried out in order to assess the services, the challenges and to find out the solutions to the challenges encountered in the provision of education services in Wera sub-county.

1.8 The significance of the study:

To the policy makers;

The study will help policy makers set measures that can regulate decentralization loopholes which hinder the delivery of education services in Amuria district local government.

To the schools;

The study will be of significance to the schools by identifying the services that the local government is ought to provide and receiving services of education delivered by local

government. It will also help the school administration and the students acquire knowledge on the role of local government in the delivery of education services.

To the researcher;

The study also will be of great importance to both the researcher and the local government in acquisition of knowledge about the local government. The conduct of the study will help the researcher o work interdependently; he/she will be able to know the services provided by the local government. Above all the study will enable the researcher achieve a vital requirement of award of a degree of bachelors of Arts in Public Administration and Management of Kampala International University.

1.9 Definition of the key terms;

In this section, the researcher defines the terms which were used in the course of the study while basing on scholar's perception and in the context that applies to the study that was carried out and they include the following.

Decentralization;

According to Apollo (1999) decentralization refers to the restructuring of power so that there will be a co-responsibility between institutions of governance from central, regional and local level. In simple terms decentralization means the transfer and distribution of powers from the central government to the districts on planning, management, and decision making but then the central government retains the overall powers and has a responsibility of financing the districts

Local government

According to Apollo (1999) local government is an administrative body for a small geographical area such as a city, town, county, or a state. Local government is managed by the district education officer who foresees education in the district, the chief administrative officer who foresees all administrative matters and the local government five (L.C.5)who is the political head

Education

According to Onokerahoraye (1990), he defined education as a process by which every society attempts to preserve and upgrade the accumulated knowledge, skills, and attitudes in its cultural settings and heritage in order to foster continuing well-being of mankind to guarantee survival.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains the literature review which was reviewed in line with the outlined specific objectives. In this chapter, the researcher intended to review the literature related to the area of study. They included views from different authors and this made the researcher to appreciate the work of the previous researchers and writers and identified the research gap necessary for conducting the study.

The researcher reviewed the relevant literature concerning the topic of study alongside the themes were each specific objective of the study with the literature that was reviewed.

2.1 The education services that local governments deliver:

Provision of scholastic materials;

According to Apollo (1999): He states that local governments had provided quality education services at the local through its statutory obligations to provide service like scholastic materials to many schools with the aim of improving the standards of educational sector. He also emphasized local government had contributed towards the delivery of education services by fostering the recruitment of qualified and suitable researchers in education sector.

However much the local government had contributed a lot in the delivery of education services by attempting to extend services like scholastic materials to schools and its attempts to foster the recruitment of qualified teachers as advanced by Apollo (1999), local government had not reached its expectations in providing these services to schools. Most of the schools especially in the deep villages like Aten primary school and Okwalo primary school were not receiving these scholastic materials and despite the provision of scholastic materials and recruitment of qualified suitable teachers, there has been no change in the performance of pupils and students and the teacher to student ratio is still very bad.

Extension of financial support to schools;

According to Francis (1996), he revealed that local government had delivered education services by extending financial support to schools at the local level. This fostered improvement in delivery of education services.

He also added that local government delivered education services through its attempts to extend financial support especially in primary schools. Local government ministry in the financial year 2013/2014 apportioned 200 million Ugandan shillings to many District Education Officers (DEOS) but despite all the financial support that was directed to the local government, the academic performance in both primary and secondary schools was instead deteriorating. These leaves many questions unanswered. Some districts are still lagging behind in the delivery of education services at all levels.

He added that the local government had significantly established the delivery of education services because local government enabled people to be excited about the powers local authorities entrusted to them. As a result of local government, people no longer say this was a government school, but now they refer to these schools as our schools and there is now coordination towards the maintenance of such schools.

However, although local government had enabled the local people to be much excited because the powers that had been fostered to them, local government have failed to foster the delivery of education services at all levels and low priority was given towards education sector and the local communities still do not put much value to education since they prefer having their child get married at a younger age for survival.

Foster quality on the delivery of education services;

According to Francis (1998), he added that local government had fostered quality on the delivery of education services because the policy of decentralization had enabled the local government to transfer the responsibility of delivery education services like primary education over the District Councils Survey (DCS). Of which every district was funded for delivering educational services

in which funds were transferred directly from treasury to each district then to the local government authority monthly.

However, there is no quality of services since even the services that are provided of low quality for example the de-worming tablets that are taken to the primary schools and the vaccines for girls are the ones which are or are about to expire. This leaves someone wondering if that is quality delivery of services of disposing off.

Increase educators' participation in decision making;

According to Anon (1960): He contends that most of the countries in the world decentralized their education in the 1980s. In almost all of them including Uganda have conservative governments in power. They embrace these reforms to increase educators' participation in decision making at the local government and school levels.

In addition, educators' financial and working conditions generally improved as a result of the increasing importance often given to educators preparing the labour force for the new information in the economy. But even with the presence of the educators', there is still poor output in the education system whereby teachers keep dodging their lessons, could it be because there is a deeper problem that needs to be identified?

Funding for primary and secondary education was increased although most governments attempted to implement cost recover at the university level. An important factor in shaping education reforms in this group was the presence of strong educators unions and long standing traditions of participation in decision making through collective bargaining and arbitration structures.

However, there is nothing to show for the findings that have been directed to the primary and secondary educations. The structures of most schools are in a sorry state, no libraries which is accompanied by continuous decline in performance.

Government's grants;

According to Anon (1996), he states that municipalities received general government grants covering all fields of municipal activities, including education services in day care, primary, and secondary schools. This was accompanied by decentralization of authority to hire, dismiss, pay, and supervise educators and other school staff.

As much as there have been government grants covering all field by municipal activities with education services in day care, primary, and secondary school. There is still no improvement especially manifested in the high level of schools dropout experienced mostly in primary and secondary levels due to failure of parents to afford school necessities like books, uniforms, and even pencils.

However, while confirming that educators jobs satisfaction has often increased as a result of clear work goals, increasing teacher leverage over the work environment and better cooperation within schools recent study stresses that problems still remain. These include; increased level of stress, greater competition between school levels of cooperation between educators, learners, and parents which remain under developed, limited teachers input in determining school monetary policy and insufficient sense of purpose of work among educators.

According to Frances (1983): He contends that local government reform greatly increased the decision making powers of municipalities over pre-primary schools and those of departments and regions over secondary schools.

Central government funding for these schools increased by 25% annually in real times in the 1980s and educators have assumed a much more active role in developing school working plans together with other education staff and outside partners.

Furthermore, educators' unions were also successful in influencing the course of education reforms in the 1980s in matters such as teachers training and equalization of education between primary and secondary schools educators. Though the unions' strength has declined somewhat since the early 1990s.

2.2 The challenges faced by local government in the delivery of educational services:

Recruitment of unqualified teachers;

According to Apollo (1998), he stated that local government had challenges in the delivery of education services in that it was fostered by the recruitment of unqualified and sustainable teachers in many schools where under graduated teachers were recruited as inspectors of primary schools despite the fact that they lacked exposure to primary at all. The local government has failed to extend education services of quality standards due its activities of recruiting unqualified and unstable staff as revealed above by Apollo, it was because of this that many schools failed to improve on their performance.

Corruption;

He added that local government had led to the decline in the delivery of educational services because some local government organization ended up receiving financial transfer from the central government. This made local government to fail to catch up with the delivery of educational services in most districts.

This is true because many schools at the local level had failed to purchase the required equipment especially scholastic materials like books, chalks and they had failed to improve on the performance of pupils with the small percentage of finance extended to them due to corruption.

The local government consists of corrupt officials who use the money for their personal interest instead of delivering the educational services to the local communities as required by the central government. This problem which is eating up life in all sectors is also being quoted by many respondents as being responsible for poor delivery of education services. Some school administrators have been victimized but this mice is still destroying the education sector.

Un clear policies;

He also added that the civil service reform to meet its goals are difficult to ascertain because of lack of a baseline, description of pre-reform services. This had fostered the decline of the delivery of educational services to local communities by local government.

Equally, the success of local government to deliver educational services requires creation of powerful lower level constituencies, or grounds well of support, to pressure for it. In most developing countries including Uganda, local governments have failed to establish themselves as credible institutions articulated with local interests due to largely “the support driven development” promoted by central bureaucracy. They are often considered local agents or extension of the state. As a consequence of this, Uganda has focused on de-concentration and less on devolution to local governments or organizational units thus making it hard to deliver educational services.

Poor technologies;

According to Healey and Stefano (1997), his findings are that “Over the years it has become increasingly clear that the binding constraints to educational centralization and development are neither the transfer of funds nor the supply of educational technology. All countries can make real inroads by making better use of whatever funds and pedagogical technology already exists.” The failure to adopt and then spread and adopt these technologies and to adequately finance their implementation and continued adaption has been a challenge. This lack of technology has led to poor communication between the central government and the local government hence a challenge in an attempt to lobby to and deliver education services.

Political interference;

According to Anon (2003), local government has a political imperative often arising from political commitment and pressure outside of any given sector. When first initiated in a specific sector, local government often meets resistance by officials who do not want to transfer or relinquish their power. This has affected the way education services are delivered hence crippling the education sector.

According to Healey and Stefano (1997): Financial and human resources should be proportionate with local government responsibilities for effective education services, the central/provincial level governments must be prepared to allocate appropriate resources in terms of financial and human capital and technical assistance to district localities.

In most cases the district cannot undertake local government responsibilities unless supported by the central provincial administration. A contrary argument supported by considerable empirical and firsthand experience, rejects the assumption that local government or educational reform is severely hampered by lack of materials and financial resources.

However, Healey and Stefano (1997): Contend that if a country's "political and social will" were mobilized on behalf of wide spread educational reforms, even cash-strapped countries/provinces could do much to be present, professional, and preferably participatory.

However, universal school research is not what is being streamlined in most schools under local government and this makes it hard for local government to establish the delivery of education services.

According to Anon (2003), he states that, the support for local government must be systematically and carefully mobilized among all critical stakeholders. This include: leaders in national and provincial departments, municipalities, districts and local authorities, autonomous and regional agencies, political parties and interest groups that will be affected by the local government in the process of delivering education services. The mass media training and public information programs and bargaining must be used to lobby and forge a strong support base for education service to be delivered.

Lack of community involvement;

According to Work (1997), he argues that local government is not likely to work unless it is accompanied by concentrated effort to build local capacity to plan, manage, and deliver educational service programs. Preparing for local government's stages and procedures of the implementation of local government should be clear if the process is incremental.

Circumstances around what to and what not to decentralize;

Not all government functions should necessary be decentralized. A service or a function should not be transformed to the local level if it is a critical achievement of central level goals and its sustainably at the local level cannot be assured, the capacity to perform the function does exist at

the lower level or undertaking his function at the peripheral level is not cost effective and this makes the delivery of educational services difficult.

McLennan (1995), suggest that one of the challenges for local government management is the development of appropriate capacity in the systems, structures, and managers of educational system. This is essential to ensure that the principle newly defined in policy is achieved. Furthermore, it will involve a clarification of the relationship between national and provincial education departments as well as a key role player in the education process such trade unions, professional associations, and civil society organizations.

Weak laws and regulations;

Anon (2003) argues that local government requires improved legal regulatory and financial framework to ensure clear division of responsibilities, accountability, and transparency. Guiding frameworks or principles are often the “missing link” that would help local government deliver education services. Local government, framework should include the purpose of decentralization, rationale objectives, implementation design, sign, financial, social, and other implications, which include; responsibility definition for the various management levels and the linkages around fostering of educational services.

2.3 The solutions to the challenges:

Reduce the number of subjects studied at O-level;

The Sunday Monitor of January 6, carried a letter by Melvin Nasasira titled, “Number of subjects studied at O – level should be reduced to five”! I thank the editor for publishing this unfortunate letter, which sadly represents the mindset of a large number of Uganda’s contemporary youth. In a nutshell, the writer suggested to the Minister of Education, Maj. Jessica Alupo, that “from S.2, students should be given a chance to study four subjects of their choice and then only add English as a compulsory subject to make them five. It is easier to balance (whatever that means) five subjects and grasp what is being taught as opposed to 10 or 12 subjects”. The confused young man concludes his missive as follows: “I call upon Ms Jessica Alupo, the Minister of Education, to listen to the students who suffer from an overload of subjects and not the teachers

or any other group of people who are involved in planning”. I guess “any other group of people” includes Education Permanent Secretary F. X. Lubanga, his senior officers and parents.

This reduction of subject studied at O-level could serve as a solution to the challenges but then knowledge is power. A person can never have too much knowledge! On the contrary, the more you know, the more you come to appreciate and realize how little you know. It is therefore, tragic for a young man, in his teens or at most in the early 20s, to complain bitterly of suffering from an overload of subjects when his young mind is capable of handling 12 and more subjects.

Priority should be given to the education sector;

According to Melvin Nasasira (2014), much emphasis and priorities should be given to the education sector, in his word he said, “many things have gone drastically wrong in our country, such as, the priorities set by the NRM regime. Unlike the first and second UPC administrations, which had three priorities namely, education, agriculture, and health to fight ignorance, poverty and disease, the NRM regime has only one priority; to remain and stay in power forever and by any means necessary, especially by the use of the gun and corruption”.

During the two UPC governments, 50 per cent of the national budget was devoted to the ministries of Education, Agriculture, and Health. Under the NRM, 50 per cent of the national budget is consumed by the military, police, and a myriad of intelligence agencies to ensure regime survival. I have always wondered who their enemy is! After 27 years of squandering trillions of shillings of taxpayers’ and donor funds, the NRM regime failed to capture Gen. Joseph Kony and is now busy manufacturing new “enemies of the regime” to justify the colossal expenditure on the military. With this solution, the challenge of low funding to the local government would be addressed.

Allocate adequate budgetary resources to education sector;

In order to provide quality education, the Ministry of Education should be allocated adequate budgetary resources. This would help purchase the education materials needed to be supplied in schools for example; text books, chalks, first aid kits and others. These too can ensure that there

is money given to the inspectors of schools to ensure that field supervisions are in place. This will help mitigate the challenge of poor output from teaches in terms of students performance.

Ensure partnership with the central government and non-governmental organizations;

The local government should also partner with the central government and the local non-governmental organization and lobby for the construction of teacher's quarters to help address the challenge of teachers commuting from long distances which in turn affects the performance of pupils and students.

CHAPTER THREE METHODOLOGY

3.0 Introduction;

This chapter considers research design, study population, the sampling methods, sampling size, and data collection method, the area of study, source of data, ethical consideration, research procedure, and quality control.

3.1 Research design;

The study employed quantitative and qualitative method of research to analyze the ideas of different categories of respondents to study the population. The survey design included the use of questionnaires and interview for obtaining information from the respondents.

3.2 Sample size;

A sample of 30 respondents was selected and the distribution of this was shown as bellow;

Table 1: Showing the distribution of responding participants.

Participants	No. of respondents
Administrators	20
Parents	10
Total	30

3.3 Sampling technique;

Simple random, purposive, and stratified sampling methods was used in selecting the samples. Simple sampling was used in selecting respondents from the population list by chance; purposive sampling involved selecting the respondents based on the nature of their work in relation to Werasub-county local government and stratified sampling involved organizing the units of population into strata using a common characteristic of activities performed. Every member in the selected strata had an equal chance of representation.

3.4 Data collection;

In the collection of data, various methods were used because no single method of data collection can guarantee 100% accurate data. The method involved the use of survey and review of related literature. The survey method involved the use of questionnaires which were open ended and closed and the review of related literature involved the review of minutes of meetings conducted, books of local government and decentralization.

3.5 Area of study;

The study was conducted at Wera sub-county in Amuria County, Amuria district located along Soroti-katakwi road. It is bordered by Abarilela sub-county in the West. Arapai in the west, Gweri sub-county from the south and Asamak is in the north. Wera sub-county is one of the sub-counties which implements decentralization policy of providing education services that is why the study was carried out in Wera sub-county local government, Amuria district Uganda.

3.6 Source of data;

There were two sources of data which included:-

Primary source: Primary data was obtained from the field directly from the respondents or the study population in Wera sub-county and it was by use of questionnaires and direct conversation with the respondents.

Secondary source: Secondary data was by reading books and other documentary, evidence already generated by other researchers and scholars that is to say reading books from the library, internet and newspapers.

3.7 Data analysis;

After, the data was summarized and was analyzed using both quantitative and qualitative methods. Through this analysis, quantitative data was employed to enable the researcher meaningfully analyze data statistically using table and pie-charts. The analysis for qualitative data was descriptive by stressing the facts found out of the findings.

3.8 Ethical issues;

The researcher considered ethics in studying the population which included confidentiality of information, privacy and other principles but in relation to the topic of study Information got from various sources was kept confidential for academic issues. The researcher did not enter into the private life of respondents by only discussing issues concerning the topic of the study about local government and education services provided by Wera sub-county local government.

3.9 Research procedure;

The researcher identified the topic: the supervisor was assigned to her for supervision in the course of the study. The researcher produced a research proposal and submitted to the college of Humanities and Social Sciences of Kampala International University.

After the approval of the supervisor, the letter for data collection was given to the researcher for introduction to Wera sub-county local government for data collection which was received by Wera sub-county Local Government Chief. After data collection, the researcher put together the research report of the study conducted and will submit to the college of humanities and social sciences of Kampala International University.

3.10 Quality Control;

To ensure the acceptable level of a validity and reliability, the researcher carried out the pre-test of instruments used for collecting data. The researcher also carried out a pilot study before conducting research. The researcher used a pre-test of instruments for determining the reliability of instruments in a way that sample of questionnaires were used in Amuria district town council and the reliability of instruments was estimated by examining the consistency of the responses between the two tests. This therefore was to ensure acceptable levels of validity and reliability.

3.11 Challenges during the study

The challenges that the researcher experience during the collection of data were;-

Transport system was not favorable, there were no vehicles to connect in the areas easily.

The distance between Amuria district local government offices and Wera sub-county headquarters was long and yet the reliable means of transport was bicycles which would consume a lot of time.

Most respondents were reluctant to respond to be questions in the questionnaire and even during the interview.

Another problem was limited time given to the researcher. The researcher was to conduct the research study in the shortest time possible which became a challenge since the researcher t be on a rush here and there to get reliable information.

The researcher managed amidst all the challenges by being patient on the respondents and also got a personal bicycle to move around the places.

CHAPTER FOUR
PRESENTATIONS AND FINDINGS

4.0 Introduction;

This chapter contains research findings and interpretation of data that were analyzed from the data collected by the researcher from the field. It contains the findings on gender of the respondents, sex, and education level, the age bracket, occupation, the education services that local government provides, challenges faced by local government in the provision education services and finally the solution that if put in place can help solve the challenges faced by the local government in providing educational services in Wera sub-county, Amuria district.

4.1 Demographic characteristics:

4.1.1 Gender of respondents;

The following presents findings on gender.

The findings from the field showed that 65% of the respondents were male and 35% were female with their total Percentage being 100%

This indicates that majority of the respondents were male and the female were minority.

Table 2: Showing the findings on the gender of respondents who were selected in the sub-county as participants.

Sex	Frequency	Percentage
Male	19	65%
Female	11	35%
Total	30	100%

Source: Primary data 2017

4.1.2 Age of respondents;

The following presents findings on age bracket

According to the findings, 36% of the respondents belonged to the age bracket of 31-40, 28.3% belonged to the age bracket 18-30, 20% belonged to age bracket of 41-50 and 15% were at the age of 51 and above.

This implies that majority of the respondents were in the age bracket of 31-40 years old followed by 18-30 with 28.3% which were mostly teachers and 41-50 youth percentage of 20 which were mostly school administrators and district administrators and minority of 50⁺ years which were either teachers and the elders of the area.

Table 3: Showing the findings on the age of the respondents who participated

Age brackets	Frequency	Percentage
18-30	8	28.3%
31-40	10	36%
41-50	7	20%
51 and above	5	15%
Total	30	100%

Source: Primary data 2017

4.1.3 Education level of participants;

The following presents findings on the level of education.

According to the findings, 16% of the respondents were of primary level, 38.3% were of secondary level, 30% of them belonged to tertiary level, 15% were of University level, and nobody belonged to others as shown by 0%.

This indicates that majority of the respondents were of secondary level.

Table 4: Showing the education level of the respondents

Educatio0n	Frequency	Percentage
Primary	6	16%
Secondary	11	38.3%
Tertiary	9	30%
University	4	15%
Others	0	0%
Total	30	100%

Source: Primary data 2017

4.1.4 Occupation of respondents;

The following presents findings on occupation

According to the findings from the field, 48.3% of the respondents were peasants, 36.6% were teachers, 6.6%were local government administrators, 8.3% of them were local leaders, and 25% belonged to others.

This implies that most of the respondents who were selected were peasants with the percentage of 48.3.

Table 5: Showing the occupation of respondents

Occupation	Frequency	Percentage
Peasants	15	48.3%
Teachers	10	36.6%
Local government administrators	2	6.6%
Local leaders	4	8.3%
Total	30	100%

Source: Primary data 2017

4.2. Presentation of findings objective by objective:

The research findings for the study were presented following the objectives of the study being guided by the research questions after analysis.

The educational services provided by local governments;

The following presents the educational services provided by local governments being guided by the research questions.

Table 6: Showing the educational services provided by local government.

Education services	Frequency	Percentage
Scholastic materials.	3	16.6%
Teaching materials like chalk, text books	5	18.3%
Health education and facilities for example first aid kits	13	38.3%
Financial services for example School Facility Grants (SFG)	9	26.6%
Total	30	100%

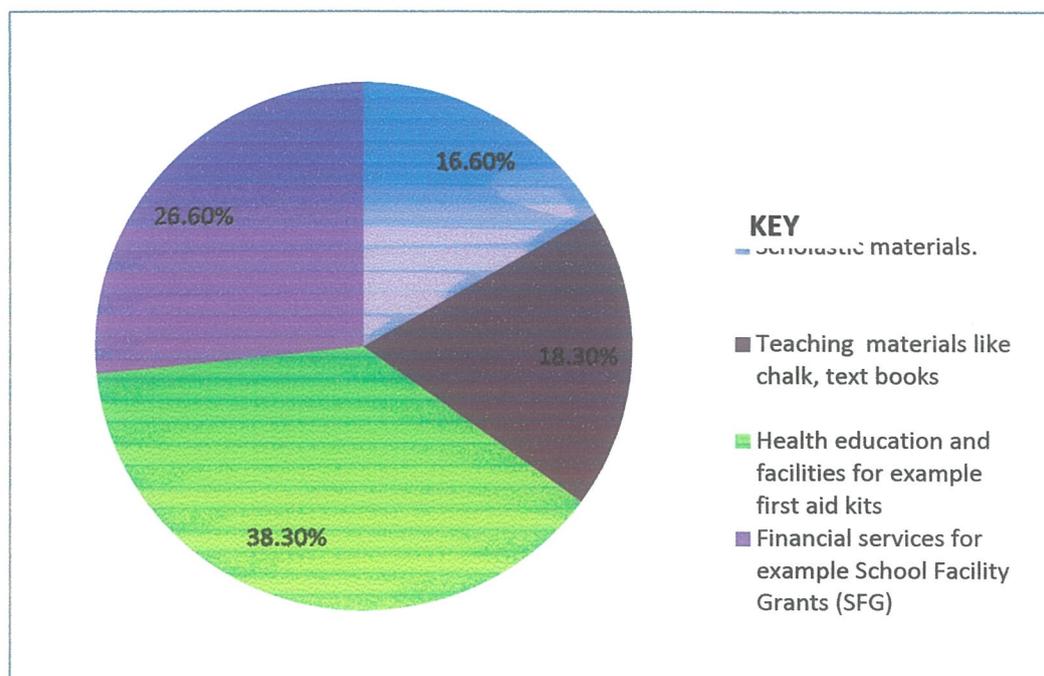
Source: Primary data 2017

According to the table above, the respondents revealed that local governments provide education services in Wera sub-county which included the following, 16.6% of scholastic materials, 18.3% of teaching materials, 38.3% health education facilities, 26.6% of financial services that is to say School Facility Grants (SFG).

In the findings, it is revealed that the scholastic materials which included desks, chalk, pencils, pens and books and bore holes, health education facilities for example first aid kits, sanitary containers in latrines and financial services are provided.

This implies that scholastic materials and health education facilities were the major educational services provided by local government in Wera sub-county.

Figure 1: A Pie Chart Showing the Educational Services Provided By Local Government



Source: Primary data 2017

4.3 The challenges faced by local governments in the delivery of educational services:

The following findings present the challenges faced by local government in the provision of education services being guided by the research questions.

Table 7: Showing the challenges faced by local government in the delivery of educational services in Wera sub-county as revealed by the respondents who were selected.

Challenges	Frequency	Percentage
Corruption	10	33.3%
Inadequate funds	6	21%
Political interference	2	6%
Poor monitoring and evaluation of education services	3	9.5%
Poor accountability	4	10.3%
Others	5	19.3%
Total	30	100%

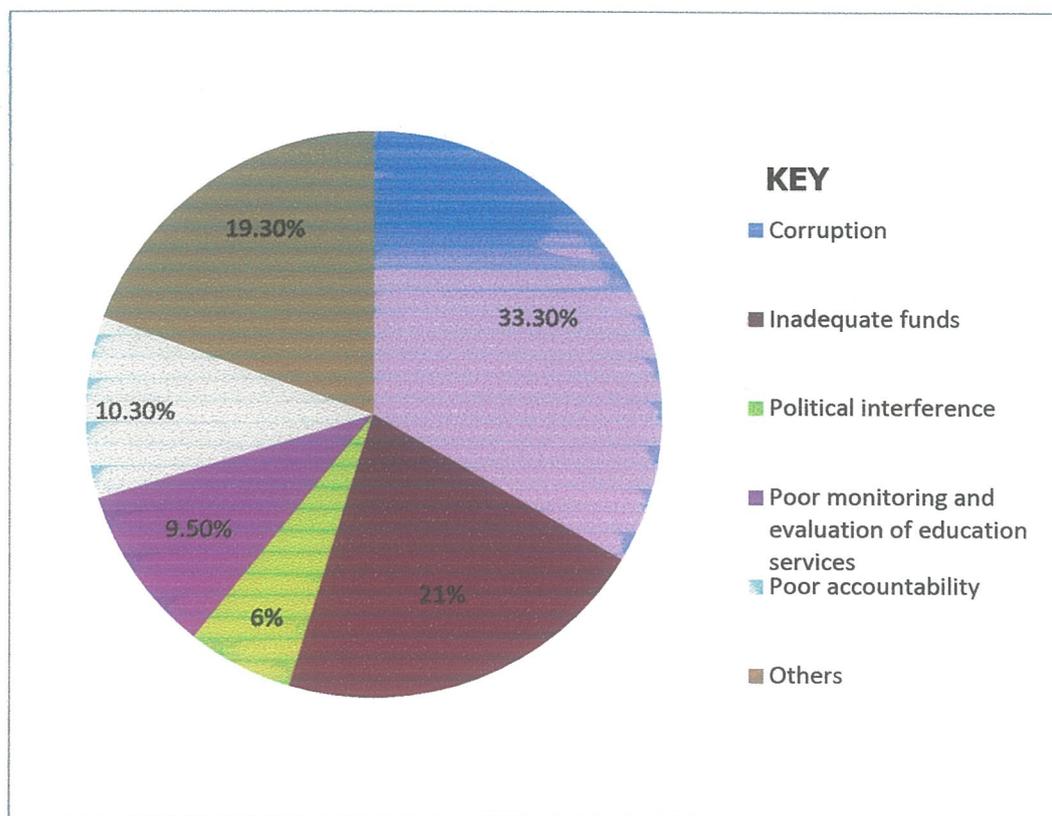
Source: Primary data 2017

Looking at the table above, 33.3% of the respondents cited corruption being one of the challenges limiting local governments, 21% cited inadequate funds received by local governments, 6% of respondents revealed political interference as another threat to the local government, 9.5% identified poor monitoring of education services by local government officials as one of the challenges failing the successful delivery of educational services in the sub-county, 10.3% mentioned poor accountability of the funds received as another challenge and 19.3% mentioned other problems.

The findings revealed corruption tendencies by the District Education Officers (DEOs) whereby some of the schools received scholastic materials illegally because the head teacher connived with the District Education Officer, political interference where by councilors feared to relinquish the powers simply because they have got their political interests to pursue interfering with local governments programs of delivering educational services, the sub-county accountant does not regularly account for the funds in meetings.

This implies that corruption, inadequate funds, and poor accountability are the major challenges faced by local government in the delivery of education services in Wera sub-county.

Figure 2: A pie chart showing challenges faced by local governments in the delivery of educational services.



Source: Primary data 2017

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.0 Introduction;

This chapter shows the findings based on chapter four interpretation analysis and presentations of the data of the research and finally the research areas for further research are also stated. The study aimed at identifying the education services provided by the local government in Wera Sub County Amuria district, Uganda; its challenges and then the solutions. This chapter presents the conclusions and recommendations of the study

5.1 Discussion of Findings;

The study was set to examine how the local government is promoting education in Wera sub county Amuria district and it served to fulfill the following research objectives and these were three as seen below:

- ❖ To find out the education services provided by the local government in Wera sub country, Amuria district Uganda.
- ❖ To identify the challenges experienced by the local government in the provision of education services.
- ❖ To find out the solutions that can be put in place to address the challenges.

The findings indicated that the majority of respondents were male with a percentage of 65% and the one for females was 35% which was clear evidence that there were more male than female respondents.

The majority of respondents were in the age bracket of 31-40 years and it was represented with a percentage of 36% which included mostly teachers followed by 18-30 year with 28.3% which were mostly parents then 41-50 years which had mostly the local government administrators and then the age bracket 51 years and above with the least percentage.

Majority of the respondents were having the highest education qualifications of secondary level having the percentage of 38.3%.

The majority of the respondents were peasants with a percentage of 48% which included parents of pupils and students.

5.2 Classification of respondents by the level of education;

The majority of respondents were secondary school drop-out with a percentage of 38.3 which consisted of mostly parents to the pupils or their guardians and teachers which are helping in both primary and secondary schools and paid by the PTA funds this was followed by tertiary with 30% then primary with 16% and university with 15%

This shows that the majority of respondents were of the level of secondary

5.2.1 Classification of respondents by occupation;

The highest number of respondents were peasant having 48.3% and this was because they were easy to reach and were mostly parents who depended on small scale agriculture and livestock farming. This was followed by teachers with a percentage of 36.6. This was also a category of people who were greatly affected by decentralization and education. Most of them were accessed during lunch break. Local leaders had a percentage of 8.3 and they included the local council one (L.C.1) of Angole Wera, L.C.3 of Wera town board and L.C.3 of Wera 1 parish. The last percentage was of the local government administrators who were got at Wera sub-county headquarters with 6.6%

5.2.2. Identifying the education services provided by Wera local government.

Here the respondents were required to point out the education services provided by the local government in Wera sub-country, Amuria district, Uganda. The respondents were required to tick the category of services and also list out the services they think the local government is delivering as guided in the questionnaires and interview guide.

Some of the services that were mentioned were immunization in primary for girls, de-worming tablets were traced to be provided. The local government is also said to be carrying out sensitization to create awareness on HIV/AIDs, scholastic materials have been provided like books, pencils pads for girl children in primary and on a lesser extent secondary, teaching materials like chalks, texts books and also building Pit latrines for schools and constructing

teachers quarters for example in Angole Wera primary school where a pit latrine was built to improve on the hygiene of pupils

5.2.3 The challenges faced by the local government in developing education services in Wera-sub country;

According to the study the researcher carried out through questionnaires and interview, the respondents mentioned certain challenges which included;-

Corruption right from the district to the community level, inadequate funds allocated to the local governments, political interference, poor monitoring, and lack of consistency inspection of schools by those concerned. Others were inadequate housing of teachers which leaves teachers community from long distances, poor teachers to pupils ratio which has seen one teacher having more than 5 pupils or students as opposed to be agreed ratio, No eating for both teachers, pupils and students despite the funds that are supposedly allocated to the sub-county and schools and then some respondents also talked of negative reactions from PTA members which later leads to poor performance in the education system in Wera sub county Amuria.

5.2.4 Findings on the possible solutions to the challenges;

According to the respondents, central government should increase on the money allocated to the district education departments so that each school can be able to receive something from the sub-country which would help buy enough teaching materials especially text books so that at least small groups would be formed in class and each child can be able to have knowledge on the text book materials. Most of the respondents also suggested training of more teachers and allowing them to join government system, close monitoring and supervision by inspectors of schools, partnership with NGOs to help build teachers' houses in schools to tackle the problem of housing which makes it hard to follow up teachers and monitor their behavior which affects the output in education system in Wera sub-county, Amuria district, Uganda.

One of the head teachers who preferred anonymity said "it is very hard for you to even complain that a teacher has come late to class because even you are seeing that he has to walk a distance of 3 miles or even more every morning from his home to the school" thus he said, has affected the

performance therefore if the local government could work with NGOs may be this problem could be solved.

5.3 Conclusion;

There were many male respondents compared to female which clearly showed that many female were shy to respond with a feeling that their views were not important. The fact that the majority of the respondents of the age bracket 31-40 years shows that the students and pupils who are mostly affected by the education services provided by local government are not concerned; this leaves someone wondering of if it is because of ignorance or something else.

According to the research also, the majority of respondents were secondary drop outs which leaves a question to think about, why are there more secondary drop outs what is the local government doing to help?

The education services that the respondents said are provided by the local government are mostly first aids kits, counseling services, vaccination for girls, scholastic materials which include chalk and few text books, immunization and also sensitization which helps or creates awareness on HIV/AIDS, early unplanned pregnancies and other problems that would affect students. Also some schools have been built by partnership of the local government and NUSAF and local government development program.

The common challenges were identified as poor reaction from the PTA, no coordination between the local government and the schools, there is also lack of inspection, the funds allocated to the local government are not enough to fully sustain education system in Wera sub-county, corruption is also rampant in a way that the allocated finances most of the time end in individual hands and not in schools as directed. There is also political interference whereby education services are given by the local government depending on the support the area has for a particular political party or individual.

The solutions most of the respondents suggested were continuous inspection of schools should be ensured by the inspectors of schools to ensure that the allocated funds are not misused and

that there is delivery of services by teachers. Also more funds should be allocated to the local government for the education department. They also suggested that more teachers should be trained allowed to join government system to help reduce the overload of teachers. The local government should also partner with NGOs to improve and increase services provided to the education sector in Wera sub-county, Amuria district, Uganda.

5.4. Recommendations;

The central government should increase the funds allocated to each district for education so that the district will be able to allocate to its local government at sub-county level effectively.

The researcher recommends that there should be training of more teachers and not just that but also more teachers should be entered in the government system to help solve the continuous problem of teacher to child ratio which sees one teaching more the recommended number 50pupils per teacher of pupils/students.

More schools should be constructed especially vocational schools and also tertiary institutions to ensure that the distance is easy to reach and therefore there will be low school drop-outs levels.

The researcher also recommend that, the local government should partner with the government to work on the road infrastructures which will help ensure that the education services are delivered even to the deep urban schools with ease.

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APPENDICES

Appendix 1: SELF ADMINISTERED QUESTIONNAIRES

TOPIC: AN ASSESSMENT OF THE ROLE OF LOCAL GOVERNMENT IN THE DELIVERY OF EDUCATION SERVICES: A CASE STUDY OF WERA SUB-COUNTY, AMURIA DISTRICT.

Dear Respondent,

I am **Arumo Judith** a student of Kampala International University pursuing Bachelors of Arts in Public Administration and Management. I am carrying out my research on the above mentioned topic. You have been chosen to participate in this study. This is purely an academic research and the information you give will be confidential but useful to policy makers, researcher, and the entire community.

Tick or fill where necessary.

INSTRUCTIONS

- Please be very sincere in order to make the researcher’s study a success and a reality.
- Please read all the questionnaires before making your response since they are interrelated.
- Where responses are provided, please link the most appropriate person who can help assist.

NB: The information provided will be confidential and of significant importance to both the policy makers and the community at large.

A. BENEFICIARY POPULATION

0.1: Back Ground of the Respondent

- 1 Name
- 2. Occupation
- 3 Age
- 4 Sex (gender)
- 5 Level of Education

B. The educational services which local government's deliver to the local communities

1. Have you had about local government and decentralization?

- a) Yes
- b) No
- c) None

2. If Yes, are there educational services which local government delivers in your areas?

- a) Yes
- b) No
- c) None

3. Tick some of the educational services that you are aware are being delivered by local government in your area.

- a. Scholastic materials (text books, chalk, pens)
- b. Food (beans and maize flour)
- c. First aid kits (pads and Panadol)
- d. Sports equipment (balls)
- e. Others, specify.....

4. Is local government reliable in your area as far as managing the funds for the delivery of education services is concerned?

- a. Yes
- b. No
- c. I don't know

5. If Yes, tick some of the ways you know of

- a. Salary in time
- b. Construction of toilets
- c. Provide scholastic materials
- d. Others, specify.....

Section C

1. Are there some challenges being faced by local government in delivering education services to the local community?
 - a. Yes
 - b. No
 - c. I don't know

2. If yes, what are some of those challenges? Tick the one you know of.
 - a. Lack of funding
 - b. No accountability
 - c. No follow up
 - d. Corruption
 - e. Others, specify.....

Section D

1. Do you think there can be solution to the challenges faced by local government in delivering education services to the local community?
 - a. Yes
 - b. No
 - c. I don't know

2. If yes tick some of the solutions you think can be put in place to mitigate the challenges.
 - a. Sensitization
 - b. Monitoring
 - c. Community involvement
 - d. Soliciting for funds from NGOs
 - e. Others, specify.....

Thank you for your response.

Appendix 2: INTERVIEW GUIDE.

Dear Respondent,

I am **Arumo Judith** a student of Kampala International University pursuing Bachelor of Arts in Public Administration and Management, I am carrying out my research on the above mentioned topic. You have been chosen to participate in this study. This is purely an academic research and the information you give will be confidential but useful to policy makers, researcher, and the entire community.

Tick or fill where necessary.

A. Background of the Respondent

i. Sex: Male Female

ii. Age.....

1. What do you understand by term local government?

.....

2. Do local governments provide educational services in your community?

Yes No

3. If yes, what are those services?

.....
.....

4. What are some of the challenges faced with local government in the delivery of educational services?

.....
.....

5. What are some of the solutions you think can be put in place to mitigate challenge's in (4) above?

.....
.....

Thank you for your response.

