

**DECENTRALIZATION AND SECONDARY EDUCATIONAL SERVICE DELIVERY
IN BANADIR REGION-SOMALIA**

BY:

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DECLARATION

I am hereby declare that this research report is from my own work and effort and that it has not been submitted anywhere for any award. All other sources of information used have been acknowledged.

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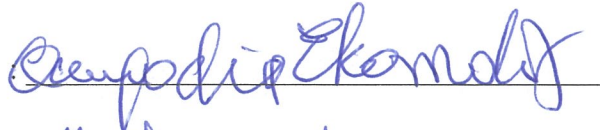
APPROVAL

We confirm that, to the best of our knowledge, this graduation project was carried out and prepared under our direct supervision. We hereby also confirm that this graduation project was conducted in accordance with degree regulations and University.

Supervisor:

Dr. Ongodia Ekomolot

Signature



Date



DEDICATION

I dedicate my dissertation work to my family and many friends. A special feeling of gratitude to my loving parents, to my Mother Fardowsa Muse Hirsi who taught me that even the largest task can be accomplished if it is done one step at a time.

I also dedicate this dissertation to my best friend Abdirahman Mohamud who has supported me throughout the process, also I would like to dedicate to my brothers and sisters whose words of encouragement and push for tenacity ring in my ears.

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TABLE OF CONTENTS

DECLARATION	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS.....	v
LIST OF TABLE	ix
ABBREVIATIONS AND ACRONYMS	x
ABSTRACT.....	xi
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.0 Introduction	1
1.1 Background of study	1
1.1.1 Historical perspective.....	1
1.1.2 Theoretical perspective	3
1.1.3 Conceptual perspective	3
1.1.4 Contextual perspective	4
1.2 Problem statement.....	4
1.3 Research Objectives	6
1.4 Research questions	6
1.5 Hypothesis.....	6
1.6 Scope of the study	7
1.7 Operational Definitions of Key Terms.....	7
1.8 Significance of the study	8

CHAPTER TWO..... 9

LITERATURE REVIEW..... 9

2.0 Introduction 9

2.1 Theoretical review..... 9

2.2 Conceptual framework 10

2.3 Review of related literature 11

2.3.1 Effect of administrative decentralization on education service delivery 11

2.3.2 Effect of political decentralization on education service delivery 13

2.3.3 Effect of fiscal decentralization on education service delivery..... 20

2.4 Related studies..... 21

2.5 Research gap 25

CHAPTER THREE 26

METHODOLOGY..... 26

3.1 Introduction 26

3.2 Research design..... 26

3.3 Research population 26

3.3.1 Sample Size 27

3.4 Sampling techniques 27

3.5 Data collection methods..... 28

3.6 Research Instruments 28

3.7 Data Gathering Procedures..... 28

3.8 Data analysis 29

3.9 Limitations of the study..... 29

CHAPTER FOUR.....	31
PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS	31
4.0 Introduction	31
4.1 Profile of respondents.....	31
4.2 Descriptive analysis.....	33
4.2.1 Extent of decentralization.....	33
4.2.2 Secondary education service delivery	37
4.3 Regression Analysis	40
 CHAPTER FIVE.....	 46
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	46
5.0 Introduction	46
5.1 Discussions.....	46
5.1.1 Objective one; the effect of administrative decentralization on secondary education service delivery in Benadir region, Somalia	46
5.1.2 Objective two; the impact of political decentralization on secondary education service delivery in Benadir region, Somalia.....	47
5.1.3 Objective three; the influence of fiscal decentralization on secondary education service delivery in Benadir region, Somalia.....	48
5.2 Conclusions	48
5.3 Recommendations	49
5.4 Contribution to the knowledge	50
5.5 Areas for further research.....	50

REFERENCES	51
APPENDICES	54
APPENDIX I: TRANSMITTAL LETTER.....	54
APPENDIX II: QUESTIONAIRES	55

LIST OF TABLE

Table 3.1: Population and Sample Size Summary	27
Table 3.2: The following table presents the mean ranges and their interpretation	29
Table 4.1: Profile of respondents	32
Table 4.2: Extent of decentralization	34
Table 4.3: Extent of secondary education service delivery	38
Table 4.4: Objective one, Effect of administrative decentralization on secondary education service delivery in Banadir region, Somalia	40
Table 4.5: Objective two; Effect of political decentralization on secondary education service delivery in Banadir region, Somalia	42
Table 4.6: Objective three Effect of fiscal decentralization on secondary education service delivery in Banadir region, Somalia	44

ABBREVIATIONS AND ACRONYMS

DEO	District Education Office
ESDP	Education Sector Development Program
ETB	Education and Training Board
ETP	Education and Training Policy
GEQIP	General Education Quality Improvement Program
ILO	International Labor Organization
JPLG	Joint Programme on Local Governance
MOE	Ministry of Education
NGO	Non-Governmental Organization
PAP	Program Action Plan
PTA	Parent and Teacher Association
REB	Regional Education Bureau
SDPRP	Sustainable Development and Poverty Reduction Program
SNNPR	Southern Nation, Nationalities and Peoples Region
SSA	Sub Saharan Africa
TVET	Technical and Vocational Education and Training
UN-ABITAT	United Nations Human Settlement Programme
UNCDF	United Nations Capital Development Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Development Programme

ABSTRACT

The main purpose of this study was to assess the practice of decentralized and educational service delivery in Bandir Region Somalia and thereby identify the strengths and weaknesses so as to provide alternative recommendations to the identified problems. A descriptive survey method was employed to carry out the study. Questionnaire was the main data gathering instrument while documents were also employed. The collected data were analyzed quantitatively by using descriptive statistics. The findings indicated; indicated that administrative decentralization significantly affects secondary education service delivery in Benadir region, Somalia, findings revealed that there is a significant effect political decentralization has on secondary education service delivery in Benadir region, Somalia, and findings of this study proved a positive significant effect fiscal decentralization has on secondary education service delivery in Benadir region, Somalia. The conclusions of the study included; administrative decentralization contribute to secondary education service delivery in Benadir region-Somalia, high levels of political decentralization improve the level of secondary education service delivery in Benadir region, Somalia and poor political decentralization system reduces it, and finally good fiscal decentralization increases the level of secondary education service delivery in Benadir region, Somalia and poor fiscal decentralization system reduces it. The study recommended that; the central government of Somalia should transfer enough financial resources to the local government of Benadir region, this can be done by providing enough secondary education funds through district officials, and this will help all the children in Benadir region to have access to government education services, the local government of Benadir region to always involve community members during financial resource allocation, this will also lead to efficiency during the developmental secondary education projects introduced by the central governemnt of Somalia. The contribution to knowledge was; Being based on decentralization and education service deliveries, this research is borne stone for the academic knowledge this study is considered as a permanent strategy geared towards improving the performance of education in public and private sector, it is therefore departed from the commonly accepted ways of evaluating education service delivery reforms that have been undertaken so far as it seeks to develop a proper understanding of the relationship between decentralization and educational Decentralization service delivery.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter consists of Nine sections including the Introduction, in the Second section provides information about Background of the study, the Third section Problem statement, in the Fourth section Purpose of the study, in the fifth specific objectives, in the sixth section research Questions, in the seventh section scope of the study, and the remaining sections Eighth & Ninth provides significance of the study and operational definitions respectively Where the Tenth Section is the Theoretical Frame work

1.1 Background of study

1.1.1 Historical perspective

Globally, in the world wide educational decentralization is a complex process in which policy making, generation and utilization of funds, teachers' professional growth, designing and development of curriculum for schools trickle down to different sublevels of the government. This, in a way, changes parents, students and teachers attitude towards the school. The more an education system is decentralized, the greater is parents, community and teachers interaction increase among themselves where school acts as a focus of axis (Fiske, 2016). The purpose of decentralization in education is to raise learning achievement. The mechanisms for this, in theory, are "increased efficiency and greater local accountability in the supply of education, leading to higher quality schools that are more in line with the populations preferences" (Bray, 2014). Devolution in education has evolved considerably over the past two decades (Anila, 2011). Devolution is the transfer of power from a central government to sub national (e.g., state, regional, or local) authorities. Moreover, the decentralization/centralization debate is one that is consistently present in discussions of governance and management in education (Encyclopedia Britanica, 2011). There is a little research to show whether decentralization has any impact on the achievement of the children (Brown, 2014). there was a significant improvement in the performance of the school with decentralization and the provincial level test outcomes improved by 1.2 standard deviation of its distribution between 2014 and 2012 (Galiani & Schargrodsky 2001).

The results achieved through a national test score in Argentina after decentralization showed improved performance of public schools and found through their research that parents' participation had positive effect on school performances (Eskeland and Filmer, 2001; Galiani & Schargrodsky, 2001). Results from a sample of 6th or 7th grade Argentine students and their school suggest that autonomy and participation raise the students test scores (Eskeland & Filmer, 2017). But, in Brazil school financial autonomy and school boards showed no effect on test performance though there was a positive effect of decentralized direct appointment (Barros & Mandonca 2012). Furthermore, in a research conducted in the year 2015, by Galiani, Gertler & Schargrodsky found that, on average, the performance of students' in standardized Spanish and Mathematics tests improved due to devolution of education to locals but this was mostly in non-poor municipalities in well-managed provinces. No significant impacts on schools in poorly managed municipalities were observed. There was a sharp decrease in the test scores in schools in poor municipalities located in weakly managed provinces. The results of this study were contrasting to the other studies as it showed that decentralization tend to increase inequality in education outcomes as well as drastically reduced the outcomes of the most disadvantaged.

In Africa, sub-Saharan Africa the factors that encourage centralization include positive effects such as political Stability and economic development, as well as push factors like existing regional Inequalities and inadequacies, real and perceived, of central governments. Multilateral and bilateral donor communities are encouraging countries in the South to decentralize and/or privatize public services. Among these countries Uganda has proceeded quickly in an almost all-at-once decentralization strategy (Naidoo, 2002; Steiner, 2016).

In Uganda, decentralization is not totally new. Regional governments mainly in the form of monarchies and chiefdoms were abolished in 1966, four Years after independence (Mushemeza, 2013). The post-independence constitution of Uganda, laid a legal framework for re-decentralization based on regional governments but this never took off. The current Ugandan government administered some decentralization in the areas under its control in the early 1980s while it was still a guerilla force called the National Resistance Army (now a political force called National Resistance Movement). After it came to power in 1986, the government adopted

country-wide decentralization, cost sharing and Privatization as policies supported by multinational donor agencies such as the World Bank and the United Nations Development Programme (UNDP). To date most government-administered services (except a few, such as the police and the Army) that have not yet been privatized are decentralized. These include primary Education care, education, basic services in water and sanitation, feeder roads and Agricultural extension. Decentralization has changed the delivery of public Services, particularly education. In Somalia, decentralization left positive impacts on teachers and their performance in the classroom is one of the most critical factors in improving students' learning. Qualified teachers are very important to maintain the standards of education. The aim of education is to provide equal opportunity of Education for all. The Recruitment and deployment strategies ensure a balanced distribution and support of teachers by decentralizing the management of schools (Mushemeza, 2013).

1.1.2 Theoretical perspective

The study was based on the systems theory. The theory according to Owens (1981) posits that an organization is a system of independent structures and functions that work together towards common outcomes. It comprises many subsystems which must function harmoniously and complement each other towards attainment of the organizations objectives.

According to Oso and Onen (2008), theoretical framework refers to a set of interrelated variables and definitions that present a systematic view of a phenomenon by specifying the relationship among variables. Its main objective is to explain a phenomenon. The study was based on the systems theory. The theory according to Owens (1981) posits that an organization is a system of independent structures and functions that work together towards common outcomes. It comprises many subsystems which must function harmoniously and complement each other towards attainment of the organizations objectives. According to Mugenda and Mugenda (1999), should one of the subsystems fail in their role, the organisation's performance is affected. For this study the social systems theory as an open system was the focus of this study.

1.1.3 Conceptual perspective

Decentralization: decentralization can be understood as the transfer of legal and political authority and responsibility from central government to lower levels. However, in this study the

capacity of lower levels for implementing decentralized educational management was emphasized.

Education: the process of receiving or giving systematic instruction, especially at a school or university, an enlightening experience.

Educational decentralization: is the transfer of authority from the central education ministry in the capital city to either provinces or district governments or local school boards. It usually transfers financial, administrative and academic powers and responsibilities to provincial education departments, district or municipalities or school boards (Cummings and Riddell, 1992; Winkler, 2005).

1.1.4 Contextual perspective

The education system in Somalia was facing a serious problems such as lack of facilities and trained teachers that's every Somali citizen can establish a university without requirements and most of the schooling system in Somalia are not enough sufficient to teach students with latest technology and the other problems is that most of the schools were found in urban cities this makes very little reach and a significant proportion of school-age children remain out of school.

In addition to that there are still serious problems of access for girls and for physically Disable children and there are many other challenges which include lack of central management control and on the other hand there is no public schools in Somalia at all right now because of lack of effective central government in Somalia so all the schools are private own schools and these private schools pursue their economic benefits and lower class people can afford to pay the school tuition fees ,all with this reason there are many youth those who want to join schools but can't able this factor increase illiterate people in the country.

1.2 Problem statement

At the heart of most decentralization reforms is a basic struggle for power and Control. Inevitably, this creates conflict and tension. Examining how conflict and Compromise is achieved by the different political actors contributes to the understanding of decentralization processes (Lyne, 2006).Decentralization is the one of most important phenomena to have affected educational planning for the last 15 years. Reasons for decentralization are numerous in some case it's a question of increasing efficiency management and government. Since Somalia have taken federalism it has started to increase decentralization in most provinces of Somali so

there is low effect of decentralization on education and there are problems in education therefore the researcher is investigatory the impact of decentralization on education. (Lyne, 2006).

In Somalia there is less chance of education opportunities because some of the government schools are private owned Schools and the students who does not have strong financial cannot afford to go to school and this makes harder for a poor child to enter the school system besides that there are also NGOs funded schools in Somalia but these schools are most primary schools and on the other hand in most parts of Somalia you cannot see free of cost secondary school and most of nongovernmental organization NGOs just focus on intermediate and primary in addition to that they are not well equipped and there is lack of trained teachers in these schools mostly those who run by NGOs .

Poor quality of secondary education is a frequent phenomenon among secondary schools of Benadir region Somalia, this has been caused by low provision of scholastic materials associated with lack of access to service providers, misappropriation, fund leakages and diversions. The provision of education materials for effective teaching and learning remains a major challenge of Benadir region's secondary schools (Finn, 2017). Inspite of national initiatives, "Operation Save our School Programme" has mobilised and involved civil society in planning, management, monitoring and Provision of scholastic materials to secondary schools (Somali Ministry of education, 2016). Thus, the need for the participation of Local government to enhance the quality of secondary education services in Somalia's secondary education in terms of access becomes important. Essentially, Local government include: religious bodies, charity organisations, trade unions, cooperative societies, among others (Ogunyeni, 2005). Hence, this study examines the inputs of Local government in secondary schools and how they influence the quality of secondary schools' education. It also investigates the impact of institutional factors on pupils' performance in secondary schools in Somalia. This has thus affected the quality of education offered to pupils and is the cause for this study to try and establish how increased Local government participation can enhance the quality of secondary education service delivery in Benadir region, Somalia.

However, in several countries, sub-regional or district offices have failed to fulfill their mandates owing to lack of adequately trained personnel, essential resources, and the absence of administrative systems and controls, overwhelming multiple demands, lack of clear definition of roles (Alexander et al., 2005; Gershberg and Winkler, 2003).

1.3 Purpose of Study

This purpose of this study was to investigate the effect of decentralization on secondary education service delivery in Banadir region of Somalia.

1.3 Research Objectives

- i. To examine the effect of administrative decentralization on secondary education service delivery in Benadir region, Somalia.
- ii. To investigate the influence of political decentralization on secondary education service delivery in Benadir region, Somalia.
- iii. To establish the impact of fiscal decentralization on secondary education service delivery in Benadir region, Somalia.

1.4 Research Questions

- i. What is the effect of administrative decentralization on secondary education service delivery in Benadir region, Somalia?
- ii. What is the influence of political decentralization on secondary education service delivery in Benadir region, Somalia?
- iii. What is the impact of fiscal decentralization on secondary education service delivery in Benadir region, Somalia?

1.5 Hypothesis

Hi₁ Administrative decentralization has a significant effect on secondary education service delivery of Benadir region, Somalia.

Hi₂ Political decentralization has a significant effect on secondary education service delivery in Benadir region, Somalia.

Hi₃ Fiscal decentralization has a significant effect on secondary education service delivery in Benadir region, Somalia.

1.6 Scope of the Study

Decentralization can be studied in many different ways, such as its effect on quality of provision of service (e.g. education), level of authority delegated to local levels, etc. out of these, the study was delimited to the assessment of level of delegation of authority; level of decision making process; level of communication, level of participation of stakeholders and challenges of practicing decentralized education management. Furthermore, responsibility of educational management can be decentralized to a region, a province, a district, a town or an individual school or a group of schools. However, this study was focused on last four years of banadir region educational decentralization.

1.7 Operational Definitions of Key Terms

For the Purpose of the study, the following terms will be defined as they will be used in the study.

Local governments

Local governments are infra-sovereign geographical units found within sovereign nation or quasi-sovereign state. Like other units of government, administrative decentralization units possess a defined area, a population, an organization and also the authority to undertake and the power to perform public activities.

Delegation: this is where the central government transfers responsibility for decision making and administration of public functions to semi-autonomous organization not wholly controlled by the central government, but ultimately accountable to it. Government delegation responsibilities when they create public enterprises or corporations, housing authorities, transportation authorities, special service districts, semi-autonomous school districts, regional development corporation, or special project implement units.

De-concentration: It's the distribution of decision making authority, financial and managerial responsibility among different levels of central government. It can merely shift responsibilities from central government officials in the capital city to the regions.

Devolution: This is when the government devolves functions by transferring authority for decision making, finance and management to semi-independent local government. Devolution

usually transfers responsibilities for services to municipalities that elect their own mayors, collect their own taxes (raise their own revenues locally), and have an independent authority to make investment decisions. In devolved systems, local governments have clear and legally recognized geographical boundaries over which they exercise authority and within which they perform public functions or duties.

1.8 Significance of the study

The research will be great importance to various groups of people like to the current researcher, policy makers, future research and managers.

The research will be of great importance to the researcher because the researchers hope to acquire research skills which can apply to conduct research in other subjects. Skills like developing questionnaires, interacting with new people and get the necessary information and analyzing data. The research will also help the management of local government. This will help them come up with better motivation techniques which will result into improved decentralization

The research will also benefit the future researchers who will carry out research about the same topic of decentralization and education and will learn more about decentralization practices, factors affecting education, the relationship between decentralization and education among others. The study will benefit policy makers like the International government Organizations. In line with this, the findings of this study will:

Provide learning lessons to educational leaders from the implementation of the system.

Help implementers identify their limitations and strengths for the betterment of future work. iii.

Initiate future researchers to study the issue more deeply.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Under this chapter, more than eight sub topics are discussed by being supported with various related literature. First, decentralization and its concept are thoroughly discussed in detail. Second, rationale for decentralization and why countries decentralize their education system is seen in different angles. Then, four types of education decentralization are reviewed as various scholars have studied. Next to this, education decentralization framework in Somalia is discussed in detail. Then delegation of authority in relation to education is reviewed from different literature. Next, decentralization and decision making is deeply discussed. Level of communication among various local stakeholders is also seen under this chapter. Finally, level of participation of stakeholders in the decentralized education management is thoroughly reviewed in this chapter.

2.1 Theoretical review

According to Oso and Onen (2008), theoretical framework refers to a set of interrelated variables and definitions that present a systematic view of a phenomenon by specifying the relationship among variables. Its main objective is to explain a phenomenon. The study was based on the systems theory. The theory according to Owens (1981) posits that an organization is a system of independent structures and functions that work together towards common outcomes. It comprises many subsystems which must function harmoniously and complement each other towards attainment of the organizations objectives. According to Mugenda and Mugenda (1999), should one of the subsystems fail in their role, the organisation's performance is affected. For this study the social systems theory as an open system was the focus of this study.

A formal social system according to available literature on the theory is an open system which is affected by the environment. Whatever takes place in the environment affects the system. It consists of sub systems or interdependent parts, characteristics and activities that affect and contribute to the system. In order for the system to function effectively, it must have goals that are pursued and made functional by human resources (people). As an organisation, it has formal

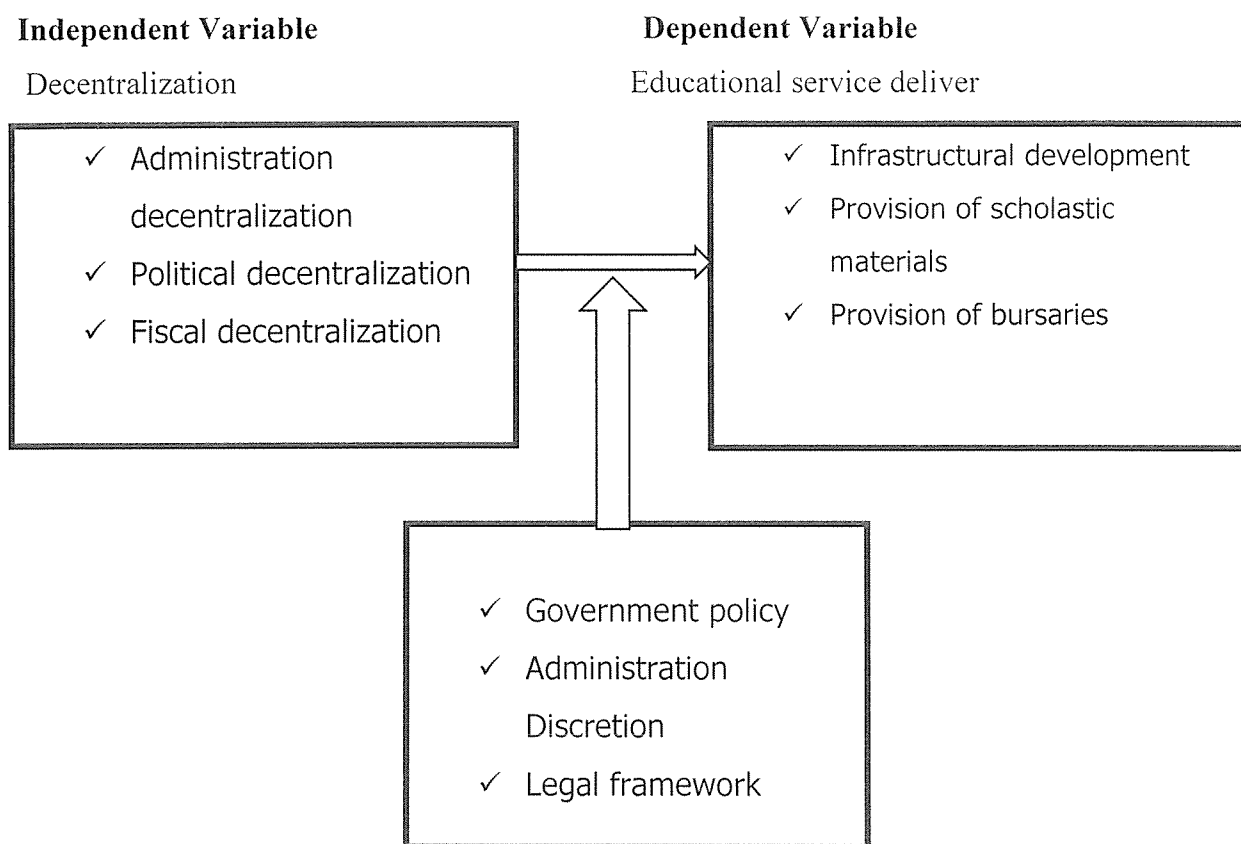
rules, regulations, norms and structures. It is also characterised by division of labour. A social system normally does not condone non-conformity; otherwise the achievement of the set goals is compromised. Further, since a social system is political, it is driven by power relations and it has its own culture.

The education sector has the above characteristics at all levels from the national to the school levels. For instance, according to Owens (1981), a school is an open system which receives inputs from the environment and processes them into outputs which are given back to the environment. Basically, a school receives resources, finances, human resources and raw materials which it uses to produce outputs that are graduates who are released to the environment (society). The school is supported by many structures or subsystems. The interactions between all the subsystems have to function harmoniously to attain the organizational goals and in this case, determine the factors that affect the effectiveness or ineffectiveness of decentralised management and the quality of education services.

The structures that are the Ministry headquarters, province, district and the schools are the sub-systems that are critical in ensuring that there is effective service delivery. The school which is the ultimate delivery point focusing on the learner will function effectively if it receives appropriate support from the other sub-systems. In the case of any structure or subsystem not playing its role as required, the system as a whole cannot function effectively.

2.2 Conceptual framework

A Conceptual framework showing the affiliation between decartelization and educational service delivery in Banadir Somalia



Source: Drick (2006)

The conceptual frame work illustrates the relationship between decentralization and education service delivery. Decentralization which is independent variable was conceptualised as fiscal decentralization, political decentralization and administrative decentralization. On the other hand, education service delivery which is dependent variable was conceptualised as infrastructural development, provision of scholastic materials and provision of bursaries.

2.3 Review of related literature

The review of related literature was presented following the study objectives;

2.3.1 Effect of administrative decentralization on education service delivery

In all cases, decentralization has been initiated from above, and behind this approach, there is a rational, linear and deterministic view. People are assumed to behave rationally in relation to the parameters established by the central state, by market forces or both (Gamage and Zajda, 2009)

Sall (1998) shows that development theories of the 1950's and 1960's reflected the view that the central government alone had the capacity to provide public services and bring about development. However the economic crisis of the 1970s, the failure of the model to generate growth and reduce poverty led more and more government to initiate experiments on democratization and decentralization.

A large number of developing countries politically, economically and ideologically diverse began decentralizing some development planning and administration in 1970's and early 1980's. According to Kassahun and Tegegne (2004) in recent years many countries have increasingly resorted to decentralize measures as a way to realize effective public service delivery and local self-rule. The drive is anchored in the basic principles of governance which include legitimacy representation accountability, transparency, and the rule of law.

Decentralization policies and programs that most SSA countries have embarked up on in the past decade are different from previous efforts in two main respects. First their primary objective is to empower the people as a part of efforts aimed at democratizing state institutions and initiate/support local self-governing structures and not merely the extension of state control; second, there is a growing appreciation of the need to develop not local government as such but local governance focusing on processes rather than structures alone. This implies not only the vertical transfer of responsibilities and resources from central to local government (the conventional conception of devolutionary decentralization) but also the development of horizontal networks between local government and local non state actors such as the private sectors civil society and international organs (Al-exandar et al., 2005).

Litvack, Ahmed & Bird (1998) concluded that political pressure probably drives most decentralization efforts. But, whatever its origins decentralization can have significant repercussion for resource mobilization and allocations and ultimately macroeconomics stability, service delivery and equity.

Concept of Decentralization

Decentralization is not an easily defined. Different scholars and writers define decentralization in different ways. Notwithstanding the variations in interpretations decentralization can be understood as the transfer of legal and political authority and responsibility from central government to local levels.

Decentralization may be defined as the transfer in varying degrees of decision making powers from central government to intermediate authorities, local authorities and education institutions (UNESCO, 2005). Decentralization is the process of reassigning responsibility and corresponding decision making authority for specific function from higher to lower levels of government and organizational units (Fiske, 1996).

Decentralization is the process whereby central government assigns roles and responsibilities to lower more local levels of the system (World Bank, 2008). Decentralization involves the transfer of all or part of the decision making responsibilities and management vested in the central authority towards another regional, provincial or local authority (districts, municipalities, “communities”) or towards schools themselves. Decentralization is therefore political and financial (UNESCO, 2005)

2.3.2 Effect of political decentralization on education service delivery

The single largest fear expressed by national education ministries is that sub-national government communities and/or schools lack the capacity to manage education. While numerous actors: principals, school councils, municipal education secretaries, etc_ require training to provide new skills and knowledge, evidence shows that in practice even poorly educated parents and communities can manage community schools (Gershberg and winkler, 2003). Hence, capacity building is needed for local actors to make decision making better.

Capacity-building is the transfer of money for the purpose of investment in material, intellectual, or human resources, and System-changing transfers official authority among individuals and agencies in order to alter the system by which public goods and services are delivered (Moulton, 2002). Changed institutional arrangements and empowered local bodies naturally usher new actors in to various positions and demand new knowledge and skill orientation from the incumbents. Traditionally such requirements have been highlighted for local level actors. In fact capacity building for local governance has attracted tremendous attention from all quarter in recent years. It is not unusual to find top level leaders arguing for withholding powers from local functionaries on the pretext that they do not possess the capacity required. A pertinent question very rarely raised in this context, according to BJork (2006) is “who needs capacity building for local governance?”

Traditional strategies and programs for capacity building focus almost exclusively on launching training programs especially for community leaders and grass roots level functionaries. It is necessary to look beyond this narrow framework. Involvement of the local community in education governance demands a radical transformation of the original culture of the public education management system as a whole. Greater involvement of the local community requires that the higher authorities agree to give up certain powers hitherto enjoyed. Also, school control by local stake holders brings greater pressure on the school authorities to promote transparency and shared perspectives with parents. The school authorities cannot merely meet the demands of remotely placed of higher authorities and getaway even with low efficiency in school functioning. Accountability to local master is not something many school authorities are familiar with.

A related issue is the institutional arrangement for capacity building. It is important to recognize that capacity building is not just a onetime activity. It is essential to make more stable arrangements for orienting new as well as old occupants of decision making positions on a continuous manner. According to Bjork (2006) capacity building should, therefore, be viewed as incomprehensive process of facilitating the change over from centralized management to a system of local governance.

Educational planners and managers suffer from limited material and financial resources to carry out their activities, particularly at the local level. Another challenge indicated by Watson (2005) and related to the capacity development of educational planners and managers is the fact that “personnel incentives are weak”. However, it is worth mentioning that these challenges differ from one region to the other, with some regions having more resources and stronger capacities than others.

For Decentralization to school to be successful, principals must acquire new skill in leadership and management, financial of teachers and with the community. In developing countries where principals often receive no special management training, this one is an immense task which can be facilities by creating principals networks. Identifying and disseminating examples of

successful principals and success full practices and through development of formal training programs (Gershberg and Winkler, 2003).

Bjork (2006) concluded that final issue to be addressed is “should practice of local governance wait for capacity building?” It is ironic that the agreement for decentralization often begins by highlighting how it would help bring more people into the fold of education and there by improve the overall educational status of the community. However when actual empowerment of the local community is to happen, the very same argument is turned around as low education development among the local power is pointed out as the main obstacle for decentralization. The real challenge is how to break this vicious cycle; it is true that the field leveled personnel in many countries seriously lack planning and management capabilities. But it is difficult to decide whether refusal to change the governance framework is fully explained by the apparent lack of management capacity in the field level. How could they acquire capabilities if they have no opportunity to practice them? It is important to recognize that decentralization reprint a way of living not just a technical strategy.

A manager in an organization cannot himself do all the tasks necessary for the accomplishment of group goals. Clearly his capacity to do work and to take decisions is limited. He therefore, assigns some part of his work to his subordinates and also gives them necessary authority to make decisions within the area of their assigned duties. Autonomy and accountability at local authority and school levels is not a simple and straightforward matter. What happens or fails to happen on the ground reflects the difficulties of shifting traditions and long-standing practices. As De Grauwe et al. (2005) have pointed out the situation can be described as paradoxical: “where autonomy is needed it is lacking because of a rigid control which, however, is inefficient and counterproductive. And where control is needed, for example, as regards the use of parent contributions, it is equally lacking. As a result the already scarce resources are not used as much as they could be for educational improvement”.

The system is characterized by a high staff turnover, as well as by a large number of vacancies. This problem is well known in Somalia and has been emphasized by other studies. Technical criteria and professional experience are not always taken into account when appointing heads of

offices. In addition, some heads emphasized their “need for strengthening their strategic leadership and management skills”. They noted “that they are expected to undertake strategic planning, but have never received practical training on what this implies” (IIEP, 2005).

Decentralization of decision-making authority to schools

Today, greater decentralization of educational decision-making is becoming the common aspiration of many developing countries (De Grauwe et al., 2011). Some researchers argue that the participation of communities and students in the day-to-day activities of the schools (for example, in supervision, monitoring and evaluation) is part of the decentralization of school management (Naidoo, 2005). In some Asian countries, like Malaysia, school management has improved because it involves students and communities in school decision-making (Luck, 2011). The same is true in South Africa where the participation of communities and students in decision-making has played a role in the improved and expanded school-based management.

Researchers have identified some benefits of decentralization for critical decision-making at school level. First, as Dunne et al. (2007) have pointed out, education decentralization reduces inequities mainly when financial responsibility is delegated to local government. Sub-Saharan African countries, from Somalia to South Africa, have recently been engaged in administrative decentralization, and efforts have been made to increase school-level independence through the provision of direct financial support to schools in the form of school grants and by promoting community participation in school governance (Naidoo, 2005). Therefore, decentralization facilitates responsiveness to local needs through community participation, transparency and accountability in school management.

Decentralization of key decision-making at school level has been a recent development in the Somalian education system. This section analyses how Somalian education policy enables school-based management to work with stakeholders to make decisions that will improve the quality of children's education. Somalian educational history indicates that the issue of school management and decision making at school level is a recent development. The modern school system was introduced into the country by missionaries during the nineteenth century.

The rise of different governments to power in Somalia was accompanied by educational reforms and policy changes. From 1941–74, the imperial education system functioned on the basis of the emperor's conviction that education held a key position in the country's development. However, each of the two post-imperial-era governments had well-defined reform policies of their own. For instance, the socialist regime issued a five-volume publication entitled *General Directions of Somalian Education* in 1980. Its aim was to cultivate a Marxist ideology, develop knowledge in science and technology and integrate education with production (Teshome Nekatibeb, 2012).

Similarly, the Federal Democratic Republic of Somalia issued two policy documents entitled „Education and Training Policy“ and „Education Sector Strategy“ in 1984. Initially, policy focused on improving education access and equity. The Government then started to emphasize the importance of school governance. For example, the Education Sector Development Program (ESDP) I (MOE, 1998) defined the roles and responsibilities of school governance at the federal, regional and District level.

When ESDP II was designed in 2002, the Government realized the significance of management and decision-making at the District and school levels. This was further strengthened with ESDP III (2005) when the Government decided to decentralize critical decision-making from regions and zones to the Districts and municipalities, and further to the school level, with the objective of having education become more responsive to school situations (MOE, 2005).

The devolution of decision-making authority to the District level was expected to strengthen District-level educational institutions, to offer better local governance, to promote accountability and to improve community participation (MOE, 2005). The focus of the decentralization program at this time was to strengthen the capacity of District Education Offices (DEOs) through training in educational and financial management (MOE, 2005). ESDP III also outlines the importance of community participation in school decision-making and financing. Communities were expected to raise funds for purchasing basic school equipment, hiring contract teachers, constructing schools and classrooms, building teachers' houses, and encouraging girls to enroll in schools. Community members and parents are members of the Parent–Teacher Associations (PTAs), which were expected to participate in preparing annual action plans (MOE, 2005).

The Government has recognized that weak management and implementation capacity at school level was one of the main barriers to achieving access, equity and quality in primary education (MOE, 2005). After 2005, therefore, the Government acknowledged the importance of school management for improving school-based decision-making. It designed policies and programs that strengthened the role of communities and parents in school management and financial administration, with the primary objective of improving the quality of education. However, the District administration still had more powers of critical decision making and improving governance in schools. For instance, the DEO was responsible for recruiting teachers and managing the financial and material resources of the schools (MOE, 2005).

At the end of ESDP III, it was recognized that despite the increased attention given to devolving decision-making to the local level, in practice, school management and administration remained inefficient and ineffective. The DEOs were unable to implement government programs because they did not have the capacity to ensure that schools were managed and administered effectively. In addition, the system suffered from a weak relationship between regions and Districts (MOE, 2010).

ESDP IV therefore emphasized the further devolution of key decision-making to the local level, including improving the functioning of offices at all levels, promoting cluster resource centres, and improving school-level management through capacity-building programs (MOE, 2010). The General Education Quality Improvement Program (GEQIP) aims to improve quality intervention in key areas, including school management and administration (Ayalew Shibeshi, 2009). Priority areas identified included increasing effectiveness and efficiency through decentralized educational planning and management; establishing open, transparent and productive management systems; and promoting effective horizontal and vertical communications across the education system (MOE, 2008).

Second, decentralization leads to a change in school management. Many African countries, for example, regard decentralization as a means for management restructuring (Dunne et al., 2007). In many developing countries the school administration is a combination of head teacher,

teachers, school administrators, community representatives and local government authorities. The decentralization process has achieved important outcomes as school administration and communities play greater roles in building classrooms, recruiting contract teachers, and raising community contributions. Moreover, the school administration are involved in the setting of staff qualifications, textbook development, monitoring and evaluation, teacher training, partial financial administration, designing school rules, and maintenance of school facilities (Naidoo, 2005).

Third, the decentralization of school management can make decision-making more democratic and lead to improved efficiency and effectiveness. The expansion of good governance and democracy to schools requires the involvement of stakeholders such as policymakers, teachers, students, parents and community members. Vegas (2007) describe the effects of devolution of decision-making authority to schools as follows: School-based management reforms that devolve decision-making authority to the schools, for example, have had important effects on teacher performance and student learning by making schools more accountable to their communities. Devolution of decision-making authority to schools in Central America has, in many cases, led to lower teacher absenteeism, more teacher work hours, more homework assignments, and better parent-teacher relationships.

However, while decentralization may be a goal of many education reforms, research from many developing countries indicates that decentralization policy does not necessarily produce the expected outcomes. Some of these challenges are discussed below. On the one hand, decentralization has not devolved power and control over education management, financial administration and teacher management to the school level. Studies in some African countries, for example, indicate that decentralization is loaded with bureaucratic bottlenecks (De Grauwe et al., 2011). Furthermore, in many developing countries, the shift to decentralization as a way of improving service delivery has been initiated because of pressure from international organizations. It is not an internally driven force that will bring realistic outcomes in the system. Another challenge is that problems such as poverty, difficult socio-political situations and limited economic opportunities have prevented decentralization from bringing about the desired outcomes in local contexts (Dunne et al., 2007).

In Somalia, education is organized according to the overall system of federalism in the country. The Federal Ministry of Education is headed by a minister and three ministers d'états responsible respectively for the general education, TVET and higher education sub-sectors. All the Five regional states and two city administrations have their respective Regional Education Bureaus (REBs), under which EOs are organized. The Dire Bay and Banadir region are exceptions to the rule as they have neither sub-city administrations nor EOs: this region are indeed much smaller than the others, and the REBs liaise directly with the schools for administrative purposes. Below the Districts, the Sector Education and Training Boards (SETB) are the educational planning and management government organs at the community level.

From a financial point of view, the federal government allocates block grant resources to the regions, which in turn allocate resources under the same format to the District councils. Each level shares the transferred resources to the different sectors including education. The District councils allocate resources to DEOs and schools. The educational administration at each level is politically accountable to its government, and technically to the upper level of administration. However, the relationship between each administrative level is not hierarchical: “accordingly, the Ministry of Education has no direct line authority over the Regional Bureaus of Education” (Ministry of Education, 2006).

2.3.3 Effect of fiscal decentralization on education service delivery

Under the financial or fiscal decentralization some level of resource allocation and revenue collection capacity is transferred to lower levels of government to allow local government to finance new responsibilities in terms of expenditure, with arrangements for resources usually negotiated between local and central authorities (Olowu, 2001). It also means the shifting of financial power to the local level. It involves increasing or reducing conditions on the inter-governmental transfer of resources and giving jurisdictions greater authority to generate their own revenue (Michaelson, 1993).

Fiscal decentralization comprises the financial aspects of devolution to regional and local government. Fiscal decentralization generally refers to the process of changing the source and distribution of resource availability at the local levels of governments (Gellar, 1995). Fiscal

decentralization system states how and in what ways the revenues and expenditures are organized among the different levels of government in the national polity. Fiscal decentralization is the devolution of taxing and spending powers to lower levels of government. Biya (1986) explain it as the transfer of some authority over expenditure responsibilities and financing from national to sub-national government units.

Therkildsen (1993) noted that the basic idea of fiscal decentralization is that decentralization of government addresses the problems with allocative inefficiency by allowing smaller communities to take responsibility for governance by forcing local governance to be more relevant and more accountable to the community. Another type of decentralization is fiscal decentralization. It is a situation in which decisions about expenditures of revenues raised locally or transferred from the central government are done by the local authority (Lyons, 1995).

2.4 Related Studies

The rationale for adopting decentralization is context specific. Nevertheless, the most frequent justifications for adopting decentralization include to improve efficiency in service delivery (Adgo Maru, 2005), enhance inter-ethnic harmony, and ensure “equality and stability” in the society (Smith,1985). To achieve efficiency, promote equity and enhance community participation in the process of local decision making are the major reasons for adopting decentralization (Smith, 1985). Ribot (2002) contended that decentralization can achieve effectiveness and efficiency by improving the implementation and allowing actor to participate in the process. It also improves coordination mechanism at lower level and enhances the relevance and sustainability of the service.

In addition, Smith (1985) argued that political decentralization enhances local accountability and improves the political skills of the local politicians and helps national integration. It brings government closer to people. It also provides better services to the client groups. Similarly, it promotes liberty, equality and welfare in the society.

The erosion of the highly centralized developmental state in the 1980s and realization of the importance of local actors in promoting local development were playing important role of shifting from centralization to decentralization. Globalization and external influence was also

part of the factor triggering local decentralization in order to improve local governance and accountability (European Commission, 2007).

According to Florestal and Cooper (1997) a decentralized system is characterized by the exercise of substantial power at the local level subject to some limited control by the central government. Responsibility may be decentralized to a region, province, a district, a town or an individual school or a group of schools.

In practice most basic education systems have both centralized and decentralized elements. In a partially decentralized system some powers remain in the hands of the central authority and some are exercised locally. Planners involved in a decentralizing reform must identify which components of the system are more appropriately managed at the central level and which at the local level given the countries particular circumstances and objectives of reform.

Countries decentralized their education system for a variety of reasons. In recent years decentralization has become a global trend and it is on the political agenda in many countries. According to Bjork (2006) education is being decentralized in numerous countries as part of a larger move to reform public management systems. The policies largely aim to reduce government size, reorganize delivery, expand private initiatives and create new partner ships.

Gershberg and Winkler (2003) also viewed that the rationale for education decentralization involves improving efficiency, effectiveness and democracy. Improved equity too is a rationale for decentralization although it is also often acknowledged that because decentralization makes localities more reliant up on their economic and social endowments, some aspects of equity may suffer in the absence of adequate compensatory mechanisms. Gershberg and Winkler (2003) added political reason as opposed to the rationale for decentralization. According to them politically decentralization may be pursued as strategy to shift expenditure obligations to lower levels of government to resolve ethnic conflicts by giving different language groups or tribes greater autonomy etc.

Issues or items generally decentralized/centralized are according to Welsh and MCGinn (1999) mission, operation, finance, clients and staff. The most radical types of decentralization from above are School Based Management (SBM) and some types of charter schools.

In Sub-Saharan Africa for example Naidoo (2005) found that the countries on this continent have tended to decentralize with limited authority for the local governments. Also there is pressure to introduce market mechanisms in education even in countries at a low level of GNP per capita

and weak ability to mobilize resources. Another aspect of educational decentralization is whether it makes part of a more general decentralization program something which has been the case in many countries. In such reforms it is likely that local communities have gained authority to lever tax in order to cover at least some of the local expenditures, finally decentralization is given different legal status from being defined and protected in the constitution to being regulated in administrative laws decided upon by the government. Once provided for in the constitution transfer of powers and functions can be reversed only on the basis of an amendment to the appropriated law. Some countries have amended to their constitution the decision making right to regional governments (Bolivia – sida 2000, Somalia-sida2001) (Gamage and Zajda, 2009).

Many researchers suggest that educational decentralization essentially becomes a political decision that requires strong political will both at the central and state levels. It also becomes imperative to carefully plan the process of decentralization to ensure effective implementation. The challenge of balancing several different aims can be enormous: first making education more relevant to local needs, second democratically promoting people's participation by empowering local authorities and third improving performance accountability (Bjork, 2006).

Education de-concentration

According to European Commission (2007), de-concentration is a process in which the agencies or ministries at the central level delegates decision making power and resources management to its branches at lower level. This form of decentralization is an extension of central government structure and it's accountable to higher tier of government.

De-concentration is the transfer of decision making from the central government MOE to either the regional/local offices of the MOE or the regional offices of the central government? This typically entails giving those offices increased autonomy both in terms of recruiting, evaluating and promoting personnel and in terms of allocating and reallocating budget. It also often includes the decentralization of payroll and other administrative matters for teacher and other school staff. It may include some degree of political decentralization too. Sometimes the election of local and/or regional political officials is introduced at the same time that decision making is de-concentrated to the MOE's regional or local offices. In this way local political may gain some

influence over local administrative decision even though they have no direct authority in education (Gershberg and Winkler, 2003).

Education devolution

According to Gershberg and Winkler (2003). Key management decision including naming school principals and allocating regional/local education budgets lie with governor and legislature or the mayor and city council. In some cases these decision may in turn be delegated to schools or school councils. In most cases the revenues of the newly empowered regional or local governments are almost totally derived from central government transfer, thus limiting their fiscal autonomy. Fiscal autonomy and arguably fiscal accountability is higher when regional or local governments must raise a significant share of their own revenues.

Devolution is an arrangement or a process in public administration in which district bodies are created by law, separate from the central administration, and in which local representatives—either elected or appointed by the population – are (progressively) given powers to decide on a variable range of public matters and progressively gain access to resources which can be utilized at their discretion (European Commission, 2007). As in decentralization, administrative and personnel functions are often inferred. Devolution can be part of political decentralization or a way for central governments to offload service responsibly.

Education delegation

Education delegation is the reversible assignment by the central or region government MOE or in rare cases the municipal department of education to public school principals (and/ or casually elected) school councils. The powers of these school officials vary greatly by country. In some cases they do no more than maintain the physical plant while at the other extreme school councils may name school principals help prepare and approve school development plans and approve school spending plans (Gershberg and Winkler, 2003).

Delegation refers to the process of entrusting authority and responsibility to other people. In its strictest form, the person to whom authority is delegated acts on behalf of the one from whom authority is delegated. More generally, delegated authority gives the recipients fairly wide

powers to act as they consider it appropriate (Farrant, 1980). Delegation is the transfer of responsibility for the performance of an activity from one person to another while retaining accountability for the outcomes.

Delegation is the assignment of responsibility to someone else to complete specific tasks where the one who delegates is still held accountable for the work which he/she has delegated. As regards to this, Mullins (1993) defines delegation of authority as „the authorization to undertake activities that would otherwise be carried out by someone in a more senior position“. Moreover, Cole (1996) describes it as a process whereby a manager or a senior officer cedes or entrusts some of his authority to subordinates or team mates to perform certain tasks or duties on his behalf. They however warned that the manager or the senior officer remains accountable for those tasks or duties to his own superior officers. It typically occurs between managers and subordinates. Leaders who delegate authorities do not give away power but add to their power by developing the talents of their employee. It has intrinsic motivation which makes employees feel that they are part of the organization through their contribution. It is a means for achieving results by giving someone else the authority to do work for which the leaders are ultimately responsible.

2.5 Research gap

Local Governments have a broader appreciation of all individuals and groups who have interests in quality service in education sector and incorporate them. Realizing this requires critical focus on the demands of public sector reforms, there has been research work done on decentralization and service deliveries from different scholars but it was not many. There gap has to do with weak policy capacity in decentralization based on education. In this regard, there is need to have a mechanism of translating decentralization political agendas and programmes on education delivery and this should be particularly focused on education service delivery in Banadir region of Somalia.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter was discussed the methodology of the study. The chapter is organized into six main parts. The first section presents introduction of the chapter, the second section focused on Research design, the third section provides Study area and population, and the fourth section will discuss Sampling techniques. And the section five presented Data collection methods, while the final section was about Data analysis and interpretation.

3.2 Research design

Descriptive survey research design was employed. The descriptive survey research is used to describe the basic features of the data in a study and provide summaries about the sample and assessment of the provision of educational service delivery. Moreover, with descriptive survey research it is possible to describe what the data show to indicate how the intended variables are being implemented to contribute to current practice of decentralized educational management in Banadir Region. A single research method has been used to deal with the quantitative data that were collected for this study.

3.3 Research Population

The total population of Banadir Region is approximately (1.65) million people, (ministry of planning and development 2014 to 2015), There are seventeen districts in Banadir Region but the study focuses on only six districts that have public school involved in the public privet partnership garments. These are Hodan, Wadajir, Dharkinley, Kaxda, Holwadag and daynile. The target population for this research is 183 respondents and these included 23 education officers, 15 education consultants, 85 members of the parent and teacher association and 60 school principals in Banadir Region. The reason of selecting these categories of respondents is due to the fact that the researcher realised that they have a good understanding of the affairs of decentralization and educational service delivery in Banadir Region-Somalia.

3.4 Sample Size

This sample size was computed using Slovene's formula for calculating sample sizes, stated as follows;

$$n = \frac{N}{1 + N(e)^2}; \text{ Where } n = \text{the required sample size, } N = \text{target population and } e = \text{significance}$$

level, given by 0.05.

$$n = \frac{183}{1 + 183(0.05)^2}$$

$$n = 126$$

Table 3.1: Population and Sample Size Summary

Respondents type	Population	Sample size
Education Officers	23	16
Education consultant	15	10
Parent teachers association	85	59
School principles	60	41
Total	183	126

3.5 Sampling techniques

Purposive sampling technique was employed to select sample in Banadir Region. With this sampling technique, the researcher selected six of the seventeen districts as the sources of information based on their geographical location and level of infrastructure facilities. Through this sampling technique, the researcher made sure that all the respondents in the sample had an equity chance of being selected to participate in the answering of the questionnaires.

3.6 Data collection methods

This study employed quantitative method of data collection. A quantitative technique was used in order to get relevant information from various categories of respondents by use of a questionnaire.

In order to administer the questionnaires, the researcher first attempted to contact the education personnel to create conducive environment for the successful accomplishment of the study. Next to this, school principals and PTA members were informed about the purpose of the study in detail and then they were given the required information about the questionnaires. Following this, the respondents were provided with a chance to ask questions about the issue which was not clear for them. Then, the researcher gave a brief explanation about each point in the discussion and answered all the questions that were raised. To this effect, the respondents were told to reply the questionnaires based on the facts and their personal feelings. After the respondents had filled the questionnaires, they returned these data back to the researcher for further analysis

3.7 Research Instruments

The research instrument used by this study was questionnaire. The questionnaires were administered to 126 respondents where ideas and knowledge were given to the researcher by the respondents. These questionnaires were given to all respondents who were required to give information about the study.

3.8 Data Gathering Procedures

Data gathering procedures was divided into three phases, these included; before, during and after. The researcher followed these phases to reach to the conclusion of the data gathering procedures. Before the research, the researcher was required to get an introductory letter from the college of higher degrees and research. After this letter, the researcher presented this letter to the field officials before carrying out the data gathering. In the process of collecting data, the researcher educated the respondents about the research and also informed them about the future use, benefits and outcomes of the research report, to collect right information the study based on purposive. The advantage of purposive sampling is that the researcher targets only the

respondents who have the information that the researcher wants. After the data gathered was edited, encoded into the tables to represent the information got from the field.

3.9 Data analysis

The analysis and interpretation of the study were based on the data collected through the data collecting instruments. Quantitative data were coded, tabulated and analyzed using descriptive statistics method such as, frequencies and percentage.

Statistical Package for Social Sciences (SPSS) 16.0 used to analyze the data collected to assess how the activities of the decentralization and educational service delivery in the Banadir. The descriptive statistics were applied to assess the extent of decentralization and secondary education service delivery through using means and rank. The questionnaire a 4-point likert scale whereby, 1-strongly agree, 2-agree, 3-disagree and 4-strongly disagree.

Table 3.2: The following table presents the mean ranges and their interpretation

Mean Range	Interpretation
3.26 - 4.00	Very satisfactory
2.51 - 3.25	Satisfactory
1.76 - 2.50	Unsatisfactory
1.00 - 1.75	Very unsatisfactory

3.10 Limitations of the study

The research study faced the following problems:

Frist most of the respondents in Banadir region Somalia were too busy, so less time was posed to the researcher. The researcher requested humbly for help from the respondents to offer him some time to answer the questions. Second Confidentiality, in that, there is some information which was not supposed to move out of security to local people then to the researcher, this limited the

research study. The researcher emphasized on keeping the security information secret and confidential. Three unexpected security situation of work place were some of the major problems that inhibited the researcher not to conduct the study in accordance with the designed schedule. This could impose an impact on the successful accomplishment of the study in time. However, in order to reduce the impact, the researcher consulted the department and his advisor to seek solution.



CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presented the profile information of respondents, level of decentralization, the level of secondary education service delivery, the effect of administrative decentralization on secondary education service delivery in Benadir region-Somalia, the effect of political decentralization on secondary education service delivery in Benadir region-Somalia, and the effect of fiscal decentralization on secondary education service delivery in Benadir region-Somalia.

4.1 Profile of respondents

Respondents were asked to provide information regarding their gender, age, education level and designation/Title. Their responses were summarized using frequencies and percentage distributions as indicated in table1;

Table 4.1: Profile of respondents

Profile	Frequency	Percent
Gender		
Male	70	56
Female	56	44
Total	126	100
Age		
20-29 years	22	17
30-39 years	65	52
40-49 years	27	21
50 and above years	12	10
Total	126	100
Education Qualification		
Secondary education	14	11
Diploma	70	56
Bachelors' degree	33	26
Masters	9	7
Total	126	100
Designation/Title		
Head of department	65	52
Head of units	27	21
Secretary	34	27
Total	126	100

Source: Primary data, 2018

Results in Table 4.1 indicated that male respondents (56%) were more than female respondents (44%), this indicates a gender gap in Benadir region-Somalia. Regarding age group, respondents in this sample were dominated by those between 30-39 years (52%), these were followed by those between 40-49 years (21%), 17% of the respondents were between 20-29 years and only 10% of respondents in this sample were 50 years and above, suggesting that most of respondents

in this sample are youth. This also indicates a quite young workforce in Benadir local government, Somalia.

With respect to education qualification, majority of the respondents in this sample (56%) were diploma holders, indicating that respondents in this are relatively qualified, these were followed by those with degree holders (26%), 11% had only stopped at secondary education level and only 7% were masters' degree holders. In the case of designation/Title 52% of the respondents were heads of departments and 27% were secretaries, 21% were heads of units, hence indicating that the number of heads of departments is greater than the number of heads of units leading to the smooth flow of work at Benadir district local government.

4.2 Descriptive analysis

4.2.1 Extent of decentralization

The independent variable in this study was decentralization, this variable (IV) was broken into three constructs which included; administrative decentralization (with five questions), political decentralization (with six questions) and fiscal decentralization (with seven items/questions). Each of these questions was based on a four point Likert scale and respondents were asked to rate the extent of decentralization by indicating whether they agree or disagree with each question, and their responses were analyzed using SPSS and summarized using means and ranks as indicated in table 4.2;

Table 4.2: Extent of decentralization

Items on decentralization	Mean	Interpretation	Rank
Administrative decentralization			
Children have benefited from government schools which are decentralized	3.31	Very satisfactory	1
Local leaders are aware and informed about the decentralised education development programmes	3.21	Satisfactory	2
You're provided with high quality education services in the district	2.94	Satisfactory	3
You have the capacity to collect money and setup schools in your area	2.87	Satisfactory	4
All schools in your area are decentralized and services are free of charge	2.28	Unsatisfactory	5
Average mean	2.92	Satisfactory	
Political decentralization			
Local people are sensitized about good governance	3.34	Very Satisfactory	1
Local community is authorized to follow-up and get involved in any political activity	3.27	Very Satisfactory	2
Participation of citizens in local decision making is through elected councils in regions	3.12	Satisfactory	3
Elected representatives have powers to take decisions	2.93	Satisfactory	4
There is a coordinated revision of laws and regulations relating to central-local relationships	2.65	Satisfactory	5
Elected representatives regularly consult their citizens	2.46	Unsatisfactory	6
Average mean	2.96	Satisfactory	
Fiscal decentralization			
You make your own education budgets as a district	3.41	Very Satisfactory	1
You raise local revenue at the district level to fund the education programs	3.33	Very Satisfactory	2
The governments allocate financial resources for education developments and funds are given directly to local members	2.97	Satisfactory	3
There is a national strategy and public investments for regional development	2.64	Satisfactory	4
The local government s are accountable to the central government concerning education service delivery	2.57	Satisfactory	5
Government shifts of financial power to the local level	2.22	Unsatisfactory	6
Central government is transferring enough financial resources to the local government	1.74	Very unsatisfactory	7
Average mean	2.70	Satisfactory	
Overall mean	2.86	Satisfactory	

Source: Primary data, 2018

Mean range	Response range	Interpretation
3.26 - 4.00	strongly agree	Very satisfactory
2.51 - 3.25	agree	Satisfactory
1.76 - 2.50	disagree	Unsatisfactory
1.00 - 1.75	strongly disagree	Very unsatisfactory

Results in table 4.2 denoted that the nature of decentralization in Benadir region-Somalia is generally satisfactory and this was indicated by the overall mean of 2.86, implying that there is transfer of authority by the government to the local government units or special statutory bodies in Benadir region-Somalia.

With respect to administrative decentralization, results in table 4.2 showed that administrative decentralization was also measured using five items (questions) and it was rated satisfactory on average (mean=2.92), indicating that this form of decentralization (administrative) is also practiced in Benadir region-Somalia. Still under administrative decentralization results indicated that children have benefited from government schools which are decentralized (mean=3.31), this implies that the children have benefited from government schools which are decentralized and local leaders are aware and informed about the education development programmes; the local leaders are aware and informed about the development programmes (mean=3.21), implying that the Benadir region officials in Somalia are always taught and informed about the existing developmental programs; you're provided with education care services in the district (mean=2.94), implying that the citizens are provided with education services; the local government collects garbage in the area (mean=2.87), implying that cleanliness is highly maintained in Benadir region, Somalia. The lowest rated item under administrative decentralization was that all schools in the area are decentralized and education services are free of charge (mean=2.28), and this implies that the citizens in Benadir region are not provided with free education services.

Regarding political decentralization, results in table 4.2 indicated that six items were used to measure this construct and it was also rated satisfactory on average and this was indicated by the average mean of 2.96, the highest rated items on political decentralization were; local people are sensitized about good governance (mean=3.34), this implies that on average the local people are sensitized about good governance and authorized to follow-up and get involved in any political activity; local community is authorized to follow-up and get involved in any political activity (mean=3.27), implying that the local government officials are given powers to monitor different government programs, still under political decentralization, participation of citizens in local decision making is through elected councils in regions (mean=3.12), the elected representatives have powers to take decisions (mean=2.93), implying that the local government has some of the powers to make their own decisions; there is a coordinated revision of laws and regulations relating to central-local relationships (mean=2.65), implying that there are laws put in place to govern the local government s of Somalia; Elected representatives regularly consult their citizens (mean=2.46), implying that the elected representatives do not regularly consult their citizens.

With respect to fiscal decentralization; results indicated that fiscal decentralization was rated as satisfactory and this was indicated by the average mean (mean=2.70), the following items were rated very satisfactory on average; you make your own budgets as a district (mean=3.41), you raise local revenue at the district level (mean=3.33), hence implying that the district leaders always make their own budgets as a district and raise local revenue at the district level. The following items were rated satisfactory; the government allocate financial resources for community developments and funds are given directly to local members (mean=2.97), implying that the central Government provides funds directly to the local leaders; there is a national strategy and public investments for regional development (mean=2.64), implying that public investments are done on regional basis; the local government s are accountable to the central government concerning education service delivery (mean=2.57), implying that the local government officials are always answerable to the central government of Somalia. One item was rated unsatisfactory: government shifts of financial power to the local level (mean=2.22), implying that to ascertain extent the government of Somalia does not provide all the financial powers to The local government s. Only one item was rated very unsatisfactory; the central government is transferring enough financial resources to the local government (mean=1.74),

implying that the financial resources provided to the local government of Benadir region are not generally enough.

4.2.2 Secondary education service delivery

The dependent variable in this study was secondary education service delivery, this variable (DV) was broken into three constructs and these were; provision of scholastic materials (with four questions), infrastructural development (with four questions) and provision of bursaries and free education (with four items/questions). Each of these questions was based on a four point Likert scale whereby respondents were asked to indicate the extent to which they agree or disagree with each question, SPSS 16.0 was used to analyse their responses and summarized using means and ranks as indicated in tables 4.3 below;

Table 4.3: Extent of secondary education service delivery

Items of secondary education service delivery	Mean	Interpretation	Rank
Provision of scholastic materials			
The local education council always provide education scholarship to secondary students in Benadir region	3.44	Very Satisfactory	
The local government has provided education materials to secondary schools in Benadir region Somalia	2.89	Satisfactory	
The local government has provided timely classroom space and teachers to secondary schools in Benadir region, Somalia	2.78	Satisfactory	
The local government has set up secondary schools in Benadir region Somalia	2.08	Unsatisfactory	
Average mean	2.78	Satisfactory	
Infrastructural development			
The local government has provided free buildings for staff programs to secondary school teachers in Benadir region Somalia	3.34	Very Satisfactory	
The long distance classes for staff programs provided by the local education council has brought quality improvement in secondary education	3.07	Satisfactory	
The class buildings provided by the local education council differ significantly from those provided by Government of Somalia	2.53	Satisfactory	
The buildings for extra-curricular programmes have helped secondary school teachers also to perform larger community mobilization roles	2.40	Satisfactory	
Average mean	2.84	Satisfactory	
Provision of bursaries and free education			
The local government has made sure that even street children in Benadir region also receive secondary education	3.62	Very Satisfactory	
The local education council always make sure that even children from migrant families also receive quality secondary education services	3.29	Very Satisfactory	
The local government has made sure that all children in Benadir region can have access to free secondary education services	2.90	Satisfactory	
The local government has setup secondary schools in remote and school-less habitations in Benadir region, Somalia.	2.23	Unsatisfactory	
Average mean	3.01	Satisfactory	
Overall mean	2.88	Satisfactory	

Source: Primary data, 2018

Key for interpretation of means

Mean range	Response range	Interpretation
3.26 - 4.00	strongly agree	Very satisfactory
2.51 - 3.25	agree	Satisfactory
1.76 - 2.50	disagree	Unsatisfactory
1.00 - 1.75	strongly disagree	Very unsatisfactory

Results in table 4.3 denoted that the extent of secondary education service delivery in Benadir region Somalia is generally satisfactory and this was indicated by the overall mean of 2.88, implying that the local government in Benadir region has demonstrated effective grassroots action to enhance the quality of basic secondary education and have also influenced mainstream education through replication of their models and through policy dialogue with the Government.

Regarding Provision of scholastic materials; results indicate that the extent of provision of scholastic materials was rated as satisfactory and this was indicated by the average mean (mean=2.78), implying that the local education council always provide education scholarships to secondary students in Benadir region, Somalia.

With respect to infrastructural development, results in table 4.3 indicated that four items were used to measure this construct and it was also rated satisfactory on average and this was indicated by the average mean of 2.84, implying that the local government of Benadir has provided free infrastructural development to secondary schools in Benadir region Somalia.

With respect to provision of bursaries and free education, results in table 4.3 connoted that provision of bursaries and free education as the last construct on secondary education service delivery was measured using four items (questions) and it was rated satisfactory on average (mean=3.01), implying that the local government has always provided secondary education services even to street children in Benadir region-Somalia.

4.3 Regression Analysis

Objective one, Effect of administrative decentralization on secondary education service delivery in Banadir region, Somalia

Table 4.4: Objective one, Effect of administrative decentralization on secondary education service delivery in Banadir region, Somalia

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671 ^a	.450	.449	.38901
a. Predictors: (Constant), administrative decentralization				

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47.798	1	47.798	315.854	.000 ^a
	Residual	58.413	386	.151		
	Total	106.211	387			
a. Predictors: (Constant), administrative decentralization						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.514	.067		22.636	.000
	Administrative decentralization	.442	.025	.671	17.772	.000
a. Dependent Variable: secondary education service delivery						

Regression analysis results in the Model Summary table revealed that administrative decentralization accounted for 45% on secondary education service delivery in Banadir region, Somalia and this was indicated by r-squared of 0.450 implying that the extent administrative decentralization contributes to secondary education service delivery in Banadir region, Somalia.

The ANOVA table indicated that administrative decentralization significantly affects secondary education service delivery and this was indicated by the F-value=315.854 and Sig-value=.000, since the sig. value (0.000) was less than 0.05 and which is the maximum level of significance required to declare a significant effect. This implies that administrative decentralization highly contribute to secondary education service delivery in Banadir region, Somalia.

The coefficients table indicated that considering the standard error, administrative decentralization significantly affects secondary education service delivery in Banadir region, Somalia ($\beta=0.442$, Sig=0.000).

Objective two; Effect of political decentralization on secondary education service delivery in Banadir region, Somalia

Table 4.5: Objective two; Effect of political decentralization on secondary education service delivery in Banadir region, Somalia

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.489 ^a	.658	.237	.45763
a. Predictors: (Constant), political decentralization				

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.368	1	25.368	121.132	.000 ^a
	Residual	80.838	386	.209		
	Total	106.206	387			
a. Predictors: (Constant), political decentralization						
b. Dependent Variable: secondary education service delivery						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.731	.087		19.957	.000
	political decentralization	.376	.034	.489	11.006	.000
a. Dependent Variable: secondary education service delivery						

Regression analysis results in the Model Summary table indicated that political decentralization accounted for 65.8% on secondary education service delivery in Banadir region, Somalia and this was indicated by r-squared of 0.658, implying that political decentralization significantly contributes 65.8% on secondary education service delivery in Banadir region, Somalia.

The ANOVA table indicated that political decentralization has a significant effect on secondary education service delivery and this was indicated by the F-value=121.132 and Sig-value=.000, since the sig. value (0.000) was less than 0.05 and which is the maximum level of significance required to declare such a significant effect. This implies that political decentralization has a great impact on secondary education service delivery in Banadir region, Somalia.

The coefficients table indicated that considering the standard error, political decentralization significantly affects the secondary education service delivery ($\beta=0.376$, Sig=0.000).

Objective three Effect of fiscal decentralization on secondary education service delivery in Banadir region, Somalia

Table 4.6: Objective three Effect of fiscal decentralization on secondary education service delivery in Banadir region, Somalia

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.543 ^a	.295	.293	.43712

a. Predictors: (Constant), fiscal decentralization

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	30.685	1	30.685	160.590	.000 ^a
	Residual	73.373	384	.191		
	Total	104.058	385			
a. Predictors: (Constant), fiscal decentralization						
b. Dependent Variable: secondary education service delivery						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.364	.104		13.141	.000
	fiscal decentralization	.494	.039	.543	12.672	.000
a. Dependent Variable: secondary education service delivery						

Regression analysis results in the model Summary table indicated that the fiscal decentralization significantly affects secondary education service delivery in Banadir region-Somalia at a rate of 29.5% and this was indicated by r-squared of 0.295, hence implying that fiscal decentralization has a significant effect on secondary education service delivery in Banadir region, Somalia.

The ANOVA table indicated a positive significant effect fiscal decentralization has on secondary education service delivery and this was indicated by the positive F-value=160.590 and Sig-value=.000, since the sig. value (0.000) was less than 0.05 and which is the maximum level of significance required to declare a significant effect. This implies that fiscal decentralization highly influences secondary education service delivery in Banadir region, Somalia. Still this implied that high levels of fiscal decentralization improves the level of secondary education service delivery and poor fiscal decentralization measures reduce it.

The coefficients table indicated that considering the standard error, fiscal decentralization significantly affects the secondary education service delivery in Banadir region, Somalia ($\beta=0.494$, Sig=0.000).

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presented the findings, conclusions, recommendations and suggested areas that need further research following the study objectives and study hypothesis.

5.1 Discussions

This study examined the effect of human resource practices on secondary education service delivery in Benadir region, Somalia, three specific objectives guided this study and these were i) determining the effect of administrative decentralization on secondary education service delivery in Benadir region, Somalia; ii) establishing the effect of political decentralization on secondary education service delivery in Benadir region, Somalia, and (iii) investigating the effect of fiscal decentralization on secondary education service delivery in Benadir region, Somalia.

5.1.1 Objective one; the effect of administrative decentralization on secondary education service delivery in Benadir region, Somalia

The findings indicated that administrative decentralization significantly affects secondary education service delivery in Benadir region, Somalia, this effect therefore implies that administrative decentralization contribute to secondary education service delivery in Benadir region, Somalia. This finding is in line with Beirut (2001) who noted that administrative decentralization involves the full or partial transfer of an array of functional responsibilities to the local level, such as education care service, the operation of schools, the management of service personnel, the building and maintenance of roads, and garbage collection. Generally, administrative decentralization is the process of transfer of planning, financing and management responsibilities and functions from the central government, regional governments and its agencies to local governments, semi-autonomous public authorities and regional or functional authorities, administrative decentralization has three forms: de-concentration, delegation, and devolution and they have different characteristics (Steiner, 2005).

Steiner (2006) connoted that delegation is under administrative decentralization which involves transfer of services and responsibilities from the central government agencies to specialized organizations with some degree of operating autonomy. It is also done with the consideration

that these functional units would perform as the agent of the state while performing prescribed functions, with ultimate authority remaining with the central government. Delegation is more common form of administrative decentralization. It is through delegation that a central government transfers the decision making responsibility for public function to semi-autonomous organizations which are not fully controlled by the central government, but they are ultimately accountable to it. In delegation, the functions are transferred to the functional and regional development authorities and the special project implementation units with the consideration that these units would take up their budgeting, personnel recruitment, procurement, contracting and other matters reasonably free of central government regulations (Hanson, 1998).

5.1.2 Objective two; the impact of political decentralization on secondary education service delivery in Benadir region, Somalia

The findings revealed that there is a significant effect political decentralization has on secondary education service delivery in Benadir region, Somalia, this also implied that high levels of political decentralization improve the level of secondary education service delivery in Benadir region, Somalia and poor political decentralization system reduces it. This finding is in line with Allan (2004) who noted that political decentralization implies the creation of autonomous governmental entities with sufficient decision-making powers, within specific geographical limits. Political decentralization could be explained in other circles as the transfer of political authority to the local level through the establishment or reestablishment of elected local government (perhaps as part of a democratic transition), electoral reform, political party reform, authorization of participatory processes, and other reforms. Through political decentralization, citizens or their elected representative has more power in local public decision-making (Brautigam et al, 2008).

The objective of political decentralization as to increase the efficiency of local political unit, increase the participation of the citizen through empowerment and provide more freedom of choice in the process of electing the matter which is of their primary concern. Political decentralization requires structural arrangement that goes beyond putting in place local governments (Colclough, 1994). It requires a combination of vertical and horizontal decentralization in which the vertical decentralization transfers power and authority from central

to local government and the horizontal decentralization empowers the local communities and enables them to receive and utilize the powers transferred to them.

5.1.3 Objective three; the influence of fiscal decentralization on secondary education service delivery in Benadir region, Somalia

The findings of this study proved a positive significant effect fiscal decentralization has on secondary education service delivery in Benadir region, Somalia, this therefore implies that good fiscal decentralization increases the level of secondary education service delivery in Benadir region, Somalia and poor fiscal decentralization system reduces it. This is in line with Michaelson (1993) who argued that fiscal decentralization some level of resource allocation and revenue collection capacity is transferred to lower levels of government to allow local government to finance new responsibilities in terms of expenditure, with arrangements for resources usually negotiated between local and central authorities (Olowu, 2001). It also means the shifting of financial power to the local level. It involves increasing or reducing conditions on the inter-governmental transfer of resources and giving jurisdictions greater authority to generate their own revenue.

Fiscal decentralization system shows how and in what ways the revenues and expenditures are organized among the different levels of government in the national polity. Fiscal decentralization is the devolution of taxing and spending powers to lower levels of government. Biya (1986) explain it as the transfer of some authority over expenditure responsibilities and financing from national to sub-national government units. Fiscal decentralization comprises the financial aspects of devolution to regional and local government. Fiscal decentralization generally refers to the process of changing the source and distribution of resource availability at the local levels of governments (Gellar, 1995).

5.2 Conclusions

According to the findings administrative decentralization has a positive significant effect on secondary education service delivery in Benadir region, Somalia, hence concluding that administrative decentralization contribute to secondary education service delivery in Benadir region, Somalia.

According to the findings, political decentralization has a significant impact on secondary education service delivery in Benadir region, Somalia, hence concluding that high levels of political decentralization improve the level of secondary education service delivery in Benadir region, Somalia and poor political decentralization system reduces it.

According to the findings fiscal decentralization has a positive significant effect on secondary education service delivery in Benadir region, Somalia, hence concluding that good fiscal decentralization increases the level of secondary education service delivery in Benadir region, Somalia and poor fiscal decentralization system reduces it.

5.3 Recommendations

- 1) Competitively recruiting educational personnel and delegating them the necessary authority: - since education is a profession which requires competitively recruited professionals, Banadir had better competitively recruit DEO, consultant and school principals than simply nominating, promoting and transferring them. The necessary authority which is proportionate to their tasks (as indicated in the education directives) must also be delegated to them. Educational directives should also be practically implemented by education personnel.
- 2) Implementing decentralized decision making roles and responsibilities practically: - decentralized decision making roles and responsibilities are indicated in the Directive for Educational management, Organization, Public Participation, and Finance. This directive need to be practically implemented and every education personnel are required to make decisions according to their assigned roles and responsibilities with their full autonomy
- 3) The Somalia government should transfer enough financial resources to the local government of Benadir region, this can be done by providing enough secondary education funds through district officials, and this will help all the children in Benadir region to have access to government education services.
- 4) The researcher also recommends to the local government of Benadir region to always involve community members during financial resource allocation, this will also lead to

efficiency during the developmental secondary education projects introduced by the central government of Somalia.

- 5) Creating smooth communication among units in the between DEOs and schools and PTAs: - DEO, consultant, principals and PTA members should be properly oriented about their organization's structure, policies and practices; and about their job's relationship with others. Proper co-ordinations among units in the DEOs should be created; and principals and PTA members should receive proper support and guidance from their superiors. DEOs should evaluate and monitor the performances of schools regularly and PTA members of schools should have regular meetings rather than meeting only when needs arise. Generally, it is necessary to create a better communication system among units in the DEOs and between DEOs and schools and PTAs.

5.4 Contribution to the knowledge

Being based on decentralization and education service deliveries, this research is borne stone for the academic knowledge this study is considered as a permanent strategy geared towards improving the performance of education in public and private sector, it is therefore departed from the commonly accepted ways of evaluating education service delivery reforms that have been undertaken so far as it seeks to develop a proper understanding of the relationship between decentralization and educational Decentralization service delivery. Additionally, this study will enable the ministry of education to assess educational service delivery undertaken in African countries. It shed light on how change is managed in education sector that has achieved remarkable decentralization stability in a continent well known to be grappling with a plethora of problems linked to government policies based importantly to education.

5.5 Areas for further research

Prospective researchers and even students are encouraged to research on the following areas;

- 1) Political decentralization and secondary education service delivery of citizens in Benadir region, Benadir region -Somalia.
- 2) Administrative decentralization and decision making in Benadir region, Benadir region - Somalia.
- 3) Fiscal decentralization and empowerment of citizens in Benadir region, Benadir region - Somalia.

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC) COLLAGE OF HIGHER DEGREE AND RESEARCH

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

**RE: INTRODUCTION LETTER TO CONDUCT RESEARCH IN YOUR
INSTITUTION**

Mar. JIBRIL ABDI SALAH student of Kampala International University pursuing Master of Arts in Public Administration and Management. He is currently conducting a field research on **Decentralization and Educational Service Delivery in Banadir Somalia.**

This institution has been identified as a valuable source of information pertaining to his research project. The purpose of this letter then is to request you to avail him with the pertinent information he may need.

Any data shared with him will be used for Academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly, student

JIBRIL ABDI SALAH

APPENDIX II

QUESTIONNAIRES

Dear respondents,

I am called JIBRIL ABDI SALAH, a student of Kampala International University offering Master of Arts in public administration and management. This questionnaire is for conducting a research on **Decentralization and Educational Service Delivery in Banadir Somalia**. The study is purely for academic purposes and so you are requested to fill it with maximum honesty.

The information will be used confidentially and only for the purpose of this study. Your name is not required on the questionnaire. Your cooperation will be highly appreciated

Therefore I kindly request you to provide me with answers to these questions below which will be treated with utmost confidentiality and for the academic purpose of completing my studies

SECTION A: Profile of respondents

Tick (✓) where necessary and (×) cross where it is not applicable.

I. BACKGROUND

Tick or write where necessary in the space provided the alternative of your choice.

1. Your Gender (a) Male ☐ (b) Female ☐

2. Age 20-29 ☐ 30-39 ☐ 40-49 ☐ 50 and above ☐

3. Your highest academic qualification

a. Secondary Education ☐ b. Diploma ☐ c. Bachelors ☐

d. Masters ☐ e. Others (Specify).....

4. Designation/Title

- a. Head of Department b. Head of Units
- c. Secretary e. Others (specify).....

SECTION B: DECENTRALIZATION

Direction: You are kindly requested to rate yourself basing on the following traits as honestly as you can.

Please write your preferred option on the space provided before each item.

Kindly use the rating guide below:

Response Mode	Rating	Description	Legend
Strongly Agree	(1)	You agree with no doubt at all.	SA
Agree	(2)	You agree with some doubt	A
Disagree	(3)	You disagree with some doubt	D
Strongly disagree	(4)	you disagree with no doubt at all	SD

DECENTRALIZATION	Scale			
Administrative decentralization	1	2	3	4
Our children have benefited from government schools which are decentralized.	1	2	3	4
All schools in our area are decentralized and services are free of charge.	1	2	3	4
You provide education care services in the district.	1	2	3	4
You collect garbage in your area.	1	2	3	4
You frequently construct and maintain roads in your area.	1	2	3	4

Local leaders are aware and informed about the development programmes.	1	2	3	4
Political decentralization				
Local community is authorized to follow-up and get involved in any political activity.	1	2	3	4
Local people are sensitized about good governance.	1	2	3	4
Elected representatives regularly consult their citizens.	1	2	3	4
Participation of citizens in local decision making is through elected councils in districts and regions.	1	2	3	4
A coordinated revision of laws and regulations relating to central-local relationships.	1	2	3	4
Fiscal decentralization				
You always raise local revenue at the district level	1	2	3	4
You make your own budgets as a district.	1	2	3	4
The governments allocate financial resources for community developments and funds are given directly to local members.	1	2	3	4
Government shifts of financial power to the local level.	1	2	3	4
The local government s are accountable to the central government concerning education service delivery.	1	2	3	4
There is a national strategy and public investments for regional development.	1	2	3	4
Central government is transferring enough financial resources to The local government.	1	2	3	4

SECTION C: Secondary education service delivery

No.		Scale			
		1	2	3	4
	Provision of scholastic materials				
	The local government has provided education materials to secondary schools in Benadir region Somalia	1	2	3	4
	The local education council always provide education scholarship to secondary school students in Benadir region	1	2	3	4
	The local government has set up secondary schools in Benadir region Somalia	1	2	3	4
	The local government has provided timely classroom space and teachers to secondary schools in Benadir region , Somalia	1	2	3	4
	Infrastructural development				
	The staff capacity building programs are provided by the local education council differ significantly from those provided by the central Government of Somalia	1	2	3	4
	The local government has provided free infrastructural development programs to secondary school teachers in Benadir region Somalia	1	2	3	4
	The long distance programs provided by the local education council has brought quality improvement in secondary education	1	2	3	4
	The Infrastructural development programs have helped secondary school teachers to also to improve their work	1	2	3	4
	Provision of bursaries and free education				
	The local government has made sure that all children in Benadir region can have access to free secondary education services.	1	2	3	4
	The local government has made sure that even street children in Benadir region also receive secondary education services	1	2	3	4
	The local education council always make sure that even children from migrant families also receive quality secondary education services	1	2	3	4
	The local government has setup secondary schools in remote and school-less habitations in Benadir region, Somalia.	1	2	3	4



JZ5584.558
J53
2018