

**CONTRIBUTION OF CIVIL SOCIETY ORGANIZATIONS TO EDUCATION
SERVICE DELIVERY IN KATAKWI DISTRICT-UGANDA**

BY

EKOSILE EMMANUEL

MED/11262/151/DU-TR

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DECLARATION

I **EKOSILE EMMANUEL** do affirm that this dissertation is wholly my own work and it has not been submitted in any university for the award of a Master's degree.

Signature

Date

EKOSILE EMMANUEL

MED/112642/151/DU-TR

APPROVAL

The undersigned below do confirm that the dissertation was carried out by the candidate under my supervision.

Dr Yakubu Ibrahim Wunti

Signature

Date

DEDICATION

This piece of work is dedicated to my wife Amongin Florence and my family at large.

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ABSTRACT

This study sought to determine the contribution of civil society organizations to Education service delivery in Katakwi District-Uganda. It was guided by the overall objective of the study that aimed at determining the contributions of civil society organizations to education service delivery in Katakwi district. Three objectives of the study were used to guide the study namely, nature of civil society organizations engagement in education sector, effects of contributions of civil society organizations to education service delivery and challenges facing civil society organizations on engagement for education service delivery in Katakwi district. The review of the literature was done based on the research objectives and the information was generated from journals, publications and internet among others. The target population for the study was 390 respondents, 40 Ngo heads, 300 teachers and 50 respondents from the school management committees. A total of 195 respondents were used in the study. This comprised of 30 non-governmental heads, 150 teachers and 15 members of school management committees in secondary schools in Katakwi district. The research involved both qualitative and quantitative approaches. The categorical and numerical data were presented in the form of tables and graphs. The research findings indicated that civil society organizations contribute a lot on education service delivery mainly through mobilization of both materials, financial and human resource to improve quality of education in Katakwi district. The study concluded that there was need for civil society organizations to mobilize resources and work in partnership with government. Recommendations were made which included need for government, communities, stakeholders and donor partners to appreciate the nature in which civil society organizations work to promote education and give guide and support through funding. There is also need to appreciate the contributions of civil society organizations on education service delivery and be supported by communities, stakeholders, and government and donor agencies. There is need to share challenges faced by civil society organizations on education service delivery by both communities, stakeholders, government and donor agencies through advocacy meeting to arrive at lasting approaches to the challenges faced on education service delivery. Finally civil society organizations need to be involved in curriculum design such that educational programs go on smoothly without interruption by civil society programs. This will increase syllabus coverage and lead to better performance. Future researchers and even students are encouraged to research on impact of community involvement and education service delivery.

CHAPTER ONE

1.0 Introduction

This chapter elucidates the background of the study in four perspective (historical, theoretical, conceptual and contextual), statement of the problem, purpose of the study, specific objectives, research questions, scope of the study, and significances of the study.

1.1 Background of the study

This chapter explains historical perspective, theoretical perspective, conceptual perspective and contextual perspective of the study.

1.1.1 Historical Perspective

New efforts to revitalize and expand basic education systems have become central to the national development plans of many African countries over the past decade. These new efforts are different from the past on three counts. First, National efforts are supported by the International community on a larger scale than ever before, often through innovative sectoral approaches that fund National education sector plans rather than individual projects. Second, such changes are occurring in a context of political liberalization and democratic consolidation. Finally, new education sector plans now routinely recognized an important role for civil society in the realization of National basic educational goals. Civil society organizations are increasingly expected to be partners in the formulation, implementation and monitoring of National educational plans and policies. In this, sector programmes have opened up greater political space for civil society organization participation and representation in the education sector arena. Civil society organizations operating within the national educational policy arena include; National and sub-national Non-Governmental Organizations, International non-governmental Organizations (NGOs), Faith-based organizations, National parent/teacher associations, Teachers' Unions, Private provider groups, professional bodies, Parliamentary Organizations, Business Associations, Community Based Organizations, Research Organizations, and Networks or coalitions.

Civil society contribute to development by enhancing educational services, contributing to fabric of formal democracy and by empowering citizens to make educational claims especially those who are poor and marginalized. (Karen Mundy et al 2008).

Education service delivery refers to the provision of education services to a society by ensuring that a set of principles, standards and policies which are used to run the education system (Civicus, 2013)

Globally, civil society organizations play a major role in promoting education service delivery. Many civil society organizations operate in different parts of the world and these include; Action Aid, World Vision, Self-help Africa, Lutheran World Federation, Red Cross Society, Teso Initiative for Peace, USAID, Akwa mama WaAfrika and Aliat. All these civil society organizations have a mission to work with the poor and marginalized people to eradicate poverty by overcoming injustices and inequality in education service sector (Miller-Grand Vaux. Y. M Welmond and J. wolf., 2002).

In Uganda, Akwa Mama WaAfrika has been working since 1982 and Katakwi district is one of those areas in which AAU has been implementing its programmes since 1997 in four sub counties namely; Ngariam, Toroma, Kapujan and Magoro on the areas of civic education, training community school monitors and providing water harvesting utilities in schools. In planning strategically, civil society organizations view it as critical to engage with local civil society and decentralization process which would have a critical impact on quality education service delivery.

In Katakwi, civil society organizations are concerned mainly on quality education service delivery and this has become a catchword. In development terms, providing quality education has gained space in the academic disclosure. There is acceptance by the community, as well as growing body of evidence, that the inequalities in education have caused poverty, illiteracy and low development in Katakwi district. Challenges in education service delivery started way back in early 1970s. This was a time when instabilities in government started which interfered with education service delivery. Many researchers have been carrying out studies on education service delivery but have left gaps in that they have not looked at the contributions of civil society organizations on education service delivery and strategies or approaches to challenges faced by civil society organizations on education service delivery in Katakwi district. It is against this background that the researcher assessed the contribution of civil society organization and education service delivery in Katakwi district.

1.1.2 Theoretical Perspective

The theoretical perspectives adopted for this study are derived from two theories, namely; human motivation and two factor theories. The two theories were advanced by McClelland 1961

and Herzberg 1959. According to McClelland (1961:15) writes that, “human motivation theory, three motivators drive every individual namely; a need for achievement, a need for affiliation and a need for power. A need for achievement, which is a desire to accomplish challenging tasks and achieve excellence. This tends to be self-centered. A need for affiliation meaning the desire to maintain warm, friendly relationship (peace makers). The need for power meaning the desire to influence and control others (control freaks). Finally, need for institutional power meaning the need for power in which individuals focus on working with others (team work) to achieve organizational goals. However, McClelland’s theory only focuses on the preliminary stages of the contributions of civil society organizations on education service delivery and these does not address the evaluation process and outcome. This implies that the impact of civil society organizations contribution to education is only implicit rather than explicit. To this end the study also adopted the Herzberg’s two factor theory of 1959 which is based on the assumption that dissatisfaction leads to avoidance of work while satisfaction leads to attraction of work. This theory assumes presence of two separate unipolar continua that reflects people’s dual orientation to work.

Based on this theory, we argue that factors that promote satisfaction of both civil society organizations and education service delivery must be put in place to improve the contribution of civil society organizations on education service delivery process.

The above theories are relevant to the study as they all outline the basic needs of life this are essential for quality education delivery to be achieved such as team work, friendly relations and power to control others.

1.1.3 Conceptual perspective

Civil society organizations are organizations that operate between the government and individuals in society while education service delivery is the provision of education services to the society. Civil society organizations encourage social accountability, community mobilization, monitoring, participation and human development. Community acceptance to mobilize resources in line with legal system as well as positive culture to education are major factors for achieving quality education. Research is done to know what is new in the syllabus coupled by organizational commitment to community course, staying over time to complete tasks as stated in David Macchellands needs theory (1961: 15), quality education can be achieved.

More so content coverage, regular teaching and better methods used in teaching as well as evaluation through timely marking of exams and course work marks, and innovation in terms of making and displaying charts, sitting arrangement in class and enough text books in class lead to quality education service delivery.

The many existing definitions of civil society concur that these are institutions that operate between the level of the state and the level of individual and household. The term civil society has emerged to mean associational life that exists between the individual actions of each person (the private realm) and the organizations and institutions constituted by the state (the public realm). The various definitions, according to Richard C. Crook (2001), share a common concern with the idea how society resolve and mediate the relation between the individual interest and public ethics, the market and collective good. The more physical and tangible part of civil society therefore is civil society organizations (CSOs). civil society organizations include; students' associations, private media, churches, trade unions, diverse professional associations, farmer groups and other producer groups, intellectuals, peasant associations, informal networks, Non-governmental organizations (NGOs) and community based organizations (CBOs). For purposes of this research, political parties are excluded from civil society because they are aspiring for state power. (Nyang' Oro Julius E 1999).

1.1.4 Contextual Perspective

Education service delivery is low in Katakwi district. This has made communities to lead poor lives. There is increased unemployment among the youth; general low circulation of money due to low level of education, poverty is prevailing among the communities of Katakwi district. Most affected sub counties are Usuk, Ngariam, Magoro, Ongongoja all being border areas to Karamoja semi desert.

However, civil society organizations and government have come up to address challenges on education service delivery in an attempt to increase literacy rate and reduce poverty in Katakwi district. The expenditure proposals are focused on the development of education sector to support sustained development. Civil society organization, Uganda Debt Network in their annual report 2009, have advocated for pro-poor education budget and that the district budget must provide sufficient allocations to the education sector given that it is the main stay of the economy leading to development. Education service delivery is meant to ensure that the population gets the right skills to boost development. Civil society organizations in line with the trust of the National Development Plan 2010/11-2014/15, advocate for accelerated development,

employment and social-economic transformation in education for prosperity. They aim at transforming Katakwi communities from peasant to modern and prosperous. The aim is to ensure that education benefit the poor.

There is improvement in classroom structures and there is teachers' decent accommodation. The communities have access to quality education. Civil society organizations such as URCS and Action Aid Uganda rehabilitate schools to help communities to access quality education. This has increased capacity of the communities to demand for leadership. Uganda Red Cross Society, Action Aid Uganda and Lutheran World Federation are helping the communities to sensitize on education of girl child. This helps to increase literacy rate among girls. TEDDO, URCS, Action Aid Uganda and NUSAF have established and are still establishing water harvesting tanks in schools which are meant to provide learners with water for washing and bathing.

There is improved service delivery in education. Civil society organizations engaged in monitoring education service delivery are coalition of NGOs and CBOs at district. The NGO Fora and Anti-Corruption coalition across the district are the main players in monitoring education service delivery and this has improved the education standards of the people of Katakwi district.

Education is one of the sectors through which the communities have developed. Most of the children attend school and this has reduced illiteracy rate among the population. Children are sponsored to attain education by civil society organizations such as Action Aid Uganda, Brac, Katakwi Children' s Voice (KCV), and Baylor Uganda. Civil Society Organizations help children attain education at all levels of primary, secondary, tertiary and universities.

However, the major active civil society organizations contacted for the study were action aid Uganda, Uganda red cross society, Teso education development organization, Lutheran world federation and Brac. They are engaged in sensitization of communities on education for a girl child, monitoring education service delivery and rehabilitating schools such as usuk secondary school. This is to help communities access quality education and increase capacity of communities to demand for leadership.

1.2 Statement of the Problem

The government alone cannot provide education and so it has opened up hands to welcome civil society organizations to protect the interest of society through community mobilization, monitoring and participation in projects which are aimed at improving education such as feeding programs in schools. Though civil society organizations contribute to education, it's not adequate. Education service delivery is still low and this has led communities to lead poor lives,

there is unemployment among the youth, general low circulation of money due to low level of education, poverty is prevailing among the communities of Katakwi district. Most affected counties are Usuk, Ngariam, Ongongoja, all being boarder areas to Karamoja semi-desert. It's against this background that the researcher carried out the study on contribution of civil society organizations and education service delivery in Katakwi district.

1.3 Purpose of the study

The purpose of the study was to determine the contribution of the civil society organizations on education service delivery in Katakwi district.

1.4 Specific Objectives

1. To identify the nature of civil society organizations engagement in the education sector in Katakwi district.
2. To assess the effects of contribution of civil society organizations on education service delivery in Katakwi district.
3. To establish challenges facing civil society organizations in the education service delivery in Katakwi district.

1.5 Research Questions

On the basis of the stated specific objectives, the following research questions were raised in the study and answers were pursued;

1. What is the nature of civil society organizations engagement in the education sector in Katakwi district?
2. What are the effects of contribution of civil society organizations on education service delivery in Katakwi district?
3. What are the challenges facing civil society organizations on engagement for education service delivery in Katakwi district?

1.6 Significance of study

This study hopes to contribute and enhance the capacity of the ministry of education and sport and other stakeholders in education such as parents, administrators, and teachers on the contribution of civil society organizations on education service delivery in secondary schools by supplementing on what is already being done. It will serve as a related reading to other researchers so as to further their research studies. It will also sensitize the general public so as to

help them promote civil society organizations' activities on education service delivery. Finally, it will enable a researcher attain recognition in research writing and experience in research studies.

1.7 Scope of the study

The scope of the study focused on three aspects namely; Geographical scope, content scope and theoretical scope as follows;

1.7.1 Geographical Scope

Geographically, the study was conducted in Katakwi district which was chosen because of the increasing challenges on education service delivery and it is where different civil society organizations are implementing their activities in addressing challenges to education service delivery.

1.7.2 Content Scope

The study investigated civil society organizations as an independent variable and education service delivery as dependent variable. This involved identifying the nature of civil society organizations engagement in education sector, assessing the effects of contributions of civil society organizations on education service delivery, to establish challenges facing civil society organizations on education service delivery in Katakwi district. This study covered secondary schools in Katakwi district.

1.7.3 Theoretical Scope

According to David McClelland's needs theory 1961:15, there are four basic needs essential to human life. There is need for achievement; which is a desire to accomplish challenging tasks and achieve excellence. This tends to be self-centered. There is need for affiliation; meaning a desire to maintain warm, friendly relationship (peace makers). There is need for power; which is a desire to influence and control others (control freaks). Finally, there is need for institutional power; that's a need for power in which individuals focus on working with others (team work) to achieve organizational goals. This theory is useful in education service delivery for it outlines all the basic needs of life which are essential for achieving quality education service delivery in Katakwi district. Quality education service delivery is achieved when human resource working in education sector has a desire to accomplish challenging tasks and achieve excellence, maintain friendly relationships (peace makers), influence and control others (control freaks), have power in which individuals focus on working with others (team work) to achieve

educational goals in Katakwi District. It is for this reason the civil society organizations have more to do with education service delivery in secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Best (1986.36) views reviews of literature as a summary of the writings of recognized authorities and previous research that provide evidence that the researcher is familiar with what is already known and what is still unknown. This chapter presents the related literature on the nature of contribution of civil society organizations on education service delivery in Katakwi district, effects of contribution of civil society organizations on education service delivery, challenges faced by civil society organizations on education service delivery, strategies/approaches to challenges faced by civil society organizations on education service delivery in Katakwi district. The literature was obtained from secondary data such as text books, journals and electronics.

2.1 Theoretical Review

The two factor theory of motivation by Herzberg of 1957 states that, “Two groups of factors affect job satisfaction: those intrinsic to the work itself and those extrinsic to the job (extrinsic motivators or hygiene factors) such as pay and working conditions.

According to David McClelland’s needs theory 1961:5, he found four needs as essential to human life. Need for achievement, which is the desire to accomplish challenging task and achieve excellence. This tends to be self-centered. Need for affiliation meaning the desire to maintain warm, friendly (peacemakers). There is need for power; that is the desire to influence and control others (control freaks). Finally, need for institutional power; that is the need for power in which individuals focus on working with others (Team work) to achieve organizational goals.

All the above theories explain how civil society organizations contribute and the ways of achieving quality education service delivery. They all outline the basic needs of life which are essential for quality education delivery to be achieved in Katakwi district.

According to Victor Vroom’s expectancy theory, he observes that the tendency to act in a certain way depends on the expectation of a given outcome. He noted three factors affecting people’s behaviors.

Attractiveness: importance individuals place on outcome that’s to say is it positive or negative **performance-reward linkage** that’s to say how performance will lead to reward.

Effort-performance linkage, that is how effort will lead to performance.

According to John Wesley (2007) he emphasizes on theory of maximizing motivation. He noted three factors of maximizing motivation.

Consequences make people aware of negative consequences of not getting results. Pleasant rewards, that's the old carrot and stick technique.

A performance incentive; that is appeal to people's selfish nature, gives them the opportunity to earn more for themselves by earning more for you. John Wesley states that people should be given detailed instructions. People work better when they know exactly what is expected.

He also states that short term and long term goals should be used to guide the action process and create an overall philosophy or motto for work. He emphasizes on kindness, that's getting people on your side and give guidelines through setting up a series of mini deadlines building up to an end result. To him he states that team spirit create an environment of camera deride. People work more effectively when they feel like part of team. Achievements should be recognized and people like to see that their work is not being ignored. Give the people the trust and respect they deserve.

John Wesley emphasizes that create challenges; give people to face new and difficult problems. Demand improvement and do not let people stagnate and each time someone advances raise a bar a little higher. Give opportunities for advancement and let people know that hard work will pay off. He states that tasks should be stimulating and do not ask people to do the same boring tasks all the time. Create a stimulating environment for creativity.

According to Douglas McGregor, theory X and Y, in theory X, he states that there is need to drive people constantly if they are to work, a good tongue-lashing works as a motivator, most people are not ambitious and must be pushed and finally, a manager needs to keep a distance from the team.

On theory Y, he states that, be sensitive to other's feelings, allow others to lead, staff can appraise boss, people are creative and innovative and finally find the right key to motivate others.

Looking at the above theories, there are various motivators and always know that they are homogeneous. Never assume what motivates you is what motivates the rest of your team. Most motivators lose impact as time passes and so there is need to be innovative so as to continuously motivate workers. Effective motivation requires a delicate balance of communication, structure and incentives.

Drive reduction Theory. According to Hull (1943) human behavior is a result of drive that exists in human behavior itself .It's a physiological or biological make-up. To Hull, a drive is a hidden mechanistic need to achieve a goal or an objective. It has no law or logic to follow but the issue is an objective to be achieved.

Hull states the chain of satisfaction as follows:

Need → goal achieved → need reduced. Once there a need, a goal is set. Once a goal is achieved, the need is reduced. For example;

Hunger → Food → Food eaten → No hunger

Cognitive Theory: This States That Usually People Have Choices. They Choose Which Goals to achieve and how to achieve them. Cognition means each human organism understands why she/he behaves the way she/he does. It involves making choices through rationality or reasoning.

Humanistic Theory: This states that needs of an individual are supreme in order to succeed. These needs are; the need for love and affection, need for protection and security, need for recognition, need for attention, need for power and domination.

Expectation Theory: This theory stresses that people behave the way they behave because they expect success. Each individual on earth leaves up to certain expectation or aspiration to be fulfilled. The nature of expectation (aspiration) may be biological or physiological, psychological, social or economic. All these are purposely performed to fulfill the three basic needs; hunger, thirst and sex.

2.2 Conceptual Frame Work

Independent Variable

Contribution of civil society organizations.

- Non governmental organizations
- Community based organizations
- Charity organizations
- Networks or coalitions
- Professional associations

Dependent Variable

Education Service Delivery

- Social accountability
- Community mobilization
- Community monitoring
- Community participation
- Human capital development
- Innovation
- Resources
- Teaching
- Evaluation

Intervening variable

- Community acceptance
- Policy/legal system
- Culture

Figure 2:1 Conceptual model relating civil society organizations to education service delivery via intervening variables.

Adopted from: 1- Ideas by Herzberg 1959, Nyuakiiza 2005, Kagubaire 2006, Naicibi 2007,

Nelson and Campbell 2003

2- The international bank for re construction and development (2002)

World Bank 1818 street NW Washington D.C

Civil society organizations are organizations that operate between the government and individuals in society while education service delivery is the provision of education services to the society. Civil society organizations encourage social accountability, community mobilization, monitoring, participation and human development. Community acceptance to mobilize resources in line with legal system as well as positive culture to education are major factors for achieving quality education. Research is done to know what is new in the syllabus coupled by organizational commitment to community course, staying over time to complete tasks as stated in David Macchellands needs theory (1961: 15), quality education can be achieved.

More so content coverage, regular teaching and better methods used in teaching as well as evaluation through timely marking of exams and course work marks, and innovation in terms of making and displaying charts, sitting arrangement in class and enough text books in class lead to quality education service delivery.

2.3 Related literature

2.3.1 Nature of the contributions of civil society organizations on education service

During the 1970s education was purely the role of the government and not NGOs (Admiral, 2007). However, during the 1980s and 1990s NGOs began to play an increasingly important and visible role in education provision. The rise of these NGOs occurred in the context of an international economic policy agenda associated in particular with economic liberalization and political democratization. Fine and Rose 2001; Rose 2005; Bano2008; Edwards and Hulme 1995 writes that, “NGOs were becoming more influential in development activities during this period as pressure was put on governments to downsize their activities and cut back expenditures Paradoxically, within the international education agenda, attention to the non-formal education “fashion” associated with NGO provision became more sober in late 1980s.by this time attention in international agencies had partly swung back to the formal system and ways to form and spread it as widely as possible (Bray N.D. 99).

Non- formal education also became seen as a ‘band aid’ to maintain social structures and a void reform. For example, alternative education schemes were developed for unemployed youth in urban slums to try quelling conflict, rather than trying to address the root causes of the conflict. Carnoy 1982 cited in Bray, N.D. said, “the focus on NGO provision is also a rising in the context of attention being given to youth education for security reasons in fragile states (Rose and Greeley 2006), again often omitting to address the root causes of insecurity NGOs provide”.

In India and Bangladesh, there is a long history of indigenous NGO provision of education (with BRAC’s renowned non-formal provision in Bangladesh dating from 1985, and India dating from the 19th century social reform movements. Chowdhurry and Rose 2004; Nair 2004 adds that, “the non-formal education scheme in India was introduced in 1977-8, not long after combs and Ahmed’s study) on pilot basis”. Bano (2008) argues that NGOs are often associated with motivations associated with philanthropic, non-project aims. In reality, motivations of NGOs take a variety of forms. Not surprisingly they are established specifically as a means to acquire donor Aid resources (Miller Grand Vaux, Welmond and Wolf 2002).

Miller grandvaux, Welmond and wolf (2002) write that, “NGO programmes are often offered in the form of a standard package, rather than a wide variation of flexible approaches as implied in

much of the non-formal education literature”. An assessment of NGO education programmes in Ethiopia, Guinea, Malawi and Mali (where USAID is supporting national NGOs through save the children) argues that the approaches of the programmes are similar across the countries. Destefano et-al (2006), it is also apparent that a small number of programs deemed to be successful (often ones that have expanded in coverage and sometimes replicated in other countries) are frequently cited in literature including school for life in Ghana and BRAC in Bangladesh. Thompson (2001), in reality the majority of non-formal education programmes are being less successful given lack of systematic and critical analysis based on diversity of programmes.

NGOs work along with umbrella associations. NGOs have enhanced creation of umbrella associations aimed at strengthening the voice of NGO providers in the policy process (Rose2006).

Civil society organizations in Uganda date back to the colonial days when the blacks and Indians organized themselves to demand for better facilities and recognition from colonial government. These organizations to a great extent worked alongside the colonial government to fight for their rights and further entrench colonialism (Kevin Akoyi Makokha 2002) organizations were formed in form of cooperation, trade unions, and church organizations to demand for their treatment in trade, at the work place and later in politics by educated Ugandans in 1940s.

The development of civil society in Uganda was slow compared to Kenya and Tanzania, mainly because of the different colonial experiences (Karugire S.R 1980)

Megan (2008) suggests that, “civil society organizations are increasingly expected to be partners in the formulation, implementation and monitoring of national educational plans and policies. In this sense sector programmes have opened up greater political space for civil society organizations participation and representation in education sector policy arena”.

New efforts to revitalize and expand basic education systems have become central to the national development plans of many African countries over the past decade. New education sector plans now routinely recognize an important role of civil society in the realization of national basic educational goals (Karen Mundy 2008).

Richard (2008) said that, “civil society organizations operate within national education policy arena. They include, national and sub-national, non-governmental organizations, national

parents and teachers associations, teachers' unions, private groups, business associations, community based Organizations (CBOs), research organizations and network or coalitions”.

Mundy et-al (2008) said, “Civil society coordination depends crucially on the development of a common mobilizing frame or agenda, Strong international support for rights based approaches, the use of universal free education as a mobilizing frame has proven particularly powerful as a standing point for civil society organizations coordination”.

Susanne cherry et-al (2008), the dynamics of civil society engagement vary considerably a cross country, despite the formal similarities of their roles as envisaged in national sector plans.

Kevin Akoyi Makokha (2002) states that, ‘most civil society organizations are donor-dependent for most of their activities and are therefore, very vulnerable to waves and shifts in donor interests’, Nord. P (2000) also adds that, most civil society organizations depend on project type support that makes it difficult to develop alternative sources of funding or build on their financial base which is critical for sustainability.

Susanne cherry (2008), says intra- civil society organizations relationships and national coalitions are extremely varied in their capacities and effectiveness. This is in terms of mobilizing, coordinating or making a common flat form on basic education.

civil society organizations programmes are more cost effective in terms of the amount of completion and learning for resources spent (Destefano et-al 2006) said civil society organizations provide non-formal education programmes and this is viewed as a second best alternative to government position.

Munddy and Murphy 2001 says, “Some NGOs are primarily involved in advocacy aimed at putting pressure on governments to fulfill their commitment to education for all. Some provide support to improving the quality of government provision through school adoption programmes, (Nair 2004)

NGOs are involved directly in education provision primarily with the aim of providing educational opportunity to those children excluded from the government schooling. Those identified as being most excluded from government provision are street children, orphans, child soldiers, and demobilized children in post conflict areas, pastoralists, indigenous groups, and disabled, (Sayed and Soudien 2003: UNESCO 2004)

Bano (2008) argues NGOs are often associated with motivations associated with philanthropic, non- profit aims. They established specifically as a means to acquire Aid donor resources (miller-Grand Vaux, Welmond and wolf 2002). Those working for the organizations are often

beneficiaries of donor resources. They may receive preferable salaries or pecuniary benefits compared to those working with the government education system. This implies that their motivation can be both financial as well as philanthropic.

Hussein, Subramanian, and Kabeer (2002) said that, while international NGOs are often at the fore front of education provision, NGO approaches have also developed within countries. BRAC in Bangladesh is a prominent example. One of the motivations of BRAC's involvement in education is related to small but growing Urban elite which has a commitment to modern education for the masses as a means of transforming the behavior and attitudes of the poor.

While NGO providers are potentially extending educational opportunities to the marginalized, concern remains that children living in extreme poverty or suffering acute forms of vulnerability continue to be excluded. Moreover, some evidence suggests that NGO programmes are more easily accessed by those who have already had some successful experience of education rather than those who have never been to school, (Carron and Carr-Hill 1991, cited in Hoppers 2006)

NGO programmes are more cost effective in terms of the amount of completion and learning for resources spent. Even so, in some programmes (for example, the school of life programme in Ghana) the annual unit costs are higher than for government schools partly because of the increased costs required in educating those who are most difficult to reach (Destefano et-al 2006).

NGOs provide supplementary alternative educational programmes that help to meet the basic learning needs of children with limited or no access to formal schooling; provided that they share the same standards of learning applied to schools and are adequately supported, (UNESCO 1990). All children must have opportunity to fulfill their right to quality education in schools or alternative programmes at whatever level of education is considered basic, (UNESCO 2000)

In Ghana, the 2003-2015 education strategic plans similarly recognize complementary and alternative education programmes for the disadvantaged. This is the first policy in Ghana to acknowledge and encourage complementary education, (Hartwell 2004), and perhaps not a coincidence that this is in the light of USAID's support to it.

At the time of Coombs and Ahmed's (1974) study, few countries had included non-formal education programmes within their education and development strategies. This situation has only changed very recently. Since the Dakar conference and in the context of changing Aid modalities towards basket funding associated with sector-wide approaches (SWAPS) and direct

budgetary support, NGOs have become more involved in policy dialogue. This is enhanced by the creation of Umbrella associations aimed at strengthening the voice of NGO providers in the policy process (Rose 2006). As a result, national education plans are beginning to pay closer attention to NGO programmes in the recent years- no doubt reinforced by the fact that international agencies supporting SWAPS are also funding NGO programmes and are keen to ensure their recognition in plans.

Civil society organizations have a role in curriculum development. Moyle's and Hargreaves (1998:73) defined the term curriculum as, "the organization of school subjects and allocation of times". Curriculum describes the teaching, learning and assessment materials available for each specific course of study (Smith 2000:5)

NGOs have enhanced creation of Umbrella associations aimed at strengthening the voice of NGO providers in the policy process (Rose 2006). National education plans are beginning to pay closer attention to NGO programmes in recent years (Coombs and Ahmed's 1974)

Olsen (2002, PP 20-21) argues that administrations in Europe have succeeded in coping with changing environments but they have done so in ways influenced by existing administrative arrangements, formal organizational structures have been stable while practices have changed especially in countries forming European Union.

Development theory considers civil society organizations as enhancing democracy and countervailing the power of the state, as being democratically well-organized and as informal schools were cherished values of democracy and organization are passed onto the community. In Uganda, NGOs and the faith Based Organizations (FBOs) are the most active section of civil society and most of them work in partnership with CBOs. For this presentation we define NGOs as self-governing, private not for profit organizations that are geared towards improving the quality of life of disadvantaged people". While NGOs, consider themselves to be civil society organizations, not all NGOs are Civil Society organisations e.g. the churches. (Anheier, H.K.2004)

The civil society organizations are believed to have done a lot in contributing to poverty reduction but as Julius Nyang'oro E. (1999) rightly notes, civil society is diverse space, which includes "the good and beautiful, as well as "the bad and ugly". He observed that the struggle for democratic development is not just one of vertical conflict between a controlling state and civil society, but also one of horizontal struggles within civil society itself for further democratization.

civil society organizations, such as children's hope chest (CHC) prepare children for success. CHC has especially designed THRIVE program for the children they support. Thrive outcome looks at empowering a child exhibit a strong growth in one's spiritual, cognitive and socio-emotional life through live missions like provision of education support(scholastic materials, uniforms and school fees .) moral and attitudinal change are taught in the growing children. Under thrive, through counseling and discipline orphan and vulnerable children (OVCs) are enabled to understand and cope with emotional changes and trauma (Okello. S. 2015)

Through civil society organizations sponsorship programme, school going children benefit through provision of scholastic materials and payment of school fees. This has proved to be a significant boost to the guardians as this burden has been co-shared. The benefits of sponsorship such as feeding, as provision of school uniform and bags, their performance in class remarkably improved. This is a steady progress to academic excellence. The provision of this support has motivated the children to concentrate in their studies and this has already been reflected in the increase class attendance, participation in class as well as a good number of children joining secondary school. (Okello. S. 2015)

civil society organizations focus on empowering the child to demonstrate life skills necessary for the achievement of a sustainable livelihood skills training through the provision of vocational and livelihood skills training such as tailoring jewelry, and bakery. Children have acquired skills such as tailoring, baking, making jewelry, local sanitary pads and mud stoves. (Okello. S. 2015)

The wealth of experiences that exist among civil society organizations in the use of participatory development methodology can be used to build capacity of people in local Government both through training and partnership in programme implementation. Examples of capacity building by civil society organizations for GOU in Uganda are: participatory methodology training by community Development Resource Network (CDRN).

Example of partnerships which usually go beyond solving specific problems and capacity building, to the extent of reflecting a share vision about a desirable future of society in Uganda are: the partnership between the save the children Denmark (SCD) and various local government around the country and that between the Netherland development organization (SNV) and the local governments of west Nile Districts. Today reports from the west Nile local Government to the ministry of finance reflect improved management capacity and are one of the best, (Taylor. J. 2000)

Civil society organizations have played a very important and unique role in providing civic education to the people of Uganda. Many of them, in partnership with their international counterparts, are adopting a rights based approach to development. In a country like Uganda with the kind of political history described above, majority of the people either do not know their rights or cannot imagine claiming them. Organizations like the federation of international women lawyers, Uganda chapter (FIDA) have played an important role in education of women about their rights which is part of civic education. (Oloa. Coopibo. 1996)

Most public and private educational institutions report tremendous challenges in meeting their source requirement of their institutions. Civil society organizations encourage grant proposal writing as a most efficient way of Attracting Additional Resource to the Schools to Improve Education Service Delivery.

Civil society organizations are believed to contribute a lot in making school improvement plans. According to Milton Mutto (2007), school improvement plan is a practical plan aimed at improving the general performance of a school. Developing a school improvement plan is a very critical aspect of managing result in any school setting which improves education service delivery.

Civil society organizations make review and field survey on the right to basic education policies in Uganda. Civil society organizations identify basic laws and policies, government budget allocations for basic education, organize workshops which bring stake holders in basic education to agree on way forward in promoting quality education. (UDN Annual report 2009)

2.3.2 Effects of CSOs contribution to education service delivery

NGOs privilege the individual level through a sustained focus on training activities within non-formal as well as formal education. In addition to teacher training, NGOs are widely engaged in training principals, strengthening the capacities of school inspectors, and strengthening parent-teacher associations and school management committees. A special conference devoted to the participation of civil society in Education for All (during the 44th conference of the International Conference on Education in 2000) (UNESCO, 2001b: 13-14) exemplifies the changes occurring on the local level in Ghana, which includes: An extension from playing the role of resource based organization and local education management to participation in defining education and assessing quality and processes; the development from loosely structured to institutionalized and systematic involvement in local education governance through Teacher-Parent Associations, School Management Committees and School Performance Appraisal Meetings.

Generally, strategies directed at the school aim to develop capacities and participatory experience in school planning, management, monitoring and evaluation. In this manner the school is regarded as an organizational unit, not simply a group of individuals, and as such is an object of capacity development.

A USAID study on partnerships in education (2002: 52) emphasizes how NGOs work to promote changes in the institutional culture at the community level by changing attitudes about education and creating expectations for education outcomes in order to invigorate local educational organizations. Save the Children US has elaborated a double capacity-building strategy that constitutes the framework for its actions in Ethiopia. This strategy consists of developing capacities at both the programmatic and institutional levels, and takes place at the community level – for example, the programme Partnership for Innovations in Education (PIE), which is an initiative aimed at marginalized and disadvantaged communities (2002: 10). It includes training activities, workshops and forums for sharing experience and experiential learning. Participants include community leaders, partner NGOs, local education officials, school administration and staff, and parents and teachers (Save the Children, 2002: 10). It is a fitting example of NGO action on the community level (the interpretation of the community has traditionally been civil societies and local NGOs), in parallel with developing capacities at the organizational level of the school. The risk, according to USAID (2003: 8), is that “NGOs generally work in communities as if they were isolated entities to be made self-sufficient”.

NGOs are moving towards increased involvement in capacity development. The capacity development approach is gaining attention among NGOs working in education and many NGOs are now assuming capacity development activities. Northern NGOs, the focus of this study, are quite clearly influenced by the international development discourse and are adapting their activities accordingly. Even though capacity development has always existed, it is gaining ground on the national level as an overarching concept promoted by the multilateral aid agenda. Given their extensive knowledge and activities in the education sector, NGOs remain relevant actors alongside government. As a result, NGOs constitute important resources for capacity development, and vice versa. NGOs engaging in capacity development see the approach as a strategy to increase their impact in education governance.

Involvement changes the ways in which NGOs operate. Whereas an increasing number of NGOs are involved in capacity development, many still remain committed to education provision and replacing the state on the ground. Capacity development activities compliment

this traditional area of NGO intervention and constitute a way of scaling up in a qualitative sense by enhancing the sustainability of NGO efforts. However, many NGOs continue to have conflicting relations with government, or quite simply do not pay much attention to the state. Capacity development aimed at the public education system does take place, but often as a complementary strategy to community empowerment at the local level. As a result, NGO action is increasingly diversified.

New interpretation, capacity development can weaken central government, but also strengthen it in the long term. The question of impact is a complex one. Traditionally, through their ‘gap-filling’ and ‘lobbying’ roles, NGOs’ contribution to government capacities has been controversial. The focus on service delivery has, in some cases, weakened the central government by passing and replacing government capacities on the ground. On the other hand, developing the capacities of local NGOs alters the power configurations in a given country and can have a positive long-term impact on education by strengthening the abilities of people to demand improved services. The impact of NGO interventions must therefore be analyzed from both a short-term and long-term perspective, and by looking at direct and indirect consequences. NGOs’ increased interest in capacity development may change the interpretation of their contribution to government capacities. From this literature review, it can be deduced that the direct impact of NGOs on government capacity development within the education sector corresponds to two (sometimes overlapping) ways of ‘scaling up’: (1) scaling up by becoming innovators in education and (2) scaling up by taking on capacity development activities (focused directly on government or indirectly through the community or local NGOs).

- a) The main role of NGOs has been in education provision. Their ‘gap-filling’ role and independence from government has allowed them to implement innovative approaches that can serve as models for government and the public education system. In this sense, NGOs should continue doing what they already do best in order to become a useful laboratory for government. Mainstreaming such successful innovations in cooperation with government thus becomes a capacity development process par excellence; going beyond the individual and community level, this type of scaling up can become part of education sector reform, involving all levels and actors, and incorporating NGOs as policy-partners and advisors. NGOs can become “acknowledged innovators in the public interest, with a constant eye on adoption by bigger and more powerful actors and on enhancing the capacity of claimants” (Fowler, 2000: 600). Fowler encourages this view,

advising NGOs to “pursue roles of social entrepreneurs and civic innovators, rather than users and distributors of subsidy” (2000: 595).

- b) A second way of scaling up is to take on capacity development activities at various levels. The possibilities for making an impact are numerous within a decentralized education system and do not have to be limited to a school focus. Partnerships can be developed, or formalized, with both local and central authorities. NGOs can participate as a policy partner at all levels, bringing knowledge and clarity to education policy formulation and implementation. At the community level, engaging with the authorities can strengthen local education governance as well as local civil society. The latter might be interpreted as more of an indirect than a direct role in capacity development, but is important because it can generate greater civil society input at the level of government.

Education is the vital and absolutely a Human Right. International conference held in Geneva, (2001:7-10), concluded that civil society organizations have to participate in education service delivery reasons being that;

□ **Governments cannot do it alone (Not a one man’s show);** civil society participation is key because of pragmatic considerations, principle rooted in economic, in political considerations, concern for quality and the need to transform education systems. It is widely accepted that the cost of funding education for all is prohibitive and beyond the resources of most countries in the world, especially developing countries. The mobilization of adequate resources, both human and material, to meet the challenges of implementation make the problem even more complex in the face of mounting economic problems. It is for this reason that governments need to work in partnership with civil society in financing and promoting education for all as a lifelong enterprise.”

□ **Lack of human and financial resources;** the lack of human and financial resources in contexts of economic hardship as a major reason to involve civil society in Education

□ **Democratic principles and processes;** „a basic premise of democracy is that decisions shaped by the experience and knowledge of a plurality of citizens are more legitimate and more representative than decisions that are made by only a few“.

□ **Need for relevance and new vision;** developments in education content and processes have to take into account general developments in society. Furthermore, the need to find new modalities in the field of education in the context of current globalization.

Parent-Teacher Associations (PTAs) have also been some of the strongest civil society groups. They contributed to the functioning of the school system when the State collapsed in Uganda. They still contribute as much as two-thirds to three-quarters of school operational and teacher salary costs³⁸. These strong PTAs increased local interest in high quality education, enhanced accountability and reduced corruption.

2.3.3 Challenges of civil society organizations in education service delivery

Worldwide the role of civil society organizations is contestant. The OECD (2008:4) generally defines them as deliverers of social services and recognizes their role as operational intermediary. In effect the civil society organizations' role in the development process is seen as more of a mechanism of service delivery in line with top-down objectives.

Civil society organizations face a lot of challenges working in less developed countries which are associated with the tension between meeting basic needs and delivering services in short-term, and contributing to the long-term development of capacity (Dowst, 2009:5). Public health, education, water systems, nutrition and infrastructure have been compromised in difficult/different environments; Provision of these services in less developed countries is more dependent on civil society organizations and NGOs. Consequences of this dependency shift includes:

- Service delivery is distorted.
- Erratic operational standards and facilities, leading to poor information flow.
- Poor infrastructure and low staffing.
- Poor accountability in service delivery.

Taye and Bahru, 2010:117), Civil society organizations face a variety of difficulties and challenges and suffer from a number of inherent limitations. This is expected given the fact that the formal voluntary sectors in the country (as well as and in the study area have a short history and limited experience

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used to conduct the research study. It consists of research design, target population, sample size, sampling procedure, data collection instruments, validity and reliability of instruments, data gathering procedure, data analysis, ethical consideration and limitations of the study.

3.1 Research design

The study employed a descriptive and analytical approach in data collection. The descriptive design was selected helped the researcher to have detailed understanding of the subject matter, civil society organizations and education service delivery whereas analytical research helped to evaluate the facts that were gathered during the research study.

The study used both quantitative and qualitative methods of data collection. Greene et al. (1989) state that the use of both quantitative and qualitative paradigms in a study increases the quality of the final results and provides a more comprehensive understanding of the phenomenon being studied in that the results obtained by the use of one paradigm could be elucidated by the use of another paradigm.

3.2 Target Population

Target populations were comprised of NGO Heads 40, Teachers 300, and 50 respondents from school management committee members, totaling to 390 respondents in Katakwi district. Katakwi district was chosen because it is where civil society organizations are implementing their activities to improve education service delivery.

3.2.1 Sample Size and Selection

The sample size for this study comprised of 30 NGO heads, 150 teachers, and 15 other members from the school management committees. Therefore the sample size of 195 was determined using the Slovene's formulae for sample size calculation stated as follows;

$$n = \frac{N}{1+N(e)^2}$$

Where **n** is the sample size; **N** is the population size and **e** is the level of significance at 0.05, 1 is constant. The sample was

$$\frac{390}{1+390(0.05)^2} = \frac{390}{1+390(0.025)} = \frac{390}{1+0.97} = \frac{390}{1.9} = \frac{390}{2} = 195$$

Table 3.1: Target population and sample size

Category	Target Population	Sample Size
Ngo heads	40	30
Teachers	300	150
School management committee members	50	15
Total	390	195

Source: field data 2018

3.3 Sampling techniques

The researcher used both probability and non-probability type of sampling. In probability technique, the researcher used simple random sampling in which all people stood a chance of being selected.

Probability sampling techniques was employed to select appropriate respondents. This gave every respondent equal probability or chance of being selected using the formula, Ratio of sample size to the population size, $\frac{n}{N}$ where n is sample size and N is target population $\frac{195}{390} = 0.5$ this meant that in every 10 respondents, a researcher took 5 respondents for the study.

In non-probability sampling, the researcher used stratified sampling method whereby the researcher used focused group discussions with the people that he thought had relevant information needed on contribution of civil society organizations to education service delivery.

3.4 Data Collection instruments

The researcher used self designed questionnaires and focus group discussion methods.

3.4.1 Self design questionnaires

The researcher used self designed questionnaires to carry out the research study A questionnaire consisted of a set of questions to which respondents answered in writing and questionnaires asked for the information which the respondents had. Semi structured questionnaires were developed to cater for the respondents who were busy which gave strong support for the information observed. Attentive choice answer questionnaires were appropriate for collecting required information.

3.4.2 Focus group discussion

This involved putting respondents in groups, 95 women and 100 men. The data obtained from each group was analyzed by the researcher using content analysis. Focused group discussion gave room for expression. This method was used which gave direct information from respondents who were directly benefiting from different civil society organizations particularly action aid Uganda, red cross society, Brac, Lutheran world federation in line with improving education service delivery.

3.5 Reliability and validity

3.5.1 Validity

Validity refers to the extent to which a given instrument can accurately measure what is used to measure. To ensure validity, expert's judgment was used. The researcher gave the instrument to experts in his field and they judged instrument valid. The researcher compounded the content validity expert's judgment called content validity index (C.V.I). The minimum content validity index to declare an instrument to be valid was 0.70. But the content validity index obtained was 0.75.

This was obtained using the formula, $C.V.I = \frac{\text{Number of questions declared valid}}{\text{Total number of questions}} = \frac{15}{20} = 0.75$

Meaning that the instrument was valid.

3.5.2 Reliability

Reliability refers to the extent to which an instrument is consistent in measuring what is to measure by consistency. It means that each time an instrument is used to measure; it will give

the same results. The researcher measured reliability using Test Retest method. Here the researcher administered the instrument to a few people and after the period of a round two weeks, the researcher administered it to the same people. The results of the two tests were compared and they did not differ a lot and the instrument was reliable'.

3.6 Data gathering procedure.

The researcher got an introductory letter from the head of department that he presented to respondents to affirm that he was conducting the research for academic purpose. The researcher then proceeded to collect information from respondents while taking notes from the field to get relevant direct information on civil society organizations and education service delivery.

The researcher also obtained relevant information on civil society organizations and education service delivery in published books on oral literature, which was found in libraries, internet and other sources.

3.7 Data analysis

Data was analyzed both qualitatively and quantitatively. Qualitative data was analyzed using thematic analysis. Major themes were drawn from focus group discussion with respondents. Description of each theme was done and interpreted critically and objectively. The Statistical Package for Social Scientists (SPSS 20.0) was used to analyse quantitative data from the questionnaires. In this the mean and standard deviation was used to analyze and interpret the data. Computer generated tables of frequencies and percentages were used in describing distributions of the variables which was presented in the form of tables. Information from key informants was used to complement data from respondents. Variables were measured and recorded using representative sample selected for the study.

3.8 Ethical considerations

The researcher met the respondents and determined their willingness to participate in research. This was done by the use of introductory letter after giving the participants adequate explanation about research. Ethical consideration was upheld in confidentiality of non-disclosure of the individual responses to another respondent because of epistemological and ethical reasons (Fricker, 2007).

Furthermore, the study emphasized the participants their importance and independence without the research by being trustful and trying to base the data collected on mutual respect and justice between the study and the participants (john et al 2008, Fricker 2007) expectations during participation, unforeseen risks, benefits of the subject, treatment, intent of confidentiality and privacy.

3.9 Limitation and Delimitations of the study

The researcher was limited by time schedule which did not allow collecting the required data successfully and realizing expectation in data collection and management. The researcher observed time management through following a well-designed work plan.

The researcher met resistance from respondents who wrongly perceived the intention of the study. The researcher used focused group discussion, questionnaire after disclosing to them the purpose of the research and assurance confidentiality.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This section presents the key findings of the study. The section is divided into four sub-sections. The first sub-section provides bio data of the sampled respondents .The second sub-section deals with analysis of the nature of the contributions of civil society organization on the education sector, The third sub-section assess the effects of contribution of civil society organizations on education service delivery .The fourth part presents challenges facing civil society organizations on engagement for education service delivery in Katakwi district.

4.1 Demographic characteristics of respondents

This study captured various biographic information of the respondents; these included the respondent's sex, age, marital status, levels of education, and occupation. It was necessary to capture these aspects because they play an important role in determining attitudes of the respondents towards Civil Society Organizations to Education service delivery in Katakwi district.

This study involved the following demographic characteristics as illustrated in the table 4.1 below.

Table 4.1 Demographic characteristics of respondents

Variables		Frequency	Percent
Gender	Male	100	51.3
	Female	95	48.7
	Total	195	100
Age	20 to 25	98	50.3
	26 to 30	49	25.1
	31 to 35	38	19.5
	36 to 40	10	5.1
	Total	195	100
Marital Status	Single	103	52.8
	Married	84	43.1
	Widowed	8	4.1
	Total	195	100
Education	Tertiary	147	75.4
	Secondary	48	24.6
	Total	195	100
Occupation	School management committee members	7	3.6
	Teacher	148	75.9
	NGOs	40	20.5
	Total	195	100

Source: field data 2018

Respondents' Gender

As illustrated in the table 4.1 above, the respondents were proportionally distributed with a frequency of 100 males and 95 female. This meant that there was no imbalance in terms of gender.

Respondents' age

The study involved respondents of 20 years of age and above as illustrated in table 4.1 above. According to the table the majority of respondents were in the age group of 20 to 25 with a frequency of 98(50.3%) and the minority respondents were in the age group 36 to 40 with a frequency count of 10(5.1%). This entails that age of respondents falls in a youthful and economically viable group, implying that the workforce is still energetic with fresh minds with minimal experience.

Respondents' Level of Education

With regards to table 4.1 above majority of the respondents have attained tertiary education with a frequency of 147; implying most of them have the right qualifications for the work.

Respondents' occupation

The study involved key informant respondents (teachers, NGOs staff and others). The distributions were as follows according to table 4.1, the majority of respondents were teacher with a frequency of 148, NGOs staff 40 and the least frequency recorded 7. Implying that most of the respondents were teachers who are the key players in the education system.

Respondents' Marital Status

With reference to marital status on table 4.1, majority of the respondents were single with a frequency count of 103 and widows recorded the least frequency of 8. Meaning that most of them are new entrant into the system, the majority of the singles are justified by the age group.

4.2 Nature of contribution by civil society organizations

Civil society organizations have made several achievements in attempt to improve education service delivery in Katakwi district, table 4.2 shows the nature of contributions made by civil society organizations in the Education service delivery in secondary schools.

Table 4.2 Nature of contributions made by civil society organizations in the Education service delivery in Katakwi district

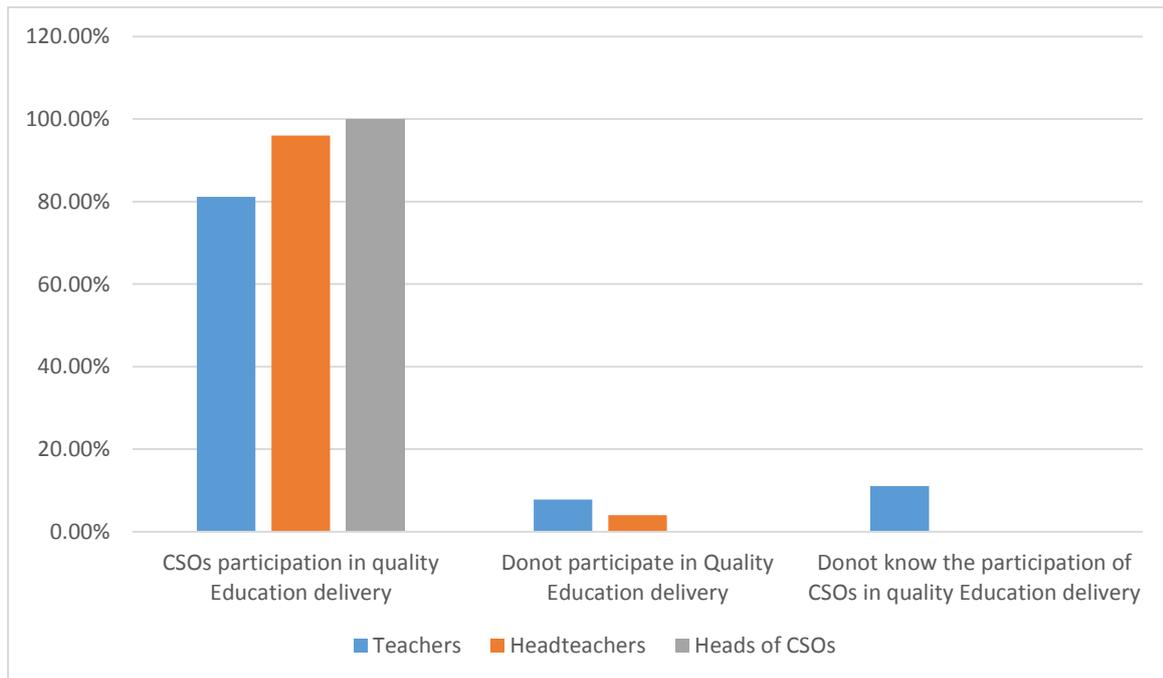
Variables	Frequency	Percent
Community mobilization	59	30.3
Community participation	24	12.3
Human development	24	12.3
Social accountability and community mobilization	8	4.1
Community mobilization and community participation	29	14.9
Community participation and human development	18	9.2
All	33	16.9
Total	195	100

Source: field data 2018

According to table 4.2 above civil society organizations contribution to education service delivery were measured using four variables such as community mobilization, community participation, human development and social accountability. According to the results in the table above civil society organizations are excellent in community mobilization with a frequency of 59 (30.3) while community participation recorded the lowest frequency of 24 (12.3). This meant that civil society organizations were not supported by the communities in which they operate and this may affect their performance.

Furthermore, some respondents accepted the fact that civil society organisations does their level best in community mobilization, community participation, human development and social accountability with a frequency of 33, while social accountability and community mobilization records a frequency of 8, community mobilization and community participation with a frequency of 29 and finally community participation and human development with a frequency of 18. Meaning that civil society organisations have been trying their level best in all the four aspect of contribution to education service delivery in secondary schools.

Figure 4.1: Nature of contribution of Civil Society organization in Education Quality



Source: field data 2018

The above figure 4.1 was used to assess the respondents specifically teachers, opinion concerning the nature of contribution of civil society organizations in education quality in the study area. As indicated in the figure 4.1 above, 81.12 % of the respondents said that civil society organizations participate in improving education quality in Katakwi district while 7.79% of the respondents also said that civil society organisations do not participate in improving education quality in Katakwi district. Furthermore, 11.04 % of the respondents said they didn't know the participation of civil society organisations in improving education quality.

With reference to the above, the focused group discussion was held with executives of civil society organisation on the operation of their organizations to improve education quality in Katakwi district. Majority of the civil society organisations executives alluded to the fact that quality education play a pivotal role in sustainable socioeconomic and democratic development of the nation. Furthermore, the executives said, "it was everyone's' role to ensure quality education through the provision of finances and materials to boost the education sector".

Figure 4.1, also shows the response of headteachers on their opinions whether or not civil society organisations are working to improve education quality in their schools. Accordingly, 96.00% of the respondents replied that civil society organisations are working to improve education quality. Furthermore headteachers pointed out that, the central problem to education is financial constraint.

The above figure 4.1 was used to check the significance of the operation of civil society organisations in education quality from departmental heads of civil society organisations in Katakwi district. Result shows that civil society organisations are working hard to improve education quality. Generally it can be deduced that, civil society organisations are working to improve education quality in Katakwi district. Their involvement include sensitization programs, building of schools, financing educational projects, promoting teachers’ developmental programs and provision of educational materials.

4.2.1 Nature of Contribution of civil society organizations in Teachers Development

Researcher more so used focused group discussions to identify responses of teachers and head teachers on participation of civil society organizations in teacher’s development. The respondents gave responses as shown in table 4.3 below:

Table 4.3: The Participation of civil society organizations in Teachers’ Development

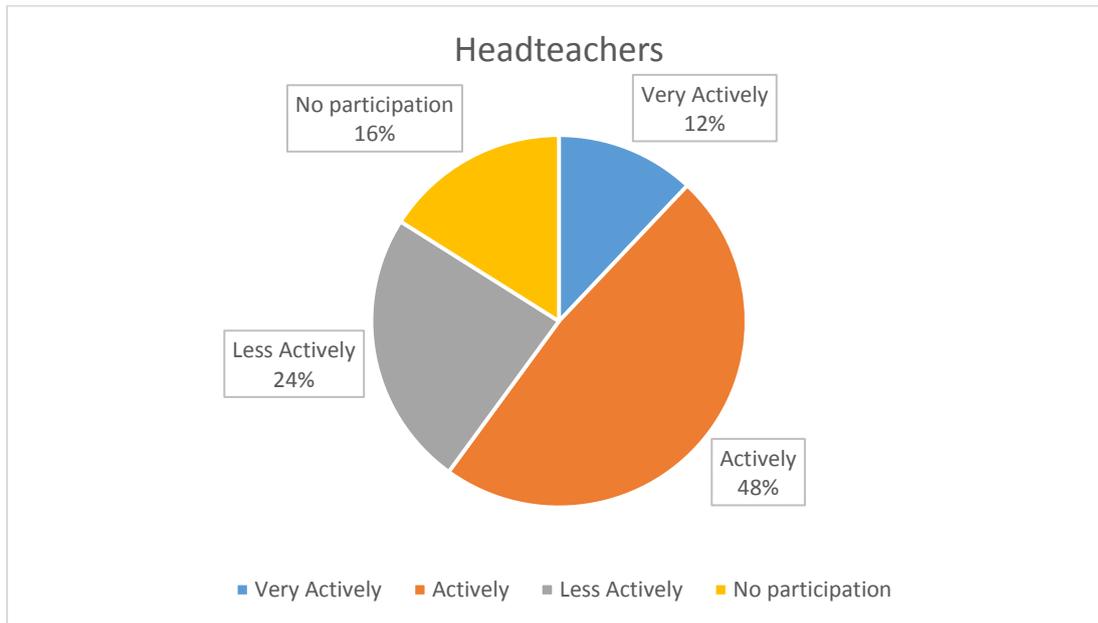
Category	Response		Total
	Yes	No	
Teachers	142 (92%)	12 (8%)	154 (100%)
Head teachers	15 (60%)	10 (40%)	25 (100%)

Source: field data 2018

As indicated in Table 4.3 above, the majority of teachers (92%), said that civil society organizations are participating to the development of the knowledge and skills of teachers while the minority of teachers (8%) said civil society organizations are not participating to the development of knowledge and skills of teachers. Table 4.3 also indicates that the majority of head teachers (60%) said civil society organizations participate in teacher’s development while the minority of head teachers (40%) said civil society organizations do not participate in teacher’s development. Open ended questions were also given for the respondents to explain their reasons for not participating in teacher’s development. Some of them were not willing to write their reasons. But, some of them reacted that there is no invitation from the government and they focus more on informal educations. This imply that civil society organizations are participating in teacher’s development though low.

Furthermore, the researcher used focused group discussions to collect qualitative data from head teachers on their opinion on the level of participation of civil society organizations on teachers development. Head teachers gave various responses as shown in figure 4.2 below

Figure 4.2: Head teachers on the Level of Participation of civil society organizations in Teachers' Development



Source: field data 2018

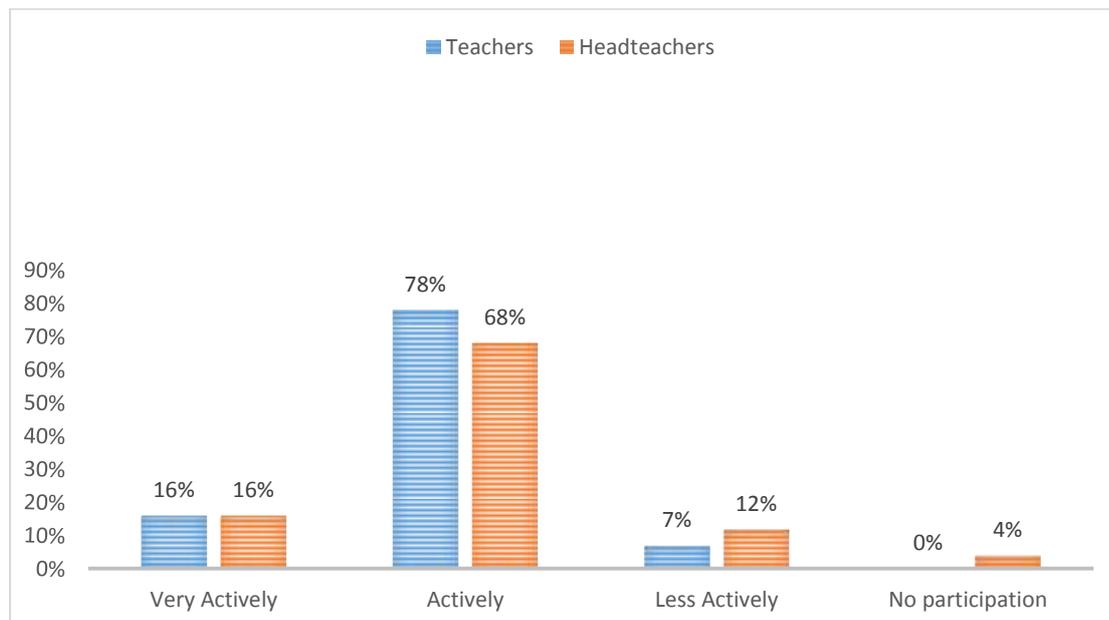
Figure 4.2 shows the opinions of school head teachers on the extent of participation of civil society organizations in teachers' development in Katakwi district. Accordingly, 12(48%) of the respondents of the school principals responded that there was an active participation of CSOs in teachers' development. On the other hand, 3(12%) of the respondents responded that there was very active participation of civil society organizations in their schools. However, 6(24%) and 4(16%) of the respondents reacted that there was less and no participation of civil society organizations in their schools respectively.

Similarly, according to the information obtained from school head teachers the basic contributions of civil society organizations to teacher's development were; they provide various capacity development programs such as developing workshops, giving awareness raising programs on club management, basic computer knowledge, HIV/AIDS and others, giving short term training for teachers in different issues such as active learning, leadership and management, education quality package. In addition, they are giving sponsorships both for the training and experience sharing programs. These contributions are also consistent with the documents, interviews and reports of the organizations.

4.2.2 Nature of Contributions of civil society organizations in Provision of Educational Materials

The researcher further wanted to identify the extent of participation of civil society organizations in provision of educational materials. The respondents gave various responses as shown in figure 4.3 below

Figure 4.3: Extent of Participation of civil society organizations in Provision of Educational Materials



Source: field data 2018

Figure 4.3 shows the opinions of school head teachers and teachers. Accordingly, 4(16%) of the respondents of the school principals responded that civil society organizations had very actively participated in provision of educational materials to improve education quality in their schools. In addition to this, 24(16%) of teacher respondents responded that civil society organizations had actively participated in the provision of educational materials in their schools.

However, 3(12%) of the respondents responded that there was less and 4% said there is no participation of civil society organizations in their schools with regard to provision of educational materials.

Similarly, the same question was asked to teachers on the participation of civil society organizations in provision of educational materials in Katakwi district. Accordingly, 78% of the teachers responded that there is active participation of civil society organizations in provision of

educational materials. Similarly, 16% of the respondents replied that there is very active participation of civil society organizations. On the other hand, 7% replied that there is less participation of civil society organizations in provision of educational materials.

More so the researcher wanted to identify responses of civil society organizations on provision of education materials by civil society organizations. The respondents gave their various responses as shown in table 4.4 below.

Table 4.4: Responses of civil society organization on Provision of Educational Materials by CSOs

Response Variable	Response number	Percentage (%)
Yes	14	93
No	1	7
Total	15	100

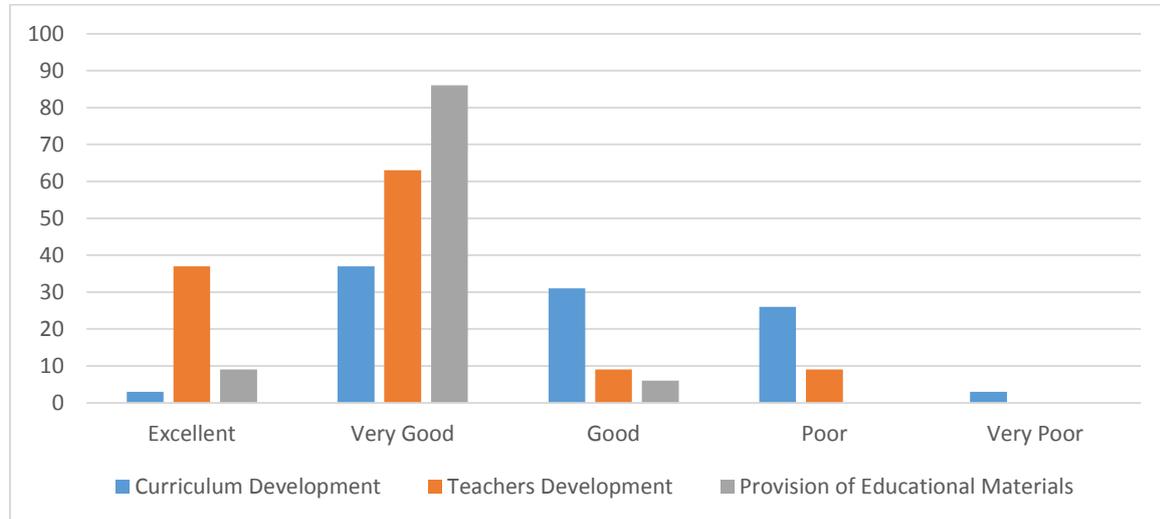
Source: field data 2018

As indicated in the Table 4.4 above, 14(93%) of the respondents of civil society organisations responded that their organizations had provided educational materials. However, 1(7%) of the respondents replied that their organizations didn't provide educational materials in Katakwi district.

The result shows that most of the organizations are providing educational materials to improve education quality in Katakwi district. Similarly, according to the information obtained from the focused group discussion, most of the organizations are providing school materials (stationeries, books, computers etc.); facilitating favorable reading materials outside the school, and provision of uniforms and other ordinary clothes for their targeted beneficiaries. In addition to this, they are providing consultation and awareness raising programs for their own beneficiaries on their problems with regard to educational materials and others.

4.2.3 Capacities of Civil Society Organizations to Improve Education Quality

Figure 4.4: Degree of Capacities of CSOs in Curriculum Development, Teachers' Development and Provision of Educational Materials



Source: field data 2018

From the above figure, it is clear that the majority of the respondents of civil society organizations reacted that their organizations had very good capacity in curriculum development to improve education quality. The respondents also indicated their reasons that they are close to the problems of the local areas; have technical capacity; motivation of the staff; and have skilled manpower.

The figure also shows the opinions of civil society organizations on their capacity in provision of educational materials. Accordingly, they examine their capacity from excellent to good. This shows that civil society organizations are providing inputs for the quality of teaching and learning process. On the other hand, more than 91% of the respondents explained the capacity of their organization in teachers' development from excellent to good. This makes true the idea that civil society organizations are "knowledge agencies".

From the figure, the general result indicates that even though, civil society organisations are not participating in curriculum development; they have the expertise, knowledge, motivation and information to participate in curriculum development. Similarly, they have well capacity to teachers' development and provision of educational materials.

4.3 Effects of civil society organizations on education service delivery

4.3.1 Positive effects of civil society organizations on education service delivery

Table 4.5 Statistics for the positive effects of civil society organizations on Education service delivery

	Effect of civil society organizations on Curriculum development	Effect of civil society organizations on Provision of Education Materials	Effect of civil society organizations on Professional Development	Effect of civil society organizations on Infrastructure Development	Effect of civil society organizations on Institutional Funding
N	195	195	195	195	195
	0	0	0	0	0
Mean	1.85	1.75	1.57	1.64	1.88
Std. Deviation	1.161	.981	1.175	1.012	.922
Variance	1.347	.962	1.380	1.025	.851
Skewness	-.075	-.040	-.207	-.496	-.111
Std. Error of Skewness	.174	.174	.174	.174	.174
Range	4	3	3	3	4

Source: field data 2018

On the positive effects of civil society organizations contribution on education service delivery for curriculum development the result showed that standard deviation is 1.16 while the mean is 1.85 therefore though there is low positive contribution but it is significant and higher than their contribution to education service delivery in provision of education materials which has standard deviation of 0.981 as against the mean value of 1.75. The positive effects on professional development are also low but stronger than educational materials with the standard deviation of 1.17 while the mean is 1.57.

Contribution of civil society organizations to infrastructure development is also low with 1.012 standard deviation as against mean of 1.64. the contribution civil society organizations to institutional funding is very low having 0.922 standard deviation as against 1.88 mean.

Therefore there is evidence of positive contribution of civil society organizations to education service delivery through low in all cases but very significant.

4.3.2 Negative effects of civil society organizations on education service delivery.

Table 4:6 Statistics for the negative effects of civil society organizations on education service delivery in secondary schools.

	Negative effects of civil society organizations on Duplication of Education Services	Negative effects of civil society organizations on Policies and Curriculum	Negative effect of Abandoning programs before completion
N	195	195	195
	0	0	0
Mean	2.04	1.94	1.77
Mode	2	2	2
Std. Deviation	1.183	1.202	1.081
Variance	1.400	1.445	1.168
Skewness	-.080	-.214	-.197
Std. Error of Skewness	.174	.174	.174
Range	4	4	4

Source: Field data 2018

From the table 4.6 the standard deviation for the negative effects of civil society organizations on duplication of education service is 1.18 which is less than the mean 2.04. Therefore, the negative effect of civil society organizations on curriculum is low. That implies that civil society organizations have more positive influence on duplication of education services than the negative effect.

The negative effects of civil society organizations on curriculum are low with standard deviation of 1.202 while the mean is 1.94.

Negative effects of abandoning programmes before completion also show low negative effect because standard deviation is 1.08 while the mean is 1.7.

4.4 Challenges of Civil Society Organizations in Education Quality

The researcher also used focused group discussion on 60 key informants from head teachers, heads of non –governmental organizations, school management committee chairpersons to identify challenges to education quality. The respondents gave various responses as shown in the table 4.7 below

Table 4.7: responses of head teachers, heads of non-governmental organizations and chairpersons of school management committees on challenges to education quality.

Challenges	Frequency	Percentage
Small in size with few staff	18	30
Donor dependent	29	48
Not legitimate actors in education	1	2
Operate in isolation	12	20
Total	60	100

Source field data 2018

According to the information obtained from the key informants 30% of the respondents said civil society organizations are small in size.

They are engaged in small-scale operations and operating only with a few staff. They have limited staff capacity to conduct scientific research and identify the gaps observed in schools and teachers.

Also 2% of the key informants said the government has not yet fully accepted civil society organizations as legitimate actors in education service delivery which is evidenced by the absence of communication in the education policy, while many civil society organizations not have full confidence in the intention of government and are disappointed by their exclusion from participation in the consultation and program planning processes such as curriculum development.

The table also indicates that 48% of the respondents are donor dependent, some donors have many burdensome financial spending and reporting requirements such as quarterly financial statements, stringent conditions for spending funds, frequent progress reports, numerous forms to fill out etc., which end up putting a lot of pressures on beneficiary organizations. Civil society organizations sometimes spend as much most of their time in fulfilling donor requirements than undertaking their program activities. Moreover, raising funds to run programs and meet the basic expenses is time consuming and on occasions organizations are faced to accept funds tied

to specific projects. Since many groups operate on a shoe string budget, fund insecurity to be a major challenges limiting the scale and scope of civil society organizations operation. In short there is financial constraint to support all schools as needed.

More so 20% of the key informants said that there is a tendency of groups/organizations to operate either in isolation or competition with others. This leads to duplication of efforts and wastage of resources. This means that such challenges limit the role of civil society organizations to implement programs aimed at attaining quality education at particular times.

Finally, to provide the necessary educational materials, civil society organizations have problems of the absence of standard for material specifications to be delivered; lack of adequate supply of materials in the country; there is duplication, continuous and unorganized request from schools and worked education offices which is not possible to get resources according to the number of students with in the school.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of findings, conclusion and recommendations of the study.

5.1. Discussion

The study has revealed the roles and contributions of civil society organizations in education service delivery in Katakwi district. The respondents of the study included key persons of civil society organizations (key informants) such as program managers, teachers and school management committee members of Katakwi district. It is clear from the preceding discussions that civil societies organizations have extended a big hand in improve education quality. Their participation shows recognition both from school principals, supervisors and Education Officers of Katakwi district.

This is supported by MoE (2010:10), the role of education quality is fruitful if all participants at different levels work together in harmony. The participants which includes parents, teachers, NGOs and civil society organizations. If these participants (stakeholders) work together, there will be successful implementation of education quality which requires an effective administrative and financial management systems in place.

According to the report of MoE (2010:44), external financing agencies such as Civil Society organizations have a major role to play in enhancing quality education through supervision, monitoring progress, and resolve problems affecting the education system through provision of aid.

With reference to figure 4.1 chapter four concerning nature of contribution of civil society organizations in education quality, the findings revealed that civil society organizations are working to improve education quality through sensitization programs, building schools, finance developmental programs and provision of education materials. This agrees with Okello S (2015) that civil society organizations provide education support such as scholastic materials, uniforms and school fees. He says provision of support has motivated the children to concentrate on their studies and this has already been reflected in the increase class attendance, participation in class as well as a good number of children joining secondary schools.

In reference to table 4.3 chapter four regarding the participation of civil society organizations in teacher's development, the findings revealed that civil society organizations are participating in the development of the knowledge and skills. The Education and Training Policy (ETP, 1994) set high standards for teachers and described a new approach to education. At the heart of this new approach was the promotion of more active learning, problem solving and student centered teaching method. In addition to this, the policy clearly indicated that emphasis should be given to upgrading and updating both pre-service and in-service training of teachers. The quality of teachers' training and development is increasingly becoming a concern for the all stakeholders in the country because, upgrading the skills of teachers leads to higher student achievements.

Teachers' development is a comprehensive and continuous process deals with variety of professional growth opportunities like pre-service, in-service training etc. to up-grade the qualification of teachers to the levels at which they are assigned to teach (Kassahun and Desta, 2007:1). The central goal of a professional development is to help teachers become progressively more sensitive to what is happening in the classroom and to support the teachers' efforts to improve on what s/he is doing. In addition, according to the manuals of MoE, professional development has been described as a lifelong process whereby an individual strives to deepen his knowledge base, hone his skills, sharpen his/her judgments, stay current with new developments in the field, and experiment with innovations that promise improvements in practice.

According to Chapman and Adams (2002:2)

“Education quality simply implies the attaining of specified targets and objectives. To attain objectives, it requires having the knowledge, skills and resources. Due to this most of the time, civil society organizations positioned “themselves as „knowledge agencies“, attempting to enhance their role as intellectual actors and to be more responsive to „local knowledge“ and “voices of the poor”.

With reference to figure 4.2 chapter four concerning head teachers opinion on the level of participation of civil society organizations in teachers development, the findings revealed that there was participation of civil society organizations in teachers development

Teachers' development is a comprehensive and continuous process deals with variety of professional growth opportunities like pre-service, in-service training etc. to up-grade the qualification of teachers to the levels at which they are assigned to teach (Kassahun and Desta, 2007:1). The central goal of a professional development is to help teachers become

progressively more sensitive to what is happening in the classroom and to support the teachers' efforts to improve on what s/he is doing. In addition, according to the manuals of MoE, professional development has been described as a lifelong process whereby an individual strives to deepen his knowledge base, hone his skills, sharpen his/her judgments, stay current with new developments in the field, and experiment with innovations that promise improvements in practice.

With reference to figure 4.3 chapter four concerning extent of participation of civil society organization in provision of education materials, the findings revealed that civil society organizations actively participate in provision of educational materials to improve education quality in schools. The supply of educational materials and equipment's are necessary requirements for education quality. The availability of books to read both inside and outside schools, the economic status of the family, family support and follow-up of the student's progress affects the quality of education. The Table below discusses the participation of civil society organizations in provision of educational materials in Katakwi district. The success of teaching and learning is strongly influenced by the resources made available to support the process and the direct ways in which these resources are managed (Ankomah et al. 2005:7). In this sense resources are important for education quality. The main input variables are material resources (textbooks, classrooms, libraries, school facilities and other non-human resources) and (human resources (managers, head teachers, teachers, supervisors, and support staff) with the management of these resources as an important additional dimension. The basic question in this regard is who can deliver/ provide these resources?

Finally, the result shows that there is active participation of civil society organizations in provision of educational materials in Katakwi district to achieve education quality in secondary schools. According to the reports of civil society organizations they have provided educational/school materials both in kind and cash. For example, in the current year they have delivered 50 computers (which cost more than 107,000,000UGX), 5000 text books and stationers (that cost around 1,000,000,000UGX) for schools. In addition to this, according to the manuals of Katakwi district DEO, civil society organizations have provided 1,465,560,000, in cash for construction of schools and materials. Some of the schools that have constructed in collaboration between civil society organizations and the society which includes Katakwi secondary school and Usuk secondary school. Apart from purchase of materials, most of the organizations have their own libraries (reading room houses) for their own beneficiaries with the necessary materials such as text books and computers.

In reference to table 4.4 chapter four regarding provision of educational materials by civil society organizations, the findings revealed that most of the civil society organizations provide educational materials such as books. Through civil society organizations sponsorship programme, school going children benefit through provision of scholastic materials and payment of school fees. This has proved to be a significant boost to the guardians as this burden has been co-shared. The benefits of sponsorship such as feeding, as provision of school uniform and bags, their performance in class remarkably improved. This is a steady progress to academic excellence. The provision of this support has motivated the children to concentrate in their studies and this has already been reflected in the increase class attendance, participation in class as well as a good number of children joining secondary school. (Okello. S. 2015)

With reference to table 4.5 chapter four concerning positive effects of civil society organizations in education service delivery, the findings revealed that civil society organizations have low positive contribution but significant to the education service delivery thou low in all cases but very significant.

Education is the vital and absolutely a human right. International conference held in Geneva, (2001:7-10), concluded that civil society organizations have to participate in education service delivery reasons being that;

□ **Governments cannot do it alone (Not a one man's show);** civil society participation is key because of pragmatic considerations, principle rooted in economic, in political considerations, concern for quality and the need to transform education systems. It is widely accepted that the cost of funding education for all is prohibitive and beyond the resources of most countries in the world, especially developing countries. The mobilization of adequate resources, both human and material, to meet the challenges of implementation make the problem even more complex in the face of mounting economic problems. It is for this reason that governments need to work in partnership with civil society in financing and promoting education for all as a lifelong enterprise.

□ **Lack of human and financial resources;** the lack of human and financial resources in contexts of economic hardship as a major reason to involve civil society in Education

□ **Democratic principles and processes;** „a basic premise of democracy is that decisions shaped by the experience and knowledge of a plurality of citizens are more legitimate and more representative than decisions that are made by only a few“.

□ **Need for relevance and new vision;** developments in education content and processes have to take into account general developments in society. Furthermore, the need to find new modalities in the field of education in the context of current globalization.

Parent-Teacher Associations (PTAs) have also been some of the strongest civil society groups. They contributed to the functioning of the school system when the State collapsed in Uganda. They still contribute as much as two-thirds to three-quarters of school operational and teacher salary costs³⁸. These strong PTAs increased local interest in high quality education, enhanced accountability and reduced corruption.

With reference to table 4.6 chapter four concerning negative effects of civil society organizations on education service delivery, the findings revealed that civil society organizations have more positive influence on duplication of education services than the negative effects. This disagrees with UDN annual report 2009, it states that Civil society organizations make review and field survey on the right to basic education policies in Uganda. Civil society organizations identify basic laws and policies, government budget allocations for basic education, organize workshops which bring stake holders in basic education to agree on way forward in promoting quality education. (UDN Annual report 2009)

With reference to table 4.7 chapter four concerning challenges of civil society organization in education service delivery, the findings revealed that civil society organizations are donor dependent. This agrees with Taye Bahru Civil society organizations face a variety of difficulties and challenges and suffer from a number of inherent limitations. This is expected given the fact that the formal voluntary sectors in the country (Taye and Bahru, 2010:117) as well as and in the study area have a short history and limited experience. Generally, the main challenges of civil society organizations in education quality include;

First, according to the information obtained from the key persons of civil society organizations in the study area, majority of the organizations are small in size. They are engaged in small-scale operations and operating only with a few staff. They have limited staff capacity to conduct scientific research and identify the gaps observed in schools and teachers.

Second, the government has not yet fully accepted civil society organizations as legitimate actors in education service delivery which is evidenced by the absence of communication in the education policy, while many civil society organizations not have full confidence in the intention of government and are disappointed by their exclusion from participation in the consultation and program planning processes (Taye and Bahru, 2010:118) such as curriculum development.

Third, they are donor dependent. Some donors have many burdensome financial spending and reporting requirements such as quarterly financial statements, stringent conditions for spending funds, frequent progress reports, numerous forms to fill out etc., which end up putting a lot of pressures on beneficiary organizations. Civil society organizations sometimes spend as much most of their time in fulfilling donor requirements as undertaking their program activities. Moreover, raising funds to run programs and meet the basic expenses is time consuming and on occasions organizations are faced to accept funds tied to specific projects. Since many groups operate on a shoe string budget, fund insecurity to be a major challenges limiting the scale and scope of civil society organizations operation. In short there is financial constraint to support all schools as needed.

Fourth, there is a tendency of groups/organizations to operate either in isolation or competition with others. This leads to duplication of efforts and wastage of resources.

Finally, to provide the necessary educational materials, civil society organizations have problems of the absence of standard for material specifications to be delivered; lack of adequate supply of materials in the country; there is duplication, continuous and unorganized request from schools and worked education offices which is not possible to get resources according to the number of students with in the school.

Kevin Akoyi Makokha (2002) states that, ‘most civil society organizations are donor-dependent for most of their activities and are therefore, very vulnerable to waves and shifts in donor interests’, Nord. P (2000) also adds that, most civil society organizations depend on project type support that makes it difficult to develop alternative sources of funding or build on their financial base which is critical for sustainability.

5.2. Conclusions

Based on the data presented and analyzed in chapter four of the study, the following conclusions are drawn by the researcher objective by objective as follows;

- Civil society organizations have tried their level best in all the four aspects of mobilization of communities, social accountability, human development and community participation. All these are done to provide quality education.
- There is evidence of positive contribution of civil society organizations to education service delivery though low in all cases but very significant. Negative effects of abandoning programs are also low. This implies that civil society organizations contribute to education service delivery though low in Katakwi district. Civil society organizations are at times work in isolations and competition leading to duplication of services.
- The government has not fully accepted civil society organizations as legitimate actors in education service delivery which is evidenced by the absence of communication in the education policy while many civil society organizations do not have full confidence in the intention of government and are disappointed by their exclusion from participation in the consultation and program planning process. Civil society organizations are also small in size and are engaged in small scale operations and operating with a few staff.

5.3. Recommendations

Based on the findings of the current study, the recommendations include the following;

- Civil society organizations should encourage aspects of mobilization of communities' social accountability, human development and community participation.
- Civil society organizations need not to work in isolation or competition with each other. This will avoid duplication of services in education sector.
- Civil society organizations need to recruit more staff to conduct scientific research and identify gaps observed in schools and teachers such as inadequate education materials.

5.4. Recommendations for future researchers

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

- A role partnership between civil society organizations and government, donor agencies, communities, stake holders and teachers play to promote quality education.

- Impact of civil society donor dependence and education service delivery.
- Impact of community involvement and education service delivery.
- The relation between civil society organizations and donor partners in education service delivery.

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APPENDICES

APPENDIX I: BUDGET FOR THE RESARCH STUDY

ITEM	QAUNTITY	COST	TOTAL COST
REQUIREMENTS			
Reams of paper	1	15,000/=	15,000
Flash disk	1	18,000/=	18,000
Paper file	1	5,000/=	5,000
Pens	1	500/=	2000
Total requirement cost	4		40,000/=
Proposal writing			
Proposal draft	4	15,000/=	60,000/=
Proposal final draft	1	15,000/=	15,000/=
Binding final draft	1	15,000/=	15,000/=
Total proposal cost	6	15,000/=	120,000/=
DATA COLLECTION			
Transport			150,000/=
Photocopying			15,000/=
Feeding			120,000/=
Total data collection cost			285,000/=
RESEARCH REPORT			
Draft one	1	35,000/=	35,000/=
Draft two	1	35,000/=	35,000/=
Draft three	1	35,000/=	35,000/=
Draft four	1	35,000/=	35,000/=
Final report	4	35,000/=	140,000/=
Institutional administrative fee			500,000/=
Total cost			1,085,000/=

APPENDIX II: TIMEFRAME

ACTIVITIES	Month												
	Oc t	Nov	Dec	Jan	Feb	Mar	Apri	May	June	July	Au g	Sept	Oct
Topic approval													
Proposal draft writing													
Approval of proposal													
Data collection													
Data Analysis/interpretation													
Draft report													
Final report approval													
Final report submission													

APPENDIX III: RESEARCH INTRODUCTION LETTER



**KAMPALA
INTERNATIONAL
UNIVERSITY**

Ggaba Road-Kansanga,
P.O. Box 20000, Kampala, Uganda.
Tel: +256-414-266813, +256-414-267634
Fax: +256-414-501974. Cel: +256-706-251084
E-mail: admin@kiu.ac.ug,
Website: www.kiu.ac.ug

Directorate of Higher Degrees and Research *Office of the Director*

Our ref. MED/11262/151/DU-TR

Monday 11th September, 2017

Dear Sir/Madam,

Re: Introduction Letter for Ekosile Emmanuel (MED/11262/151/DU-TR)

The above mentioned candidate is a student of Kampala International University pursuing a Master's Degree in Educational Administration and Management.

He is interested in conducting a research for his dissertation titled, "*Contribution of Civil Society Organizations and Education Service Delivery in Katakwi District - Uganda*"

Your organization has been identified as a valuable source of information pertaining to the research subject of interest. The purpose of this letter therefore is to request you to kindly cooperate and avail the researcher with the pertinent information he may need. It is our ardent belief that the findings from this research will benefit KIU and your organization.

Any information shared with the researcher will be used for academic purposes only and shall be kept with utmost confidentiality.

I appreciate any assistance rendered to the researcher

Yours Sincerely,

Dr. Claire M. Mugasa

Director

C.c. DVC Academic Affairs
Principal CEODE

"Exploring Heights"

KAMPALA INTERNATIONAL UNIVERSITY

**APPENDIX IV: QUESTIONNAIRE FOR THE CIVIL SOCIETY ORGANISATION
REPRESENTATIVES ON CONTRIBUTIONS OF CIVIL SOCIETY ORGANIZATIONS
TO EDUCATION SERVICE DELIVERY IN KATAKWI DISTRICT**

Dear Respondent;

I am **EKOSILE EMMANUEL**, student of Kampala International University conducting research on contribution of Civil Society Organizations and education service delivery in Katakwi District-Uganda. The research is for academic purpose, a requirement for the award of Masters in Education Administration and Management of Kampala International University.

Therefore, I kindly request you to fill this questionnaire with your responses which will be handled with confidentiality.

Please tick where appropriate

Thank you for your cooperation

EKOSILE EMMANUEL

SECTION A: Respondent Bio Data

1. Sex of the respondent Male Female
2. Age of the respondent
3. Marital status of the respondent
Single Married Widowed Separated
4. Educational level of the respondent
Illiterate Primary Secondary Tertiary
5. Occupation of the respondent

SECTION B: Nature of contributions of civil society organizations on education service delivery

6. What is the nature of contribution of civil society organizations on education service delivery?

Variables	Tick
Social accountability	
Community mobilisation	
Community participation	
Human development	

7. What is the nature of contribution of civil society organizations in education quality in Katakwi district

.....

8. What is the nature of contributions of civil society organizations in curriculum development?

.....

9. What is the nature of contribution of civil society organizations in teachers development?

.....

10. What is the nature of civil society organizations in provision of educational materials?

.....

SECTION C: Effects of civil society organisations on education service delivery

11. What are the effects of civil society organisations on education service delivery in secondary schools?

Variables	Strongly agree	Agree	Disagree	Strongly disagree
Curriculum Development				
Provision of Education Materials				
Professional Development (TED)				
Infrastructure Development				
Duplication of education services				
Confliction with the already existing policies and curriculum				
Abandonment of their programs before completion				

SECTION D: Challenges facing civil society organizations on education service delivery

12. Do civil society organizations face challenges in the provision of education service delivery in your district?

Yes No

13. If yes what are some of the challenges that civil society organizations face in an attempt to provide education service delivery?

Variables	Tick
Governance	
Managerial	
Financial	
Corruption	

Thank you

**APPENDIX V: QUESTIONNAIRE FOR TEACHERS, HEAD TEACHERS, SCHOOL
MANAGEMENT COMITTEES ON CIVIL SOCIETY ORGANISATIONS TO
EDUCATION SERVICE DELIVERY IN KATAKWIDISTRICT**

Dear Respondent;

I am **EKOSILE EMMANUEL**, student of Kampala International University conducting research on contribution of Civil Society Organizations and education service delivery in Katakwi district-Uganda. The research is for academic purpose, a requirement for the award of Masters in Education Administration and Management of Kampala International University.

Therefore, I kindly request you to fill this questionnaire with your responses which will be handled with confidentiality.

Please tick where appropriate

Thank you for your cooperation

EKOSILE EMMANUEL

SECTION A: Respondent Bio Data

1. Sex of the respondent Male Female
2. Age of the respondent
3. Marital status of the respondent
Single Married Widowed Separated
4. Educational level of the respondent
Illiterate Primary Secondary Tertiary
5. Occupation of the respondent

SECTION B: Nature of contribution of civil society organizations in education quality in Katakwi district

6. What is the nature of contribution of civil society organizations in education quality in Katakwi district?

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.....
.....

7. What is the nature and contribution of civil society organizations in education quality in terms of

a) Curriculum development?
.....

b) Teacher's development?
.....

8. What is your opinion on the level of participation of civil society organizations in teacher's development? Tick where appropriate.

i. No participation

ii. Very active

iii. Less active

iv. Active

9. What is the nature and contribution of civil society organizations in provision of educational materials? Tick where appropriate

i. very active

ii. active

iii. Less active

iv. No participation

10. State the degree of capacities of civil society organizations to curriculum development, teacher development and provision of educational materials? Tick where appropriate

Curriculum Development

i. excellence

ii. Very good

iii. Good

iv. Poor

v. Very poor

Teacher development

i. Excellence

ii. Very good

iii. Good

iv. Poor

v. Very poor

Educational materials

- i. Excellence
- ii. Very good
- iii. Good
- iv. Poor
- v. Very poor

11. What are the strengths and weaknesses of civil society organizations in education quality?

- i. Strengths.....
.....
.....
- ii. Weaknesses.....
.....
.....

12. What is the nature of contributions of civil society organizations in education quality in Katakwi district?

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.....

13. What is the role and contribution of civil society organizations in education quality in terms of

- a). curriculum development?
.....
- ...b). Teachers development?
.....

14. What is your opinion on the level of participation of civil society organizations in teacher's development? Tick where appropriate.

- v. No participation
- vi. Very active
- vii. Less active
- viii. Active

15. What is the role and contribution of civil society organizations in provision of educational materials? Tick where appropriate

- v. very active
- vi. active
- vii. Less active
- viii. No participation

16. State the degree of capacities of civil society organizations to curriculum development, teacher development and provision of educational materials? Tick where appropriate

- i. excellence
- ii. Very good
- iii. Good
- iv. Poor
- v. Very poor

17. What are the strengths and weaknesses of civil society organizations in education quality?

- iii. Strengths.....
.....
...
- iv. Weaknesses.....
.....
...

SECTION C: Effects of civil society organizations in education service delivery in Katakwi District

18. What are the effects of civil society organizations in education service delivery in katakwi district

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SECTION D: challenges facing civil society organizations on education service delivery in katakwi district

19. State the challenges facing civil society organizations on education service delivery in katakwi district

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.....
.....

APPENDIX VI: QUESTIONNAIRE FOR FOCUSED GROUP DISCUSSION ON CIVIL SOCIETY ORGANIZATION TO EDUCATION SERVICE DELIVERY IN KATAKWI DISTRICT-UGANDA

Dear Respondent;

I am **EKOSILE EMMANUEL**, student of Kampala International University conducting research on contribution of Civil Society Organizations and education service delivery in Katakwi District-Uganda. The research is for academic purpose, a requirement for the award of Masters in Education Administration and Management of Kampala International University.

Therefore, I kindly request you to fill this questionnaire with your responses which will be handled with confidentiality.

Please tick where appropriate

Thank you for your cooperation

EKOSILE EMMANUEL

SECTION A: Respondent Bio Data

1. Sex of the respondent Male Female

2. Age of the respondent

3. Marital status of the respondent

Single Married Widowed Separated

4. Educational level of the respondent

Illiterate Primary Secondary Tertiary

5. Occupation of the respondent

6. What is your opinion on the level of participation of civil society organizations on teacher's development? Tick where appropriate.

i. Very active

ii. Less active

iii. active

7. What are the effects of contribution of civil society organizations to education service delivery in Katakwi district?

8. Identify the challenges of civil society organizations on education service delivery?

Thank you so much!!!