

**LOCAL GOVERNMENT AND SECONDARY EDUCATION  
SERVICE DELIVERY IN YAMBIO COUNTY,  
SOUTH SUDAN**

**BY:**

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**A THESIS SUBMITTED TO THE COLLEGE OF HUMANITIES AND  
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UNIVERSITY**

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## **DECLARATION**

This thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning.

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## APPROVAL

This thesis report has been done under my supervision and submitted with my approval

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Date

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**SUPERVISOR**

## **DEDICATION**

I dedicate this thesis to my beloved father Ustaz Yetero Mande (RIP). You were irresistibly and unarguably a rare father. Rest sweetly in the Lord.

## ACKNOWLEDGEMENT

I would like to unreservedly thank all those that contributed in one way or the other to the successful completion of my study to obtain a Master of Arts Degree in Public Administration. Yours is an invaluable contribution that I will live to cherish and to be thankful about.

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## **ABSTRACT**

The study was entitled “Local Government and Secondary Education Service Delivery in Yambio County, South Sudan.” It investigated the performance of the Yambio County local government in its delivery of secondary education. Its objectives were: to establish the influence of the local government on deployment and management of teachers in secondary schools, to assess the local government’s role in the mobilization and allocation of resources, to evaluate the role of the local government in the formulation and implementation of secondary school education policy, and to determine the extent of the provision of secondary school infrastructure by the local government in Yambio County. It involved a qualitative research approach with an exploratory design. There were 398 respondents. The respondents included local education authorities, teachers, students and parents. The study found that the local government was directly responsible for the deployment and management of teachers, the mobilization and allocation of resources, and contributes to the formulation and implementation of secondary school education policy. While the local government has to a great extent provided some basic infrastructure for secondary schools in the county, a lot still needs to be done to increase and improve the quality of classrooms and toilets, as well as facilities for extra-curricular activities. The county is also yet to provide friendly infrastructure for teachers and students with disability in its secondary schools. It should focus on the recruitment and deployment of suitably qualified teachers within secondary schools, and increase the number of qualified teachers recruited and deployed. Salaries should be increased and paid out on monthly basis to enable teachers make ends meet and improve work morale. Textbooks, science laboratories and equipment be provided to augment the quality of teaching. Appointment/recruitment of teachers and other staff be based on merit, to avoid influence by politicians and family ties. The local government should consider offering sponsorship to all students, in the form of universal secondary education. The study recommends the immediate start of accountability measures to fight/combat the rampant corruption within the secondary education sector.

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter covered the background of the study, problem statement, purpose of the study, objectives of the study, Research questions, hypothesis, scope of the study, significance of the study and operational definitions of key terms.

### **1.1 Background of the Study**

#### **1.1.1 Historical Perspective**

The historical narrative of the Local Government experience in South Sudan typically begins with the end of British colonial rule (Meyer, 2010). The British relied upon a system called indigenous administration to control the Local Governments. Under this system, traditional, tribal and village leaders, Sheikhs were entrusted with responsibility for administrative and judicial functions within their own areas and received financial support and where necessary, military support from the central authorities. Following World War II, pressures arising from younger and better educated Sudanese led the British in 1951 to abandon administration by local rulers in favor of a system of Local Government Councils (Meyer, 2010). In many rural areas of Sudan, the system in the early years of independence was little different from the old indigenous administration dominated by the conservative, traditional elite, while in most cities the effectiveness of councils was seriously weakened by party politics. As they evolved under successive national administrations following independence in 1956, a total of eighty four such councils were created and entrusted with varying degrees of community autonomy. This system was, however, fraught with problems of divided power, the councils being responsible to the Minister of Local Government, whereas Provincial Governors and District Commissioners remained under the supervision of the Minister of Interior. The Local Government System in South Sudan 21 suffered from inadequate finances and shortage of trained personnel willing to serve in small, isolated communities. In the South, such problems were compounded when hundreds of colonial officials were replaced by Sudanese civil servants almost all of whom were Northerners (Fox, 2010).

The 1961 Local Government Act introduced a Provincial Commissioner appointed by the Central Government, a chairman of the provincial authority, an executive body of officials representing Khartoum. The 1961 law was not intended to be a democratic reform; instead it allowed the Central Government to control local administration despite the existence of provincial councils chosen by the Local Governmental and Provincial authorities (Jaber, 2012). The people's Local Government Act of 1971 designed a pyramidal structure with local community councils at the base and progressively higher levels of authority up to the executive councils of the 9 provinces (Brian, 2010).

By 1980, community councils included an estimated 4,000 village councils, more than 800 neighborhood councils in cities and towns, 281 nomadic encampment councils and scores of market and industrial area councils. In theory, membership of these local councils was based on popular elections, but in practice, the councils were dominated by local representatives of the Sudan Socialist Union, the only political party that was permitted to function. Above the committee councils was a second tier of Local Government structures that included 228 rural councils and 90 urban councils. A third tier consisted of 35 sub Provincial District Councils, and at the apex were the Province Commissions, presided over by the Province Governor appointed from Khartoum (Jaber, 2012).

In USA the national education system is based on the country's 1945 constitution and the state ideology called Pancasila, which encompasses the five principles of the state's philosophy. Education follows a 3-3 framework at secondary level. Education consisted of both state and private institutions. Private institutions comprised a significant portion of the country's primary, secondary and tertiary institutions. At some levels, the public sector formed the majority of institutions. Public schools played a significant role in USA's education system, particularly at the post-primary level. The education and training sector also included non-formal, professional, and out-of-school education. Compulsory basic education in USA lasted for nine years and consisted of two parts; six years of primary school, and three years of junior secondary school. Senior secondary education consisted of three years and was divided into vocational and general streams. Pre-primary education or kindergarten level was not compulsory (Basu, 2013).

In South Sudan, as a British colony from 1899 to 1956, there was no much effort on the part of the imperial power to establish schools. Catholic and Protestant missionaries provided limited schooling. However, these schools were taught in the vernacular which did not help children become permanently literate. After Sudan's independence in 1956, the ineffective church-run schools were shut down in a wave of Islamisation. New nationalized schools were created, and schools used Arabic instead of local languages (Chris, 2013). The new schools were also inaccessible to most of the population. The educational opportunities became even more dismal once the civil war broke out. The on-and-off civil warfare devastated educational prospects for generations of Sudanese, due to high costs, lack of buildings, and insecurity. Since the Comprehensive Peace Agreement of 2005 parents are pushing for their children to attend school. While facilities are still widely lacking, 500 new schools have been built. These new structures serve the 1.4 million children who are now attending primary school, which is a two-fold increase from five years ago. South Sudan's official independence in 2011 left Africa's newest country without a basic infrastructure in place, with some of the worst human development indicators in the world (Anwaruddin, 2013).

### **1.1.2 Conceptual perspective**

According to Collins (2014) Local government refers to a set of institutions, mechanisms and processes, through which citizens and their groups can articulate their interests and needs, mediate their differences and exercise their rights and obligations at the local level. Thus local government can refer to an organization or agency through which political powers are exercised within a particular limited geographical area. Local government is one of the actors involved in government vary depending on the level of government that is under discussion influences decision-making, particularly in urban areas and at the national level, democratic Government may play a vital role in participation and service delivery (Albert, 2011).

Godfrey (2012) defined Public education services delivery as a set of institutional arrangements adopted by the Central government to provide public education services to its people. The concept of public education service delivery to citizens forces actors (e.g. local governments, groups of affected citizens) to focus on exactly what the sub-national

government intends or plans to provide, and what the citizens expect to get in terms of the quantity and quality of education services rendered.

### ***1.1.3 Theoretical perspective***

The theory of systems approach of Peter Senge (2015) was followed in this study, according to Senge, systems theory is characterized by principles such as legal support, capacity development and rule of law. These principles are civilian oriented, meaning each is determined and shaped by service delivery in terms of availability of a service, acceptability and accountability. Ehadie (2016) argued that successful system of local government requires some degree of local participation, Sub-national governments' proximity to their constituents only enables them to respond better to local needs and efficiently match public spending to private needs if some sort of information flow between citizens and the local governments exist. On the other hand, the process of decentralization can itself enhance the opportunities for participation by placing more power and resources at a closer, more familiar, more easily influenced level of government. In environments with poor traditions of citizen participation, local governance can be an important first step in creating regular, predictable opportunities for citizen-state interaction (Theron, 2010).

### ***1.1.4 Contextual perspective***

South Sudan's challenges in education cannot be viewed in isolation. High levels of poverty, food insecurity, and parental illiteracy transmit educational disadvantages from parents to children. Many out-of-school children live in remote rural areas, often in pastoralist communities requiring non-formal and often mobile learning options. Conflict and insecurity are a perennial threat across large areas of the country, with aggression on the part of the Republic of Sudan and violence between communities which slows the provision of education services (Noel, 2009). Many adults and children have not had the opportunity to attend school or training programs. As a result, the national literacy rate is one of the lowest in the world. Many citizens have been particularly affected since secondary schools enrollment has not increased since the signing of the Comprehensive Peace Agreement (CPA) in 2005, the need for classrooms and trained teachers remains an enormous challenge to get the education system functioning again (Noel, 2014).

## **1.2 Statement of the problem**

After the signing of the Comprehensive Peace Agreement (CPA) in 2005 that finally brought peace to Southern Sudan and finally cessation and independence of what is now known as the Republic of South Sudan, the education sector was booming. New and strong education policies were being formulated with old ones strengthened. But no sooner did nation building start than the nation plunged back into civil unrest in 2013. In the current civil war the education sector has been badly hit and affected. Everything has almost come to a standstill. For every 18,654 students, only 246 teachers, there is an average 76 students for each teacher in both primary and secondary schools, according to Inter- Agency Assessment Report for Western Equatoria (2010).

According to Windle Trust, South Sudan has the lowest secondary school enrolment rates in the world, adding that just 5% of young people go on to join secondary schools. It also says that apart to low access to secondary education, teacher training and professional development is in need of urgent, sustained and imaginative support. Secondary education library is lacking in Yambio as well. It maintains that there is no specific secondary school teacher training course in the country. And that current teacher training efforts/attempts tend to be short-term, piece-meal and not formally accredited. Besides, delay in payment of teacher salaries is common, leading to their low motivation, (Yambio County Education Department Report, 2016). Corruption and misappropriation of funds meant to improving secondary education sector in Yambio have also turned its ugly face in Yambio, South Sudan, and has left the sector lagging behind.

## **1.3 Purpose of the study**

The purpose of the study was to assess/examine the performance of local government in the delivery of secondary education service in Yambio County in South Sudan.

## **1.4 Research Objectives**

- (i) To establish the influence of the local government on the deployment and management of teachers within secondary schools in Yambio County;
- (ii) To assess the role of the local government in secondary education policy formulation and implementation;

- (iii) To evaluate how the local government mobilizes and allocates resources for secondary education service in Yambio County;
- (iv) To determine the extent of secondary school-friendly infrastructure provision by the local government in Yambio County;

## **1.5 Research Questions**

- (i) What is the influence of the local government on the deployment and management of teachers within secondary schools in Yambio County?
- (ii) What is the role of the local government in the formulation and implementation of secondary education policy within Yambio County?
- (iii) How does the local government mobilize and allocate resources for secondary education service in Yambio County?
- (iv) What is the extent of the provision of secondary school-friendly infrastructure by the local government in Yambio County?

## **1.6 Scope of the Study**

### ***1.6.1 Geographical Scope***

Geographically, the study was conducted in Yambio County in South Sudan. Yambio County is located in Western Equatoria State, in southwestern South Sudan. It is close to the international border with the Democratic Republic of the Congo, and approximately 276 miles (or 444 km) west of Juba, the largest city and capital of South Sudan (Basu, 2013).

### ***1.6.2 Content Scope***

The main contents of the study were educational service provision by the local government, which necessitated an analysis of infrastructure, teacher quality, policy formulation and implementation, as well as resource mobilization and allocation.

### ***1.6.3 Time Scope***

The study focused on educational service provision from the period 2005 to 2014.



## **1.7 Significance of the Study**

This study will contribute crucial information to the following beneficiaries:

The local government of Yambio County, South Sudan might use the findings of the study to enhance public education service delivery by adapting and implementing education policy, strengthen the coordination in promotion of quality education from top to the grassroots and overcome poor performance in secondary education.

The primary aim of the researcher in this study was to relook at all the factors affecting quality secondary education service delivery, and also the role Local Government and other external environments play in secondary education service delivery in Yambio. This initiative of looking into all factors contributing to a given problem, other than focusing on one, has been brought to light by the findings of this study. Accordingly, it is expected that the State Ministry of Education may also use the findings as empirical information to minimize the poor public education services in the county. It might also use the study as a benchmark to re-organize the education structure from the state to boma levels, which in turn would contribute to improvement in the quality of secondary education in the country.

Academicians and future researchers would utilize these findings to embark on related studies as they respond and/or contribute to contentiously improve on the quality of secondary education in the country.

## **1.8 Operational Definition of Key Terms**

For the purpose of this study, the following terms are defined as they are used in the study:

### ***Government***

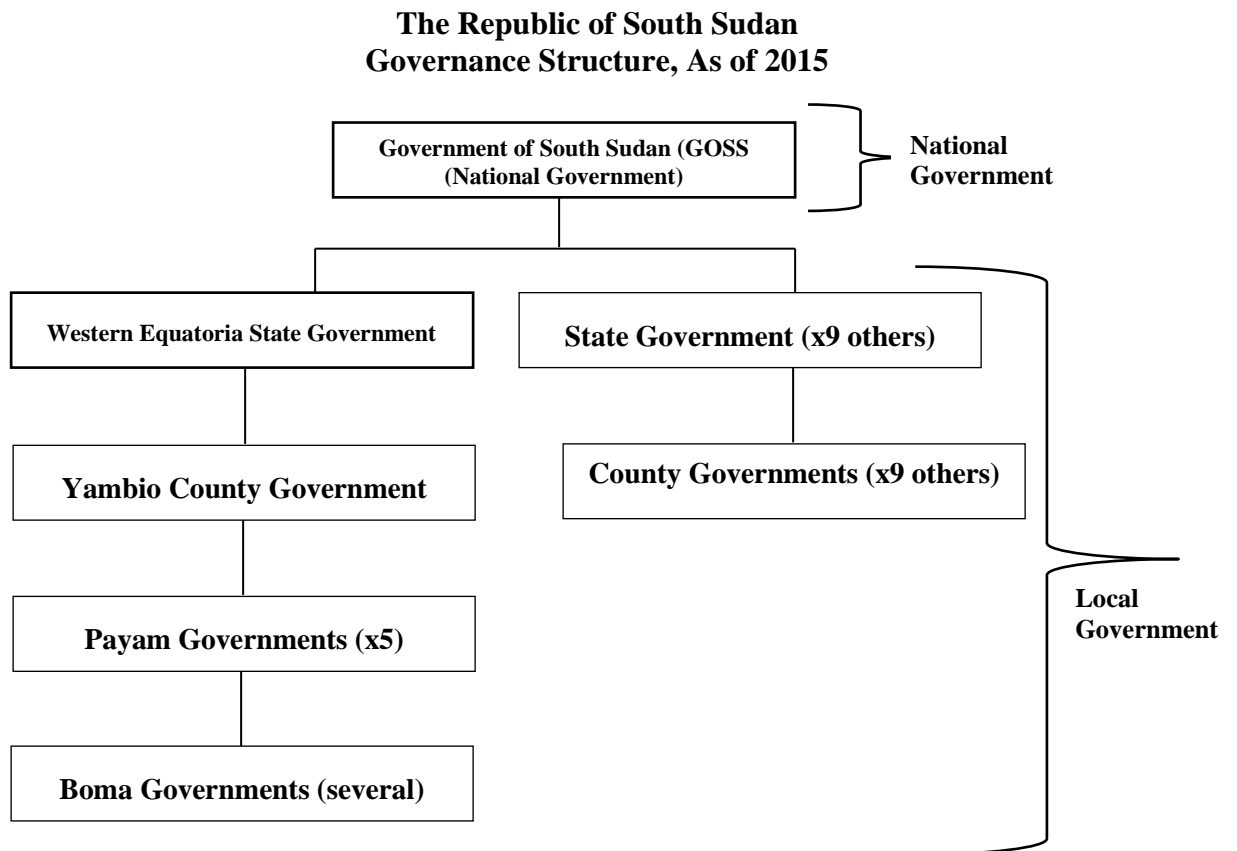
This refers to the act of governing. It relates to decisions that define expectations, grant power, or verify performance. It consists of either a separate process or part of management or leadership processes. These processes and systems are typically administered by a government.

***Secondary education service***

This refers to those education services provided by governments such as secondary schools, secondary school text books, training of secondary school teachers and administrators, and extra-curricular activities such as games and sports.

***Local government***

Used in this context to refer to a set of institutions through which citizens and their groups can articulate their interests and needs, mediate their differences and exercise their rights and obligations at the local level. A sketch diagram showing the local government structure in South Sudan is shown below.



**Figure 1.1:** Governance Structure of South Sudan, 2015

## **CHAPTER TWO**

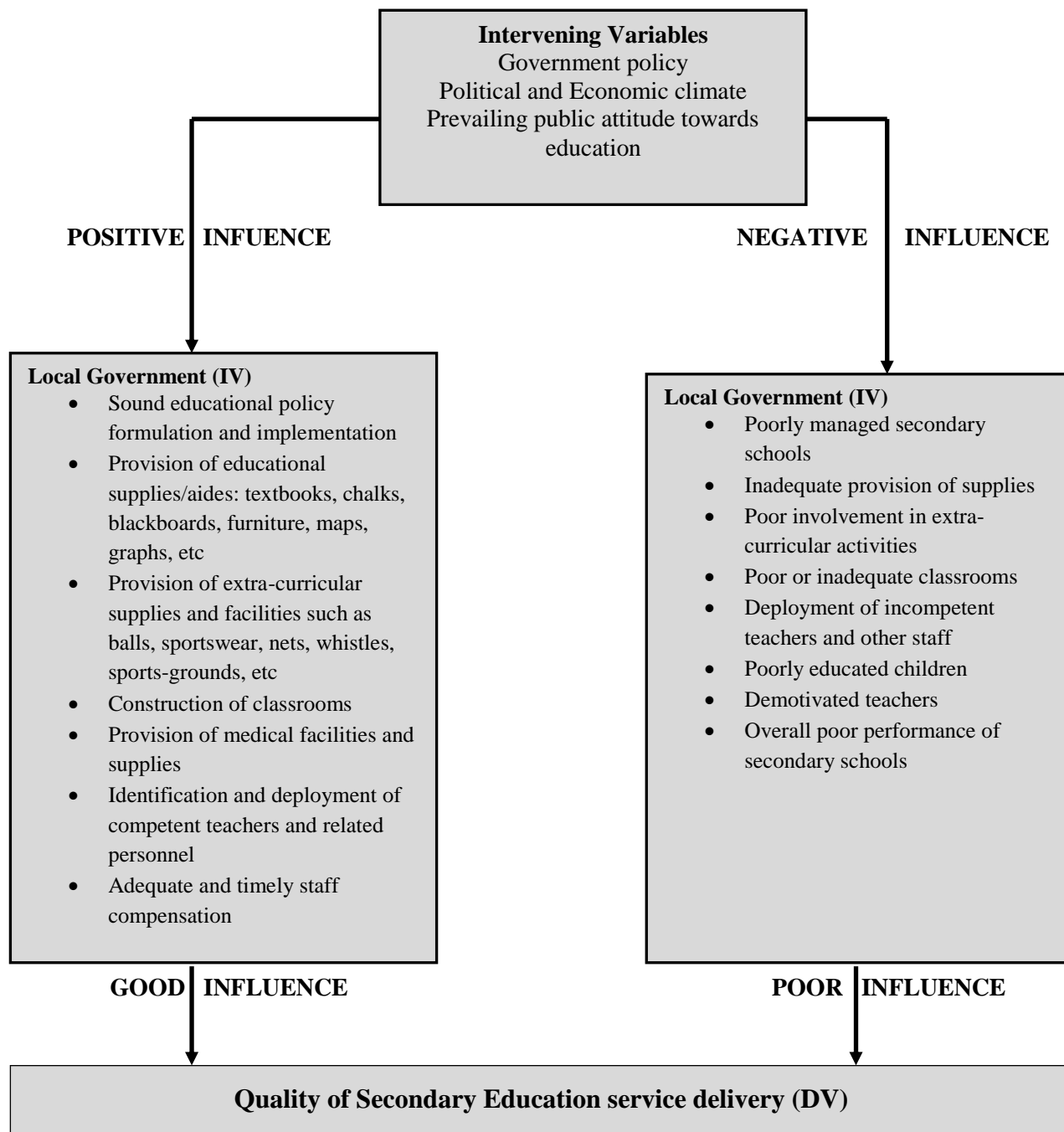
### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter discussed the literature related to local government and public education service delivery. It focused on local government, characteristics of good local government on one hand and secondary education service delivery, as well as service delivery and mechanisms of public service delivery on the other.

#### **2.1 Theoretical review**

The study was guided by the systems theory of Peter Senge (2015) which states that any effective local government is supposed to be characterized by principles such as legal support, capacity development and rule of law. These principles are civilian oriented, meaning each is determined and shaped by service delivery in terms of empowerment, accountability, transparency and participation. Local government has to evaluate legal support, capacity development and rule of law from a system's point of view. Agrawal (2011) noted that most poor populations are quick to agitate for participation but when it reaches the level of participating in the financing they still want some donor or central government to foot the whole bill. Central government on its part gets money from taxes paid by the people. But however efficient and effective a tax system is, if it is taxing a poor population, it will yield poor revenues. There is a limit beyond which a hungry person can milk a hungry cow. The fundamental problem with most African societies is that they suffer from double weakness. Their central and local governments are weak while at the same time their private and civil society sectors are also weak (vertical and horizontal weakness). This double weakness is not only in terms of resources (human, material and financial) it is also in terms of institutions, systems, information, networking, skills, knowledge, etc (Agrawal, 2011). This theory is relevant to the since it indicated that Local government has to evaluate legal support, capacity development and rule of law from a system's point of view in order for effective service delivery and the education service delivery is covered with in here.



**Figure 2.1:** Conceptual Framework

*Source:* Developed by the researcher basing on the systems theory of Peter Senge (1990)

In the conceptual frame work above, local government is influencing public education service delivery in terms of empowerment, transparency & accountability and Participation of local people, these factors enhance public education service delivery in

relation to allocation & deployment, quality of education and access to learning resources (devices). However, the intervening variables included Government policy, economic climate and attitude of the public.

South Sudan is facing an education emergency. Recent years have seen some progress toward the Education for All (EFA) goals, with South Sudan's people demonstrating extraordinary resilience in their efforts to expand learning opportunities for their children (Basu, 2010). With the country facing a protracted fiscal crisis, there is now a real danger that progress toward the goals will stall or be thrown into reverse gear, yet this outcome is avoidable and accelerated progress is possible, but in the absence of a strong commitment on the part of donor governments and the country's other development partners, South Sudan's children and youth face a future of diminished opportunity in education (Behn, 2012). Such an outcome would have devastating consequences. Education holds the key to South Sudan's future and it is vital to poverty reduction and the development of strategies aimed at building an inclusive, peaceful, and resilient society. With one of the world's youngest populations, South Sudan needs education to create jobs and strengthen livelihoods. And without expanded opportunities for schooling, there will be no progress toward gender equity (Lynn, 2010).

### **Local Government**

According to Goran Hyden (2013) local government refers to an organization or agency through which political powers are exercised within a particular limited geographical area.

### **Empowerment**

Community empowerment is particularly relevant in this context in the following: Communities are empowered if they: have access to information; are included and participate in forums where issues are discussed and decisions are made; can hold decision-makers to account for their choices and actions; and have the capacity and

resources to organize to aggregate and express their interests and/or to take on roles as partners with public service delivery agencies (Brinkerhoff 2006). Empowerment, is thus intimately associated with community or the public and, as Theron puts it, is “self-mobilization”, “decentralized decision-making”, “participatory role of civil society in development” and a “call for a bottom-up approach in which power is given to civil society (Theron, 2015).

It can therefore be assumed that local government and community empowerment go hand in hand. However, Brinkerhoff & Azfar point out that, precisely because decentralization concerns politics and power as well as technocratic efficiency and effectiveness, the assumption that empowerment automatically enhances democracy and service delivery deserves investigation. Community empowerment projects tend to be dominated and driven by elites (Kimenyi, 2014). Institutionalized pro-poor policy making frameworks may be tampered by elite capture and this may result in empowering a local elite rather than a community or marginalized sections of the community. This can be observed in the South Sudan context, where the decentralization process has not really facilitated community empowerment, but on the contrary, has impeded the process (Kayuni, 2012).

### **How local government affects the accessibility of learning resources**

Lynn (2010) noted that improving the enrolment and retention of all children in primary and secondary education and supporting access to education for excluded children, especially children living with disabilities, children in remote rural communities and street children, this is accompanied by improving teacher training at teachers’ colleges as well as providing continuous professional development for in-service teachers. Support formal and non-formal education that promotes inclusive, democratic and peaceful communities and leads to higher employment levels and a better quality of life. Utilising education and livelihood training to support the recovery of post-conflict areas, including working with returnees and abductees plus promote girls’ and women’s

education through girl-friendly schools, community awareness and support. Improving the quality of learning and learning resources in order to increase literacy in local languages and English and increase respect for children's rights and awareness of child protection issues within schools and communities, and building the capacity of local government and civil society to provide inclusive, quality education in line with government plans and guidelines, (Lynn, 2010).

Brown (2011) noted that the local government should make the accessibility of textbook possible and improved in terms of quantity and quality, although it is not quite satisfactory, the textbooks autonomy policy should also make sure that access to textbook provision, localization and diversification of content is possible at all times. Teacher provision should be relatively well distributed after decentralization, however, it is not necessary relevant to subject matter required. At school level, education fund in public schools should come from the central government through local governments to the community especially parents. The central government through local government has the obligation to provide quality basic education to all the citizens. According to the study conducted by ADB (Clark, 2012), 12% of school revenues at Primary Schools came from the community (parents) in the form of various school fees. In private schools at higher levels, larger portions of school revenues were derived from the parents' contribution. In a more recent study conducted by Research and Development Office, about 75% of the total education cost is paid by parents. It must be noted that it includes direct and indirect costs borne by parents / students including foregone earning or opportunity costs (Anwaruddin, 2013).

### **Influence of local government on the allocation & deployment of teachers**

Edward (2009) noted that the allocation of additional teaching resources to schools under the terms of the General Allocation Model (GAM) should intend to make possible the development of inclusive secondary schools, ensuring that secondary schools have a means of providing additional teaching support to students with learning difficulties and special educational needs arising from high

incidence disabilities without recourse to making applications on behalf of individual pupils and included additional teaching time that should be allocated for learning-support as well as an allocation of additional teaching time for students in secondary schools (Edward, 2009).

### **Solutions to the challenges facing local governments**

Robert (2008) noted that giving full financial autonomy and sufficient funds to facilitate local government officials including councilors to manage the district affairs; To resolve the conflicts between the politicians and the civil servants and to mark clear demarcation where politicians and civil servants should operate and Formulating policies which allow the local communities to participate in decision making and selecting development programs suitable for local needs (Robert, 2008).

According to Alex (2010), control of authority through adequate supervision/strong accountability mechanisms and involvement of the political figures to the monitoring of the government program constitutes a real solution to the challenges facing local government in the struggle to deliver social services. Strengthen capacity of state's policy making functions: where there is some state willingness, efforts to build policy making and implementation capacity are best directed at the state and state structures because this is where ultimate responsibility for pro-poor service delivery lies.

Finding entry points to build pro-poor political will: Lack of willingness is unlikely to reflect a uniform decision about implementing policy goals across the whole of government. There may be pockets of political willingness in certain central ministries, or in elements of local government. For example, political will to reduce poverty at the centre of government may be frustrated by local officials who lack the will to implement policies that run counter to their personal interests. In all cases, an excellent understanding of the political terrain is required in order to identify entry points for supporting and promoting pro-poor policy reform (Chris, 2013).



In local government scaling up the delivery of services and reaching the poor is problematic because the relationships between the policy maker, the provider and the citizens break down. The state is unwilling and/or unable to monitor and support providers or to respond to demands from citizens for service access and quality. In some environments this challenge is exacerbated by conflict. Given these challenges, this section considers what approaches are available for the international community.

Sonya (2010) noted that Support for the state can occur at central planning and financing levels, sectorial level, or at decentralized levels of government (or a combination of the three). Decisions as to where to engage will depend very much on analysis of capacity and will at the different levels. Approaches to building state capacity include providing long-term technical assistance, supporting elements of recurrent expenditure, and financing community recovery through decentralized structures. Engagement in capacity building requires a long-term commitment from the international community. Policy based interventions aimed at supporting the public sector in difficult environments pose several challenges for the international community. Some of the key lessons were based on an analysis of post conflict interventions, but with potential applicability across other environments with weak capacity, (Sonya, 2010).

## **Secondary education service delivery**

### **Allocation and deployment of teachers**

Vineet, (2010) argued that without exception, all nations should focus on the challenges that local government posed for rationalizing the allocation and deployment of teachers. This issue is closely related to teachers' qualifications, status, support and professional development, and their integration within local communities. Notwithstanding the fact that bringing teacher management closer to the schools typically results in fewer delays in salary payments and the potential for enhanced local supervision and support, local government in some countries has created artificial

barriers between states or districts, making it difficult if not impossible for states experiencing teacher shortages to draw on surplus teachers from other states (Vineet, 2010).

The inability of many countries to afford the necessary complement of fully qualified teachers has led some, such as Indonesia, to implement zero-growth policies, while allowing the relaxation of qualifications and the hiring of contract teachers. This phenomenon appears as community or private provision such as PTA teachers in Nigeria, para-teachers in India, minban teachers in China, temporary teachers in Egypt, etc., and has wrought havoc with wage negotiations with teachers' unions, given the different conditions of employment applied to such contracted, temporary teachers outside the civil service (Blessings, 2007).

South Sudan's local government has afforded a different pathway: it has included an element of state-level wage negotiation under more general, national agreements, together with a complex system of financial incentives for teachers that are tied to school progress as well as school performance factors. Particularly under wages and conditions of service that are insufficient for raising a family, teacher absenteeism, unsurprisingly is another common issue discussed in many of the national reports, a partial answer to which leads to another common, important issue raised in most of the national reports: school-based management.

### **Quality of Education**

In terms of quality of the measured academic learning outcomes by national examination is still far to achieve satisfactory results. Most schools are still under the national standards of academic achievement indicated by national examination results. Although the Assessment Centre at central level has developed exit performance standards, lack of proper policy implementation monitoring and evaluation by key local government education units at state level, inadequate school resources, teacher quality and attitude of some parents are certainly major contributing factor among many to the difficulties in achieving these standards. Most importantly the productivity of the

majority of Indonesian employee needs to be improved especially in relation to competitive, adaptive, and collaborative manner. The target of education quality reforms have been under taken through the development of national curriculum as education measuring standards, quality assurance, benchmarking process, empowerment and capacity building of educational staff and institution, quality management, and raising the commitment of stakeholders at state, county, payam and boma level within the local government set up improve quality of education other than affecting it. In light of seeing the reforms aimed at improving quality of education work, several attempts have been made and/or based on to raise the quality of education; for example development of exit performance standards for each school level, implementation of proper examination system for quality control, carrying out literacy and numeracy tests, monitoring progress on reading literacy, mathematical literacy, and scientific literacy through national survey, Provision of minimum service standard and accreditation for education institution including schools, madrasahs and Community Learning Centers, as well as promotion of competency among educational staff and facilitators to enhance effectiveness and efficiency of system in delivering quality education services, (Behn, 2012).

### **Access to learning resources**

The accessibility of textbook are improved in terms of quantity and quality, although it is not quite satisfactory, the textbooks autonomy policy resulted in greater access to textbook provision, localization and diversification of content. At school level, education fund in public schools comes from the government and the community especially parents. In Indonesia based on the new education law number 20 year 2003, nine year basic education is compulsory and free. The government has the obligation to provide quality basic education to all the children aged 7-15 years. In practice however, at present parents are still asked to contribute financially to school in order to run its regular activities and for school improvement programs. According to the study conducted by ADB (Clark, 2012), 12% and 3% portions of school revenues at public JSS and PS came from the community (parents) in the form of various school fees.

While in private JSS and PS the community contributed 65% and 30% portions of the school revenues respectively. In private schools at higher levels, larger portions of school revenues were derived from the parents' contribution. In a more recent study conducted by Research and Development Office, MONE (Ghozali, 2011), about 75% of the total education cost is paid by parents. It must be noted that it includes direct and indirect costs borne by parents/students including foregone earning or opportunity costs (Anwaruddin, 2013).

## **Related studies**

### **Local Government and secondary education Service Delivery**

Kimenyi (2014) in his study on local government, he found out that in the context of an increasingly globalizing world, challenges and requirements of capacity building for local government should always be analyzed and diagnosed taking into account the full range of stakeholders and actors analysis at community, local, national, regional and international level. Such an analysis should always be conducted in a participative manner to make the stakeholders and actors involved in local government to share a common understanding of one another's strengths and weakness. This would in turn facilitate the process of cooperation, harmonization, and synergy in capacity building activities.

Seabright (2009) noted that improved information about local needs and preferences is one of the theoretical advantages of decentralization, but there is no guarantee that leaders will actually act on these preferences unless they feel some sort of accountability to citizens. Local elections are the most common and powerful form of accountability, but other mechanisms such as citizen councils can have limited influence. Accountability can be seen as the validation of participation, in that the test of whether attempts to increase participation prove successful is the extent to which people can use participation to hold a local government responsible for its actions. Second, political decentralization allows for a more direct political accountability. The idea behind this thesis is that local government grants the citizens of each region with

the power to decide directly whether to re-elect a government or not, whereas centralization ensures that regions no longer have the same power in the re-election decision. Thus, good performance is directly rewarded with re-election whereas under centralization the accountability mechanism is more indirect (Seabright, 2009).

According to Ehadie (2016), successful local government requires some degree of local participation, Sub-national governments' proximity to their constituents only enables them to respond better to local needs and efficiently match public spending to private needs if some sort of information flow between citizens and the local governments exist. On the other hand, the process of decentralization can itself enhance the opportunities for participation by placing more power and resources at a closer, more familiar, more easily influenced level of government. In environments with poor traditions of citizen participation, local governance can be an important first step in creating regular, predictable opportunities for citizen-state interaction (Theron, 2015).

According to Kincaid (2009), local government relies on participation to improve the allocation of services, but it does not require the kinds of broad citizen input mentioned above. In cases where local governments are not elected, the electoral process favors a small group of elites, or low levels of social capital impede active citizen-state interchange, the process of decentralization can be designed to build up more limited types of participation. Issue-specific and project-specific mechanisms for enhancing the flow of information between the government and citizens can often be implemented more quickly and easily at the local level than in central governments. Demand-driven projects are one of the key tools used by the Bank to deepen the decentralization process, (Devas, 2013).

According to Sage, (2011), he noted that African national governments have to be urged and encouraged to acknowledge the right of the local population to local self-government as the surest way to satisfy their needs through their efforts. The national governments in Africa have to recognize their limitations in terms of resources and

capacity to mobilize the population sufficiently enough to transform the living conditions in the society without further delay. Second the adoption of the World.

It seems remarkable that local developments gain significance and expansion while globalization expands. They gain significance as an alternative to the state, which in turn changes its significance. They gain expansion because aspects of society traditionally not in the scope of local dimensions are now permeating into local developments (Hinz and Gatter 2014). The inexorability of globalization is irrefutable, still globalization cannot succeed without functioning states. Disempowered states are of little value to globalization. They must have the capacity to act and react, particularly if globalization should affect their independence and autonomy to decide on their own fate, (Hinz and Gatter 2014).

Considering the African experience, one can note that the initiatives towards democratic decentralization inherited from the colonial period generally went into decline after independence under the centralizing influence of one-party or military regimes. Since the mid-1980s there have been positive moves towards decentralization led by Ghana and Somalia and followed by other countries in the wake of the restoration of multiparty elections at the national level (Reddy 2009). Considering the best practices that are taking place on the continent, this research posits that local government can be used as a pillar in strengthening the tenets of democracy in Africa.

Public education service delivery remains a challenge in most of African countries. In spite of this negative picture, there are countries that strive to establish adequate systems of local government in order to improve public services delivery. Amongst those countries one can cite the cases of Uganda and South Africa which represent cases of best practices in their respective regions namely: the Great Lakes region and the Southern African region. Education public service delivery as a public service management issue has taken centre stage as the country and its state organizations strive towards providing better life for all. More emphasis is put on the quality of service delivered to the general public and the other clients receiving any form of

service from government organizations. Hussey (2009) contends that customer expectations continue to rise, requiring more attention to service and quality.

### **Research gap**

The literature review above talked about accountability & allocation and deployment of teachers by State Ministry of education and public service as key education units in the local government, but it did not talk about the relationship between local government and public education service delivery, therefore there is a need to close this gap by the researcher. In a similar way this kind of research has never been done in Gbudue state South Sudan, so the researcher found it necessary to carry out research in this area as it was identified as a geographical gap so as to strengthen and promote quality secondary education in the state.

Despite government efforts to ensure that everyone attends secondary education, the country still faces a significant challenge especially in terms of gender. In 2009 for instance, only 500 girls were in the last grade of secondary school in the whole country, according to the Global Partnership Report, 2013.

Again, as noted by Edward (2009) that the allocation of additional teaching resources to schools under the terms of the General Allocation Model (GAM) should intend to make possible the development of inclusive secondary schools, ensuring that secondary schools have a means of providing additional teaching support to students with learning difficulties and special educational needs arising from high incidence disabilities, not much is being done by government to provide teachers with special needs skills. In fact, teachers with special needs skills are non-existent in the country, making it difficult to secondary school students with disabilities to access an education that is conducive to them. Besides, the infrastructures are not friendly to students with disabilities.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter consists of the research design, the research population, and sample size, sampling procedures, research instruments, validity and reliability of instruments, data gathering procedures, data analysis, ethical considerations and limitations of the study.

#### 3.1 Research Design

The study employed a qualitative research approach with an exploratory design. The exploratory design was chosen to undertake and explore the performance of local government in the provision of secondary education service in Yambio County. The qualitative research approach was chosen because it allowed for flexibility in all the aspects of the research process undertaken. It was more appropriate to explore the nature of the said problem within the county without necessarily quantifying it.

#### 3.2 Research Population

This study was conducted in Western Equatoria State, whose population approximately stood at 1,619,029 according to the 2008 National Housing and Population Census. The target population was that of Yambio County, which approximately stood at 105,000 according to the same census.

#### 3.3 Sample Size

Out of the target population stated above, and using the Sloven's formula, a sample size of **398** was drawn for the study. The Sloven's formula states that:

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

Where:



n = the sample size to be calculated;  
 N = the target population; and  
 $\alpha = 0.05$

**Table 3.1:** Distribution of the selected sample size among respondents

<b>Category</b>	<b>Sample size</b>
Local education authorities	48
Secondary school teachers and other staff	60
Parents of secondary school age going group	100
Secondary school students	190
<b>Total</b>	<b>398</b>

### **3.4 Sampling Techniques**

The study employed a necessary mixture of judgmental systematic random sampling in determining those that were contacted for response. Judgmental sampling, also known as purposive sampling, involves a critical deliberate decision by the researcher on those he chooses to contact. Here, the technique was deliberately used to find out the category of respondents mentioned in Table 1 above. Once the researcher had identified a particular category based on Table 1 above, systematic random sampling was then applied. This technique helps a researcher to avoid bias in those chosen for response.

### **3.5 Research Instruments**

Basing on the qualitative and exploratory nature of the research design, document analysis, observation and interviews were adopted using the following instruments.

#### **3.5.1 Interview Guide**

Overall, an interview guide bearing four key segments was developed. Each of the segments focused on one particular main research question as identified in Chapter One. In administering the interviews, each main question was directed to the appropriate category of respondents/interviewees as identified in Table 1 above.

#### **3.5.2 Observation Sheet**

This was used for the recording of physically observable aspects that are critical to the study, such as the number, quality and nature of facilities.

### **3.7 Data Gathering Procedure**

In collecting the data from the interviewees, the following procedure was adopted and implemented:

- (i) A letter introducing the researcher was got from the College of Higher Degrees and Research to aid the researcher in soliciting approval to conduct the study from the consenting agencies in the local government.
- (ii) After approval, the researcher obtained a list of the potential respondents from the local government.
- (iii) The researcher then solicited for three research assistants, who were adequately oriented before the actual process kicked off.
- (iv) Thereafter, a systematic random sampling technique was applied in finally reaching the respondents contacted.
- (v) Attention was paid on ethical guidelines, where interviewees were explicitly briefed about the study.

### **3.8 Data Analysis**

After the successful end of the data collection process, the researcher then collated and organized the information obtained according to the logical sequence of the research objectives and questions. As this was mainly a qualitative research, involving an exploratory design, the analysis was majorly presented in the form of narrative, although tabular and graphical depiction of information was used in certain areas, to offer an appropriate summary for interpretation.

### **3.9 Ethical Considerations**

In ascertaining confidentiality of the information provided by the interview respondents and to ensure observation of ethics in this study, the researcher observed the following:

- (i) Fully acknowledged all the authors whose works have been used in this study.
- (ii) Obtained a formal letter of introduction from the College of Higher Degrees and Research, Kampala International University, introducing the process to the local authorities and the interviewees on the ground.
- (iii) Ensured that the three solicited research assistants were adequately oriented on the study's ethical considerations.
- (iv) Avoided use of vulgar language throughout all the stages of the research, including in interviews;
- (v) Ensured confidentiality of the interviewees and of data information collected.

### **3.10 Limitations of the Study**

Although the researcher exerted all efforts to ensure accuracy in obtaining data and information, it cannot be guaranteed that all responses were honest.

Although these research findings are submitted in 2018, the actual data collection exercise was carried out in 2014 for the period 2005 to 2010. The political instability has had a debilitating effect on the country as a whole and Yambio County in particular. As such, a lot might have changed in relation to the situation of the variables studied on the ground.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.0. Introduction

This chapter shows the presentation, analysis and interpretation of the finding obtained during the research process. It also shows the demographic characteristics of respondents in terms of sex, age and educational profile. The findings are presented, analysed and interpreted herein on the basis of the research objectives and questions as detailed in Chapter One.

#### 4.1 Profile of the Respondents/Interviewees

##### 4.1.1 Distribution of the Respondents according to Sex

*Table 4.1:* Distribution of the Interviewees According to Sex

<b>Sex</b>	<b>Frequency</b>
Males	239
Females	159
<b>Total</b>	<b>398</b>

*Source: Primary data, 2015*

##### 4.1.2 Distribution of the Respondents according to Age

*Table 4.2:* Age Profile of the Interviewees

<b>Age Range</b>	<b>Frequency</b>	<b>Percentage</b>
Below 18 years	105	26
19-25 years	79	20
26-35 years	160	40
36-51 years	54	14
<b>Total</b>	<b>398</b>	<b>100</b>

*Source: Primary Data, 2015*

### ***4.1.3 Distribution of the Respondents according to Education***

**Table 4.3:** Educational Profile of the Interviewees

<b>Educational Level</b>	<b>Frequency</b>	<b>Percentage</b>
Certificate	200	50.2
Diploma	100	25.1
Bachelors	89	22.3
Masters	9	2.2
<b>Total</b>	<b>398</b>	<b>100</b>

As indicated in Table 4.1, the total number of males contacted for the study stood at 239, while females at 159. This variation shows the existing gender gap between males and females in the population of students within secondary schools in the county. The gaps also shows that even among teachers, men are generally more than females.

Table 4.2 details the age characteristics of the interviewees. In general, the age group with the most respondents was that of people aged 26 and 35, who totaled 160 (or 40%). This was then followed by those aged 18 years and below, which stood at 105 (or 26%), those aged between 19 and 25 years, which stood at 79 (or 20%), and finally those aged between 36 to 51 years, whose number stood at 54 (or 14%). Interviewees aged between 26 and 35 were the majority because this group comprised mainly of parents and teachers, and some older students. Due to the long-time conflict in the country, some students were not able to complete their secondary education while at their younger age.

Meanwhile, Table 4.3 details the educational characteristics of the interviewees. In general, those holding certificate were the most, with their number standing at 200 (or 50.2%), then followed by those holding undergraduate diplomas at 100 (or 25.1%), those with Bachelor's degrees at 89 (or 22.3%), and finally those with Master's degrees at 9 (or 2.2%). The highest number of respondents holding certificates attests to the low

educational standards among the population of Yambio in particular and of South Sudan in general.

## **4.2. Analysis and Interpretation of Findings**

### ***4.2.1. Findings on the influence of the local government on the deployment and management of teachers within secondary schools in Yambio County***

There are all together nine secondary schools currently operating in Yambio County. Among these, only three are government-aided (government owned). By comparison, the government owned schools are weaker than those privately owned.

In general, the State Ministry of Public Service is charged with the responsibility of recruitment of civil servants. The ministry has its own set of guidelines and procedures for recruitment of civil servants. The same guidelines are used in the recruitment of teachers. But when it comes to recruitment of teachers to serve in private schools, qualifications of the candidates are very paramount, as opposed to those meant for government-aided schools that focus on experience majorly. Once recruitment has been finalized by the Ministry of Public Service, the State Ministry of Education then deploys the teachers to schools when needs arise.

On average, the interviewees contended that about 10 teachers are deployed to each secondary school by the local education authorities. But these teachers often also go on to teach in privately-owned secondary schools, where competent teachers are comparatively well motivated. About 80% of the respondents maintain that this to a great extent affects the performance of most government-aided secondary schools across the county.

On average, the respondents said that among the 10 teachers the local government deploys to each secondary school within the county, only 2-3 may be suitably qualified professionals. The rest were secondary school dropouts trying to make ends meet. This

therefore means that the average ratio of qualified teachers to their non-qualified colleagues stood at 2:8. This is very deplorable, if those assertions are anything to go by.

All the categories of the interviewees (as identified in Chapter 3) maintained that it was the responsibility of the Local Government to deploy teachers across public secondary schools in the county, although the private secondary schools do it their own way.

As it is the responsibility of the local government to deploy teachers in secondary schools, so is the important responsibility of motivation. Motivation in this context does not only include money, but all other important aspects such as training and development, promotion and recognition, which help cultivate and nurture morale. To this point, almost 95% of the respondents maintained that the local government was not motivating the teachers well. Salaries were not only meager (at almost about \$ 300<sup>1</sup> only), but also delay in average for between four to six months. Similarly, all the other important aspects also lag behind: no teacher training/development plans, no allowances, unprofessional promotion, and an overall lack of recognition for those few who work hard.

The respondents further said that once deployed to a particular secondary school, a teacher is normally transferred to another school after a period not exceeding three years, basically on promotion to either a better grade or a higher position. However, transfer of teachers has never been made attractive in most cases since there is no provision for housing and transport allowances.

Overall, a whopping 93% of the interviewees lamented that the academic performance of students in government secondary schools in the county had not been satisfactory.

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<sup>1</sup> This was the approximate equivalent at the time of the research, although it may not remain the same due to the foreign exchange rate fluctuation.

Poor performance was being registered every year, especially in the science subjects. Respondents attributed this to inadequate skills and qualifications among teachers.

While carrying out the research process, the interviewers observed the appalling levels of critical learning facilities like science laboratories and equipment and Information and Communications Technology (ICT). Of the three government secondary schools, only one was observed to have a science laboratory. Even so, it had inadequate equipment, with the few either damaged or requiring repair. In addition, the qualified teachers who used to operate the laboratory left the school for humanitarian agencies.

#### ***4.2.2. Findings on the local government and the mobilization and allocation of resources for secondary education service in Yambio County***

Overall, there are two major sources of funds for government schools in the county. These include grants from the national government and from students in the form of school fees. Other than from the government, secondary schools also receive grants from humanitarian agencies like Windle Trust and the Adventist Development and Relief Agency (ADRA). Other than supporting with funds, these agencies also provide scholastic materials like text-books, pens and uniforms to students.

The respondents maintain that the most successful role of the local government in the mobilization of funds and other resources for secondary schools in the county is that of its lobby with other partners. About 76% of the respondents argue that without the help of aid agencies, the government secondary education system in the state would have collapsed. It is the aid agencies that are currently involved in the capacity building of teachers through piecemeal training and development programs.

The respondents said little was being done by policy-makers to cater for science subjects, observed by the lack of laboratory equipment. The reasons given for this include the high cost for establishing a laboratory, which they said the government



could not afford, and the lack of sufficiently trained teachers to operate them. They also said that as the national government was focused on ending the civil ongoing war, it could not trickle down resources to the local governments. The respondents also point out to the current educational curriculum, which they emphasized prepares students to be job-seekers and not job-makers when they complete education.

About 96% of the respondents said that in terms of accountability, little was being done by the local government to end corruption in public schools, and in all other public institutions across the country. They emphasized that all those people who embezzled public funds had never faced the rule of law. They further indicated that some had instead been promoted to higher positions.

Most of the respondents approached were personally very frustrated and disappointed with the level of corruption in the educational system. They said the gap between the rich and the poor in South Sudan continue to widen every single day, and that the poor continued to get poorer while the rich were getting richer at the expense of the common tax payers. Corruption has made the delivery of the secondary education service to fall drastically. Most respondents emphasized that the local educational authorities or policy-makers did not care about the matter as their children were studying in the comfort and safety of foreign schools in Nairobi, Kampala, Addis Ababa, London, Pretoria, Berlin, and other major cities across the globe.

#### ***4.2.3. Findings on the role of the local government in the formulation and implementation of secondary education policy within Yambio County***

About 60% of the respondents said that South Sudan has a credible examination system that could guarantee quality and control. They however maintained that the system needs to be strengthened and tailored to suit the local or national interests and not borrowed or inherited from neighboring countries as is the status quo.

The respondents said that the government policy on provision of text-books and other learning materials is fairly good, saying it collaborates with other development partners to avail those materials. The policy allows for collaboration with other development partners. Book Aid International, for example, through Africa Education Trust, provides books to the only one Yambio Community Library used by all secondary schools in the county. About 65% agree that more needs to be done to ensure that each secondary school within the county has its own well established library and lab.

Almost all the students contacted for the study maintain that they had access to textbooks. However, they argued that most of them were foreign. For instance, they contended that they were either studying Sudan, West Africa or East Africa history, not the South Sudan history. Most placed emphasis on the need to have more science text-books. They said the few available books in secondary schools across Yambio are easily accessible and are not paid for.

About local government gender policy in Yambio, it is one of the policies being strengthened and fully adhered to. The State Assembly of Gbudue recently enacted a law forbidding girl-child marriage, and anyone that impregnates a school child must be brought to books. They held that although with difficulties, women empowerment was beginning to be strictly observed in the county.

In general, disabled learners and teachers are being respected and considered part and parcel of the secondary school community. The county has appointed a disabled person to represent persons with disabilities across the state. However, the respondents said the infrastructure in most institutions is not friendly to PWDs, making it difficult for them to access certain services. Among the challenges experienced by teachers and learners with disability is the issue of mobility.

The study observed that the government has put in place a good policy on the provision of basic infrastructures in all government-aided secondary schools across the county. The private secondary schools fend for themselves. Government lobbied with

development partners like UNICEF, ADRA, and Windle Trust in providing some of the infrastructure. Local education authorities said that some funds are allocated for the construction of classroom blocks and toilets on an annual basis.

On the rights of women and girls to education, about 74% of the respondents said every school-age girl attends basic education at least in primary school. A campaign known as “Back to School” was initiated by the government. It advocates for every girl or woman who dropped out of school for one reason or the other to go back and resume study. This policy has seen many girls and women back in class.

The respondents said the government policy on appointment and promotion of teachers is based on qualifications and experience. Some respondents said the trend miserably changed due to politicization. Politicians and administrators want to recruit and promote their own relatives and friends regardless of the laid-down criteria.

The interviewees also contended that there is a strong consideration for students/teachers with disabilities but that a lot more needs to be done about this beyond lip-service. That it is not just about preaching about the incorporation of persons with disabilities in all development programs but laying funds aside to establish infrastructures that are friendly to them. The interviewees went ahead to say that persons with disabilities do not need sympathy but empowerment to take their own destiny into their own hands.

Local educational authorities contacted for the study said that bright students usually obtain sponsorship from the government. Some students are sponsored by individuals while the vast majority of them are paid by their guardians or parents. The respondents noted that due to the ongoing civil war in the country, most orphaned students find it very difficult to pay school fees. This, in their emphasis, has led to high rates of school drop-outs in the county.

#### ***4.2.4. Findings on the extent of the provision of secondary school infrastructure by the local government in Yambio County***

The interviewees said that secondary schools in county were mostly of permanent structures constructed by the local government with the help of development partners. However, almost all agree that there was still a dire need to construct more class-room blocks in all the secondary schools in the county.

Observations carried out during the research process indicate that the government has not done much in as far as the provision of facilities for extra-curricular activities is concerned. In almost all cases observed, either the sports grounds were bushy or had not been developed to meet the minimum standards usually required of them.

Overall, all secondary schools in the county, whether private or public, have infrastructure that accommodate all available students. However, enrollment in schools has not been all that high with the current insecurity in the country. Some capable parents and guardians opted to have their children study in neighboring countries.

By about 82%, respondents contacted for the study maintain that water and sanitation has been improved to a great extent in all secondary schools across county. The Development of Urban Water and Sanitation Program funded by GIZ in collaboration with the State Directorate of Water and Sanitation have done a commendable job. The water and sanitation infrastructures have been greatly improved and developed.

However, other than the water and sanitation facilities, the study observed a complete lack of friendly infrastructure for persons with disabilities in secondary schools in the county.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter focuses on the discussions, conclusions and recommendations based on the findings of the study. It also points out areas suggested for further research.

#### **5.1 Discussion**

The purpose of the study was to assess/examine the performance of local government in the delivery of secondary education service in Yambio County, South Sudan. Four specific objectives guided the study and these were:

- (i) To establish the influence of the local government on the deployment and management of teachers within secondary schools in Yambio County;
- (ii) To assess the role of the local government in secondary education policy formulation and implementation;
- (iii) To evaluate how the local government mobilizes and allocates resources for secondary education service in Yambio County;
- (iv) To determine the extent of secondary school-friendly infrastructure provision by the local government in Yambio County;

**Objective 1:**

***The influence of the local government on the deployment and management of teachers within secondary schools in Yambio County***

***The findings of the study in indicated the following:***

There are nine secondary schools operating. And that out of the nine, three were government-aided. Out of those nine secondary schools, three are government-aided and are weakly operating as opposed to private secondary schools.

As far as the role local government plays in the identification and deployment of teachers within Yambio County, the findings indicated that the State Ministry of Public Service is charged with the responsibility of recruitment of the civil servants and that the said Ministry has its own set guidelines and procedures for recruitment of the civil servants. The same guidelines are used in the recruitment of teachers. But when it comes to recruitment of teachers to serve in private schools, qualifications of the candidates are very paramount, as opposed to those meant for government-aided schools that focus on experience majorly. Once recruitment has been finalized by the Ministry of Public Service, the State Ministry of Education then deploys the teachers to schools when needs arise.

The findings of the study also indicated that about 10 teachers are being deployed to each secondary school. But these teachers often seek greener pasture in other privately-owned secondary schools where competent teachers are being well motivated. This to a great extent affects the performance of most government-aided secondary schools across Yambio County.

The findings also showed that government deploys about ten teachers to every secondary school annually. Out of the ten deployed, only two are suitably qualified.

The rest are either O' Level leavers or drop-outs that are simply trying to make ends meet.

The average ratio of qualified teachers to their non-qualified colleagues, according to the findings of the study, is 2:8. This is very deplorable, if those assertions are anything to go by.

The findings also indicated that it is the responsibility of the Local Government in Yambio to deploy teachers across the county, though the private secondary schools do it their own way.

According to the findings, it is the sole responsibility of the government to motivate school teachers in secondary schools across Yambio. That motivation here should not be looked into in terms of only money, but other aspects such as training and development, promotion, recognition, etc.

Furthermore, the findings showed that once deployed to a particular secondary school for teaching, a teacher is normally transferred to another school after a period not exceeding three years, basically on promotion to either a better grade or a higher position. However, transfer of teachers has never been made attractive in most cases since there is no provision for housing and transport allowances.

The study indicated poor performance is being registered every year in most secondary schools, especially in science subjects. This poor performance is attributed to lack of adequate science laboratory and equipment for experiments. It is also attributed to inadequate skills and qualifications of teachers, and as the saying goes, garbage in, garbage out.

**Objective 2:**

***The role of the local government in secondary education policy formulation and implementation***

***The findings of the study indicated the following:***

That much as there is a credible examination system put in place, the system needs to be strengthened and tailored to suit the local or national interests and not borrowed or inherited from neighboring countries as is the status quo.

Government policy on provision of text-books and other learning materials is fairly good as it collaborates with other development partners to avail those materials. For instance, Book Aid International, through Africa Education Trust, provides books to the only one Yambio Community Library to be used by all secondary schools in the county. But more needs to be done to ensure that each secondary school within the county has its own well established library and lab.

Secondary school students have access to text-books and other learning materials. However, most of the books were foreign. The study indicated that students were either studying Sudan, West Africa or East Africa history, not their very own South Sudan history. They also reiterated the need to have more science text-books, saying the few available books in secondary schools across Yambio are easily accessible and are not paid for.

Local government gender policy in Yambio is one of the policies being strengthened and fully adhered to. The State Assembly of Gbudue recently enacted a law forbidding girl child marriage, and anyone that impregnates a school girl child must be brought to book. Women empowerment is strictly observed not only in Yambio but across the country.

As far as disabilities are concerned, disabled learners and teachers are being respected and considered part and parcel of the community. The local government in Yambio



believes well that disability is not inability. It has gone ahead to appoint a disabled person to represent persons with disabilities across the state. However, the respondents said the infrastructures in most institutions are not friendly to PWDs at all, making it difficult for them to access certain services. This needs to be improved on. Even their mobility has become a great challenge as they are not provided with tri-cycles.

Government has a good policy on provision of basic infrastructures in all government-aided secondary schools across Yambio County. The private secondary schools fend for themselves. Government lobbied with development partners like UNICEF, ADRA, Windle Trust to provide some of these infrastructures. Every annual budget, there is some allocation of funds for the construction of class-room blocks and toilets in a few secondary schools.

As far as government policy is on the protection of the rights of women and girls in secondary schools across Yambio, credit must be given where it is due. The findings indicated that every girl or woman attends basic education at least in primary school. There is a campaign known as “Back to School”, in which government advocates for every girl or woman who dropped out of school for one reason or the other to go back and resume study. This policy has seen many girls and women back in class, and this is commendable.

About government policy on appointment and promotion of teachers to key positions within secondary schools in Yambio, the study indicated that it is based on both qualifications and experience of the person in question. However, the trend has miserably changed because all has been politicized, seemingly. Politicians and administrators want to recruit and promote their own relatives and friends regardless of the laid-down criteria.

That there is a strong consideration for students/teachers with disabilities but that a lot more needs to be done about this beyond lip-service. That it is not just about preaching about the incorporation of persons with disabilities in all development programs but laying funds aside to establish infrastructures that are friendly to them. The findings

indicated that persons with disabilities do not need sympathy but empowerment to take their own destiny into their own hands.

On who pays school fees of secondary school students in Yambio, the findings indicated that there are those bright students that have got sponsorship by government, others by individual sponsors while a majority of them are paid by guardians and parents. And due to the ongoing civil war in the country, most students are orphans and they find it very difficult to pay school fees, hence leading to high rates of school drop-outs in the county.

**Objective three:**

*The local government mobilization and allocation of resources for secondary education service in Yambio County*

*The findings of the study indicated the following:*

Local government mobilizes and allocates funds from grants received from the national government as well as fees from students. Some donors like Windle Trust and ADRA also do support the schools with funds and other scholastic materials like text-books, pens, uniforms, etc.

Local government also lobbies with other partners, regional bodies like AU, IGAD and some NGOs to come to its financial aid so as to develop its educational infrastructure. This initiative takes into consideration capacity building of the teachers through training and development programs.

Little, however, is being done by policy-makers to cater for science subjects with their needs like laboratory equipment. One sole reason for this is its high costs that government can't afford at the moment as it is more focused now on ending the civil

war that erupted in December 2013. Hence, the curriculum seems to be preparing students to be job-seekers and not job-makers when they complete college education.

The study indicated that little is being done by the local government to end corruption in government or public institutions not only in the education sector but also in the entire institutions across the country. Those who embezzle public funds for selfish motives have never been brought to book, but instead have been promoted to higher positions. This is regrettable.

Corruption has reached its highest peak. That the gap between the rich and the poor in South Sudan has continued to widen every single day, and the poor have continued to get poorer and the rich getting richer at the expense of the common tax payer. Yet, education service delivery has continued to fall drastically poor. To make it worse, children of policy-makers of the country continue to study in Nairobi, Kampala, Addis, London, Pretoria, Berlin, and other major cities across the globe.

#### **Objective 4:**

*The extent of the provision of secondary school infrastructure by the local government in Yambio County*

*The findings of the study indicated the following:*

The infrastructures are mostly permanent structures that have been constructed by both government and development partners. However, there is still a dire need to construct some more additional class-room blocks in all the secondary schools in the county, especially in government-aided ones.

In regards to the nature of facilities for extra-curricular activities in secondary schools across Yambio, the findings are that government has not done much. Either the sports grounds are bushy or have not been developed to meet the minimum standards that are required.

All schools in Yambio, both private and government, have infrastructures that accommodate all available students. Enrollment in schools has not been all that high with the current ongoing insecurity in the country. Some parents and guardians who are capable have opted to have their children study in neighboring countries.

And to a great extent, water and sanitation has been improved in all secondary schools across Yambio. The Development of Urban Water and Sanitation Program funded by GIZ in collaboration with the State Directorate of Water and Sanitation have done a commendable job in Yambio. The water and sanitation infrastructures have been greatly improved and developed.

There is no friendly infrastructure for persons with disabilities in Yambio, according to the interviewees.

## **5.2 Conclusions**

### ***5.2.1 Conclusion on Objective 1:***

The State Ministry of Public Service in collaboration with the State Ministry of Education is responsible for the recruitment and deployment of teachers to secondary schools across Yambio County, especially government-aided schools. And out of every ten secondary school teachers deployed, only two are qualified, meaning that about 80% of teachers deployed to secondary schools are not qualified. This negatively affects quality of secondary education service delivery in Yambio County. Besides, the average ratio of teachers to students stands at 2:8. Again, it is the responsibility of local government to motivate teachers, but this is lacking with the very low salaries teachers are paid, which also do not come timely.

### ***5.2.2 Conclusion on Objective 2:***

There is a fairly good government policy on the provision of text-books and other learning materials in Yambio. Hence, secondary school students have access to those materials and they are free. However, science text-books, labs and equipment are lacking. The government also has a strong policy on gender and girl child education, and for the protection of persons with disabilities, though the available existing infrastructure is not friendly to them.

### ***5.2.3 Conclusion on Objective 3:***

It is the responsibility of government to mobilize and allocate resources for secondary education service in Yambio. Corruption in the education sector is very evident and rampant. This is negatively affecting the quality of service delivery, and government is doing very little to combat the vice.

### ***5.2.4 Conclusion on Objective 4:***

The nature of the existing infrastructure is permanent, and more structures are unarguably required. Extra-curricular facilities are inadequate to promote secondary school games and sports in Yambio County. Enrollment in secondary schools is falling drastically due to the current insecurity in the country. Water, Sanitation and Hygiene (WASH) has been improved significantly in most of the secondary schools in Yambio County with the support of development partners like GIZ, World Vision, UNICEF, etc.

## **5.3 Recommendations**

On the role of the local government in the identification, deployment and management of teachers in secondary schools, the researcher recommends the following:

- (i) That the local government in Yambio County should focus on the recruitment and deployment of suitably qualified teachers within secondary schools;

- (ii) That the number of qualified teachers recruited and deployed be increased;
- (iii) That teacher salaries should be increased and paid out on a regular monthly basis to enable teachers to make ends meet and improve work morale;
- (iv) That textbooks, for both science and arts subjects, as well as science laboratories and equipment be provided to augment the quality of secondary education in the county;

On the role of the local government in policy formulation and implementation in secondary schools, it is strongly recommended as follows:

- (i) Disabled teachers and students be provided with friendly infrastructure to enable them easily access facilities and services, and that students with special needs should be particularly considered in the design and layout of the learning environment;
- (ii) Appointment/recruitment of teachers and other staff be based on merit, to avoid influence by politicians and family ties; and
- (iii) The local government should consider offering sponsorship to all students, in the form of universal secondary education (USE).

On the role of the local government in resource mobilization and allocation, the researcher recommends the immediate start of accountability measures to fight/ combat the rampant corruption within the secondary education sector in the county. On the role of the local government in the provision of infrastructure, the researcher recommends the urgent need to construct additional structures, especially classrooms and toilets to meet the increasing number of new learners entering into secondary school education in the county. In addition, there is an urgent need to improve on the nature of extra-curricular facilities in order to promote games and sports within secondary schools in the county.

#### **5.4 Areas for further research**

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

1. Accountability and Secondary education service delivery in Yambio County, South Sudan;
2. Cultural beliefs and girl child education in Yambio County; and
3. The Human Immuno-Deficiency Virus (HIV) and education in Yambio County.

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## **APPENDIX I**

### **INTERVIEW GUIDE**

#### **Main Question 1:**

**What is the influence of the local government on the deployment and management of teachers within secondary schools in Yambio County?**

1. How many secondary schools are presently operational within Yambio County? How many are public and how many are private?
2. What role does the local government play in the identification and deployment of teachers within Yambio County?
3. How many teachers have been deployed by the local government in each secondary school within the county?
4. How many suitably qualified teachers have been deployed in each secondary school within the county?
5. What is the average ratio of qualified teachers to their non-qualified colleagues?
6. Whose obligation is it to deploy teachers in secondary schools in Yambio?
7. What is the role of the local government in the motivation of secondary school teachers within the county?
8. After which period is a serving teacher transferred to another school?
9. Do secondary schools in Yambio produce satisfactory results at the end of every academic year?

#### **Main Question 2:**

**What is the role of the local government in the formulation and implementation of secondary education policy within Yambio County?**

1. Do secondary schools in Yambio, or in South Sudan for that matter, have a strong and credible examination system for quality control?
2. What is the policy of the local government in relation to the provision of text-books and other learning materials for secondary schools within the county?
3. Do students in secondary schools in Yambio have access to text-books and other learning materials? Are they affordable as well?
4. What is the government's/local government's gender policy in secondary schools in Yambio?

5. What is the government's/local government's policy towards learners with disability?
6. What is the government's/local government's policy towards teachers with disability?
7. What is the government's policy in relation to the provision of infrastructure such as classrooms, toilets, *etc.*?
8. What is the government's policy in relation to the protection of the rights of women and girls in secondary schools?
9. What is the government policy on the appointment and promotion of teachers to key positions within secondary schools?
10. Is there a special consideration about secondary school students with disabilities?
11. Who pays the school fees of secondary school students within the county?

**Main Question 3:**

**How does the local government mobilize and allocate resources for secondary education service in Yambio County?**

1. How do public secondary schools within the county mobilise funds and other resources?
2. What is the role of the local government in the mobilization of funds and other resources for the secondary schools in the county?
3. Does the allocation of funds and other resources equally cater for science and arts students?
4. Which resource monitoring and evaluation measures have been put in place to ensure accountability in secondary schools?
5. What is the level of corruption/mismanagement of funds within the secondary school education system in the county?

**Main Question 4:**

**What is the extent of the provision of secondary school infrastructure by the local government in Yambio County?**

1. What is the nature of the infrastructure in secondary schools within the county?
2. What is the nature of facilities for extra-curricular activities in secondary schools within the county?
3. How many secondary schools have adequate infrastructure that accommodates all students?
4. What is the nature of the water and sanitation facilities in secondary schools within the county?
5. Is there friendly infrastructure for teachers and learners with disability?

## APPENDIX II OBSERVATION SHEET

Name of School Visited: \_\_\_\_\_

Date Visited: \_\_\_\_\_

**Instructions:**

Please assess the following observable items of the research process by ticking the appropriate status (Good, Fair or Poor) indicated below.

S/No	Item	Status		
		Good	Fair	Poor
<b>Classroom Environment</b>				
1.	Classrooms			
2.	Blackboards			
3.	Windows			
4.	Furniture			
<b>Sanitation</b>				
5.	Water			
6.	Toilets			
7.	Drainage			
<b>People</b>				
8.	Teachers			
9.	Non-teaching staff			
10.	Students			
11.	Female teachers			
12.	Female students			
<b>Extra-Curricular</b>				
13.	Football ground			
14.	Volleyball ground			
15.	Basketball ground			
<b>Means of Transport</b>				
16.	Staff van			
17.	Student van			
18.	Lorry			
19.	Ambulance			
<b>Others</b>				
20.	Library			
21.	Science lab/equipment			
22.	ICT unit (computers, printers, photocopiers, etc.)			
23.	Medical facility			
24.	Kitchen			
25.	School canteen			
26.	Store			