

**STAKEHOLDER PARTICIPATION AND EDUCATIONAL
SERVICE DELIVERY IN GAROWE CITY COUNCIL, SOMALIA**

BY

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1164-06266 -09553

**A RESEARCH DISSERTATION SUBMITTED TO THE COLLEGE OF HIGHER
DEGREES AND RESEARCH IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE
OF PUBLIC ADMINISTRATION OF KAMAPALA
INTERNATIONAL UNIVERSITY**

OCTOBER, 2019

DECLARATION

I SAID ABDULKADIR YUSUF a student of Kampala International University declare that this Research Proposal is my original work except where references have been made and has never been submitted for a masters or any award at any University or institution of higher learning that I am knowledgeable of.

Signature..... ..... Date..... 3/10/2019.....

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APPROVAL

This research dissertation has been produced under my supervision and guidance and it's now ready for submission to the College of Higher Degrees and Research of Kampala International University with my approval.

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Date: 03-10-2019

Dr. HASSAN ACHIMUGU

(Supervisor)

DEDICATION

I dedicate this piece of work to my beloved my Parents for their contribution towards my education.

ACKNOWLEDGEMENTS

My sincere gratitude is accorded to the Almighty Allah for the gift of life that he gave me throughout my studies.

I would like to acknowledge and extend my sincere and hearty gratitude to my supportive supervisor Dr. Hassan Achimugu for his critical reviews, expert advice and regular availability to me through the course of my research work. And without forgetting my other supportive lecturer.

I equally would like to convey my sincere thanks to the local government of Garowe City council of Somalia, especially its management and its staff who helped in filling the questionnaires thus made this research successful by allowing me to collect information on this study. I equally, acknowledge all sources of data retrieved and used for the purpose of this research

I cannot forget my exemplary lecturers at the college of Higher Degrees and Research for their great assistance and excellent academic pieces of advice. I owe a special debt of gratitude to all of them.

Finally, I also thank my parents, (Abdulkadir) relatives and friends; for both their emotional and technical support. It is through them that I successfully completed this piece of work.

May Allah Bless you all.

LIST OF ABBREVIATION

ECD	Early Childhood Development Program
CSP	Community Service Provision
CEDAW	Discrimination against Women
UNESCO	United Nations Educational, Scientific and Cultural Organization
SDF	Service Delivery Framework
IDPS	Internally displaced people
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit
USAID	United States Agency for International Development
NGOs	None Governmental Organisations

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

1.1.1. Historical Perspective

Education was and is still necessary for the development of any society. They are at the heart of many minimum strategies (Yadama, Bata, 2010). Training skills and limited development skills (economic) (Samba, 2015). Consensus, policy makers and other participants in the provision of educational services seek the best measurement methods. Their efforts have contributed to the recognition of the importance of participation in education and surgery.

In Zambia, there is a shortage of educational facilities, and parents who have not met the financial costs of school education in the state schools (Brenda 2013) have been excluded. In Uganda, access to UPE education has been respected but the effects of stakeholder Participation has gaps; the reasons for this extend from poverty and illiteracy (Daily Monitor - 31 August 2014). In the state of Puntland-Somalia, the adoption of a decentralized system of government has led to increased Stakeholder Participation in the provision of educational services and services near needy communities.

Somalia is one of the poorest countries in the world, with 43% of its population living on less than \$ 1 a day and 73% less than \$ 2 a day. Many of these are among the 1.1 million people internally displaced by more than two decades of conflict and famine. The outbreak of the civil war has had a devastating impact on educational services in Somalia. By 2017, many schools had been destroyed, educational materials would not be available, and most teachers and students had abandoned education.

During nearly 30 years of civil war, more than 75% of public schools in Somalia will be destroyed or closed. In recent years, with the support of the GPE, authorities have again started to build the education system. While the Somaliland and Puntland governments have developed their strategic plan for the education sector, the federal government bears direct responsibility for the rest of the country through the Transitional Education Strategy. Recently, new state governments have been established in the central and southern regions that gradually assume responsibility for education.

Since the collapse of the education system, communities have taken a different approach to establishing local educational services. While any progress in the face of the collapse of public education is impressive, all these systems face enormous challenges. People who struggle for education have always been girls and women who are difficult, people with disabilities and the displaced are the worst in times of uncertainty and extreme poverty.

Since 2014, joint sector reviews of the education sectors of Somaliland, Puntland and the Somali federal government have been organized annually with the broad participation of stakeholders. Puntland held a joint sectoral review in January 2017, while Somaliland plans to conduct a joint sectoral review in February 2018.

1.1.2. Theoretical Perspective

1.1.2.1 Approaches to Development

In the area of development policy, development processes are influenced by developmental planning. Most plans are in turn shaped by development theories that ultimately reflect the way development is perceived, says Potter, Baines, Elliot and Smith (2018: 4). When people hear the word "development", their minds are full of concepts of economic growth, basic services like water, electricity, housing, good health and educational services. In short, the world has changed for the better. However, development critics point out that development brings the dependence of poor countries on the rich and the preservation of economic, social, political and cultural dependencies. This indicates that people are threatening what they have, including their values to get what they do not have. Moreover, this means that in the process of obtaining so-called development, they do not learn any way to maintain this idea of development imposed from abroad. If this is the case, people become dependent on developers or external assistance, leading to the unsustainability of anything that is offered to society. So the colonial style worked.

There are different ways of development and there has been strong competition around. This is because thinking about development and its different forms is itself political. Potter et al. (2018: 80) asserts that different development agendas will reflect different goals and objectives.

1.1.2.2 Participatory Approach as Development Theory

As the name suggests, participatory development focuses on internal and external forces of change. Potter (1985), cited in Potter et al. (2018: 14), argues that self-reliance must always be at the center of development and must propose a meeting of people's basic needs while ensuring the sustainability of the ecological environment. . It was also stressed that the principles of public participation must always be adhered to. He recognized that many basic needs approaches used the care of the poor in basic needs programs rather than greater state commitment to poverty alleviation. The assumption is that the poor will accept anything. On the contrary, the participatory approach believes that development can only be achieved through increased reliance of nations on domestic resources, amplification of productive wealth and the closing of external forces of change. Participation in unequal exchanges should be reduced while self-sufficiency and self-reliance are promoted.

Sustainable development is said to mean more than just preserving the natural environment. The assumption is that there is integrity in the framework of sustainable development, and therefore poor or disadvantaged communities do not have to destroy or pollute their environment in order to survive today

1.1.2.3 Variations of Participatory Development

Manifestations

There are many different manifestations of participatory development. Participatory development has been promoted as a way to improve the "efficiency and effectiveness" of "official" development programs. This method usually involves external and local actors working together in a particular project. GTZ (Deutsche Gesellschaft für Technische Zusammenarbeit) describes participation as "participation in sharing and sharing power throughout the program cycle". By involving those who will benefit from programs in their development and with local and international groups working together, it is hoped that development projects will become more sustainable and successful.

Enabling "mutual learning" is another way to visualize perceptions of participation. The goal is to promote "communication, respect, listening and learning between development practitioners and those serving" in order to achieve "more useful results." The PRA is an example of mutual learning,

a form of research that recognizes that "The illiterate, the poor and the marginalized [can] represent their own lives and ways of living, conducting their own analysis and coming out with their own solutions."

Some hope that participatory development can transform power relations by "valuing votes" which are usually not exercised by political and development groups. This speaks of the idea that participatory development has the potential to increase the population's ability to self-determination. Those who promote this view of participatory development would like to see communities make important decisions rather than just contributing. These activists hope that participatory development will lead to better civic participation, where people can identify the ways in which their communities operate. In such cases, international organizations can support and draw attention to the efforts of working groups for self-determination.

Some theorists highlighted a difference between "invited" and "claimed" spaces for participatory development. Called areas are usually official events where development agencies ask communities to share their ideas. There is often a goal of reaching an agreement. By contrast, alleged spaces are created when marginalized individuals intervene and "take control of political processes." The Zapatista National Liberation Army can be seen as an example of the local population who "claim" space to defend political change.

Research conducted by several development agencies (World Bank, Canadian International Development Agency, USAID and IRDP) suggests that there are many benefits to be gained through the use of participatory development. These studies indicate that while participatory development projects may have high start-up costs, they will be less expensive and more sustainable over the long term. These studies also found that participatory development projects are better in addressing local needs and are generally more relevant to the local population than to traditional development projects. It is also believed that Stakeholder Participation increases the efficiency of development projects. Participation can also contribute to a more equitable outcome as long as participation mechanisms are avoided.

1.1.2.4 Criticisms

When compared to traditional forms of development, participatory development is sometimes criticized as expensive and slow. It may take longer if you have to work, work together, and reach consensus with communities, if you do not have to. Participatory development may have higher startup costs than conventional development. In addition, participatory development is criticized because it reaches a population smaller than traditional development. Community dialogue and an initial increase in personnel may involve only a small number of individuals, while food aid has fallen to hundreds of people.

The most radical development thinkers have put forward many criticisms. Participatory development projects have been accused of treating communities as if each person were themselves. This issue has been specifically raised in relation to gender. Critics suggest that while many organizations recognize the importance of involving women in participatory development projects, the history of success has been limited. This may be because participatory development projects seek to address the immediate needs of women "without addressing the essential aspects of gender dependence such as unequal division of reproductive labor, restrictions on women's movement, domestic violence, non-independence of women, etc." Critics also argued that participatory development projects failed to address other inequalities such as class and social class. In an effort to give voice to communities, development agencies may only relate with elite members of the group, thus re-imposing local inequality. Participatory development projects have also been accused of enforcing symbolic symbolism, allowing only a few "elected voices" to speak "as a rubber stamp to prove the credentials of participation." This view suggests that organizations only include local voices to improve their image, without really seeking to involve the people with whom they work.

1.1.3. Conceptual Perspective

Participation is a rich concept that varies with its application and definition. Thus, participation should not be interpreted as one definition or interpretation (Oakley, 2014). Brager, Specht and Torczyner (1987) identify participation as a means of educating citizens and increasing their

competence. It is a means of influencing decisions that affect the lives of citizens and a means of transferring political power.

Armitage (2018) shares Stakeholder Participation as a process in which citizens act in response to public concerns, express their opinions about decisions affecting them, and take responsibility for changes in their society. Westergaard (2010) identified participation as "collective efforts to increase and control the control of resources and institutions by groups and movements of those excluded from control." This definition refers to a mechanism to ensure Stakeholder Participation.

The Service Delivery Framework (SDF) is a set of principles, standards, policies and limitations that must be used to direct design, development, deployment, operation and retirement of services provided by the service provider in order to provide a consistent service experience to a defined user community in a specific business context.

"Service delivery" is a common term used in Africa to describe the distribution of basic resources on which citizens depend, such as water, electricity, sanitation, land and housing. Unfortunately, the government's delivery of these resources cannot be relied on or maintained in large or inappropriately for entire communities. In response, the number of "protests to provide services" or protests that require better service has become more popular in recent years. It is very common, in fact, that the term "service provocation" has become a term used loosely by the media to identify different types of protests.

The relationship between government and citizens is crucial. Ultimately, the government is responsible to citizens for decisions taken. Many countries need to improve the core elements of democracy and their checks and balances to ensure that public goods are delivered in accordance with the expectations of citizens. Some methodologies have been developed to assess the extent to which service delivery is accountable. For example, the International Institute for Democracy and Electoral Assistance has developed a methodology to assess citizen-led accountability in service delivery.

School systems in most developing countries are largely failing to provide quality primary education for poor children. More than 100 million children of primary school age either do not enter or fail to complete primary education, and studies show that even children who complete may be illiterate and functionalistic.

Efforts to improve education in both the developed and developing world usually focus on providing more inputs to schools to increase spending on current allocation patterns. But substantial evidence shows that increased funding is insufficient to improve learning outcomes. Additional funds may be allocated to inputs that have weak effects on student learning. In the United States, threefold real spending on education per student has been absorbed since 1960 by increasing teachers' salaries and reducing classroom sizes but has had no significant impact on either student numbers or average levels of student learning. 1 Teachers and other education staff (usually 75% or more of education spending) may be unable to perform. A study on the absence of teachers in nine developing countries found that one day, 11-30% of teachers will miss their jobs.

The 2014 World Bank Working for Development Report argued that the underlying cause of these failures in the provision of basic services in developing countries is weak accountability relationships between the State and service providers, citizens and clients who serve them. In the education sector, efforts in both developed and developing countries to strengthen these accountability relationships through system reforms have been numerous. However, designs have varied considerably and there has been a very rigorous assessment of the impact. The impact assessment group encourages rigorous assessments of three of the most common reforms in strengthening accounting in basic education: school administration; provision of information to enable school stakeholders; school contracts and incentive reforms. The following is a small sample of the WELC assessments.

1.1.4. Contextual Perspective

Over the past few decades, the term Stakeholder Participation in Garowe city council has gained increasing use in academic literature, policy-making documents and international conference papers as an essential element in attempts to achieve sustainable development throughout the world. Local Stakeholder Participation in Garowe city council since the early 2010s has often been regarded by non-economists as one of the solutions to the problem of providing educational services. The participatory approach not only improves the success of educational services, but makes it more efficient and effective (McGee, 2012).

Since the 2010s, multilateral agencies such as the World Bank have focused on increasing stakeholder participation in Garowe city council as a way to ensure sustainable development (Gonzales, 2018). It is now a critical element that can enhance the opportunities for sustainable development initiatives through community capacity-building and empowerment (Curtin, 1984; Bouchaway, 2011; Brett, 2013; Pigeon and Kurff, 2012; Lions, Smuts and Stevens, 2011). . Empowerment in this context means giving marginalized, vulnerable and excluded persons the ability to self-reliably manage their own resources. Participation is believed to lead to empowerment through capacity-building, skills and training (Lyons et al., 2011). By increasing the self-reliance of people, projects and communities, they can then contribute to the sustainability of development projects that can in turn contribute to the broader concept of sustainable national development.

In Garowe city council, Stakeholder Participation in the delivery of services has become an important element in the design and implementation of development projects. Stakeholder Participation in community service provision (CSP) is among the fastest growing mechanisms for guiding development assistance. The aim of Stakeholder Participation in CBD projects is not only to reverse existing power relations in a way that creates agency and voice for the poor but also to allow the poor to take greater control of development assistance. This is expected to result in the allocation of funds for development in a more responsive manner to the needs of the poor, better targeting of anti-poverty programs, a more responsive response to the Government, improved delivery of public goods and basic services, and better community assets. A more enlightened and participatory citizenry capable of undertaking self-development activity (Mansuri and Rao, 2013).

In Somalia, until the twentieth century, Garowe city council of Somalia did not play a major role in education, and schools were mainly provided by community organizations such as religious associations and other voluntary agencies (Gradstein et al., 2015). JRE (2013) notes that in Garowe City Council, primary schools faced many difficulties, such as lack of basic infrastructure, facilities and resources, and children were reportedly unable to access educational facilities due to lack of space, insufficient teachers and high expenditures. . The Somalis' Education Report (2011-2012) reveals that the Garowe City Council is responsible for providing basic educational services such as infrastructure construction, teaching capacity, staff salaries and teacher registration. This report is consistent with the policy of the State of Somalia on education and in accordance with

article 32 of its Constitution. Where it is the Government's responsibility to ensure universal access to education as a human right. The same article states that it is the responsibility of the Garowe City Council to increase access to efforts to eradicate illiteracy.

Despite this educational policy because it stems from its constitution, few educational services were received by people from the government without the support of the community. The Somalis' Education Report (2011-2012) reveals in some community and government schools that educational services are inadequate. From this theory, the study sought to explore the effects of stakeholder Participation in the provision of educational services in Garowe, the City Council of Somalia.

Education in Somalia refers to the academic system within Somalia. The Ministry of Education is officially responsible for education in the country, allocating about 15% of the national budget to school education. The autonomous regions of Garowe City Council maintain their own ministries of education. Much of this article addresses the education system in Garowe City Council because of the paucity of detailed and modern information from other parts in Garowe city council of Somalia.

The Somali National University was the first high-level educational institution in Somalia. Founded in 1954 as L'Universita 'NazionaleSomala during the territory of Somaliland. In 1969, the institution gained a formal university status in the newly independent Somalia.

After the outbreak of the Somali civil war in 2014, community education committees established in 94% of local schools assumed the responsibility of running schools in Garowe City Council. Numerous problems have arisen with regard to access to education in rural areas and along gender lines, the quality of educational provisions, school responses, educational standards and controls, management and planning capacity, and funding in Garowe city council. To address these concerns, Garowe City Council, as a local government, is developing an education policy to guide education in the region and is on the road to reconstruction and economic development. The latter include a gender-sensitive national education policy in line with international standards, such as those set out in the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). Examples of Garowe City Council and other educational measures at work are the Government's enactment of legislation aimed at

securing the educational interests of girls and promoting the development of the Early Childhood Development Program (ECD) designed to reach parents and caregivers in their homes as in early childhood development centers for 0- 5 years old children in Garowe City Council, and introducing incentive packages to encourage teachers to work in remote rural areas.

1.2 Statement of the Problem

In Garowe City Council of Somalia, many past efforts in educational development programmes have had limited success (World Bank, 2002); Brett (2002); The core constraint to fostering popular participation especially among the rural people has been over-centralization of decision-making powers and resources thereby creating a communication gap between the beneficiaries / stakeholders and the educational development workers (Samba, 2015). It is because of that, many programmes and projects have been introduced and developed with participatory approaches so as to bring the voices of the people into the development process.

Despite this seemingly laudable sounding implementation framework, however, stakeholder participation in educational programmes especially in schools has increasingly become a subject of debate and criticisms among different sections of the public in Somalia particularly Garowe City Council. This is because service delivery is still relatively poor since a limited number of stakeholders including public and private sectors and local and international bodies are involved in the service provision within the local government (Heneveld and Craig, 2015). For instance due to the disruptions resulting from the civil war, education levels are unsatisfactory especially among the Women who have been marginalized for a prolonged period of time. A total of number of school age children are between 14-18 years and above. A total number of 126,153 students of formal school including Garowe have been enrolled in the year 2013/2014 of which 55,250 (43.8%) are girls and 70,903 (56.2%) are boys which indicates that girls participation in education is lower than boys and needs more attention for girls. Thus the study deeply concerned with educational service delivery which remains weak and reflected in inadequate access to educational learning materials, discouraging teachers, weak teaching methods, inadequate resources, low enrollment, poor retention and completion by children in basic education. Education and inadequate classroom supplies and textbooks (Participatory Development Report 2014). The above conclusion is somewhat unusual for the efforts that communities have invested in the educational service authorization do not match the output. The above factors prompted the

researcher to assess the effects of stakeholder Participation in educational services in the Garowe City Council.

- i. To examine the effects of stakeholder Participation on school enrolment in Garowe City council, Somalia.
- ii. To ascertain the effects of stakeholder Participation in the monitoring and evolution in school in Garowe City Council Somalia.
- iii. To assess the effects of stakeholder Participation in the provision and retention of qualified teachers in Garowe City Council, Somalia.
- iv. To investigate the factors that militate against stakeholder participation in educational service delivery in Garowe city council Somalia

1.4. Research questions

- i. What are the roles of Stakeholder Participation on school enrolment in Garowe City council, Somalia?
- ii. What are the effects of stakeholder Participation in the monitoring and evolution in school in Garowe City Council Somalia?
- iii. What is the effects of stakeholder Participation in the provision and retention of qualified teachers in Garowe City Council, Somalia?
- iv. What are the factors that militate against stakeholder participation in educational service delivery in Garowe city council Somalia?

1.5.2 Content scope

The focus of this study was Garowe City council, Somalia, particularly its education department, selected primary schools, non- governmental organizations and selected parent's committees of schools. Though Stakeholder Participation bears a lot of potentials for development, this study focused on the effects of stakeholder Participation on educational service delivery in Garowe City council, Somalia, because of the centrality of education to national development, and the challenges encountered particularly in Garowe, Somalia.

1.5.3 Time scope

The research focused on a 5 years' period (2012-2017) and was therefore gather data and review literature to mainly cover this period. The focus on this time frame finds justification in the fact that it marks the mid-point of a 10 years plan to improve educational service delivery in Somalia. This study was therefore a huge contribution to a midterm review.

1.6. Significance of the study

The study intended to facilitate an understanding of Stakeholder Participation and its role in Educational service delivery at the local level. The study is expected to be of much value to a number of stake holders:

First, the study will enable people at local level to see the importance of participating in development projects.

Secondly it will help local authorities and local people representatives to appreciate and involve citizens in decision making on matters concerning their wellbeing.

Thirdly, the study helped the researcher to identify viable areas for further research. Also it will be used as an additional reference to researchers of people participation.

And lastly, the study also helped the researcher to be exposed practically to the field of Stakeholder Participation in development activities and other related matters and subsequently boost her knowledge on the study.

CHAPTER TWO
LITERATURE REVIEW

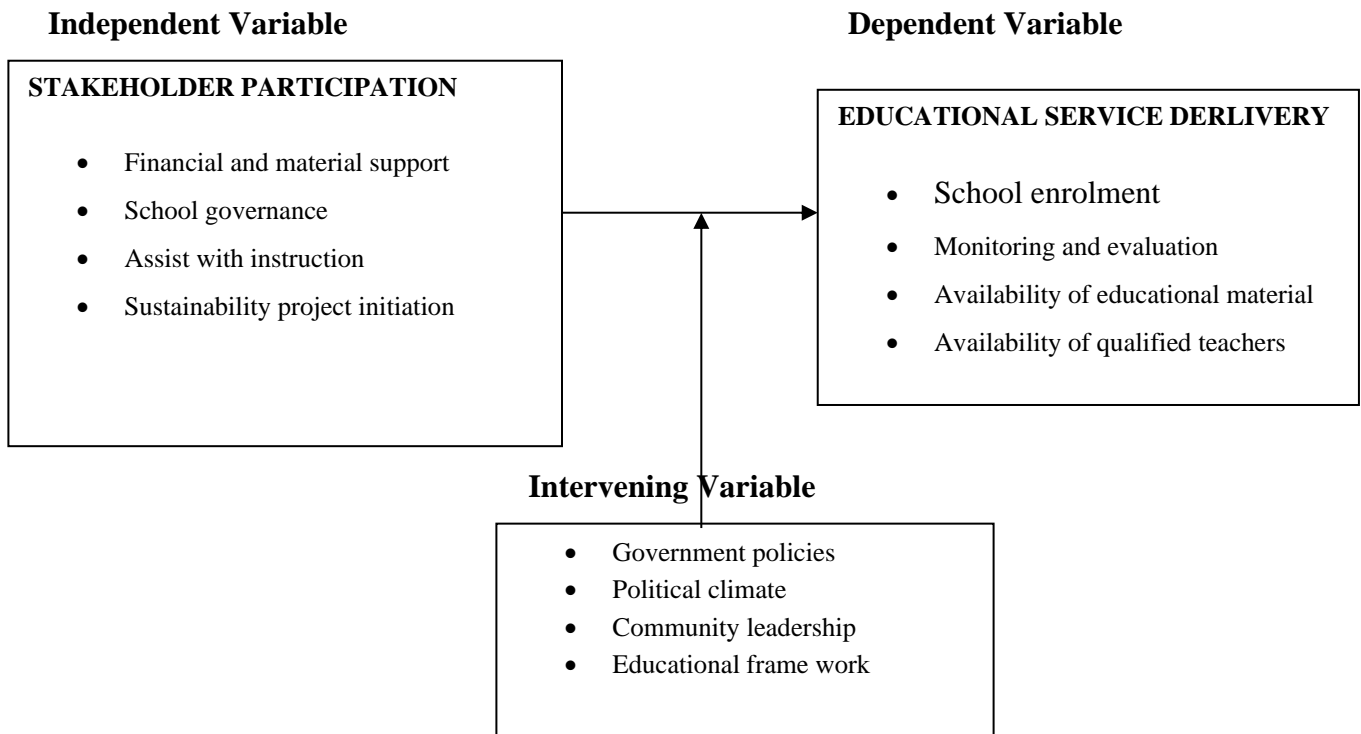
2.1.1 Rational Choice Model

Therefore, for project decisions to be made, they should be from a range of alternatives, and the community members, should be in position to make rational decisions for once confronted with a range of decision. The study sought to examine how communities participate in the decision making process and whether their participation conforms to the rational choice model or has something that it can offer to the rational choice model approach to decision making.

2.1.2 Mobilization Model

The model argues that some people participate in response to the opportunities available and do participate because they have been persuaded to do so. The model further argues that the socio-economic status of people determines their participation. The study sought to examine the opportunities available, persuasion initiatives that are in place to enable people participate in projects management as well as the opportunities available for the different categories of people to take part in the management of projects.

2.2. Conceptual Frame Work



Source: *Researcher, 2018*

Stakeholder Participation ranges from participation in activities identified by outsiders to the management and ownership of activities such as Financial and material support, School governance,

2.2.1. The Concept of Stakeholder Participation

Local communities are usually defined, although not universal, on a geographical basis, where they occupy a certain geographical area (Dalby and McKinsey, 2017; Fortman and Rowe, 2013). Zenter (1964) refers to three aspects of societies. First, the community is a collective structure, whether formal or informal; members play complementary roles around the goals associated with the problems of collective occupation and the use of synergistic space. Secondly, members of society enjoy a degree of collective identification with the occupied space. Finally, society has a degree of autonomy and local responsibility. In this study, the community is defined as one or more villages of one village or group of people within a village shared in characteristics (Bray, 2015).

2.2.2 The Idea of Participation

Many researchers, academics and practitioners presented different insights to understand the concept of participation with a common definition. Finding an ideal definition is difficult, because it is historically linked to different ideologies, and therefore has different meanings. While some participate in viewing as a result of an empowering process, others see it more in the context of the project.

The World Bank defines participation as a process in which stakeholders influence and share control over development initiatives, decisions and resources (Fundi, 2015).

Oakley (2014) collected four different data on participation that illustrate the extent of interpretations regarding the relationship between persons and the project as follows:

(A) Participation as a voluntary contribution by the people in one or another of the general programs that are supposed to contribute to national development, but people are not expected to participate in the formulation or criticism of the program (Gibson, 2013).

(B) In the perspective of rural development, participation / involvement of people in decision-making, program implementation and sharing in favor of development programs (Cohen and Uphoff 2012).

(C) At the social level, Pearce and Steffle (2016) view participation as a systematic effort to increase the control of resources and regulatory institutions in certain social situations by groups and movements of those who have so far been in control (Kothari, 2010).

(D) At the project level, (Weihrich, 2014), generally views participation as an active process in which beneficiary groups or clients influence the direction and implementation of a development project to enhance their well-being in terms of income, personal growth, self-reliance, or other values we cherish (Gibson, 2013).

Although the data provided are not necessarily reciprocal, they represent different forms of participation. They range from seeing participation as simply engaging people in a project where they can have economic and social benefits. This involves participation in decision-making through and / or empowering vulnerable groups. Participation is a powerful, multifaceted image, but its interpretation remains elusive. It can be used by different authors to serve individual needs. In this regard, Carrie and Lee (2010) identified the following meanings:

Negative participation People share by telling them what will happen or actually happened. It is a unilateral declaration by an official or project manager without listening to people's responses. The information that is shared belongs only to external professionals (Krishnaswami, 2012).

Participate in the information that gives people participation by answering the questions that extractive researchers draw using survey surveys or similar methods. People do not have the opportunity to influence actions, as search results are not shared or verified (Roe, 2013).

Participation is consulted through consultation and external persons listen to their views. These external professionals identify both problems and solutions, and may modify them in light of people's responses. This consultative process does not waive any share in decision-making and professionals need to take people's views (Lancaster, 2012).

Participation in physical incentives in which individuals participate through the provision of resources, for example, work for food, cash or other material incentives. A great deal of

agricultural research falls into this category where farmers provide the field but do not conduct experiments or learning. It is very common to see this named partnership, but people have no interest in lengthening activities when the incentives are over (Chamwali, 2016).

Career Participation: Participation is a means of achieving project objectives, especially reducing costs. Their participation may be interactive, but key decisions tend to be pre-empted by outside agents.

Interactive sharing. People participate in joint analysis and develop business plans using local institutions. Participation is seen as its right. While people control local decisions and determine how resources are used, they have an interest in maintaining structures or practices (Luthans, 2015).

Self-mobilization. People participate by taking independent initiatives from outside institutions to change systems. They are developing contacts with outside institutions for the resources and technical advice they need, but they retain control over how resources are used. Such self-mobilization and collective action may challenge or not tolerate the current inequitable distribution of wealth and power.

Secondary participation increases the effectiveness of the project, especially in rural areas. People view the project as their project rather than something created externally. Participation allows these people to have a voice in setting goals, supporting project management and making use of their local knowledge, skills and resources. One of the main reasons why many projects have not succeeded in achieving the goals in the past is not to involve the local population. Participation in consultation. People participate by consulting them, and the outsiders listen to their views. These external professionals identify both problems and solutions, and may modify them in light of people's responses. This consultative process does not waive any share in decision-making and professionals need to take people's views (Chandan, 2013).

Participation in material incentives. People participate by providing resources, for example, to work for food, money or other material incentives. A great deal of agricultural research falls into this category where farmers provide the field but do not conduct experiments or learning. It is very common to see this named partnership, but people have no interest in lengthening activities when the incentives are over (Chinapah, et al, 2013).

2.3. Review of related Literature

Education is an inherent goal for all individuals and communities. Economic education in particular has been a target for most societies since antiquity, as evidenced by the work of pre-classical economists such as David Hume, Richard Cantillon and Jack Turgot (Alderman, 1961; Blaug, 1985; Rostow, 2010). Individuals, communities, governments and other stakeholders in economies have sought to continue their economic education steadily during pre-classical, classical and neo-classical times. Economic education can already be said to be at the center of the economy (Fafchamps, 2014).

Neither economic education nor education is a particular situation. Both seem to be the result of a pattern of circular causation between economic, political and social factors; both economic indicators of land and labor productivity and capital can be measured. However, economic education as is known today is a recent phenomenon in the study of economics. Emerged in the 1930s after economists realized that humans were not all living in economically advanced countries such as Western Europe and North America (Easterlin, 1981). This economic realization led to an attempt to understand the disparities in levels of economic education between countries and regions. In particular, they sought clarification on the concept of "under education" in Africa, Asia and Latin America compared to Western Europe and North America. This initial focus has made the economics of education synonymous with the study of less developed societies in some circles (Fafchamps, 2014).

The mission to find logical explanations for the differences in order to develop solutions in the post-World War II period. In addition to the establishment of the United Nations and its affiliated institutions such as the World Bank and the International Monetary Fund (IMF), non-academic education has led a stream of economic education. It can be said, progress has been made in understanding economic education and the effects of economic education. However, to date, no country can claim to have completed the task of education. This can be partly explained by the fact that education is a process, not an event, whose achievement is measured on the basis of an open continuum (Craig, 2015).

This continuous situation puts countries at different levels such as developed, developing and underdeveloped countries. However, the bulk of interpretation may lie in the fact that education

itself continues to evolve, with it, and its standards (Seers, 1983; Sen, 2016; Todaro, 2015; Manyasa, 2016). As a process, it cannot be achieved at the table of one man, but rather as a group of societal efforts and thus need the participation of society (Holt, 2013).

2.3.1. Roles of Stakeholder Participation on school enrolment

It is now widely accepted that Stakeholder Participation contributes greatly to enterprise development. Specifically, Stakeholder Participation in education can help improve education in primary schools. The comprehensive literature research identified the importance of Stakeholder Participation in education (Kothari, 2010).

This leads to the emergence of a cooperative model, where the local community plays a supportive role in providing government education. Williams also provides a model that illustrates the relationships between the role of society and domestic demand.

It refers to Lancaster (2012) to the importance of Stakeholder Participation as follows: This approach helps the project to be sustainable, where you learn the communities themselves how to adopt and correct the changes resulting from the project; partnership or participation helps to protect the interests of the persons concerned; and enhance the dignity and self-reliance among the people, That is, they are empowered to obtain and implement things themselves; communities become aware of project implementation because they have a large reservoir of wisdom and skills. (Sarah and Kates, 2018). They understand their local needs and the nature of their environment better than strangers. Participation makes local people a multiplier of their new project (Kothari, 2010).

They can easily transfer new knowledge they have acquired to other societies, leading to a rapid increase in the growth of the new idea; participation fosters a sense of ownership among the community of the equipment used in the project, and even the projects themselves. For example, the project will be protected and maintained through its own means, for example. School buildings also enhances the empowerment of community members by building their capacity to identify, define and solve the implementation of various economic and social issues that affect their lives; and participation creates a sense and attitude of self-reliance; this happens especially when the project developer leaves the project for the indigenous community. Participation is believed to ensure success with people sharing when they feel ownership of the project and feel that the project

meets their needs. This makes them willingly supervise the construction and then care about the facilities to ensure their sustainability (Krishnaswami, 2012).

2.3.2. The effects of stakeholder Participation in the monitoring and evolution in schools

Lancaster, (2012), suggest that all actors in education, especially those with direct social and economic involvement and concerns, have a different view of what the problem is and what constitutes an improvement in rural systems. However, it is recommended that planning begins with people who know more about their livelihood systems in education to be sustainable. Education needs to assess and develop people's knowledge and skills, thus promoting self-reliant education. It was also emphasized at Swanipuell (2015: 4-5) that through Stakeholder Participation, a solid local knowledge base is created for education. "Their common understanding of the dynamics of the political, social, economic, cultural and natural environment is of immense value to education efforts," adds Swanipwell (2015).

Stakeholder Participation as a concept focuses on the idea that involving stakeholders in decision-making about their communities and broader social issues has important social, economic and political benefits. According to Commins (2016: 1), the failure of services is not only technical but also due to the lack of accountability of public, private and non-profit institutions for the poor. Service failures result from the breakdown of the relationship between citizens, policy makers and service providers. This situation can be addressed by instilling different forms of Stakeholder Participation. This could be done by providing opportunities and incentives for the Garowe community in Somalia to respond to community needs, promoting transparency in Garowe City Council in Somalia or supporting independent local media to act as observers for project activities. Effective Stakeholder Participation in the form of political, social and legal structures can all be useful for participatory actions (Luthans, 2015).

In many cases, participation was focused on encouraging local people to sell their work for food, money and materials. These material incentives distort perceptions, generate dependence, and give the misleading impression that local people support initiatives that are paid externally. It is therefore important to recognize that not every form of participation is good because it will endanger rather than promote sustainable education. According to Nelson and Wright (2011: 159), some organizations believe that participation simply means that local people do what planners

want, while practitioners assume that everyone is involved and that education will serve everyone's needs. They seem to overlook the fact that different livelihood strategies require a different local knowledge system and that not all communities are alike (Gibson, 2013).

Rural communities can no longer be considered mere informers, but teachers, extension officers, activists and observers of change. Effective participation therefore requires participation not only in information gathering but also in analysis, decision-making and implementation. In this way, there is an improvement in accountability and an increase in the number of stakeholders. There is financial accountability and people add value, and encourage local autonomy and independence. Political accountability is also important. While the local population has an increasing stake if they have an Empire decision-making bed, the Garowe City Council in Somalis can achieve more educational goals and fund more financially (Rao, 2014).

Ordinary citizens have a role to play to help the Garowe City Council in Somalia identify the entities to be provided and how they will be presented. Many stakeholders and communities should participate in consultations and decision-making processes in the form of House committees, budget consultations, public meetings and integrated educational planning forums (known as IDP forums).

The Ministry of Social Education (2016: 24) suggests that effective planning at the community level can lead to the building of active, sustainable and accessible communities. The process must deal effectively with divisions, social exclusion and discrimination that dissuade some members of society from participating in activities and decisions that affect their daily lives.

2.3.3. The effects of stakeholder Participation in the provision and retention of qualified teachers

Service delivery may be affected by many factors. The Somalis Association of Garowe City Council in Somalia (2010: 34) highlights that factors affecting service delivery can be human, financial, material, information and time resources. It is also noted that these factors include inadequate staff, insufficient funds, lack of information resources, lack of time to implement planned activities due to unplanned meetings, lack of training on core responsibilities and language barrier. There may be other factors and issues, such as centralized service delivery, societal beliefs, crime and political influences. However, the factor mentioned on several occasions in previous

discussions is the importance of accountability of the Garowe City Council to Somalis to the communities they serve. As described above, irresponsibility has a negative impact on the delivery of services (Morrow, 2016).

According to Devarajan and Widlund (2016: 2), the delivery of services is deeply political. This implies that political conditions and dynamics must be considered to understand current problems and identify remedies for them. The strength of accountability relationships between citizens, service providers and politicians is believed to explain why services have failed or failed for the poor. Devarajan and Widlund (2016: 42) emphasize that poor service delivery is rooted in weak political incentives to provide good social services to citizens and that these transfers are not sufficient to improve service delivery. Social services in poor countries with elected governments are slightly better and sometimes much worse than in poor countries with non-elected governments. Failure is therefore attributed to the inability of politicians to make credible promises to citizens, as well as the inability of citizens to monitor the relationship between political action and their well-being. In democratic countries, politicians use credible promises to citizens to influence their voting decisions. Thus, the costs of corruption are easily transferred to large segments of the population where political competitors cannot make credible promises.

Both Meloughlin and Batley (2012: 31) argued that policy not only defines the provision of services, but service delivery may in turn determine forms of policy. Services may be delivered as seeds in the hope of obtaining political returns in the near future. However, Davaragan and Widlund (45:45) caution that when politicians offer only reliable promises to limited constituencies, corruption is higher, bureaucratic quality, rule of law is lower, political focus on non-public goods, such as higher government jobs. Politicians therefore need incentives to reach large segments of the population, as well as administrative services and people with sufficient knowledge to give them credit for their efforts (Narayan, 2015)

The White Paper on Human Resource Management in Education (2017: 2) states that the management of human resources in the educational service will result in a diverse, well-managed and capable workforce committed to providing quality services to the people of South Africa. It goes on to say that this must become a model of excellence, where community service stems from individual commitment rather than coercion. This means that appropriate human resource management and staff commitment are important to achieving excellence in services. Cameron

(2010) concluded that the growing politicization of the educational Service Contributed to poor service delivery and that the Government of South Africa needed to focus more on merit as a basis for appointments and promotions (Ngowi, 2016).

Thus, capacity-building is important for improving and expanding service delivery to communities. By improving the number and quality of skills, Garowe City Council in Somalis may be more able to deliver services efficiently and efficiently without having to outsource services to consultants. However, it is important to note that the method used does not matter much. What is critical is the overall objective of improving the quality of services, expanding services to residents who do not own them, and providing affordable services without compromising the Garowe City Council in Somalia's ability to operate and maintain existing services. It is therefore important to consider the long-term viability of service delivery at a certain level (Saakshi, 2015).

Another important contributor is finance. Garowe City Council finances Somalis' projects through revenue collected from local residents such as payment rates from service consumption. However, it is important to note that no income is collected from rural areas. The Garowe City Council in Somalia therefore relies on regional and national funding initiatives and private sector funding to deliver services in these areas. The sustainability of the Garowe City Council in Somalia itself depends on the government policy in rural areas and the education of rural economies (Garowe City Council, Somalia Budget and Expenditure Budget, 2011).

2.3.4. Factors that militate against stakeholder participation in educational service delivery

In 2013, the United Nations adopted the Millennium Development Goals, a set of 2015 development goals, specifically to "ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full cycle of primary education and In the same year, the World Education Forum met in Dakar, Senegal, and adopted the Dakar Framework for Action, which reaffirmed the commitment to achieve Education for All by 2015.

At that time, according to UNESCO, only 57% of African children will attend primary school, the lowest enrollment rate in any area covered by the survey. The report also showed marked gender disparities: in almost all countries, the number of boys enrolled in school was higher than that of girls.

Steps such as the abolition of school fees, investments in education infrastructure and resources, and school meals from the World Food Program have helped increase the enrollment of millions. However, despite the significant progress achieved in many countries, the world has not been able to reach its goal of education for education. In sub-Saharan Africa as of 2013, only 79% of primary-school-age children will be enrolled in schools. 59 million children of primary school age will be out of school, and enrollment of girls is lagging behind enrollment of children (Nirmal, 2012).

Following the Millennium Development Goals in 2015, the United Nations adopted a set of sustainable development goals for 2030. Goal 4 addressed education with the specific aim of "ensuring universal and equitable quality education and enhancing lifelong learning opportunities for all". The World Education Forum was held in Incheon, Korea, to discuss the implementation of this goal, and the Incheon Declaration of Education 2030 was adopted. It remains to be seen what impact the latest measures have had on the participation of education in African countries.

Language. Because of the high linguistic diversity, the legacy of colonialism and the need to know international languages such as English and French in employment and higher education, most schools in Africa take places in languages that teachers and pupils do not speak at all, and in some cases simply do not understand. There is a lot of evidence that students in a second language achieve less results than they do in their native language, as incompetence in the second language weakens their understanding and encourages them to learn not to speak by heart. Although UNESCO has recommended in the 1950s to teach children to read and write in their mother tongue, and to progress later to other languages, not all African countries are effectively implementing it. Even when first grades are taught in the mother tongue, pupils are usually forced to move to languages such as English and French before gaining proficiency in these languages.

Lack of proper facilities and teachers. Another reason for low education rates in Africa is the lack of adequate school facilities and unequal opportunities for education across countries. Many schools in Africa find it difficult to hire teachers because of low wages and lack of suitable people. This is especially true for schools in remote areas. Most people who have access to education prefer to move to major cities or even abroad, where they are waiting for more opportunities and higher wages. Thus, there will be too many classrooms and the average number of students per teacher in the school. Moreover, teachers are often inadequately equipped with a few teaching aids

and poor textbooks. As a result, children in school in rural areas usually achieve lower results in standardized tests compared to their urban counterparts. This can be seen in the reports from the North and East African Association for Educational Quality Monitoring (SACMEQ). People who take tests in rural areas score much lower than those in small towns and large cities. This shows that there are no equal opportunities in education given to children from different parts of the country itself.

As teachers are less qualified than others in urban areas, teaching the learning environment affects students. In one case, the teachers tested the same test as their students and failed three quarters. In addition, those who do not receive the same education to those in major cities have problems even after graduation from reading and writing and doing mathematics. Students who do not receive the same equal education for those in urban environments do not achieve the same result in achieving success with a career. While education is a major concern for a career and a future, Africa must be aware of the need for equal education in all schools across States.

Migration. Afterward, migration leads to the loss of higher education and financial losses. The loss of skilled persons can only be replaced by a huge additional cost, which means losing the money spent on educating people who leave and new people to replace them. Although nearly 5.5% of GDP investments in education, the loss makes it difficult for the government to budget for another amount of education where it will need to prioritize other needs such as military budget and debt service.

Military conflict. Military spending is causing education spending to drop dramatically. According to a UNESCO report in March 2011, armed conflict is the biggest threat to education in Africa. While the number of dropouts across the continent is increasing dramatically, one of the effects of war and conflict on education is the transfer of public funds from education to military spending. The system is running out of funding already losing more money. Twenty-one African countries were identified as the highest military-GDP implementers compared to the education-oriented amount. Military and conflict also lead to the displacement of children. They are often forced to stay in camps or flee to neighboring countries where there is no education.

2.3.5. Gap in the Literature

A number of studies have found that Stakeholder Participation leads to the provision of effective educational services (eg, Agrawal, Yadama, Bata, 2010; Bennell, 2014; Anthony, and Govindarajan, 2014; On the contrary, other researchers argue (for example, Bray, 2015; Breiman, 2018) that they did not find a positive relationship between Stakeholder Participation and the delivery of educational services, and it is clear that these differences in their empirical results will be, for example, Ngowi (2016) found that the low participation of society is reflected in the deterioration of standards of professional conduct, including abuse (Both inside and outside the workplace), and poor professional education delivery. Garowe City council, Somalia.

Significantly, the review of literature found that most studies linking Stakeholder Participation were largely conducted in Europe, the United States, and Asia (eg Millmore, Lewis, Thornhill, and Morrow, 2016). It is clear that a look at these studies reveals time and contextual gaps. Exploring this study on the impact of providing educational services and linking them to Stakeholder Participation from an African perspective enriches this area of study. Although many surveys have been conducted on Stakeholder Participation and delivery of educational services over the years, none of these studies have addressed the basic elements needed to understand the optimal nature of Stakeholder Participation in the delivery of educational services. Many questions are left without a bed on who can be providing the ideal educational services.

While some studies have noted the positive impact of Stakeholder Participation, others have found no positive correlation between community involvement and educational services. This means that the impact of community involvement on providing educational services to administrative staff is still under discussion, particularly in the case of the Garowe City Council, Somalia in Mogadishu, Somalia, where no study has been reported on this specific issue. Without the good Stakeholder Participation of educational service personnel, who can provide services to citizens - a vibrant element in public administration discourse - the public administration community will allow those who see education as a mere modus (Nirmal, 2012).

In addition, studies on the reforms of the Garowe City Council Somalia, have not yet carried out the necessary theoretical standards and the involvement of the educational service s community. Thus, this study expands knowledge on Stakeholder Participation and delivery of educational services, thereby adding to the knowledge set created by previous studies.

This study attempted to close the identified large gaps. None of the solutions offered by discussion or access to the essence of why motivation or why people should become an educational service. By addressing these shortcomings comprehensively, this study will clearly demonstrate that appropriate community involvement is positively correlated with the provision of high educational services in the city council of Garowe, Somalia.

CHAPTER THREE

METHODOLOGY

3.2 Research design

The cross-sectional research design was used by the researcher. This was used to obtain information on the current state of the phenomenon using quantitative and qualitative data collection methodologies. This design was good for study because it generated quickly self-reports from selected participants under study. Cross section design was adopted since the case study across a diverse section of people.

Quantitative and qualitative data collection approaches were used in this case. The quantitative approach was used because it involved the use of descriptive statistics to be generated using frequency tables and variables that were measured in numbers and analyzed using statistical

procedures, while the qualitative approach was used because it included the use of responses from respondents

3.3 Study area

The study was carried out in Garowe city council. Garowe is located in the Nugaal valley, bordered by a plateau that gradually reaches heights between 1,650 and 1300 feet (500 to 2013 meters) above sea level in the north, west and south. It has an estimated population of 570,578 according to the census that was carried out in 2017. The western part of the same plateau is crossed by several valleys and dry waterways. The breeding of goats and camels is the basis of the economy, and frankincense is collected from wild trees

3.4 Population of the study

The study Population comprised of Stakeholders in Garowe city council of Somalia. The stakeholders that were considered, includes Teachers, Education department committees (EDC), Parents committees, NGOs education Committees and Community Leaders residing in Garowe city council. *Garowe city council is having a total number of 15000 stake holders, of which 1400 are teachers, 1000 are Education department committees (EDC), 9100 are Parents committees, 1000 are NGOs education Committees and 2500 are from community leaders. The total population of the study is therefore 15000 stake holders in Garowe city council in Somalia.*

Table 3.1 showing the population of the study

Category	Population size	Sample size selected	Sampling techniques
Teachers	1400	112	Purposive sampling
Education department committees (EDC)	1000	60	Purposive sampling
Parents committees	9100	100	Simple random sampling
NGOs education Committees	1000	67	Simple random sampling
Community Leaders	2500	70	Simple random sampling
Total	15000	375	

Source: *Researcher, 2018*

3.4 Sample size

3.5 Sampling techniques

The sampling techniques described the selection of respondents that participated in the study. This presented Teachers, Education department committees (EDC), Parents committees, NGOs education Committees and Community Leaders.

3.6 Data Collection Tools

A number of tools were used during collection of data. Both primary and secondary data was collected and the major tools used included;

3.6.1 Interview

3.12 Ethical Considerations

A letter of introduction from the college of higher degrees and research of Kampala International University was obtained. The letter was used to legitimise access to respondents. The letter was presented to management of Garowe City Council Somalia where the respondents was selected. From the City Council field office, the researcher was directed to places where the beneficiaries were found.

3.13 Limitations of the Study

The researcher encountered various limitations as follows;

- i) Financial difficulties due to the rising cost of transportation, stationery, printing, research proposal. This lead to a delay in the research report to be presented to the board of examiners. This was overcome through proper budgeting of resources for the entire project.
- ii) Time frame, the time provided to the researcher was not enough to fully cover the planned scope of the study. Time schedule was used for proper management of the limited time available.

- iii) Some respondents were likely not fill in the questionnaires thereby compromising the sample size of the study. This was overcome by sensitizing respondents about the importance of the study
- iv) Likelihood of authority being limited from certain sections of the respondents. This was solved through involving only those respondents whom authority is not limited.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

The study was set to investigate the effects of stakeholder Participation in the provision of educational service delivery in Garowe City council, Somalia. The objectives of the study were;- to examine the roles of Stakeholder Participation in educational service delivery in Garowe City council, Somalia, to assess the factors affecting Educational Service Delivery in Garowe City council, Somalia and to establish the effects of stakeholder Participation in Decision-Making on Educational Service Delivery in Garowe City council, Somalia

4.1 Response Rate

Of the 375 questionnaires sent to respondents from Garowe City Council, only 360 questions were returned and filled them satisfactory with 96% response rate while 4% of questionnaires were not returned due to the respondents' personal opinions. Since this is good within the acceptable response rate of a survey (Amin, 2005), the questionnaires were sorted and analyzed as described in this chapter. This can be found from the table below;

Table: 4. 1 Returned and unreturned questionnaires

Questionnaire	Frequency	Percentage (%)
Returned	360	96
Not Returned	15	04
Total	375	100

Source researcher (2018)

4.2.1 Stakeholder Participation

4.2.1.1 Cooperation in educational service delivery in Garowe City Council Somalia

The study used the questionnaire that was designed and generated using a five-point scale with different levels of agreement for each statement that is, 1-Strongly Disagree, 2-disagree, 3-Undecided, 4-Agree and 5-Strongly Agree. This therefore shows that all responses averaging 3.0 and above accounted for “Agree” whereas all responses averaging below 3.0 accounted for “Disagree”. The descriptive statistics are discussed in the table 4.4 below;

Table: 4. 2 Cooperation

Descriptive Statistics	N	Min	Max	Mean	Std. Dev.
Most stakeholder members do work hand in hand on matters related to the stakeholder	360	1	5	3.07	1.378
Teamwork and cooperation in the stakeholder helps to improve on standards of living	360	1	5	2.76	1.427
Local people have been effective enough in uniting with the outsiders to determine the realities	360	1	5	3.11	1.233
The outsiders usually work together with the local people to improve services delivered within the stakeholder	360	1	5	3.05	1.407
Most stakeholder members do work hand in hand on matters related to the stakeholder	360	1	5	3.33	1.547
Teamwork and cooperation in the stakeholder helps to improve on standards of living	360	1	5	3.07	1.378
Valid N (listwise)					

Source. Primary data, 2018

From table 4.5 above, majority of the respondents agreed that most stakeholder members do work hand in hand on matters related to the stakeholder with a mean of 3.07 although some of the respondents had different views as shown by the standard deviation of 1.378, Teamwork and

cooperation in the stakeholder helps to improve on standards of living (mean=2.76) and started deviation of 1.427, Local people have been effective enough in uniting with the outsiders to determine the realities with a mean of 3.11 and standard deviation of 1.233, The outsiders usually work together with the local people to improve services delivered within the stakeholder indicated by the mean of 3.05 and standard deviation of 1.407

While as Most stakeholder members do work hand in hand on matters related to the stakeholder indicated by the mean of 3.33 and standard deviation 1.547 finally, Teamwork and cooperation in the stakeholder helps to improve on standards of living as shown by the mean of 3.07 although some respondents have difference in their view of understanding as indicated with standard deviation 1.378. This implied that local communities are usually defined, although not universal, on a geographical basis, where they occupy a certain geographical area (Dalby and McKinsey, 2017; Fortman and Rowe, 2013). Communities can be defined with characteristics that members share, such as culture, language, tradition, law, geography, class, and race. As Shaeffer (2016) says, some societies are homogeneous while others are not homogeneous; others are united while others are conflicting. Some communities are managed and managed by democratically elected leaders who act relatively independently from other levels of government, some of whom are governed by leaders who are imposed from above and represent central authorities. Bray (2016) identifies three types of societies. The first is the geographical stakeholder, which is determined according to the place of residence of its member, such as a village or area.

4.2.1.2 Collective action in educational service delivery in Garowe City Council Somalia

Table below shows the descriptive statistics on Collective action in educational service delivery in Garowe City Council Somalia. Below are the results;

Table: 4. 3 Collective action in educational service delivery in Garowe City Council**Somalia**

Descriptive Statistics					
	N	Min	Max	Mean	Std. Dev
Most stakeholder members also do communal work in matters regarding service delivery	360	1	5	3.15	1.347
The local people have been innovative enough mobilize to carry out activities with the stakeholder	360	1	5	3.19	1.013
Despite the absence of the outsiders or facilitators, sometimes the local people have been able to perform stakeholder work	360	1	5	3.14	1.373
The local people usually set agenda to perform joint activities within the stakeholder	360	1	5	3.04	1.501
Valid N (listwise)	360				

Source. Primary Data, 2018

Respondent were asked whether Collective action leads to educational service delivery in Garowe City Council Somalia thus most of the respondents agreed that some stakeholder members or stakeholders do communal work in matters regarding educational service delivery as indicated with a mean of 3.15 where as some of the respondents had different ideas indicated with a standard deviation of 1.347, the local people have been innovative enough mobilize to carry out activities with the stakeholder with a mean of 3.19 and std dev of 1.013, Despite the absence of the outsiders or facilitators, sometimes the local people have been able to perform stakeholder work this was shown with a mean of 3.14 and standard deviation of 1.373, the local people usually set agenda to perform joint activities within the stakeholder was indicated with a mean of 3.0 and std dev. of 1.501. Thus the effectiveness of the project, especially in rural areas. People view the project as their project rather than something created externally. Participation allows these people to have a voice in setting goals, supporting educational development and making use of their local knowledge, skills and resources. One of the main reasons why many projects have not succeeded in achieving the goals in the past is not to involve the local population. Participation in consultation. People participate by consulting them, and the outsiders listen to their views. These external professionals identify both problems and solutions, and may modify them in light of people's responses.

Table: 4. 4 Consultation as an extent to educational service delivery in Garowe City Council Somalia

Descriptive Statistics					
Consultation	N	Min	Max	Mean	Std. Dev
Stakeholder meetings and conferences play a vital role regarding to activities of the stakeholder	360	1	6	3.66	1.162
Incorporation of local people’s knowledge into development programmes important principle on matters of the stakeholder	360	1	5	3.73	.977
The government usually ask for local opinions and decide on the course of action appropriately	360	1	5	3.88	1.101
Public talks and consultation of the government with in the local people yield positivity on matters of service delivery	360	1	5	4.01	1.078
Valid N (listwise)	360				

Source. Primary Data, 2018.

From the table 4.7, further the respondents were asked if Consultation as an extent to educational service delivery in Garowe City Council Somalia. Stakeholder meetings and conferences play a vital role regarding to activities of the stakeholder with a mean of 3.66 and standard deviation of 1.162. Incorporation of local people’s knowledge into development programmes important principle on matters of the stakeholder with a mean of 3.73 however some of the respondents had different views and this was indicated with standard deviation of .977, the government usually ask for local opinions and decide on the course of action appropriately (mean=3.88 with a standard deviation 1.101), Public talks and consultation of the government with in the local people yield positivity on matters of service delivery indicated with a mean of 4.01 and standard deviation of 1.078.

4.2.2 Educational Service Delivery

4.2.2.1 The Descriptive Statistics for Educational Service Delivery

The dependent variable of this study was Educational Service Delivery and was measured using quality of work, timeliness and effectiveness. This section is intended to measure the central tendency (mean) and measure of dispersion (standard deviations) of the variables. A five Likert

Scale of 1-5 was used to provide a vivid interpretation of the results. Table 4.3 gives the summary of the findings.

SCALE	MEAN RANGE	RESPONSE	INTERPRETATION
5	4.21-5.00	Strongly agree	Very Satisfactory
4	3.41-4.20	Agree	Satisfactory
3	2.61-3.40	Not sure	Fairly satisfactory
2	1.81-2.60	Disagree	Unsatisfactory
1	1.00-1.80	Strongly disagree	Very unsatisfactory

Table: 4. 5 The Descriptive Statistics for Educational Service Delivery

Effectiveness in educational service delivery	Mean	Std. Deviation	Interpretation
There is effectiveness in educational service delivery and value	3.07	1.568	Satisfactory
There are no delays in service deliveries with in the stakeholder	2.95	1.469	Fairly satisfactory
Service providers are reliable/dependable in their delivery	2.36	1.407	Fairly satisfactory
Service providers always attended to the stakeholder members in times of need	3.06	1.515	Satisfactory
Average mean	2.095	1.464	Fairly satisfactory
Transparency levels			
There is transparency levels of service delivery	4.10	.909	Satisfactory
The service providers respond with ease to the stakeholder needs	3.69	1.107	Satisfactory
Service delivery is very flexible with in the stakeholder	3.69	1.223	Satisfactory
There is no discrimination when seeking public services	3.40	1.296	Fairly satisfactory
Average mean	3.65	1.130	Satisfactory
Service satisfaction			
The stakeholder members are very satisfied with the services offered	3.98	.892	Satisfactory

The stakeholder members are appreciative of the services provided	3.98	.965	Satisfactory
There is also a good attitude among the stakeholder towards service delivery	3.96	.787	Satisfactory
Local peasants are contented with the services provided	3.83	1.092	Satisfactory
Average mean	3.89	0.966	Satisfactory

Source: primary data, 2018

The results presented in table 4.8 revealed that the effectiveness in educational service delivery was assessed by the respondents as fairly satisfactory (average mean=2.095 and standard deviation of 1.464). This was attributed to the fact that majority of the respondents agreed that there is effectiveness in educational service delivery and value with a mean of 3.07 and standard deviation of 1.568, there are no delays in service deliveries with in the stakeholder with a mean of 2.95 and standard deviation of 1.469, Service providers are reliable/dependable in their delivery with a mean of 2.36 and standard deviation of 1.407, Service providers always attended to the stakeholder members in times of need was revealed with a mean of 3.06 and standard deviation of 1.515. This implied that respondent's participated in the information that gives people participation by answering the questions that extractive researchers draw using survey surveys or similar methods. People do not have the opportunity to influence actions, as search results are not shared or verified (Roe, 2013).

Furthermore, the study revealed that Transparency levels leads to educational service delivery as assessed by the respondents as satisfactory (average mean=3.65, Std=1.130). This was attributed to the fact that majority of the respondents agreed that there is transparency levels of service delivery with a mean of 4.10 and standard deviation of .909, the service providers respond with ease to the stakeholder needs as indicated with a mean of 3.69 and standard deviation of 1.107, while service delivery is very flexible with in the stakeholder as indicated with a mean of 3.69 and standard deviation of 1.223. This implies that transparency level leads to educational service delivery as participation is consulted through consultation and external persons listen to their views. These external professionals identify both problems and solutions, and may modify

them in light of people's responses. This consultative process does not waive any share in decision-making and professionals need to take people's views.

The results presented in table 4.3 revealed that Service satisfaction is an indicator to educational service delivery was assessed by the respondents as satisfactory (average mean of 3.89, standard deviation of 0.966). This was attributed to the fact that majority of the respondents agreed that the stakeholder members are very satisfied with the services offered with a mean of 3.98 and standard deviation .892, the stakeholder members are appreciative of the services provided with 3.98 and standard deviation of .965, there is also a good attitude among the stakeholder towards service delivery as shown with a mean of 3.96 and standard deviation of .787, finally, local peasants are contented with the services provided with a mean of 3.83 and standard deviation of 1.092. The most radical development thinkers have put forward many criticisms. Participatory educational development projects have been accused of treating communities as if each person were themselves. This issue has been specifically raised in relation to gender. Critics suggest that while many organizations recognize the importance of involving women in participatory development projects, the history of success has been limited.

4.4 Factors that militate against stakeholder participation in educational service delivery in Garowe city council Somalia

Table: 4. 6 The Descriptive Statistics on the Factors that militate against stakeholder participation in educational service delivery in Garowe city council Somalia

Factors that Militate against stakeholder participation	Mean	Std. Deviation	Interpretation
Steps such as the abolition of school fees, investments in education infrastructure and resources	3.07	1.568	Satisfactory

Language barrier because of the high linguistic diversity, the legacy of colonialism and the need to know international languages such	2.95	1.469	Fairly satisfactory
Lack of proper facilities and teachers.	2.36	1.407	Fairly satisfactory
Military conflict spending is causing education spending	3.06	1.515	Satisfactory
Average mean	2.095	1.464	Fairly satisfactory

Source: Primary data, 2018

The results presented in table 4.8 revealed that Steps such as the abolition of school fees, investments in education infrastructure and resources was assessed by the respondents as fairly satisfactory (average mean=2.095 and standard deviation of 1.464). This was attributed to the fact that majority of the respondents agreed that Language barrier because of the high linguistic diversity, the legacy of colonialism and the need to know international languages such with a mean of 3.07 and standard deviation of 1.568, lack of proper facilities and teachers with a mean of 2.95 and standard deviation of 1.469, Military conflict spending is causing education spending with a mean of 2.36. This implied that many schools in Africa find it difficult to hire teachers because of low wages and lack of suitable people. This is especially true for schools in remote areas. Most people who have access to education prefer to move to major cities or even abroad, where they are waiting for more opportunities and higher wages. Thus, there was too many classrooms and the average number of students per teacher in the school. Moreover, teachers are often inadequately equipped with a few teaching aids and poor textbooks. As a result, children in school in rural areas usually achieve lower results in standardized tests compared to their urban counterparts. This can be seen in the reports from the North and East African Association for Educational Quality Monitoring (SACMEQ). People who take tests in rural areas score much lower than those in small towns and large cities. This shows that there are no equal opportunities in education given to children from different parts of the country itself.

CHAPTER FIVE

DISCUSSIONS OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter deals with the discussion of the findings as indicated in chapter four and providing an exploratory discussion of the findings in relation to the literature review. This is followed by recommendations and suggestions for further study.

5.2 Conclusion

5.2.1 The roles of Stakeholder Participation on school enrolment in Garowe City council, Somalia.

With regard to the provision of educational services, there are a range of issues related to the effects of stakeholder Participation and the involvement of stakeholders in the delivery of services. The short-term accountability approach provides action to stakeholders, both through the provision of service stakeholders and through communities where service providers are responsible at the point of delivery of educational services.

5.2.2 The effects of stakeholder Participation in the monitoring and evolution in school in Garowe City Council Somalia.

While this section makes the overall situation of the importance of stakeholder participation in improving the delivery of educational services, there are no individual prescriptions or approaches that work in all contexts. Moreover, the design of participatory structures, such as the various institutional mechanisms for participation, requires attention to the enabling environment for the role of the State, social and economic factors in the communities and the sector concerned. The following section provides some perspective on the context and services that are essential for successful results.

5.2.3 Effects of stakeholder Participation in the provision and retention of qualified teachers in Garowe City Council, Somalia.

It depends on who is monitoring. Parents can observe whether the teacher is in attendance, and what their children learn, more easily than some central education bodies. Management information systems and e-government can facilitate monitoring of some services. Monitoring costs can be reduced by wise choice of service providers, such as some non-governmental organizations, which may be trustworthy without formal oversight. Case studies and broader synthesis literature illustrate important linkages between stakeholder participation in the delivery of educational services, the key objectives of competency efficiency, technical efficiency and improved accountability mechanisms. These contacts are not always clear, though. The clearest links between participation and accountability, such as the movements to support decentralization in the city council of Garowe, the application of the Somali People's Participation Act, and the role of parental management in the Garowe City Council. However, these and other links also illustrate

the boundaries because of factors ranging from existing economic relationships to gender relations. One of the best examples of technical competence is the experiences of education in Somalia.

5.2.4 Factors that militate against stakeholder participation in educational service delivery in Garowe city council Somalia

It was concluded that, building the capacity of various stakeholders to enable them play their various roles under the District Education Strategic Plan Development process is of paramount importance. However, from the interview held with the stakeholders, not a single training initiative on the District Education Strategic Plan Development process had been organised for the stakeholders. It was inferred from the interview that the stakeholders had consistently failed to follow the directives from the Ministry of Education through the Somalia Educational service delivery on providing training on DESP to enable it share information on the policy with staff and other stakeholders in order to play their roles effectively. Most of the respondents attributed this to lack of resource availability.

5.3 Recommendations

5.3.1 The roles of Stakeholder Participation on school enrolment in Garowe City council, Somalia.

There is a need to ensure that all beneficiaries in the communities are aware of stakeholder participation and education development as well as planning processes in the Garowe City Council.

This can be achieved through village-level outreach programs throughout the city council of Garowe. The use of multimedia for this purpose will make awareness effective because, with multimedia information on stakeholder participation, educational development and planning can easily approach the local stakeholder.

There is a need to empower women by supporting their own initiatives, as this will maintain their self-reliance as gender discrimination is seen as the stakeholder project area of the Garowe City Council. The approach should recognize that the experience of women is very valid control of the project approach of participation are ideas that should not be imposed by the project activities on people! In this case, local women must identify what they want and need, and the Garowe City Council in Somalia must be able to integrate them into the planning and implementation of the

project. Otherwise, it has been discovered that women are not free to participate due to economic factors and male dominance.

5.3.2 The effects of stakeholder Participation in the monitoring and evolution in school in Garowe City Council Somalia.

The Garowe City Council in Somalia needs to organize programs where stakeholders can be taught some technical planning activities such as the development of education. It is not necessary for stakeholders to learn, and therefore to plan for, their local needs. However, because of the few activities in which stakeholders participate mainly in the Garowe City Council, the level of community participation in the Garowe City Council has been limited, but effective stakeholder involvement requires local stakeholders to organize, plan and share tasks with Professionals and contribute financially to projects or programs and assist in decision-making on activities that affect their lives. These are short, suggesting that local stakeholders have a partial Garowe is not sustainable.

The factors that hinder participation are identified as a lack of awareness and therefore there is a need to create awareness through awareness programs using the media and empowering stakeholders. Garowe City Council Somalia must involve the stakeholder. The plan must empower stakeholders as stakeholders.

5.3.3 Effects of stakeholder Participation in the provision and retention of qualified teachers in Garowe City Council, Somalia.

In the study, the benefits were determined to be direct and indirect both limited. Among the benefits uncovered are people's access to medical care, improved seeds, water and sanitation, such as drilling wells and classroom construction; providing a child-friendly learning environment and protecting the environment. Other direct benefits identified are the provision of medical treatment such as medicines for patients, the provision of an enabling learning environment, sheltering vulnerable people, resource centers, health centers and counseling services; technical skills such as vocational training, cycling and repairs. This should be emphasized and at least give beneficiaries the opportunity to participate fully and consult at all levels of the project cycle. Enabling stakeholders to participate and give them responsibility for certain actions in the development of the institution and achieve better performance goals.

There is a need to ensure feedback to local stakeholders about the planning process, stakeholder participation and preparation so that they can develop a sense of ownership. The lack of communication and responses has been clearly identified as a major constraint. Clear comments can be obtained by relying on a number of media, awareness meetings, newspapers, and billboards. This will increase the morale of stakeholder members to participate in the Garowe City Council due to increased awareness about what is going on and can easily estimate stakeholder participation and project management in the Garowe City Council.

There is a need to facilitate stakeholder committees to participate at all levels in the Garowe City Council, thereby helping to develop clear programs / projects in line with the current needs of beneficiaries, timely release of funds and awareness of stakeholders. . This will help create a sense of ownership of the city council by the stakeholders, leading to sustainability and preparing communities to live on their own.

5.3.4 Factors that militate against stakeholder participation in educational service delivery in Garowe city council Somalia

The stakeholder should collaborate with the District Information Service to create awareness on the District Education Strategic Plan through public fora and the use of mobile van for film shows and information sharing activities.

5.3.5 Contribution to Knowledge

This study found that against stakeholder participation is useful in providing the ongoing children in Garowe with the skills, knowledge and capabilities needed to attain their educational services. Thus, against stakeholder must focus on both to achieve effective and reliable results. This is because both against stakeholder participation have their own advantages and disadvantages, so their education service delivery together in the against stakeholder participation can provide effective results that can be of great benefit to the children who go to school in Garowe Somalia.

5.5 Areas for further Research

The following areas need research attention:

Has the stakeholder been informed about the reasons why they participate in their stakeholder development?

Have the programmes or projects of NGOs impacted on development of the stakeholder?

Do members of the communities and extended families have opportunities to learn about their development needs?

APPENDIX I:

QUESTIONNAIRES FOR THE RESPONDENTS

Dear Sir/ Madam

I am by the names of **SAID ABDULKADIR YUSUF** a candidate for Masters of Administration at Kampala International University and currently pursuing a Thesis entitled “*Stakeholder Participation and Educational service delivery in Garowe City Council Somalia*”. In view of this empirical investigation, may I request you to be part of this study by answering the questionnaires? Rest assured that the information that you provide shall be kept with utmost confidentiality and will be used for academic purposes only.

As you answer the questionnaire, be reminded o respond to the items in the questionnaire thus not leave any item unanswered. Further, may I retrieve the filled out questionnaire within 5 days from the date of distribution?

Thank you very much in advance

FACE SHEET

Code # _____ Date Received by Respondent _____

PART 1: RESPONDENT’S PROFILE

Gender _____ Date _____

- 1. Male
- 2. Female

Qualification _____

- 1. Primary level
- 2. Secondary
- 3. Certificate level
- 4. Diploma
- 5. Degree
- 6. Master’s degree

Age _____

- 1. 20-35 years
- 2. 36-49 years
- 3. 50 and above years

Direction 1: Please write your rating on the space before each option which corresponds to your best choice in terms of level of motivation. Kindly use the scoring system below:

Score	Response Mode	Description	Interpretation
5	Strongly Agree	You agree with no doubt at all	Very satisfactory
4	Agree	You agree with some doubt	Satisfactory
3	Neutral	You are not sure about any	None
2	Disagree	You disagree with some doubt	Fair
1	Strongly Disagree	You disagree with no doubt at all	Poor

PART 2: STAKEHOLDER PARTICIPATION

Extent of Stakeholder Participation					
	Cooperation	1	2	3	4
1	Most community members do work hand in hand on matters related to the community				
2	Teamwork and cooperation in the community helps to improve on standards of living				
3	Local people have been effective enough in uniting with the outsiders to determine the realities				
4	The outsiders usually work together with the local people to improve services delivered within the community				

Extent of Stakeholder Participation					
	Collective action	1	2	3	4
1	Most community members also do communal work in matters regarding service delivery				
2	The local people have been innovative enough mobilize to carry out activities with the community				
3	Despite the absence of the outsiders or facilitators, sometimes the local people have been able to perform community work				
4	The local people usually set agenda to perform joint activities within the community				

Extent of Stakeholder Participation					
	Compliance	1	2	3	4
1	Local people sometimes agree to carry out public activities				
2	Most community members are obedient to the community work routine				
3	There is increased acquiescence regarding to assigning tasks with incentives and improve on services delivered				

4	Outsiders usually decide the agenda and direct activities carried out with in the community				
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Extent of Stakeholder Participation					
Consultation		1	2	3	4
1	Community meetings and conferences play a vital role regarding to activities of the community				
2	Incorporation of local people's knowledge into development programmes important principle on matters of the community				
3	The government usually ask for local opinions and decide on the course of action appropriately				
4	Public talks and consultation of the government with in the local people yield positivity on matters of service delivery				

PART 3: Educational Service Delivery

Effectiveness in educational service delivery		1	2	3	4
1	There is effectiveness in educational service delivery and value				
2	There are no delays in service deliveries with in the community				
3	Service providers are reliable/dependable in their delivery				
4	Service providers always attended to the community members in times of need				

Transparency levels		1	2	3	4
1	There is transparency levels of service delivery				
2	The service providers respond with ease to the community needs				
3	Service delivery is very flexible with in the community				

4	There is no discrimination when seeking public services				
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	Service satisfaction	1	2	3	4
1	The community members are very satisfied with the services offered				
2	The community members are appreciative of the services provided				
3	There is also a good attitude among the community towards service delivery				
4	Local peasants are contented with the services provided				

	Access to services	1	2	3	4
1	There is always quick access to services				
2	The local people can get all services they need with ease				
3	The service providers are less bureaucratic				
4	The services offered are timely				

Part four: Factors that militate against stakeholder participation

		1	2	3	4
1	Steps such as the abolition of school fees, investments in education infrastructure and resources				
2	Language barrier because of the high linguistic diversity, the legacy of colonialism and the need to know international languages such				
3	Lack of proper facilities and teachers.				
4	Military conflict spending is causing education spending				

Thanks for your responses

- ii) What are the challenges of service delivery encountered by Garowe City Council in Somalia in Garowe City Council in Somalia as a result of poor Stakeholder Participation?
- iii) What solutions have been adopted to control the challenges of service delivery experienced by Garowe City Council in Somalia as a result of Stakeholder Participation?
- iv) Appropriate strategies have been designed to support the operations of the Garowe City Council of Somalia?

APPENDIX III: CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name _____

Reg. # _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- ___ Physical Safety of Human Subjects
- ___ Psychological Safety
- ___ Emotional Security
- ___ Privacy
- ___ Written Request for Author of Standardized Instrument
- ___ Coding of Questionnaires/Anonymity/Confidentiality
- ___ Permission to Conduct the Study
- ___ Informed Consent
- ___ Citations/Authors Recognized

Results of Ethical Review

- ___ Approved
- ___ Conditional (to provide the Ethics Committee with corrections)
- ___ Disapproved/Resubmit Report

Ethics Committee (Name and Signature)

Chairperson

Members

INFORMED CONCENT

I am giving my consent to be part of the research study of Mr. that will focus Stakeholder Participation and Educational service delivery in Garowe City Council Somalia.

I shall be assured of privacy, anonymity and confidentiality and that I was given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results was given to me if I ask for it.

Initials: _____

Date _____

APPENDIX IV

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	226	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size

“S” is sample size.

Krejcie, Robert V., Morgan, Daryle W., “Determining Sample Size for Research Activities”, Educational and Psychological Measurement, 1970.