

The Qualitative analysis the role of local government in planning and implementation of quality education in light of Sindh Government Local ordinance 2013, study of district Umerkot.

Abdul Razzaque Bhutto

ABSTRACT

Education is a tool without which one cannot succeed in any occupation. Education for all is a global movement led by UNESCO to cater out of school children problem. Pakistan's constitution article 25-A reveals that state shall provide free and compulsory education to all children. After 18th amendment in the constitution, the provincial assembly of Sindh passed the SLGO-2013 and its article 140 (A) reiterates as each province shall, by law, establish a local government system and devolve political, administrative, and financial responsibility and authority to the elected representatives of the local governments.

The research is aimed to know the role of local government in improving the quality of education at district Umerkot. Qualitative methodology is used. The sample comprises of administration personnel and head teachers of randomly selected schools, detailed questionnaire and Kachahri/interviews were conducted to make the sample comfortable and to dig out the desired information.

The data interpreted through thematic analysis method. The list of findings is big; however, noninvolvement of local government in schools was greatly felt.

For attaining quality education detailed recommendations and suggestions are given in the last chapter.

This study can be helpful for all stakeholders, if its findings and recommendations are considered in letter and spirit. And of course this study will pave a way for future researchers also.

Keywords: Local Government, Quality Education, Planning and Implementation, Elected Representatives, Compulsory Education, Financial Responsibility, Noninvolvement.

INTRODUCTION

Local government is a form of public administration which in a majority of contexts exists as the lowest tier of administration within a given state. It is an administrative body for a small geographic area, such as a city, town, county, or state. A local government will typically only have control over their specific geographical region, and cannot pass or enforce laws that will affect a wider area. Local governments can elect officials, enact taxes, and do many other things that a national government would do just on a smaller scale.

Local government and accountability decentralization is being reckoned around the globe as an effective strategy in public sector management since the World War II. According to a study devolution of administrative and fiscal authorities to democratically elected local government would significantly enhance efficiency, transparency and fairness in resource allocation and social service delivery (WHO, 2007). Moreover, the closer proximity of local policy makers to citizens increases the flow of information and better enables the public to monitor and hold accountable public officials. Conversely, local representatives responding to this greater citizen

vigilance, focus on improving service delivery in their localities (Husain, 2008).

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RESEARCH QUESTION

What is the role of local government in pertaining the quality education?

RESEARCH OBJECTIVE

To find the role of local government in planning and implementation of public sector primary education.

LITERATURE REVIEW

Local government has decentralization of power at local level, according to "Local autonomy is primarily concerned with the question of responsibilities, resources and discretion conferred on the local authorities", (Adeyemo, 2005).

In local government there is complete form of government, like power, budget, planning, initiatives, housing, community development, environment recreation and amenity services. That government had also started a process of devolution to local government and communities of decision-making in the delivery of social services through what became known as the Total Place initiative, (Stefanie Pillora & Peter McKinley, 2011).

The role of central and local governments in the national education system to improve education quality, (Bayu Kharisma & Viktor Pirmana, 2013). education is the primary tool for success of life, education is prime responsibility of state, and for getting education in proper there should be some standard followed by educational institutes, such standard support the maintain the quality of education, without quality standard it's impossible to maintain the quality of education, so there is some department has responsibility to maintain its standards, local government is one which constitutently involved and responsible for the maintaining the quality education. The SLGO 2013, has three clause describes the quality of Education and its maintain at gross root level.

School is the basic physical unit in education where teacher, student and official work, school Local government encourage to support network of head

in resource allocation and social service

teachers and governor and develop new initiatives to bring school together, (National and local government raising standards across school, 2005).

The international & National institutes urge for improve the quality of education. "The priority given to education, the quality of the inputs provided and their distribution tend to be better in districts with higher quality governance", (World Bank 2013).

The local government is systematically established by constitutions, each province shall establish its local bodies for running the smooth system of province. The local government ordinance, 2001 had developed political power and decentralized administrative and financial authority for good governance and effective delivery of services through institutionalized participation of the people at grass roots level.

"Districts normally have responsibility for delivering elementary and secondary education, literacy, primary and secondary health and dispensaries, agriculture and intra-district roads", (The local government system in Pakistan country profile 2017-18). According country profile, local government is responsible for educational services at gross root level both primary or secondary, its mandate for local authority to improve the educational services at local level.

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Quality strategies and access objectives will be linked. Parental perception on quality schooling is a key factor in whether to send children to school and to keep them in school. Improving student learning outcomes will also motivate school participation by attracting and retaining both boys and girls in school. Regular classroom, (SESP, 2014-18). Sindh Education Sector plan emphasizes on retaining ratios of students and enrolment ultimately its plan for improving quality of education.

To provide necessary facilities, services and infrastructure for inclusive education at all levels of education both in Public and Private Sector educational institutions, (National Educational Policy 2017). National Education Policy state the level of education, and institutions infrastructure required by standard also stated in national policy.

Historical background of local government in Pakistan

There are four historical periods of local government in Pakistan. All periods have different styles of workings, different power distributions, and different chain of elected members. The LG system in Pakistan mostly remained dysfunctional. The evolution of LG system in Pakistan has been slow. LG systems in Pakistan mostly remained dysfunctional. Cheema, Khan and Meyerson (2015) have

termed this as the counter cyclical pattern of local democracy in Pakistan.

DEMOGRAPHY OF UMERKOT

Umerkot is less developed district of Sindh, Umerkot has four talukas and 42 union councils. According to Census 2017, Umerkot total population is 1,073,146 out of it 829,785 rural and 243,379 urbans. The total area of the district is 5608 square kilometers. The literacy rate in female only 17 percent while male literacy rate is 40 percent.

LOCAL GOVERNMENT SYSTEM FOR RURAL AREA

The local government system in rural area has two tiers District Council and Union Council. According to Sindh local Government Act 2013, Union council has eleven members, Union council Chairmen and vice chairmen are joint candidates directly elected , while four general councilor from each Deh/ Wards, two women councilors, one peasant/ laborer member, one youth member, and one minority member from each union council.

District Council is joint management of rural area Union councils, no any share or part of urban area in District Council. District Council 33% seats are reserved for women, 5% for youth members, 5% for non-Muslims and 5% for laborer and peasant members. The District Council thus constituted then elects its Chairperson and Vice Chairperson as joint candidates from its members by "secret ballot".

DATA ANALYSIS

Familiarizing with data	The data collected through questionnaires is broadly checked, read and noted the main phrases underlined. At this stage raw data filtered, specified only meaning full and relevant phrases noted and separate log formed.
Generating initial code	The second step of data is interesting here data converted in codes, the enough stuff, interesting and meaningful features of data sorted and underlined, in a data each question has detail description only meaningful and relevant to central research question sorted and coded with positive and negative with objective, all questionnaires with same code collected and gathered together, formed in a category, mainly in our data there is central point is quality education and role of local government, coding categorized in two main category education and local government.
Searching for	Collected codes transferred to themes, the relevant and potential themes formed here,

RESEARCH METHODOLOGY

Open ended un structured questionnaire developed, comprises of fifteen questions, by using snowball technique the detail information gathered in the form of data. Open/ in-depth interviews are useful to explore experiences, views, opinions, or beliefs on specific matters. Accounts can be explored and compared to others, to develop an understanding of the underlying structures of beliefs (Green & Thorogood, 2010).

It is qualitative study that's the data was analyzed by thematic analysis method by adopting the model of (Braun & Clarke 2013).

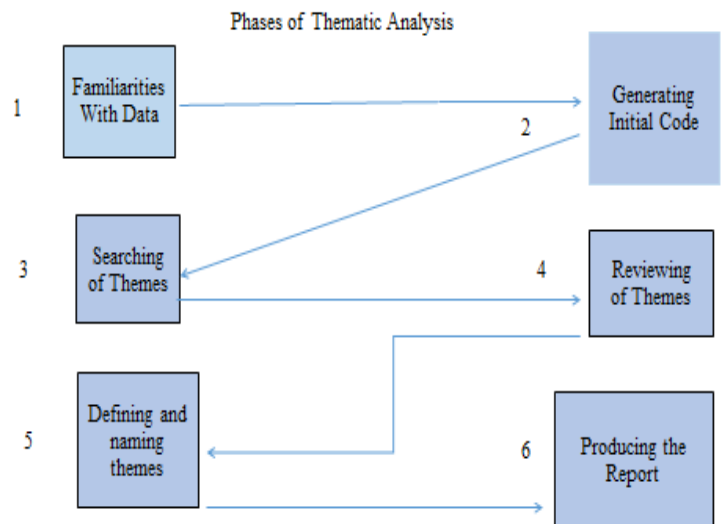
DATA

The following two sorts of data are used in this study;

- Primary Data: the fact and findings or detailed reports originally face to face collected through a descriptive open ended/ unstructured questionnaire, there was an open ended questionnaire used to collect the primary data, which focused the study objectives.
- Secondary Data: the detailed information in the form of literature, collected from international journals, books, official websites, and from articles, that data assisted to find out the problem. For the study 12 articles, 03 books, and 8 journals are referred.

themes	the main themes for this research are factors affecting the quality education, role of local government for education, positive suggestion and future recommendation, the coded data gathered in to say themes and an interesting and meaningful theme formed with reliable data.
Reviewing themes	This stage is very common and interesting, here researcher review themes and match themes with research question and align with its central main research question, at this stage education and local government both major theme of research reviewed and align with main objective. The concept more clear and vivid about main topic, the real picture of story seemed.

Defining and naming themes	<p>Here particular naming to themes, mostly themes according to specific to objectives of research, proper naming assigned to themes.</p> <ul style="list-style-type: none"> • Strategies and role of local government. • Factors affecting the education. • Parent and community • Teachers and parent perspectives • Planning of local administration. • Monitoring and facilitation of District Administration. • School Management committee
Producing the report	The detail description of analyzed themes documented, chapter wise results, conclusion, recommendation, and future way forward illustrated in report.



SIGNIFICANCE OF RESEARCH

This research study will bring new dimensions for the improvement of education and local government services at district Umerkot. Nevertheless, there has been many research articles, blogs, magazines and studies were conducted focusing education only but this study includes local government and would see its role in imparting quality education in talukas of Umerkot. Additionally, this study is to help the administration in sorting out the different local problems. Moreover; this study bears suggestive measures regarding the problems of education sector and factors affecting the quality education.

KEY FINDINGS

Local government role in quality education stated in Sindh Local government Ordinance 2013, comprising three clauses of schedule II those are 57, 58 and 59 particularly focus education. During survey no viable role of LG observed at ground. No facility was provided nor any school was supported with regard to repair, furniture, WASH mechanism or additional room by LG. Neither bursary for bright student nor trainings for teachers are seen to be initiated by the LG.

RECOMMENDATIONS

Local government and district education officers should visit the school very timely and ensure the full attendance of teaching staff. They should make complaints to the higher education authorities of province to make the necessary arrangements of school infrastructure as most of the schools have only one room for all grades. All the

Local government representative perspectives on education and local government

Local government representatives mostly local and nearby education facilities, they fully aware ground realities and facts so they can play crucial role in transformation of living standard and support in solving the educational problems.

“Local government responsibility for education in a changing society”(Deutscher Städtetag 2008, 18).The Education management has not run effectively and efficiently, especially since the decentralization of education has not been fully implemented. It is characterized, among others, yet intertwining of cooperation in the division of roles and responsibilities of each level of government, including the contribution to the provision of the education budget. (Bayu Kharisma, Viktor Pirmana2013).

In school very little problem occurs likewise sweeping, electricity bill, and water discussed with Head Teachers but they denied that they don't have resources and administrative powers to solve those; we resolve ourselves - no response from officers concerned. Power decentralization is necessary to handle issues at gross root level. And budgetary allocation is to be made possible at school level. Additionally, emergency funds or some petty cash provision be there so as at the time of need school can cater the problem.

Urban or Town schools having inferior condition due to overcrowding in enrolment, local administration municipal officer and ward councilor denied to support in wash and cleaning of schools. Education department has to provide

supporting staff in SNE or sanction post of waterman, sweeper and naib qasid for schools.

Facilities required for the school should be provided. Safe drinking water should be the first and foremost priority. Separate washrooms for the girls and teachers should be built.

Local government authority should plan training on SLGO 2013, for elected members of council and also trained its officials.

Coordination meeting should be held in Deputy Commissioner Secretariat, that meeting lead by DC, and its focus on gap identified by monitoring and visit teas of education, the directives issued by DC concerned departments.

District Council also call meeting quarterly basis for sharing of progress and planning the new strategies for education, council should dialogue pre budget session with Education department and enlist prioterized schemes of education in budget.

Local union council also highlights its budget portion for local schools and its improvements.

CONCLUSION

To sum up, this study reveals that local government has clear crystal role in provision of quality education. Majority of the schools are not visited by the local government representatives. District education officers are far away from the schools, however, the greater responsibility lies on their shoulders. As local ordinance urges local bodies to review the policies and providing of basic facilities to the school of the area is the responsibility of all concerned local government representatives and officials. Mostly stakeholders are not aware of the role and services to be extended to schools by the local government.

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