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Towards understanding citizens trust in local government authorities in social service provision: A case of education service in Maswa district Tanzania

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Abstract

The paper stresses on understanding citizens' trust to local government authorities in the provision of social services, the case of education service in Maswa district. The paper discloses that majority of respondents of 82.2% of total respondents were not involved in full council meetings, although the meetings are supposed to be open to the public and all information that is presented there is public information which includes proposed plans and budgets as well as quarterly progress reports. This shows that there are problems in primary education. Moreover, due to various problems that still exist in primary education in the area under study, they created a sense of distrust between citizens to local government and local leaders to be specific including Village Executive Officers, Ward Executive Officers and councilors since majority of the respondents revealed that they are lazy harass people. This makes people to be reluctant to participate in development activities include refusing to contribute financially in various development initiatives since they do not see importance of their local leaders so they decide to take their own decisions.

Keywords: Trust, Education, Citizens, Local government

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1. Introduction

Local government authorities were established in Tanzania under Act No. 8 of 1982 with the responsibility of maintaining law, order and good governance. Further, they are charged with a role of promoting economic and social welfare of the people, ensuring effective and equitable delivery of qualitative and quantitative services to the people within their areas of jurisdiction. These services include health, education, water supply, and transport infrastructure (Chaligha *et al.*, 2005). To fulfill that function of social service delivery to the public, local government authorities receive enhanced fund from the central government and the additional fund comes from local sources that include taxes, fees, licenses, and charges as well as external sources, for example aid agencies and Basket Fund (Cooksey and Kikula, 2005). In line with that, one of the core services that local government authorities provide to the public is education, where local government authorities operate as central government agencies in delivering education service (UN-HABITAT, 2002). This is emphasized as a result of initiatives taken by government of Tanzania to invest highly in human capital particularly in primary education which is central to the quality of lives of people.

The government of Tanzania is now giving priority to provision of education service with the aim of utilizing knowledge in attaining competitiveness in the global economy. To attain that, local government authorities have been given responsibility by the central government to provide education service to local communities, and they receive significant transfers of resources from central government and other agencies together with own resources to fund education activities. Despite these efforts, provision of education service within councils is still a problem and at times parents are asked to contribute resources, a practice that touches on levels of trust and satisfaction of citizens to their local governments. This has led people to believe that educational resources are misused and/or spent differently within local authorities.

However, despite donors and government's initiative to invest highly in primary education, the success stories are not uniform in all regions of Tanzania. Differences are witnessed in various parts of the country including Shinyanga region where education service provision is still poor and problems that exist include; high classroom-to-pupil ratio, the enrolment is high but many students do not attend school regularly or complete primary education cycle (Davison, 2004). Statistics suggest that more than 20 % of the students enrolled in Standard 1 do not reach Standard 7 and children with disabilities continue to be under enrolled. Moreover, numerous government reviews have examined classroom teaching and found quality teaching to be poor (Hakielimu, 2007).

Poor social service delivery including education service has an implication to the citizens' level of satisfaction and trust which makes people to lose confidence in the ability of local authorities to ensure access to public services. This emanates from weak socio-economic structures and ineffective democratic institutions and process (GFRG, 2007). Moreover, corruption in public services is another component that lowers levels of popular trust in government (Porta 2000; Chang and Chu 2006). By distorting the delivery of public services, corruption decreases the efficiency and efficacy with which public administration performs its official function of enhancing the public good. In line with that, violations of fairness whether through frequently reported scandals, purposively long delays in the delivery of public services, and public officials

who demand bribes in exchange for services undermine citizens' trust in political institutions (Cho and Kirwin, 2007).

Moreover, when public trust in government is low, citizens become reluctant to participate in governance processes, something which can weaken the cohesiveness of society and its ability to effectively address common problems (GFRG, 2007). Moreover, low trust to the government may create problems like tax evasion, since people have the perception that revenue collected is not spent on public services which makes it difficult for local governments to raise their own revenue (Fjeldstad, 2004) hence facing problems in terms of service provision.

1.1. Background information

The paper looked in Maswa district-Shinyanga region (Figure 1). Shinyanga region is one of the largest region in Tanzania with a total population of 2,805,580 people (URT, 2002), and a land area of 50,781 square kilometers. Shinyanga region has eight districts namely Shinyanga Urban, Shinyanga Rural, Kahama, Bukombe, Maswa, Meatu, Bariadi and Kishapu. The region lies in North Western Tanzania, South of Lake Victoria. Shinyanga region's main inhabitants are Sukuma people with main economic activities being farming and livestock keeping. Moreover, the region has natural resources which are potential for economic growth mainly minerals: Gold at Kahama mines and Diamonds at Mwadui mines. Maswa district as a case study area is one of the eight districts of Shinyanga region in Tanzania. It covers an area of about 3,398 km² which is forest, and the rest is mountainous and covered with little shrubs and bush (Mungroop, *et al.*, 2000). The district is divided into three administrative divisions with 18 wards and 78 villages (Mungroop, *et al.* 2000). Nyalikungu is the district's capital and is located about 120 km South East of Mwanza city.

Maswa Game Reserve borders the East of the district where as Kwimba and Shinyanga districts border it to the West. The northern part is bordered by Bariadi district. Administratively, the district is divided into three divisions namely; Sengerema, Nung'hu, and Mwagala. The divisions are further divided into wards. Sengerema division comprises of Nyabubinza, Shishiyu, Kulimi, Badi and Malampaka wards. Buchambi, Marela, Isanga, and Nyalikungu make up the Nung'hu division, where as Ipilito, Mpindo, Budekwa, Lubigo and Sukuma wards are in Mwagala division (Maswa District Planning Office Data, 2000).

2. Towards understanding on trust, education, citizen, and local government

2.1. Description of the concepts

2.1.1. Trust

In this study trust refers to "citizens' expectations of the type of government that they should have how government should operate and interact with other social and economic institutions and citizenry, and the behavior of civil servants and citizens" (GFRG, 2007:3).

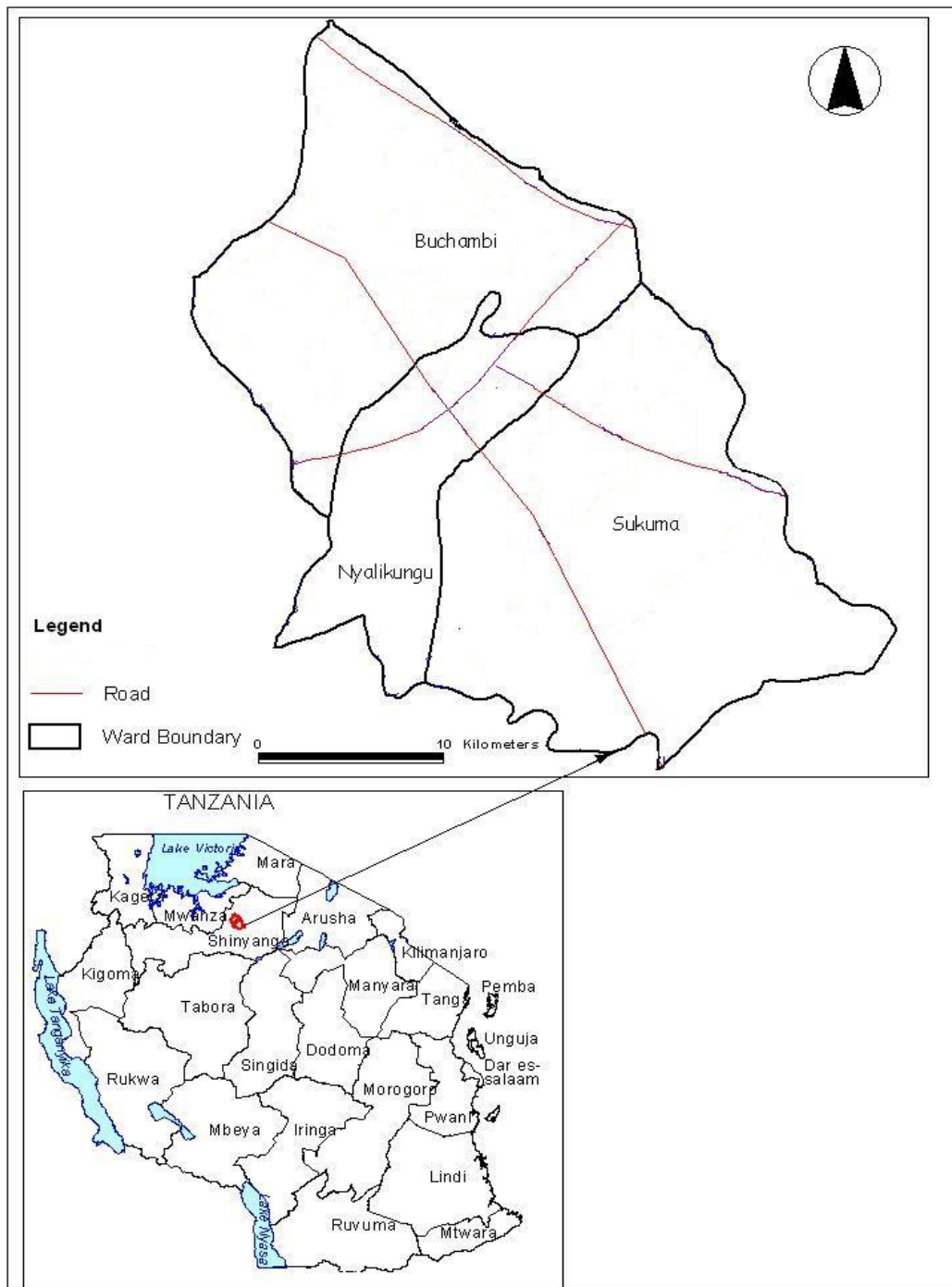


Figure 1. A map of Tanzania shows Maswa district

Source: IRA GIS Lab (2009)

2.1.2. Education

Education refers to the process of developing knowledge, skills, and character of an individual for the purpose of teaching a student how to live his/her life by developing his/her mind and equipping him/her to deal with reality (Yero, 2002).

2.1.3. Citizens

In this study citizens refer to beneficiaries of an education system that include parents. The interests of parents are close to those of their children who are students and they act as spokes persons for their children in local government's decision making process. Parents as citizens pay taxes and may enjoy voting rights or other forms of input into the political process.

2.1.4. Local government

Local government refers to that part of the government of a country operating on a local level, functioning through a representative organ, known as the council, established by law to exercise specific powers within a defined area of jurisdiction (Warioba, 1999:1).

2.2. Relevance theory

This paper is guided by the Principal-Agent theory. The principal-agent model was developed in relation to the analysis of complex private contracting. A distinction may be made between short-term contracting as with the buying and selling of goods on the one hand and long-term contracting on the other hand whereby one person hires another person or group of persons to work for them against remuneration. According to this theory, both parties (principal and agent) have rational behavior and rational expectations and interact on basis of institutions like freedom of contract and private property. The actions undertaken by the agent and the results of his activities have external effects on the principal's profit and success. Furthermore, the agent has discretionary freedom due to incomplete and asymmetric information and monitoring costs. The agent's discretionary freedom leads ex ante to uncertainty (since the principal cannot rely on any motivation like loyalty or conscientiousness) and ex post to concrete disadvantages. The smaller the ability to control the agent's activity (the bigger the information asymmetry), the bigger is the principal's uncertainty. Moreover, a divergence of interests exists, i.e. the agent shows opportunistic behavior to maximize her own expected profit instead of acting in line with the goals of the principal. The three types of opportunistic behavior are hidden characteristics (the abilities and skills of the agent are not 'common knowledge'), hidden intention (agent has goals and interests not known by the principal) and hidden action (ibid).

Under a principal-agent interaction at least two people collaborate in the creation of a service that has value. The two persons are, however, not partners or of equal legal standing. The agent is the person who works for the principal, who puts up the remuneration for agent's effort against the value that the agent hands over to the principal in the form of a product of some sort. Thus, principal-agent interaction is fundamentally a contracting problem concerning how much of the value that the agent produces should go

back to him/her in the form of a payment (Lane, 2005). However, what makes the principal-agent model distinctive is the additional assumption of asymmetric information, meaning that the agent knows more than the principal about the service in question in a manner that affects the contracting outcomes.

However, the key unifying features of principal-agent problems are that, the principal knows less than the agent about something important, and their interests conflict in some way. Moreover, there seem to be two types of problems which involve problems where agents can do some costly action to improve outcomes for the principal but the principal cannot observe the action. These are known as effort aversion/moral hazard problems together with problems where there are different types of agents and principals cannot tell the difference among them. These are known as adverse selection when the types are fixed and the question is which agents will participate.

In addition, there is a hidden information models, but this category does not seem very well-defined. Rather than encouraging the agent to undertake a certain action that will more likely lead to good outcomes for the principal, the principal instead wants to discourage the agent from taking certain actions that will more likely lead to bad outcomes for the principal.

2.3. Public trust in government

Trust and confidence in politicians and governments at all levels, be it local or national in all countries particularly Africa has been on the decline for some time (Farnsworth, 2008; Bond, *et al.*, 2007). Substantial research and analysis has taken place to better understand this phenomenon, for example, Gallup International Poll conducted a study in 2006 in Africa where eight out of ten people think that politicians are dishonest. Moreover, in the Poll conducted in Latin America in 2005 showed that support for democracy has fallen (Bond, *et al.*, 2007). In addition, there are various factors identified by researchers which reveal that public trust to the government has fallen, among many, corruption is one of them. Corruption distorts delivery of public works and decreases efficiency and efficacy with which public administration performs its official functions of enhancing public good (Cho and Kirwin, 2007). People are likely to show trust in political institutions only to the extent that they believe that the functions and procedures of institutions are fair and reasonable. In this case, citizens loose trust when there is incompetent, ethically challenged, corrupt political or bureaucratic leadership and its manifestations including scandals (Sims, 2001). This is evidenced by a study conducted in Tanzania that there is an increasing amount of evidence of misuse of tax revenues from various districts namely; Bagamoyo District Council, Ilala Municipal Councils, Iringa District Council, Kilosa District Council, Moshi District Council and Mwanza City Council. The survey results indicate the misuse of tax revenues by council staff (particularly by revenue collectors) and councilors is a major problem. Furthermore, the public was provided with limited information on revenues collected, financial allocations and how to report corruption where very few of the respondents had seen any information about local government finances (Fjedstad, 2004).

Decline in social capital is another avenue of people's distrustful to the government. This means, decline in the number and scope of opportunities that allow people to work together in voluntary groupings and express trust in each other. As that kind of trust erodes, trust in government and most other institutions,

erodes as well (Sims, 2001). In line with that, Robert Putnam (1993) argues that when social capital is high, citizens express confidence and trust not only in each other but also in public institutions (Ackerman, 2001). This encourages citizens to work to improve democratic accountability of the state. Moreover, remoteness of central government and local government where citizens are not informed of major decisions such as resource allocation or major policies lowers peoples trust to the government (Farnsworth, 2008). In addition, the changing role of the media, with special mention to the powerful impact television. Media has become much more interpretive in its reporting and critical to politician and government in a way that stimulate public distrustful to the government (Sims, 2001).

2.4. Citizen participation in local government functioning

Citizens' participation has emerged as a powerful vehicle for creating effective government policies, building trust and ensuring public accountability around the globe (Bond, *et al.*, 2007). This is because, key public policy decisions are made during the public budgeting process, and so this would appear to be an important opportunity for meaningful citizen participation. Yet little is known about how, and when citizens are involved (Berner, 2001). As in every society, elected, representative democracy needs to be complemented by mechanisms of citizen participation, to enable those elected to determine better what are the needs and priorities of citizens, as well as to create a sense of ownership on the part of citizens of the services provided by government (Devas, 2002). However, in African countries, there has never been a strong tradition of citizen participation in local government. The Local Government Act makes little or no reference to citizen participation, and the style of local government is very traditional, with elected councilors deciding everything behind closed doors. In addition, many Local Authorities are very large and therefore remote from reaching the citizens (*ibid*). Sadly, some councilors perceive citizen participation as a threat to their autonomy and position.

Moreover, The Tanzanian Participatory Poverty Assessment 2003 (GoT VPO, 2003) and the Policy and Service Satisfaction Survey 2003 (REPOA, 2003) point out that, currently the disparities between rich and poor, and between urban and rural citizens in access to and use of social services are growing. Local government authorities lack planning and delivery capacity for effective pro-poor service provision and hence, implementation of local policies does not respond to local needs. This is resulted from low participation of people in policy planning and policy implementation. Public hearings are organized by the councils at the minimal level, which makes it difficult for people to question political leaders and staff. Moreover, participatory budget-making is instrumental in increasing resident participation, but in local authorities, citizens face difficulties in accessing local governments' revenue and expenditure.

2.5. Education service in Tanzania

In Tanzania, there has been an immense growth in education service. The school enrolment from year 2000 to 2003 rose considerably. This success can be attributed to the abolition of school fees in 2001 and 2002, the launch of the Primary Education Development Plan (PEDP). PEDP, by channeling resources from the donor community, financed a 'basket fund' to nearly every village (Chaligha, *et al.*, 2005). It has also been capable of

mobilizing communities to contribute money and labour in the construction of new class rooms. In addition, to improving affordability and accessibility, PEDP may also have improved the quality of primary education. The pass-rate has increased, although a majority of the grade 7 pupils still failed to pass in 2003. Some of the case councils report progress in the quality of education—measured by indicators such as pupils per class room, pupils per desk, and pupils per text book (Chaligha, et al., 2005).

However, the main quality indicators, like pupils per teacher and share of qualified teachers, show a rather mixed development. Councils report a worsened pupil/teacher ratio, although this is to some extent compensated by a higher share of qualified teachers. Lack of teachers threatens the sustainability of the education reform (Hakielimu, 2007). The World Bank (2005) pointed out that despite the significant gains in primary enrollment rates; school progress in basic education has changed very little. Most of the recent gain in primary net enrollment is due to a net gain in the proportion of (mostly over-aged) children that enter school, rather than children staying longer in school. The constraints that prevent progression through the school system start in upper primary education, particularly among the poor. Even though most children spend some time in primary school, significant numbers drop out before completing the primary school cycle.

3. Economic activities in Maswa district

Understanding various economic activities which are taking place in various villages was vital for this paper in order to acquire imminent response on their financial ability to be able to contribute in various development activities in their area including education development. Likewise, to get an insight on whether respondents got enough time to participate in local governance issues. For that reason, unveils that a high percentage of respondents are self employed in small scale agriculture and livestock keeping who constituted 77.8% of the total respondents in all wards visited. The reason for that is due to unfavorable climatic condition which is semi desert where livestock keeping can withstand the area. Furthermore, the paper reveals that, due to unfavorable climatic condition, people can hardly harvest enough crops of which they can sell and earn income. Consequently, their income is low which has an implication on their ability to financially contribute to education development in the district.

Furthermore, the paper detected that only 12.1% of the total respondents are self employed in trade and commerce particularly small shops and only 1% of total respondents are wage employees. The reason for that is due to low level of education which cannot permit them in higher-office works. However, 9.1% of total respondents are unemployed. The main reason is low level of education where some of the respondents do not even know how to read and write; thus, they hardly get office jobs. Besides, poverty is also another reason for unemployment where respondents do not have capital to either start a small business or hire a farm plot. To this end, the study shows that majority of respondents which is 77.8% of all respondents particularly those who are engaging in agricultural activities hardly get time to participate in governance issues especially during cultivation period.

4. Empirical results

4.1. Role of village government in facilitating education development

The paper intended to know important role of village government in facilitating education development in their area this is because decision making process as well as planning process begins at the village level. It was revealed that 26.3% of all respondents viewed said that the village plays a role of supervising school construction. Furthermore, 31.3% of all respondents express that the village government mobilize people in self help activities including collection of financial contribution construction as well as mobilizing people to provide physical labour to facilitate school construction. Moreover, 30.3% of all respondents point out that the village government holds several meetings to discuss issues related to education matters and take action. However, 12.1% of all respondents have the view that village government does help to improve education service in their area with reason that village leaders are lazy and they hardly take actions to fulfill people's demands.

4.2. Views on construction of new school and classrooms

One of the highest priorities for primary education is to increase overall gross and net enrolment of girls and boys of which among many ways, will be done through construction of new classrooms to accommodate more pupils (MOEC, 2001). This had to be done during PEDP period which ended in 2006 because some of the schools were in state of despair therefore they needed an urgent rehabilitation while some of the villages had no schools at all. It reveals that majority of respondents with 90.9% of all respondents admitted that new classrooms/schools were built for the past four years. The paper also disclosed that 6.1% of all respondents in Mwabujiku village said they have not built new school/classrooms for the past four years. Therefore, the whole village has no primary school so parents send their children to other primary schools in nearby villages. This is because of inadequate resources which were allocated for school construction together with parents' contribution during PEDP period. Below is the photograph that shows unfinished school building in Mwabujiku Village.

The paper went further to examine new classrooms or schools in various villages have been built by whether central government grants and support, parents contribution or both of them. In that sense, the paper depicts that 48.5% of total respondents said new schools have been built by both central government grants and support together with parents' contribution. Moreover, 33.3% of all respondents said schools have been built by parents' contribution both physical labour and financial contribution while 4% of all respondents said schools have been built by central government grants/support only and 14.1% of all respondents said new classrooms have neither been built by parents financial contribution nor grants/support from central government.



Figure 2. Unfinished School building in Mwabujiku Village

4.3. Education service improvement

The paper examined whether local government reform program, central government, donors and TASAF have led to improvement of education service. This is because of a number of problems related to education service delivery where among many, quality of learning which is constrained by overcrowded classrooms, lack of adequate number of teachers and other teaching facilities. Teachers' recruitment has not kept up with the rapid enrolment expansion. Therefore, field findings reveal that 57.6% of all respondents point out that local government reform has not improved education service delivery, followed by 25.3% of all respondents who admitted that local government reform has improved education service delivery while 17.2% of all respondents do not know whether local government reform has improved education service delivery. This indicates that there are still demands from people to the local government to improve education service in the district because despite local government reform, yet people are not satisfied with education service delivery from the local government.

Furthermore, the paper also divulges that 50.5% of all respondents admitted that central government grants/support have not improved education service delivery. The reason for that is, grants/support from the central government are not sufficient to improve the service like building classrooms and facilitate other education amenities. However, 36.4% of all respondents said central government grants/support has improved education service delivery while 13.1% of all respondents do not know whether grants and support from the central government have improved education service delivery. However, the study portrayed that majority of respondents which constituted 79.8% of all respondents said donors contributions have not improved education service while 20.2% said they do not know. It was also revealed that 94 counts which constituted 94.9% of all respondents said parents' contributions have improved

education service. The reason for that is because parents contribute physical labour as well as financially in building new classrooms, repair the old ones therefore their contribution is high in improving education in Maswa district. However, 5.1% of total respondents said parents' contributions have not improved education service. On the other hand, the study also revealed that 82.8% of all respondents said TASAF has not improved education service while 17.2% of all respondents said they don't know.

4.4. Changes in the quality of education

Every school system requires money and other resources to run. Buildings, chalkboards, desks and chairs, textbooks, water and electricity and, most importantly, classroom teaching are among the inputs that schools use in their daily operation. In most cases the government is responsible for supplying these inputs through the agency of a provider organization dedicated to education and consisting of various layers, using taxpayers' money and sometimes donor funds (Reinikka and Smith, 2004). Money and resources are by no means the only determinants of quality in an education system but they are the variables over which governments have the most control. The most obvious course available to a government that wishes to improve its education system is to contribute more money and resources to school.

In this sense it was important to know from respondents whether there are changes in the quality of school buildings, number of classrooms, number of teachers, teachers performance, availability of textbooks and desks as well as cost of schooling for the past four years. In line with that, findings from the field data portrays that 40.4% said quality of school buildings for the past four years has improved. However, 28.3% of all respondents said there were no changes in the quality of school buildings for the past four years while 31 respondents which constituted 31.3% said the quality of school buildings has declined for the past four years.

Furthermore, the paper reveals that 18.2% of all respondents said number of teachers for the past four years has increased while 55.6% of all respondents said number of teachers for the past four years has declined. Moreover, 23.2% of all respondents said there were no changes in the number of teachers which means the number is still the same, and 3% of all respondents said they do not know.

Response on changes in teachers' performance for the past four years is also important where 63.6% of all respondents said teachers' performance for the past four years has declined something that makes pupils to fail their examinations particularly standard seven which also makes few to continue with secondary education. 27.3% of total respondents said there were no changes in teachers' performance and only 4% of all respondents said teachers' performance has improved for the past four years and 5.1% said they do not know.

The paper also show that 47.5% of total respondents said availability of desks and chairs in schools has declined which makes students to seat on the floor. Moreover, 28.3% of all respondents said there were no changes on the availability of desks and chairs in schools and only 20.2% of all respondents said availability of desks and chairs in schools have improved. Nevertheless, 4.4% of all respondents said they do not know whether there are changes in the availability of desks and chairs in schools. In line with that, field data also revealed that majority of respondents which constituted 64.6% of all respondents said the availability of textbooks has declined while only 11.1% of all respondents said availability of textbooks in schools have

improved. The paper also revealed that 20.2% of all respondents expressed that there were no changes in the availability of textbooks while 4% of all respondents said they do not know. This was supported by one respondent in Focus Group Discussion, who said:

“There are several challenges facing primary schools including scarcity of teachers and teaching facilities, shortage of teachers’ houses, forced marriage of young girls for dowry hence forcing them out of schools, lack of parents’ follow-up on their children’s progress, shortage of desks and books as well as pupils’ truancy. Regarding the fact that education is still faced by a number of challenges, local governments’ efforts are still insufficient in addressing such challenges and this is caused by irresponsible leaders at all levels.”

These views have shown that there are still problems in the education service provided in the aspects of inadequate textbooks, desks and chairs, number of teachers as well as teachers’ performance which lowers citizens’ satisfaction on education service provided by the council because despite paying tax, education service is still unsatisfactory. The only difference in terms of improvement was witnessed in the changes in the number of classrooms where 50.5% of all respondents said there were improvements in the number of classrooms. This is because of parents’ labour and financial contribution in building classrooms which facilitated such improvement. However, 28.3% of all respondents said number of classrooms has declined because of absence of repairing which made some of the classrooms not to be used. Moreover, 15.2% of all respondents said there were no changes in the number of classrooms for the past four years 6.1% of all respondents said they do not know.

People’s views that the quality of primary education has not improved can also be evidenced by deficit of permanent buildings and furniture in primary schools both government and private primary schools in Shinyanga region.

4.5. Local government education service delivery

It was important for the paper to get views from respondents on local government education service delivery. The paper revealed that majority of respondents with 66.7% of all respondents had the views that local government does not improve education service. The reason for that was due to misuse of public resources particularly fund from central government as well as people’s financial contribution which retard development initiatives of people to improve education service. However, 33.3% of all respondents had the views that local government does improve education service.

This was also supported by one respondent, a councilor who said:

“To tell the truth, there are several initiatives intended to improve education service but we have not been able to improve the service, this has made citizens to have doubts with education service delivered in this district. For example, primary schools do not have enough facilities; there are no desks which make children to seat on the floor, therefore people’s lamentations increase, something which lowers the level of trust of people to the local government.”

The views above expressed people's distrust to the local government in social service delivery particularly education because citizens expect public servants to serve the public interest with fairness. Therefore when public services are not fairly and efficiently delivered, it inspires public distrust to the government institutions.

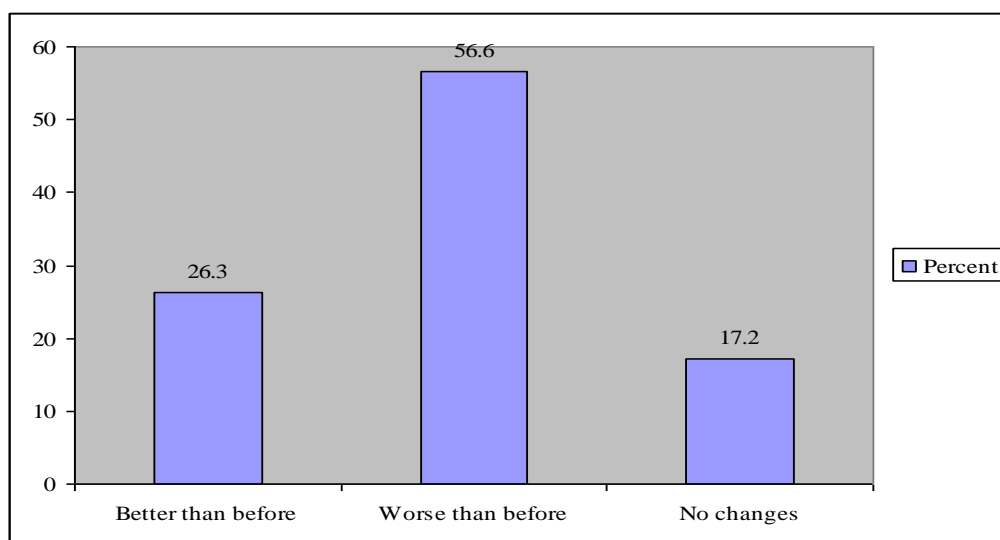


Figure 3. Citizens Views on the Quality of Education

It was also important for this study to know citizens satisfaction rating with quality of education service delivery. The reason for that was because it is through citizens' satisfaction to the public service which generates trust of people to the local government. In that sense, the paper presented in figure 3 above revealed that majority of respondents with 58 counts which also constituted 58.6% of all respondents expressed that they are not satisfied with education service delivered by the local government while 21.2% of all respondents said their rate of satisfaction was average (50-50). However, only 20.2% of all respondents stated that they are satisfied with quality of education delivered by the local government.

5. Conclusion and recommendations

5.1. Conclusion

On the part of improving education service, PEDP has been successful when it comes to enrolment. Tanzania is not far away from reaching a hundred percent in Net Enrolment Ratio. However, there still is a lot to be done in order to improve the quality of the primary education in Tanzania. Those involved in the international aid community play an important role in developing countries. There is a need to stress the

importance that they consider more thoroughly what consequences a plan like this can give. It is of course the Tanzanian Government that introduced the PEDP but the international aid community has a significant influence and responsibility. On the other hand, at national level the Government has started a decentralization process. It is believed that this is the right decision in improving the primary education. In this case, it would be better if each district can decide for them on how the primary education should improve and develop. The districts could also join with another district especially if a district has limited capacity. The Government should therefore support the districts instead of controlling them.

5.2. Recommendations

Accountable and transparent governance is needed to allow the public to remain informed about policy, enables greater opportunities for participation, and increases the efficient allocation of resources in both the public and private sectors, and minimizes corruption and unethical practices. It increases stability, and consensus and trust in government. These aspects are conducive to building trust between the government and citizens as well as having positive effects in the social, political, and economic spheres of development.

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