

The Implementation of Decentralization Policy in the Education Sector by Municipal Councils and the Management of Nursery and Primary Schools: The Case of Government Nursery and Primary Schools in the Limbe I, II, and III Subdivisions

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ABSTRACT

The examination of the relationship between efficient management of nursery and Primary schools and decentralization in relation to the implementation of decentralization policies in Cameroon by councils is what this study intended to ascertain. The study employed purposive sampling technique, to select the 50 head-teacher-respondents and 3municipal Mayors. Data which was collected by the use of a questionnaire and interviews as instruments of data collection were subjected to descriptive and inferential statistical analysis using the Statistical Package for the Social Sciences (SPSS). The resultant findings did indicate that, there is a significant relationship between the council's implementation of decentralization policies specifically the building, equipping and maintenance of classrooms by councils and the efficient management of nursery and primary schools, albeit being that the relationship that exists was rated weak. A resulting recommendation made was that the central level relinquishes sufficient resources for local councils, ensuring accountability and transparency in operations and instituting follow up mechanisms through supervision to ensure that local council authorities are effectively implementing the decentralization process as expected.

KEYWORDS: Decentralization, School Management, Efficiency

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1. BACKGROUND OF THE STUDY

In a world where most governments have experienced the pitfalls of centralized education service provision, mainly: opaque decision-making, administrative and fiscal inefficiency, and poor quality and access to services, the theoretical advantages of decentralization have become extremely appealing (Abdi & Shultz, 2012). The management of our nursery and primary schools is centralized being managed from the central unit; the ministry of Basic Education where decisions are made concerning the functioning and management of schools. The school heads then face many managerial constraints owing to this centralized system of decision making like lack of adequate infrastructure, insufficient provision of school materials and supplies and even lack of human resource to name but these because decisions are made at the ministry with no often little background knowledge of the actual needs of these schools since they are close to the schools.

The process of decentralization in education provision promises to be more efficient, better reflect local priorities,

encourage participation, and, eventually, improve coverage and quality. According to the World Bank Agency (1995), the idea of transferring responsibility and decision-making to local bodies appears to sit well with more democratic and participatory approaches. Correspondingly, decree No. 2010/0247/PM OF 26 FEB 2010 laying down conditions for the exercise of some powers transferred by the State to councils relating to Basic Education, as from the 2010 financial year was promulgated in: building, equipping, managing and maintaining council nursery and primary schools and pre-school establishments; acquiring materials and school supplies; recruiting and taking charge of support personnel of these schools and establishments. It is against this backdrop that this study set out to ascertain the effectiveness and efficiency of decentralization in the education sector in the management of nursery and primary schools.

The emergence of democratic governments around the world in the late 1970s and 1980s saw an increasing move

towards decentralization in all its forms as a way to improve administrative services, increase the quality of education, share power with the local citizenry, and advance the pace of national development (Helmsing 2000). The past two decades have seen far-reaching attempts at decentralization of state functions in many – if not most – countries of the world. It is widely acknowledged that, in central and Eastern Europe in the early 1990s, there was a real demand from the local level for local democratic control and autonomy, as a reaction against the failures of the centralized state over the previous four decades situation that quickly moved to several countries in Latin America and most countries of the world (Menocal, 2004, Coulson, 1995).

The process of decentralization has been encouraged by the European Union, which has actively promoted a “Europe of regions” as a counterweight to the nation states (Aspinall, 2003). In recent times, there has emerged a certain “climate of opinion” in favour of decentralization, encouraged by academics and policy advisors (Olowu et al., 2004; Shah et al., 2004; Wunsch, 2001). Thanks to the negative effects of centralization, Cameroon like most African states adopted a Constitution in 1996 that was pro-decentralization, and this laid the ground work for today’s decentralization policy built on Law No. 2004/17 on the Orientation of Decentralization. These laws do define decentralization as the transfer of authority, responsibilities and concomitant resources from the central government and its external services to semi-autonomous or quasi-independent local authorities (Municipal Councils).

This was corroborated by Law No. 2004/18 laying down Rules Applicable to Councils which established councils as the basic decentralized authority of the state. It is following this preliminary phase characterized by legal regulatory instruments that this policy process from the 2010 financial year saw its operationalization marked by eye-catching financial arrangements with the pioneer fiscal allocation of nine billion six hundred and ninety four million CFA francs and Seven billion CFA Francs, in the 2010 and 2011 Financial Years respectively, for the partial financing of the decentralization process (Decree No. 2010/0165/PM of 23rd February 2010 and Decree No. 2011/0976/PM of 13th April 2011). This trend according to researchers (Tani, Abangma and Ambe, 2012), was characterized by the involvement of nine Ministerial Departments in 2010 and four additional Ministries in 2011 in the transfer of their competences and concomitant resources to municipal authorities (Decree No. 2010/0239/PM to No. 2010/0247/PM of February 26th 2010 to lay down conditions for the exercise of some powers transferred by the state to councils).

Cheka in 2007 opined that in Cameroon, decentralization constitutes the legal, institutional and financial means through which regional and local authorities operate to foster local development with the active involvement of the population. Through the devolution of powers to local entities, local development could be enhanced and a contribution made to the fight against poverty. The devolution of power and financial responsibility to the local population is to promote the locals’ participation in their local educational affairs and improve accountability on schools and teacher, demand for education and sense of community ownership (Watt, 2001).

2. Literature Review

Mbua (2002) defines educational efficiency as the relationship between the outputs of the educational system and the inputs used in producing such outputs. Examining the meaning of inputs and outputs in education, inputs are the various elements that enable the education system to properly function and they include the human resources such as teachers, educational managers, students and nonhuman resources like educational materials, buildings, different machineries and equipment that are required for the normal functioning of the teaching-learning process in a school (Coombs and Hallak, 1987; Psacharopoulos and Woodhall, 1985). Educational output, on the other hand, refers to the expected results of the objectives of the system mainly student achievement. The knowledge, skills, attitudes and exposures the learners acquire from the schools are indicators of the output of an education system (Coombs and Hallak, 1987; Psacharopoulos and Woodhall, 1985). Educational efficiency can be seen from two perspectives, namely internal efficiency and external efficiency. Longe and Durosaro (1988) cited in Olatoun (2012) referred to internal efficiency as the extent of the educational system’s ability to minimize cost and reduce wastage resulting from repetitions, dropouts and failures.

3. Statement of the Problem

Many stakeholders of education in Cameroon hold the opinion that the education system is decentralized although there is hardly any clear existing evidence from research to indicate the extent to which the implementation of decentralization or factors that work against its smooth implementation. In other words, whether or not the councils do implement the policy of decentralization vis a vis education at all at the basic education sector as elementary education is referred to in Cameroon gives credence to an unfortunate no response rhetoric. It is with this mindset that this research was carried out to ascertain the extent of the exercise of some powers decentralized to local councils in building, equipping and maintaining basic education institutions.

4. Objective of the Study

Examine to what extent the councils are practicing decentralization as per the competencies transferred them by the state pertaining to education affects the management of schools. Especially to ascertain the effect of the council’s implementation of decentralization policies in building, equipping and maintaining Nursery and Primary Schools on the management of schools.

5. Research Question

Does the implementation of decentralization policies by local councils in building equipping and maintaining schools affect the management of nursery and primary schools?

6. Hypothesis of the Study

Ho : Decentralization policies implemented by the local councils in building, equipping and maintaining Nursery and Primary Schools do not significantly affect the management of schools.

Ha : Decentralization policies implemented by the local councils in building, equipping and maintaining Nursery and Primary Schools significantly affect the management of schools.

7. Methodology

The study used a survey research design, and used the triangulation technique in collecting and analyzing data, making use of quantitative and qualitative analysis. This research design was deemed appropriate for this research because it seeks to answer how and why questions (Yin 2009); thus capturing what we are interested in answering-the effectiveness of the practice of decentralization in the basic education sector especially by the local councils.

7.1. Participants

The study involved the 50 head teachers of government nursery and primary schools and the three Mayors of the limbe I, II and III Sub divisions of the Fako division in the South West Region of Cameroon. These participants were selected for the study because they are the grassroots stakeholders and primary implementers of the decentralization policies in the education sector in Cameroon. The study employed purposive sampling technique to select the 53 participants for the study.

7.2. Instruments

The study did make use of two data collection instruments; the questionnaire for Head Teachers and interview guide for Mayors in order to aptly capture quality of information that represents the views of the head teacher's and perspectives of the mayors on the variable this research study set out to examine.

7.2.1. Questionnaire

The questionnaire which was developed by the researcher was administered to all the 50 head teachers who

participated in the study to assess the indicators of the exercise of decentralization policies in building, equipping and maintaining basic education institutions and the management of these schools. All the items were pre-coded on a 4-point Likert-type scale as Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SDA). In addition, there were two open-ended questions

7.2.2. Interview Guide

It was used to carry out interviews with the three Mayors who took part in the study. To achieve this objective, participants were asked questions on the implementation of decentralization and these questions were geared towards rating the extent to which the exercise of transferred competencies by the state to councils in building, equipping and maintain basic education institutions is being practiced and to what extent they think it affects the management of schools and the efficiency of school system in Cameroon.

7.3. Data Analysis

Data obtained from the questionnaire were subjected to the Statistical Package for Social Sciences (SPSS) version 21 analysis to compute means and standard deviations. Means and standard deviations were equally computed for qualitative data from interview schedules. Finally, content analysis was used to analyze the two open-ended items of the questionnaire and the last item on the interview guide. The hypothesis based on the lone research question of the study was verified using Pearson Product Moment Correlation Analysis, specifically the Pearson Product-Moment Correlation Index. at 0.05 alpha level of significance.

8. Results

The results of this study are presented according to the research question and hypothesis of the study.

8.1. Research Question:

Does the implementation of decentralization policies by the local councils in building, equipping and maintaining schools affect the management of nursery and primary schools?

Table 1: Head Teachers' views on Council Provision of Physical Resources-Building Equipping and Maintaining Basic Education Institutions

Survey Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Local councils contribute in equipping and maintaining classrooms for our schools	1	2.1	44	93.6	2	4.3	0	0
The school has adequate classrooms to enhance teaching and learning in most primary schools in Limbe I, II, & III.	1	2.1	13	27.7	32	68.1	1	2.1
The council always makes provision for the construction of facilities like lodgings, playgrounds and latrines when need arises	2	4.3	0	00	44	93.6	1	2.1
The school has some infrastructure and equipment like school gardens and canteens thanks to the effort of the council	1	2.1	2	4.3	44	93.6	0	00
The administration has a strong support from the local council in financing school projects and processes.	9	19.1	21	44.7	9	19.1	8	17.0
The council takes all necessary measures to ensure hygiene and sanitation within and around the schools and establishments	7	14.9	16	34	9	19.1	15	31.9
The council takes decisions and is given a free hand in upgrading and adding infrastructure in the facility	0	0	2	4.3	26	55.3	19	40.4

Source: Field Survey (2020)

Respondents' views on the Local councils' contributions in equipping and maintaining classrooms for in their schools registered that, 1(2.1%) strongly agreed that the Physical resources-building, equipping and maintaining infrastructures is done by their local council, 44 (93.6%) also accepted the view. This view was totally contrasted by 2(4.3 %) of the head

teachers who reacted by disagreeing with the majority former. This basically implied that most of the head teachers were in support that local councils in the Limbe I, II and III municipalities contribute in equipping and maintaining the infrastructures in their schools.

Also, 1(2.1%) of the respondents were in total conformity with the view that these local councils always make provisions for the construction of facilities like lodgings, playgrounds and latrines when need arises. This was supported by 32(68.1%) of them who agreed; but 14(29.8%) of these respondents totally disagreed with the former. According to this minority, local councils in the Limbe I, II and III municipalities do not make adequate provisions for the construction of lodgings, playgrounds and latrines in their schools.

Furthermore, an examination of head teachers views on this aspect indicated that out of 47 respondents, only 1(2.1%) strongly agreed that schools have some infrastructure and equipment like school gardens and canteens thanks to the effort of the council; 2 (4.3%) also agreed to this. This was contradicted by a few of them; 44 (93.6%) who disagreed with the view that basic education institutions in the Limbe I, II and III municipalities have some infrastructure and equipment like school gardens and canteens thanks to the effort of the council, were not in conformity with the claim.

More so, the study recorded that 5(10.6% of) respondents accepted that the classrooms in their schools are adequately furnished by the local councils to enhance teaching and learning, while 42(89.4%) were not in agreement with this claim. The results also found out that 28 (59.6%) held that the administration does not have a strong support from the local council in financing school projects and processes. Only 19(40.4%) of the head teachers indicated that the administration of their schools receives some support from their local councils.

Lastly, only 2(4.3%) of the teachers agreed that the local council administration takes decisions and is given a free hand in upgrading and adding infrastructure in the facility. This is in contrast with 26 (55.3%) respondents who disagreed and 19(40.4%) respondent who strongly disagreed.

Table 2: Means and Standard Deviations score on Local Council Provisions of Physical Resources

Survey Statement	Mean	Standard Deviation	Global Mean
Local councils contribute in equipping and maintaining classrooms for our schools	2.0200	.24661	2.26857
The school has adequate classrooms to enhance teaching and learning in most primary schools in Limbe I, II, & III.	2.3200	.55107	
The council always makes provision for the construction of facilities like lodgings, playgrounds and latrines when need arises	2.0200	.24661	
The school has some infrastructure and equipment like school gardens and canteens thanks to the effort of the council	2.6200	.49031	
The administration has a strong support from the local council in financing school projects and processes.	3.4000	.57143	
The council takes all necessary measures to ensure hygiene and sanitation within and around the schools and establishments	1.8800	.38545	
The council takes decisions and is given a free hand in upgrading and adding infrastructure in the facility	1.6200	.60238	

Source: Field Survey, 2020

As earlier mentioned, means and standard deviations values were used to measure on average the degree to which responses were closely supportive or confirming the effectiveness of a practice. From the table 2 above, it can be observed that the seven items designed to measure head teachers' opinions on the local council provision of physical resources to primary schools in the Limbe I, II and III municipalities give a mean distribution of 2.0200, 2.3200, 2.0200, 2.6200, 3.4000, 1.8800 and 1.6200 respectively from the first to the seventh item. Only 2 of these items recorded mean values greater than 2.5 the cut-off zone; indicative of the opinion that on average most head teachers agreed that their schools have some infrastructure and equipment like school gardens and canteens thanks to the effort of the council (mean = 2.62) and that the administration of most schools receive great support from these local councils in financing school projects (mean = 3.4). On the other hand, all the remaining items used to measure head teachers' views on councils' provision of physical resources recorded means lower than 2.5; implying that local councils in Limbe I, II and III municipality are inefficient in exercising their powers in this domain. This is further confirmed by the low global mean value of 2.26857 recorded against the objective; alongside the low standard deviations indicating relative consistency in individual opinions pertaining to this. This is equally represented diagrammatically on Figure 1.

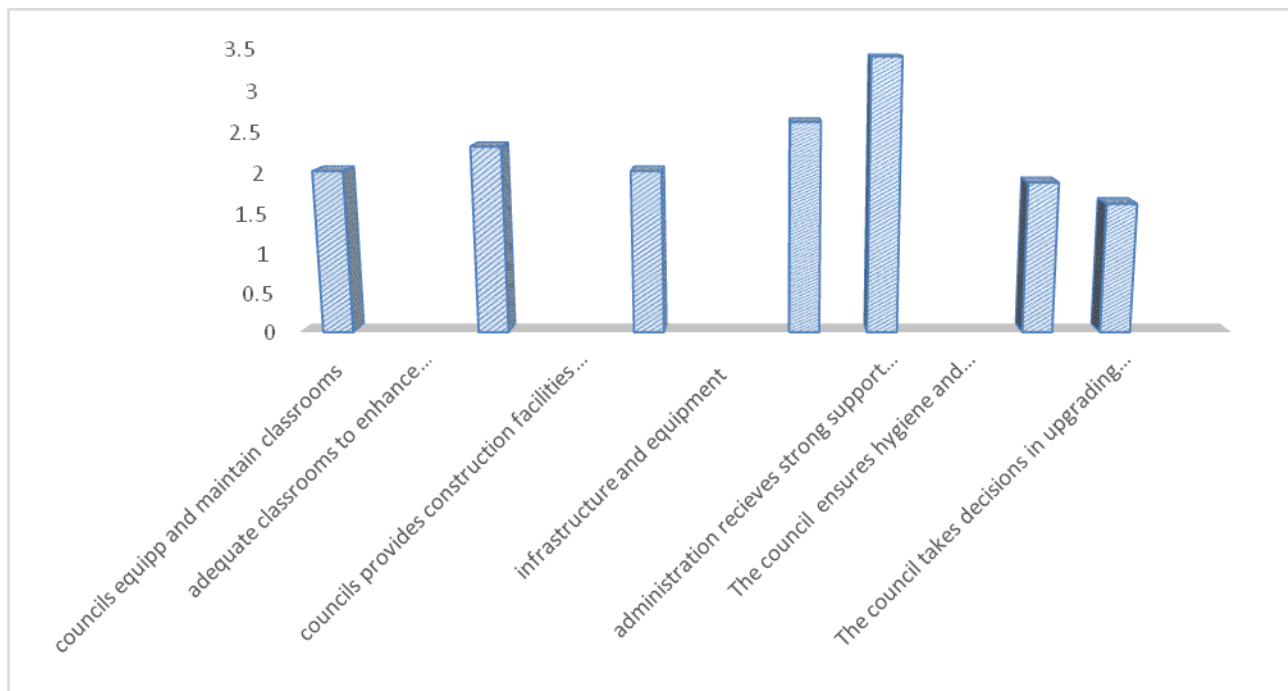


Figure 1: Means and Standard Deviations score on Local Council Provisions of Physical Resources

8.2. Verification of Hypothesis

Ho : Decentralization policies implemented by the local councils in building, equipping and maintaining Nursery and Primary Schools have no significant relationship with the management of Nursery and primary schools.

Ha : Decentralization policies implemented by the local councils in building, equipping and maintaining Nursery and Primary Schools have a significant relationship with the management of primary schools.

The Pearson's correlation was used to establish if there is an association between provision of Physical resources-building equipping schools and Management of Primary Schools.

Table 3: Correlation results showing the relationship between Decentralization policies implemented by the local councils in building, equipping and maintaining Nursery and Primary Schools and School management

		Provision Physical resources-building equipping schools	Management of primary schools
Provision Physical resources-building equipping schools	Pearson Correlation	1	.284
	Sig. (2-tailed)		.053
	N	47	47
Management of primary schools	Pearson Correlation	.284	1
	Sig. (2-tailed)	.053	
	N	47	47

As seen on Table 3, the Pearson correlation coefficient, r , which shows the strength and direction of the association between two variables, provision Physical resources-building equipping schools and Management of primary schools. The Pearson correlation coefficient, r , is .284 ($r = .284$, $n = 47$, $p = .053$). As the sign of the Pearson correlation coefficient is positive, we conclude that there is a weak positive correlation between provision Physical resources-building equipping schools and Management of primary schools; that is, the implementation of decentralization policies in building, equipping and maintaining Nursery and Primary Schools increases the effective management of these schools. However, the study failed to establish a significant relation between provision of Physical resources-building, equipping and maintaining of schools and Management of Nursery and primary schools.

9. Discussion

According to the results, local councils in the Limbe I, II and III municipalities contribute in equipping and maintaining physical facilities for some primary schools in the municipalities. By implication, head teachers admitted that their administration receives some support from the local councils in financing their school projects in terms of building physical facilities and classroom maintenance. This result is in line with the findings of Olowu (1988a) who analyzed the prosperity of Zimbabwe in the 1980s and attributes this partly to the Local Government institutions – both urban and rural councils. Their contributions included

the provision of basic social and economic infrastructures that support other development activities. Also, Swift-Morgan, (2006), contend that Local Governments ensure that local processes are democratic and good democratic practice at the local level greatly improves construction, reconstruction and service delivery which have the potential to build community consensus around controversial issues, including school infrastructural buildings, and other environmental programs.

It was probable from this results that these local councils desire to provide services to these schools; nevertheless, it

was greatly admitted that these schools do not have adequate classrooms to enhance teaching and learning. They still lack some basic infrastructures and facilities like lodgings, playgrounds, latrines, school gardens and canteens. In essence, despite the local councils' efforts to provide physical infrastructures to these schools, there is still much insufficiency witnessed in these schools. Obsa (2010) confirmed this when he examined decentralization and rural community participation in primary education in three woreda communities in Horro Gudurru Wollaga Zone of Oromia Regional State, Ethiopia; and found that schools have no adequate infrastructure and the existing ones were intended to fix problems quickly and hence were of low quality. Also, Matete (2016) studied the decentralization of primary school management in Tanzania and found that although it has recorded some successes in enrolment expansion and some improvements in classrooms, teachers' houses and pupils' latrines construction; the increase in enrolment, however, has resulted into crowded classrooms that make teaching a big challenge. As such, the primary schools still faced a massive shortage of desks and classrooms and teaching and learning materials that affected the whole process of teaching and learning.

This lack of adequate infrastructures were further confirmed by correspondents who indicated that their ability as council officials to effectively execute the decentralization decree was hampered by the obscured nature of their responsibilities. To be precise, correspondents mentioned that *"their most demanding role is infrastructural maintenance and development not constructions; such that when schools have problems with maintenance, they are handicapped because the build project always makes provision for construction and never for maintenance. Rather, the government can award maintenance sometimes after many years but most of our schools in the Limbe I, II and III municipalities need maintenance but we cannot repair because the project awarded stipulates that we construct one or two classrooms. If the government does not allocate this project then the council cannot act"*. Also, *"It is from the government policies, that we have the authorization to intervene in schools; like now we are using the prime minister recent decree that started in 2016, but this year no project contract was awarded so we have not built any schools."*

Deduced from this, is the fact that the insufficient infrastructural facilities provided by these local councils is as a result of the nature of the decentralization policy. Local authorities are limited to the category of deconcentration and delegation in terms of extent of execution while the development plans; that is, the needs of the beneficiaries are greatly neglected. This result is in conformity with those of Mohammed (2007) who investigated the design and implementation of General Musharraf's avowed decentralization initiative; with particular interest to test whether decision-making and service delivery have been decentralized and the incentives that can improve decentralized primary education delivery. It was found that the decentralization design was a replication of a unitary structure where constituent units (districts) did not have policymaking authority. District governments, accountable for service delivery, were superseded and contested by Supra-State, federal, and provincial decisions at policymaking, and subsequently, operations levels. As such, Mohammed (2007) indicated that this system contradicts

decentralization and limits district government planning to budget in compliance with their abilities. The evidence on teacher and textbook availability equally indicated that district government authority over education input availability was limited by policy control and fiscal centralization at the provincial (and indirectly federal) levels. Hence, there is need that developing and executing decentralization policies that are more flexible to meet individual school needs in order to target the inequalities found in schools would respond in effective school management rather than the delegated and deconcentrated units.

It was found from the inferential results according to the Pearson correlation coefficient, ($r = .284, n = 47, p = .053$); that there is a weak positive correlation between the provision of physical resources-building equipping schools and management of primary schools. That is, the local councils' contributions in building, equipping and maintaining Nursery and Primary Schools physical infrastructure helps in enhancing effective school management although the efforts are not substantial.

10. Conclusion

The results of this research can thus lead us to deduce that, despite the Decree No. 2010/0247/PM OF 26 Feb 2010 to lay down conditions for the exercise of some powers transferred by the State to councils relating to Basic Education: in terms of building, equipping, management and maintenance of council nursery and primary schools and pre-school establishments; local councils involvement in the Limbe I, II and III municipalities has proven to be inadequate as school management is still highly challenged. The decentralization system implemented in these schools has resulted in less change in school management. Consistent with the findings of Obsa (2010), who examined decentralization and rural community participation in primary education in three woreda communities in Horro Gudurru Wollaga Zone of Oromia Regional State, Ethiopia; and found that the decentralization of education and community participation has brought great change in the way a school is financed, but little change in the way a school is managed. By implication, the effect of decentralisation can be encouraging in some aspects of school management while others are found wanting. It can therefore be concluded from this results that this decentralization is merely serving as a tool for lessening state responsibility for provision of educational needs for primary schools, but it is not effective in enhancing school management. Moreover, the lack of necessary financial resources and restricted powers or authority at the local level further challenges the successful implementation of the decentralization of education and the enhancement of school management. Concurrently, it is established that the mismatch between the decentralization policy and the local context is undermining the head teachers' managerial efforts. The policy's framework requires local councils to assist head teachers by responding to their various school needs; a responsibility which is financially demanding and highly contextualized as different schools have different needs. This notwithstanding, their efficiency and ability to address these needs of are greatly limited because of centralization and interference, and mayors do not have enough autonomy to make independent decisions. This is quite contradictory to the views of the development a list theorists who postulate that

decentralisation leads to better co-ordination of development activities. Conyers (1981), equally observes that by employing decentralization scheme, it is easier to produce integrated plans for specific areas and increase the efficiency and flexibility. Yet, it concurs with the Systems Theory posited by Ludwig von Bertalanffy (1968) that an organization is a system of independent structures and functions that work together towards common outcomes. It comprises many subsystems which must function harmoniously and complement each other towards attainment of the organizations objectives. In order for the system to function effectively, it must have goals that are pursued and made functional by human resources (people). As an organization, it has formal rules, regulations, norms and structures which are characterized by division of labour. A social system normally does not condone non-conformity; otherwise the achievement of the set goals is compromised. Furthermore, since a social system is political, it is driven by power relations and it has its own culture. Owens (1981) expatiates on this by advancing that a school is an open system which receives inputs from the environment and processes them into outputs which are given back to the environment. Basically, a school receives resources, finances, human resources and raw materials which it uses to produce outputs that are graduates who are released to the environment (society). The school is supported by many structures or subsystems like the council and central government authorities. In view of this, it can be settled that decentralisation within the basic educational system requires careful considerations of which elements of the system to decentralise and to what local level since both the study and empirical results points to the fact that there is still insufficient evidence to draw conclusions about the direct and indirect relationship between decentralisation and learning outcomes.

11. Recommendation

The field of education may benefit from the findings of the study in various ways. Even though this study is limited by the use of data only from three municipalities, the following recommendations might still be applicable for policy application.

From the findings, it can be recommended that for decentralization to be considered a panacea for school management, it is advisable that fundamental requirements that enhance the implementation process be fulfilled at the central level; otherwise devolving decisions and function to the local will not have any advantage. The requisites to be fulfilled at the central level include relinquishing sufficient resources for local councils, ensuring accountability and transparency in operations and instituting follow up mechanisms through council supervision to ensure that local council authorities are effectively implementing the decentralization process as expected. These requisites are imperatives for the success of decentralization reform.

It could equally be recommended that decentralization alone would not singlehandedly enhance school management; From the findings, it was equally understood that the decentralization decree of the basic education does not grant local councils the ability to take independent decisions despite the needs of these schools. In view of the above, it was worth mentioning that for the effect of this policy to be evident in school management, there is need for this reform

to be redefined such that local councils are given full authorisation to initiate and implement independent projects in their respective schools as they identify the needs. Complementarily, they should be authorized to divert funds disbursed for construction purposes to meet repairs and maintenance needs in these schools. In other words, there is need to extend the decentralisation policy from the category of deconcentration and delegation in terms of extent of execution.

The government should leave the management of all nursery and primary schools to the municipal authority. That is to say that the council should manage its own funds so that it can adequately cater for the general needs of its population with education and other social amenities to be provided topping the chart.

All inspectorates of education should be directly answerable to the council so they can both work towards better improvement of the schools. If the council has education experts directly answerable to the mayor of the municipality were, they work the council will use these resource persons to better understand the problem of schools and come up with solutions that would respond to the peculiar needs of the schools in that municipality. But now they are answerable to their ministry in Yaoundé and before a solution is found for one problem will take forever.

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