

**EMPOWERING PARENTS IN PLANNING AND DECISION-MAKING IN  
PRIMARY EDUCATION:  
A CASE STUDY OF BUDUDA DISTRICT**

**BY**

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## **ABSTRACT**

Parents have not been empowered enough to participate actively in the management of primary education in Uganda although they are a significant component in education. This study was out to analyze the participation/involvement of parents in planning and decision-making in primary education in Uganda. The hypothesis of the study was that parents' participation in planning and decision-making is constrained and ineffective thus impedes the effective service delivery in primary education. The study was guided by the principle of inclusiveness as a strategy of management in primary education – it is a vital ethical requirement that should be fulfilled.

The research design was a case study to allow concentration in a particular area for detailed and reliable research findings. During data collection, interview guides and documentary analysis were used. The interview guides were used to capture in-depth research findings.

The research findings revealed that indeed parents' participation in planning and decision-making in primary education is constrained and ineffective. Overall, the parents feel marginalized in the affairs of the school and yet they are key stakeholders in the education sector.

The study recommends that to manage this situation needs concerted efforts by all stakeholders in the education sector. This can be achieved mainly through sensitization of all stakeholders about their various roles and responsibilities in education, so as to avoid conflicts in the management of primary education.