

**THE EFFECTS OF EDUCATION BOARDS ON THE
OPERATIONS OF BASIC SCHOOLS IN ZAMBIA: A CASE
OF SELECTED DISTRICT EDUCATION BOARDS IN THE
COPPERBELT PROVINCE**



BY

271259

KADANGE VAN-WYK MVULA

2007

**THE EFFECTS OF EDUCATION BOARDS ON THE OPERATIONS
OF BASIC SCHOOLS IN ZAMBIA: A CASE OF SELECTED
DISTRICT EDUCATION BOARDS IN THE COPPERBELT
PROVINCE.**

**THE EFFECTS OF EDUCATION BOARDS ON THE OPERATIONS
OF BASIC SCHOOLS IN ZAMBIA: A CASE OF SELECTED
DISTRICT EDUCATION BOARDS IN
THE COPPERBELT PROVINCE**

BY

KADANGE VAN-WYK MVULA

THESIS
M. Ed. Ad
Mvu
2007
C.1

A dissertation submitted to the University of Zambia in partial fulfillment of the requirements for the award of the degree of the Master of Education in Educational Administration


University of Zambia

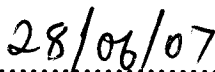
Lusaka

2007

AUTHOR’S DECLARATION

I, Kadange Van-Wyk Mvula, do solemnly declare that this dissertation represents my own work and that it has never been previously submitted for a degree at this or any other University

Signed:.....

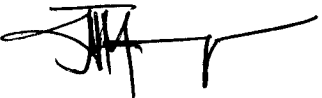
Date:.....

DEDICATION

This dissertation is dedicated to my wife and the entire family for their patience and encouragement during the course of my study

APPROVAL

This dissertation by Kadange Van-Wyk Mvula is approved as a partial fulfillment of the requirements for the award of the Master of Education (Educational Administration) degree of the University of Zambia

Signed:  Date: 28.06.2007

Signed:  Date: 28/06/07

Signed:  Date: 05/07/07

COPYRIGHT

All copyright reserved. No part of this Dissertation may be reproduced, stored in any retrieval system, transmitted in any form or by any means, electronic, recording, mechanical, photocopying, or otherwise, without prior permission in writing, from the author or the University of Zambia.

© Kadange Van-Wyk Mvula 2007

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to Dr E. Mbozi for her invaluable guidance, assistance and encouragement as my supervisor in the preparation of the dissertation. Thanks also go to Mr Henry Msango for giving me guidance in Educational Administration techniques. Other thanks go to District Education Boards (Ndola and Masaiti) for allowing me to conduct the study in their Boards, Lusaka and Kafue District Education Boards where I conducted my pilot study, and many others who supported the study in many ways.

Further, I wish to thank the Ministry of Education for having facilitated my study leave. Lastly, but not the least, I am grateful to Flyness Ndhlovu for the outstanding services in preparing and completing this dissertation.

TABLE OF CONTENTS

CHAPTER ONE	PAGE
INTRODUCTION	1
1.1 Study Overview	1
1.2 Background to the Study	3
1.2.1 Educational Policy in Zambia	3
1.2.2 Reforms in the Ministry of Education	8
1.2.3 Decentralisation	10
1.2.4 Rationale for Establishing District Education Boards	14
1.2.5 Structure of District Education Boards	16
1.2.6 Functions of District Education Boards	17
1.3 Statement of the Problem	19
1.4 Purpose of the Study	19
1.5 Objectives of the Study	20
1.6 Research Questions	20
1.7 Significance of the Study	20
1.8 Definition of Terms	21
 CHAPTER TWO	
LITERATURE REVIEW	23
2.1 Introduction	23
2.2 Overview of Decentralisation	24
2.3 Research in Educational Decentralisation	28

CHAPTER THREE

METHODOLOGY 36

3.1 Overview 36

3.2 Study Area 36

3.3 Research Design 36

3.4 Population 37

3.5 Sample Size and Sampling Procedures 37

3.6 Research Instruments 38

3.7 Data Quality 39

3.8 Data Collection Procedure 40

3.9 Ethical Considerations 41

3.10 Data Collection Techniques 41

3.11 Data Analysis 44

3.12 Data Interpretation 45

3.13 Problems Encountered During Fieldwork 45

CHAPTER FOUR

PRESENTATION OF FINDINGS OF THE STUDY 47

4.1 Overview 47

4.2 Respondents' Background Information 47

4.3 Effects of Boards on the Operations of Basic Schools 50

4.4 Changes Made by District Education Boards 60

4.5 Governance Bodies' Participation 62

4.6	Parents' Participation	62
4.7	Ministry of Education Officials' Views	63

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS	65
5.1 Overview	65
5.2 Effects of Boards on the Operations of Basic Schools	65
5.3 Changes Made by District Education Boards	73
5.4 Governance Bodies' Participation	75
5.5 Parents' Participation	75
5.6 Ministry of Education Officials' Views	76

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS	78
Future Research	81
REFERENCES	82
APPENDICES	85
Appendix 1: Questionnaire for Headteachers in Basic Schools.....	85
Appendix 11: Questionnaire for Teachers in Basic Schools	92
Appendix 111: Questionnaire for Governance Body members	98
Appendix 1V: Questionnaire for Management Team members	106
Appendix V: Focus Group Discussion Guide for Parents	119
Appendix V1: Interview Guide Schedule with MOE Officials	120

Appendix V11: List of Basic Schools in Ndola District 121

Appendix V111: List of Basic Schools in Masaiti District 123

Appendix 1X : Introductory letter from DEBS Ndola 124

Appendix X: Introductory letter from DEBS Masaiti 125

LIST OF TABLES

	PAGE
Table 1: Characteristics of Respondents	48
Table 2: Number of times the Boards met	51
Table 3: Formulation of Local Policies	56
Table 4: Improvements/Changes brought about by Boards	61

LIST OF FIGURES

	PAGE
Figure 1: Respondents' Distance from DEBS Office	49
Figure 2: Board members' visitations	52
Figure 3: Local Resources Mobilisation57

ACRONYMS

APU	Academic Production Unit
AROSC	Association for the Restoration of Orphans and Street Children
DEB	District Education Board
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
ESO	Education Standards Officer
FGDs	Focus Group Discussions
GRACE	Grade Meetings at the Resource Centre
GRZ	Government of the Republic of Zambia
HIM	Headteachers In-Service Meeting
MOE	Ministry of Education
MOERDC	Ministry of Education Restructuring and Decentralisation Committee
MTEF	Medium Term Expenditure Framework
NBTL	New Break Through To Literacy
NGO	Non-Governmental Organisation
PEO	Provincial Education Officer
PESO	Principal Education Standards Officer
PTA	Parents Teachers Association
ROC	Read On Course
SITE	Step Into English

SPRINT	School Programme of In-Service for the Term
SPSS	Statistical Package for Social Sciences
UNZA	University of Zambia

ABSTRACT

The study looked at the effects of Education Boards on the operations of basic schools in Zambia. It was carried out in Ndola and Masaiti Districts in the Copperbelt Province where Education Boards were first piloted in 1995. The study employed both qualitative and quantitative methods. A sample of 268 respondents was selected for the study from 10 basic schools in Ndola and 10 basic schools in Masaiti Districts.

The study used questionnaires, semi structured interviews and Focus Group Discussions to collect data. Quantitative data collected from questionnaires was analysed using the Statistical Package for Social Sciences (SPSS). Data from interviews and Focus Group Discussions were analysed qualitatively by coding and grouping similar themes together into groups using constant comparative techniques. The study used Tables, Charts and Graphs in the examination and presentation of data after analysis.

The findings of the study revealed that District Education Boards had improved the operations of basic schools in a number of ways. For instance, the supply of teaching/learning materials and equipment by the Boards, and frequent visitations to schools by Education Standards Officers for monitoring purposes were found to be significant factors that supported the smooth operations of basic schools as they led to quality education provision. The study also found out that the Boards supported Continuous Professional Development of the teachers

in schools which greatly motivated the teachers to improve their performance resulting into school improvement. In addition, the study revealed that the Boards formulated local policies which were in line with national policies to provide direction to basic schools under their jurisdiction, and regulated enrolment levels and fees charged in basic schools as a way of maintaining quality standards in schools.

The study further showed that the Boards closely monitored and supervised basic schools through the information that they requested for and received from them, and that all basic schools received grants termly through their respective Boards. These funds were used to purchase items such as note books for teachers, chalk, pens and pencils which in turn enhanced the operations of these basic schools. The study also found out that most basic schools witnessed either rehabilitation or construction which changed the faces of their buildings thereby attracting teachers and pupils to attend classes in a conducive environment.

The study revealed that the Boards did not succeed in the following areas: mobilization of local resources and recruitment of additional staff in schools where staffing levels did not match with their establishment so as to supplement government efforts; and in the involvement of the Governance bodies by the Management teams in planning and decision making for the operations of basic schools.

CHAPTER ONE

INTRODUCTION

1.1 Study Overview

The study looked at the effectiveness of District Education Boards on the operations of Basic Schools in Zambia. It was conducted in the Copperbelt Province eleven years after Education Boards had been established in the country. The study focused on the effectiveness of Boards because the quality of education provided in basic schools depended on how best they were supported by the proprietors.

The Structure of the Dissertation

In this Chapter the researcher starts by laying out the flow of the dissertation according to the chapters. In Chapter One of this dissertation, the researcher presents the background to the study which contains educational policy in Zambia, reforms in the Ministry of Education, decentralisation, rationale for establishing Boards, structure and functions of District Education Boards. Other contents of the Chapter are the problem statement, purpose of the study, objectives of the study, research questions, significance of the study, and definition of terms in the study.

In Chapter Two, the researcher brings out some related literature to the study by highlighting the international perspective, research carried out in educational decentralisation and Zambia's position regarding educational decentralisation. In

Chapter Three, the researcher provides the methodology used in the study and describes the factor that influenced the selection of the study site. The researcher further explains the adopted research design, study population, sample size and sampling procedures, research instruments applied and procedure used in collecting data. In addition, the researcher elaborates on the techniques used in data collection, data analysis and data interpretation. The researcher concludes the Chapter by highlighting the problems encountered during fieldwork.

In Chapter Four, the researcher uses excerpts from questionnaires, interviews and Focus Group Discussions to present the findings on the effects of Education Boards on the operations of basic schools in Zambia. The researcher presents the effects of the Boards on the operations of basic schools; and the changes made in the operations of basic schools by the Boards. Finally, the researcher presents factors affecting Governance bodies' and Parents' participation; and the views of officials of the Ministry of Education on the effects of the Boards on the operations of basic schools.

In Chapter Five, the researcher discusses the findings of the study and relates them to some related literature to the study. Finally, in Chapter Six, the researcher provides a summary of the study and offers some recommendations.

1.2 Background to the study

1.2.1 Educational Policy in Zambia

Education policy in Zambia has evolved over a period of years and this may be classified into three eras, namely, the Colonial period: 1924-1963; the First and Second Republics period: 1964-1991; and the period 1991 to the present under the Multi-Party democracy governance system. In this study, the focus of the research was on the decentralisation policy as applied in government basic schools.

Before the colonial period, Christian missionaries introduced the formal Western education in Zambia, the then Northern Rhodesia, at the close of the 19th century by opening schools in their settlements in which reading and writing were taught. The earliest among them were at Lealui established by F. S. Arnot in 1883, and at Sefula by the Parish Evangelical Mission in 1887 in the Western Province. Chilubula and Chilonga were established by the White Fathers of the Catholic order in 1898 and 1899 respectively in Northern Province. The London Missionary Society established Mbereshi in 1900 in Luapula Province; while the Dutch Reformed Church Mission of South Africa opened Magwero in Eastern Province (Kelly, 1996). During this time there was no policy to guide the education delivery as the main interest for the missionaries was to use schools as a vehicle through which Christianisation could be achieved.

1.2.1.1 The Colonial Period: 1924-1963

The education system during the colonial period was decentralised and managed through the Local Education Authorities which were established after the Second World War of 1945. In addition, the education system at this time was influenced by segregation which resulted into unequal provision of educational opportunities between indigenous Africans and white settlers. There existed a dual system of education, namely, the African education system and the non-African education system for Europeans, Asians and Coloured communities in separate schools with very little or no interaction among them. Kelly (1996:81) states that prior to 1st January 1964 there was no equality of educational opportunities in what is now independent Republic of Zambia. The African and non-African systems of education were quite separate and between them there was little communication. A sub-department of Native Education under the Department of Native Affairs which was created in 1925 was in-charge of African education while the Southern Rhodesia Education Department was responsible for inspecting the European schools in Northern Rhodesia (Snelson, 1974).

The different provision of educational opportunities was seen in the way budgetary allocations were done as Kelly (1996:52) states that out of a total of £31 million raised in taxes between 1924 and 1945 by the colonial government less than 3% went into the education for Africans. On average, one hundred times more was spent on a white school child in the 1930s than on an African, although it must be borne in mind that not all African children were able to attend

school. He goes on to say that what was particularly outrageous is the fact that as late as 1938 the education budget for the 1,200 European school children was higher than that for the 120,000 African children in school.

Another difference was in the quality of education provided in that education offered to the Africans was limited to supply of labour for the colonial government while that for the non-Africans was to prepare them for the more highly developed, competitive and sophisticated society found in Europe. Kelly (1996:59) in quoting Coombe (1967) points out that advanced education for Africans was regarded by some whites with hostility, by others with suspicion, and by few (if any) with enthusiasm. He further states that any form of education which was likely to prepare Africans to compete with the local Europeans for employment raised an outcry. This invariably threw the Government onto the defensive and reinforced their cautious attitude towards the educational advancement of Africans.

At the close of the colonial rule, the education system was decentralised. However, it is important to note that though the education delivery was decentralised, there was very little input from the local communities, if any, who were the cornerstone of any meaningful decentralisation.

1.2.1.2 The First and Second Republics: 1964-1991

After Zambia attained independence in 1964, the Government decided to take center stage in education delivery so as to provide equal opportunities for all regardless of race, tribe or religious affiliation unlike during the colonial period when education opportunities were unequally provided. Therefore, the policy was to centralise the education system. This resulted in the creation of the unified education ministry to run all education affairs in the country. It was possible to run the education system centrally immediately the country got independence because the education sector at that time was relatively small in size.

However, as the post – independence school expansion programme progressed the sector grew larger. For instance, the establishment of a number of institutions of different types and different levels made the sector to grow even more complex for it to be centrally managed. Kelly (1996) explains that the continued enlargement and increasing complexity of the education system made it even more difficult for it to respond effectively to new demands while catering for old obligations.

The prevailing situation therefore, made it desirable that some responsibilities being performed by the centre be transferred to other levels so as to bring about efficiency. Therefore, during the course of the Second Republic it was found necessary to decentralise responsibility for the planning and development of primary schools from the centre to the regional and district Councils of Education

in order for them to take part in decision-making. This was so because according to Kelly and others (1986) although the broad planning framework continued to be provided by the Ministry Headquarters in Lusaka, regional and district Councils of Education were empowered to make final decisions as to where expansion and development would occur and their magnitude within available resources. They go on to say that the Local Administration Act of 1980 had indicated that one of the functions of district councils was to establish and maintain colleges, schools and day nurseries. Therefore, this act provided a platform for a formal administrative structure for encapsulating the basic notion of decentralisation as the entrusting of decision making authority to people.

Towards the end of the First and Second Republics, though the education system was centralised, it was foreseen that decentralisation of the system was in the offing because of the problems that had befallen the education sector during the period.

1.2.1.3 The Third Republic: 1991 to Present

During this period the decentralised system of education was deemed necessary because of the problems that had characterized the education sector during the First and Second Republics. For instance, the decrease in enrolment and completion rates that had increased over the period since independence and stagnation of school places against a rapidly increasing population due to economic decline. Chimombo et al (2004:58) say that during the one party state

era, living standards had deteriorated because while the population of the country was growing rapidly, the economy was declining. In consequence, while no new classrooms were being built there were more pupils, but less and less money was being made available for education. In fact, allocations of the national budget to education were decreasing in real terms. In particular, the government was no longer able to finance capital projects for expansion of school places and provision of teaching and learning materials. In consequence, the enrolment and retention rates began to fall from 1985, and the school infrastructure started disintegrating. By 1990 the social and economic environment was ripe for drastic change to address the problems.

1.2.2 Reforms in the Ministry of Education

The Ministry of Education (MOE) has undergone some reformation by shifting from the centralised system of education to decentralisation due to a number of problems that characterized the centralised system as outlined in the National Education Policy document of 1996. These were:

1. top-heavy management at national and provincial levels,
2. long lines of communication and decision-making, resulting in inefficiency,
3. loss of power and authority at district and institutional levels in the management of education, and
4. protracted bureaucratic procedures in the appointment, confirmation, promotion, retirement and disciplining of staff.

In order to remedy the above situation, and in keeping with the democratic and liberal philosophy that Zambia had embraced, the MOE decided to undertake the decentralisation reform programme. This entailed devolving key functions and powers to the points of delivery. MOE (2005:3) describes decentralisation as part of the overall reforms that are being implemented in the Ministry to fulfill the national aspirations of democratisation and liberalisation as demanded by the people of Zambia in 1991, when they decided to move away from the One Party Participatory Democracy to the Multi-Party governance system.

1.2.2.1 Aims for Reforming the Education System

Reforms all over the world have both the international and local perspectives. Since every country is a member of the international community, they get affected by the international political, economic and social trends. In addition, since reforms seek to improve the delivery of public services in a country, they, in a way, contribute to the economic development of each particular country.

Faure et al (1972) describe education as a living thing, a social undertaking, a building inhabited by men of good will which is wide open to new ideas. Therefore, it is necessarily driven by the desire for self improvement. They further explain that contemporary educational systems have a characteristic that they undergo a continual process of adaptation, improvement and modification. In addition, they outline the following two situations that may trigger reforms:

1. Internal concerns to remedy certain defects and inadequacies in the way an educational system functions.
2. Exterior factors such as scientific discoveries and research findings continually suggest and provide new ways to perfect educational practice or to make it more rational.

Through analysis of Faure's work, one can conclude that the following are some of the aims for taking reforms in any education system:

1. To set new objectives for the system and institutions to achieve.
2. To improve the effectiveness of the system which is linked to school improvement.
3. To improve the efficiency of the system so that the set objectives are achieved.
4. To achieve greater equity in the distribution of educational opportunities.

1.2.3 Decentralisation

MOE (1996:3) outlines decentralisation as involving the devolution of power from the centre to the local level, in districts and schools, which promotes broad-based participation in the management of education with great emphasis placed on the creativity, innovation and imagination of the local-level education managers. Further, by allowing various stakeholders to share in decision-making and to take responsibility for education at the local level, decentralisation fosters a sense of

ownership and promotes better management thereby eliminating many of the bureaucratic procedures that currently impede efficiency in the education system.

1.2.3.1 Advantages of Education Decentralisation

There are several advantages associated with educational decentralisation. MOE (1996:127) outlines the following as being some of the advantages:

- It relieves the Ministry of much of the burden of day-to-day business, thereby enabling senior officers to give attention to their principal functions.
- Decisions will be made closer to the points of delivery, where the action is taking place. This will allow for greater responsiveness to local needs.
- The implementation design embodies active community participation in the delivery of educational services and in decisions on the use and management of resources for schools and colleges.
- By entrusting greater power and authority to education managers at all levels, while simultaneously ensuring the effective involvement of the community, decentralisation will promote a sense of ownership and responsibility for educational institutions.
- There will be an improvement in capacity building at national and local levels.

Further, MOE (2005:6-7) elaborates the following as benefits that go along with decentralisation:

(a) Improvement of educational access, equity, quality and relevance to be achieved through:

- Mobilising non-governmental resources for education;
- Improving the quality of inputs to education;
- Matching curriculum content to local needs;
- Promoting innovativeness of educational programmes;
- Widening access to quality education especially for historically, economically and geographically disadvantaged communities; and
- Increasing the outputs of schooling.

(b) Improvement of the performance of the education system in service delivery. This could be accomplished in a number of ways, including:

- Enhancing the efficiency of resource allocation and utilization;
- Promoting relevance of education in accordance with the needs of the labour market;
- Enhancing the use of information related to issues, problems and recent education innovations; and
- Allocating and reallocating educational resources on the basis of need as in the activity-based budgeting advocated by the Medium Term Expenditure Framework (MTEF).

(c) Improvement of the standing of local governments. This is possible in a number of ways, namely:

- Widening the local resource base and therefore the capacity for delivering education services;

- Getting the central level and national politicians to be more responsive to local interests; and
- Redistributing political power by reducing the power of central actors while increasing that of local actors.

(d) Improvement of the standing of the central government. The benefits of education decentralisation to the central government include:

- Shifting some financial and administrative responsibilities to other actors, such as the communities, Non-Governmental Organisations (NGOs), and churches;
- Relieving the central government of unnecessary bureaucratic responsibilities; and
- Increasing the political legitimacy of the central and local governments.

1.2.3.2 Goals for Decentralising the Education Delivery

MOE (2005:5) outlines the goals for decentralising the education delivery as to:

1. Promote community participation in all matters related to national development.
2. Enhance coordination of development efforts.
3. Alleviate poverty through the introduction of a localized syllabus with relevant practical life skills.

With the democratisation of the governance system in the country, there is an ever increasing demand by the communities for efficient and quality delivery of services and prudent management of the resources in public institutions. This demand cannot be fulfilled in a closed-door culture of management of public affairs. Therefore, there is need to open up doors and allow the communities to participate and contribute to the governance of public institutions. Indeed, with the publication of the National Education Policy document of 1996, the stage was set for the MOE to embark on the decentralisation programme which entailed devolving power, authority and the relevant functions from the national and provincial headquarters to the points of delivery. This was with a view of achieving a fully decentralised and democratically driven education system, characterized by effective citizen participation in the development, administration and delivery of education while maintaining strategic oversight on national standards and local needs. Therefore, the decision by the Ministry of Education to decentralise and establish District Education Boards was meant to provide a platform on which the communities would be enabled to participate in the following thereby creating an open, transparent and accountable management system:

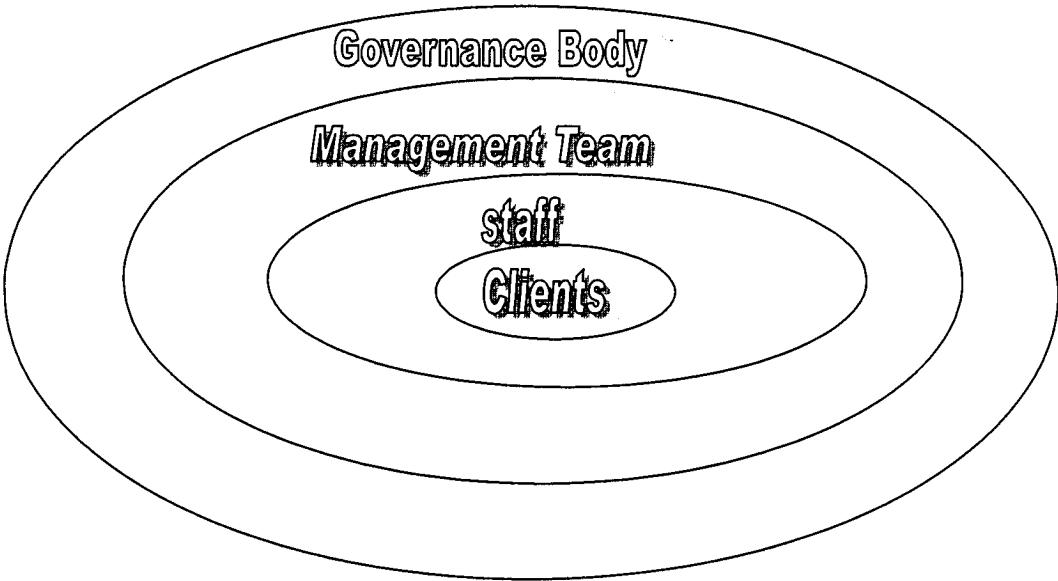
1. Educational planning and decision-making.
2. Formulation of local policies.
3. Resource mobilisation and utilisation.
4. Problem solving.

This is in line with the Government expectations that the newly-established Education Boards would relieve the Ministry of Education of much of the burden of day-to-day business; cater for a greater degree of democracy in the management and administration of the system; and allow for greater responsiveness to local needs (MOE, 1996).

1.2.5 Structure of District Education Boards

A District Education Board comprises the Governance body (appointed members), the Management team (the administration), the general staff and the clients who are the basic schools and pupils in that district. (This is illustrated in Diagram 1.1)

Diagram 1.1 Structure of District Education Board



1.2.5.1 The Governance Body

The Governance Body consists of members appointed by the Minister of Education. They represent various interest groups so as to make decision-making widely shared. It also consists of the District Education Board Secretary who represents the MOE through his/her appointment.

1.2.5.2 The Management Team

The Management team is the administrative wing of the Board responsible for the day-to-day running and operations of the institutions within the Board. The composition of the Management team of the District Education Board is as follows:

- District Education Board Secretary
- District Education Standards Officer
- 3 Education Standards Officers
- Accountant
- Human Resource Officer
- Planning Officer
- One representative of Headteachers

1.2.6 Functions of District Education Boards

MOE (2005:26 and 28) outlines the function of District Education Boards as to govern basic schools in each district on behalf of the people of Zambia, who are

the owners of the institutions, through the Governance bodies and Management teams by performing the following primary roles, responsibilities and functions:

Roles, Responsibilities and Functions of the Governance Bodies and the Management Teams of District Education Boards

Governance Body	Management Team
<ul style="list-style-type: none"> • Formulating local policies for regulating the management of the institutions for which the Board was established. • Ensuring that the Board has a mission statement that has a vision. • Establishing the long-term goals of the Board and ensuring that strategic objectives and plans are established to achieve those goals. • Ensuring that the management structures are in place to achieve those objectives. • Guiding the implementation of strategic decisions, actions and advising management as appropriate. • Reviewing and adopting of annual budgets for the financial performance of the Board and monitoring Board performance and results on monthly basis. • Ensuring preparation of annual and half-yearly financial statements, communicating and disclosing information to stakeholders. • Overseeing implementation of adequate control systems and relevant compliances with the law, governance, accounting and auditing standards. 	<ul style="list-style-type: none"> • Implementing decisions of the MOE and the local policies of the Board. • Initiating and managing the delivery of quality education to the satisfaction of the clients. • Identifying the needs for developmental projects, managing and executing of the work including support functions to address MOE goals and objectives in line with the Board's annual work plan. • Organising the different services of the community that may not require approval from the Board. • Identifying of training needs in the human resource available including Board members. • Managing Board finances through staff and initiating the development of fund raising activities. • Representing the Board at various meetings. • Representing the Board in relation to third parties and courts of law for all transactions whatever, including transactions relating to the acquisition of assets, administration and expenditure of the resources of the Board. • Reporting on the activities of the Board to Board meetings, MOE and other stakeholders. • Preparing the annual work plan

	<p>for the Board and Ministry of Education.</p> <ul style="list-style-type: none"> • Keeping the Board fully informed on all work carried out and making recommendations in reference thereto. • Keeping minutes of all meetings of the Board and sub-committees, and sending copies thereof to the Board as required. • Maintaining books of accounts including statements of receipts and expenditure for the years under headings in the form prescribed by the MOE and the Board.
--	--

Source: Ministry of Education, 2005:26 and 28

1.3 Statement of the Problem

The Ministry of Education introduced District Education Boards to manage basic schools in 1995 as a pilot in the Copperbelt Province. Since then, only one study has been undertaken by the Ministry which left a number of gaps since it concentrated mainly on management issues thereby leaving the Ministry with scanty information. Therefore, this study will look at the effects of District Education Boards on the operations of basic schools in Zambia.

1.4 Purpose of the Study

The purpose of the study was to determine the effectiveness of District Education Boards on the operations of basic schools in Zambia.

1.5 Objectives of the Study

The following were the objectives of the study:

1. To determine whether District Education Boards have brought about any innovations in the operations of basic schools.
2. To establish whether Governance Body members perform functions that support the operations of basic schools.
3. To find out whether Management Teams of District Education Boards perform functions that support the operations of basic schools.

1.6 Research Questions

The following research questions guided the study:

1. Have District Education Boards brought about any innovations in the operations of basic schools?
2. Do Governance Body members perform functions that support the operations of basic schools?
3. Do Management Teams of District Education Boards perform functions that support the operations of basic schools?

1.7 Significance of the Study

The study might inform policy makers in government about the effects of District Education Boards on the operations of basic schools in Zambia. It is anticipated that the findings of the study will be important to both the Ministry of Education and District Education Boards as they would provide information on barriers to

effective operations of the Boards and the strategies for eliminating such barriers. In addition to this, the study is expected to contribute to the already existing literature on Education Boards.

1.8 Definition of Terms

Effects of Education Boards:	Results brought about by the establishment of Education Boards.
Operations of Schools	: Manner in which schools run.
Governance Body	: Members of the Education Board appointed by the Minister of Education representing various community interest groups.
Management Team	: The administrative wing of the Education Board responsible for the day-to-day running and operations of the schools within the Board.
Board	: District Education Board established under the Education Act.
Data	: Any information obtained about a sample.
Reliability	: The degree to which scores obtained with an instrument are consistent.
Validity	: The degree to which correct inferences can be made on the basis of results obtained from an instrument.

Subject	:	A respondent in the study.
School Improvement	:	Change in learning and other related internal conditions in a school aimed at accomplishing educational goals more effectively.
Stakeholders	:	They are teachers, headteachers, governance bodies, management teams, parents and Ministry of Education Officials.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In recent years, educational decentralisation has increasingly attracted the attention of policy makers, politicians, researchers and educationists. This has been partly due to the important role it plays in involving communities in planning and decision-making thereby improving the quality of education in institutions of learning.

Decentralisation is not a new phenomenon. Studies carried out in the United States, Europe, Asia and Africa (Williams, 1993; Bloomer, 1991; Sanwal, 1987; and Chimombo et al 2004) have clearly shown that decentralisation has been around for a long time. In his findings, Williams emphasized that successful implementation of decentralisation requires strong political will from both political leaders and bureaucracy over an extended period of time. Further, Bloomer noted that local control evidently encourages responsiveness to local needs whereby even in quite small countries, conditions are not as homogeneous as a highly centralised system requires. He went on to say that empowering local communities or district authorities can often result in decisions being made on the basis of greater knowledge and in a way which is likely to yield more appropriate results. On the other hand, Sanwal observed that decentralisation resulted in vastly increased provision of primary schools. He gave an example of Agra district in India which in 1982 had 98 schools opened while the previous

average had been seven new schools per year. In addition, Chimombo et al argued that decentralisation in developing countries was part of a wider political and educational reform agenda that also responded to pressure for good governance as well as the need by the state to meet international obligations. However, it is only in recent years that its importance has been realised in a country like Zambia, hence the need to implement it.

2.2 Overview of Decentralisation

Tamukong (2004:136) describes decentralisation as when top management shares decision-making authority with subordinates. This means that decentralisation entails that some decisions concentrated at the central government level have to be moved to points of delivery which are at district and institutional levels in case of educational decentralisation. Furthermore, decentralisation increases as the degree, importance and lower-level decision making increases, and supervision by top management decreases.

According to Chimombo et al (2004) there are four principal forms of decentralisation, namely, deconcentration, delegation, devolution and privatization. Dennis et al (1984:11) describe deconcentration as the handing over of some amount of administrative authority or responsibility to lower levels within central government ministries and agencies. This entails the shifting of the workload from centrally located officials to staff or offices outside the national capital while the central ministry remains firmly in power. Personnel in such

offices are directly accountable to the Ministry. In the same vein, as a result of decentralisation which was being foreseen, the Ministry of Education in 1996, in trying to decentralise some of its functions to the lower levels, had to deconcentrate the Headquarters administratively by sending subject inspectors (Education Standards Officers) who were initially based at Headquarters to Provincial Offices where it was believed their services were most required. In addition, in the restructured Ministry of Education, District Education Boards which were directly in-charge of basic schools had each been staffed with three additional education standards officers to maintain standards in schools unlike in the past when they only had one each (MOE:2002). This is in line with the principle of deconcentration under the decentralisation reform.

Lungu (1981) in quoting Smith (1967) defines delegation as taking administrative decisions of the central administration to public servants working in the field and responsible in varying degrees for government policy within the territory. Thus, the central government lends power to lower levels of government or semi – autonomous organisations such as churches. However, such power could be withdrawn at any time without resort to legislation as delegated authority is usually characterized by a relatively high degree of control by the centre. Similarly, the Ministry of Education has delegated some of its authority and responsibility such as payroll from headquarters to provincial, district and institutional levels as a way of making the system efficient. Delegation is also known as administrative decentralisation.

Moreover, Chimombo et al (2004:9) explain devolution, which is sometimes called political decentralisation, as involving the central state, either by legislative or through constitutional requirements, giving full responsibility and public accountability for certain functions to the sub-national levels. It implies that something is given back to an organization from which it had been taken. Under devolution, local units of government are autonomous and independent, and their legal status makes them separate or distinct from the central government.

However, this study did not look at devolution because when the researcher was conducting the study it had not yet taken place. Although, following the launch of The National Decentralisation Policy, whose major theme is represented in its title "Towards Empowering the People" by the Republican President, Levy Patrick Mwanawasa, SC, some functions of basic education would be transferred to local authorities once the policy was fully implemented. And according to GRZ (2002:6), the process would promote technical efficiency and effectiveness in service delivery and enhance popular participation.

Dennis et al (1984) further define privatization as involving some governments which divest themselves of responsibility for functions and either transfer them to voluntary organizations or allow them to be performed by private individuals or enterprises. The current study did not dwell on privatization as this form of decentralisation has not been applied by the Ministry of Education in governing basic schools.

Tamukong (2004:137) in quoting Tamukong (1995) says that educational decentralisation usually occurs in three increasing stages: deconcentration, delegation and devolution. Tamukong (2004) further talks of a mixed system of education other than centralisation and decentralisation whereby decision making is equally or almost equally shared between the ministry and the local authorities. However, this study would not dwell much on the above point since the concentration was mainly on the effects of District Education Boards on the operations of basic schools.

The MOE decentralization, combined deconcentration and delegation which resulted in decongesting the education system which was highly centralised with all functions being concentrated at the Ministry Headquarters. This was in response to the Public Service Reform Programme (PSRP) launched by the government in 1993 whose aim was to transform the public service into an efficient and cost effective organ to deliver quality services to the people of Zambia. This resulted in the introduction of Education Boards at district and institutional levels as a component of the decentralisation programme. Therefore, the study was limited to the two forms of decentralisation that had been applied in the Ministry of Education.

It can be concluded from the above definitions that decentralisation covers a broad range of concepts and each has different characteristics, policy implications and conditions for success.

2.3 Research in Educational Decentralisation

Prawda (1993) carried out research in Argentina, Chile, Colombia and Mexico between 1980 and 1988. The findings were that decentralisation is not an end in itself and does not automatically or necessarily increase productivity, equity or quality. Thus, decentralisation of education is not a static situation, but a process which is a continuous dynamic activity requiring constant monitoring, evaluation and re- adjustments.

The researcher attempted to prove whether the findings of Prawda could also be attributed to Zambia considering that Prawda's study was conducted in Latin America, and geographically the findings may not bear any relevance to Africa let alone the Zambian situation.

In addition, Lungwangwa (1987) conducted a research on Basic Education in Zambia. His findings were that decentralising the system of education had a number of advantages, some of which are the following:-

- It can be an effective means of diversifying the support for education.
- It enhances the problem solving capacity of the population.
- Since Zambia wants to follow a policy of participatory democracy, decentralising the control over education is one of the ways of realizing this philosophy.
- The policy of decentralisation can narrow the gap between the school and the local community since the school would be made an institute

relevant and responsive to the culture and needs of the local environment.

Further, Hanson (1998) states that decentralisation in education can only work if community members are prepared to put in the time and energy necessary to make the reform work. He goes on to say that if the local communities distrust, do not take seriously, do not participate in, or do not want to assume the added responsibility, then the opportunity for successful change through decentralisation is seriously limited.

Similarly, this study tried to prove Lungwangwa's assertion that decentralising the education system can diversify the support for education, enhance the problem solving capacity of the population and narrow the gap between the school and the local community through the involvement of governance body members in the affairs of the Boards.

In addition, the study also tried to prove Hanson's assertion that successful educational decentralisation is only possible if community members who are the governance body members in this study are prepared to put in their time and energy needed to make the reform work.

Chapman et al (2002:188) conducted a research in Ghana on "Do communities know best?" One of their findings was that the importance of community

involvement in their local schools is widely accepted as a positive and important strategy for education development. Equally, this study tried to prove Chapman and others' finding that community involvement in planning and decision making was vital for education development in a decentralised system.

Prawda (1993) went on to say that decentralisation was a process which required the following to be put in place for it to succeed:

- Full political commitment from all levels of decision making.
- Clear specification of which educational functions could be better delivered at central levels, smaller decentralised government units and or private sector.
- Clear definition of accountability for each participant.
- Implementation strategies and timetables.
- Clear operational manuals and procedures.
- Continuous monitoring by policy makers and officials.
- Enough financial, human and physical resources to sustain the process.

In agreeing with Prawda, it is very important for the above to be put in place before any meaningful decentralisation can be realized. Though the policy on education decentralisation seem to agree, literature in Zambia does not seem to show that all the above mentioned had been put in place apart from the

operational manuals and procedures, training and the continuous monitoring of boards which was done by Ministry of Education officials MOE (2004)

Prawda further observed that the results of educational decentralisation take long to be noticed. He gave examples of Mexico and Chile whose results began to appear five years after the process had begun. However, he noted that successful decentralisation could come about as a result of retaining experienced staff as was seen in Mexico. According to him, decentralisation became fruitful if staff was given time to learn, design, test, fine tune and buy into it.

Chimombo et al (2004) carried out a research in Mauritius, Tanzania and Zambia on decentralisation of education delivery. Their findings were that decentralisation had different meanings and dimensions, depending on its motives, objectives and implementation conditions which greatly influenced the successes and failures of decentralisation reforms. They further observed that, in developing countries, the rhetoric of decentralisation was very different from what occurred in practice. Almost invariably, the stated intention was to decentralize functions related to educational governance to local bodies (whether school, district or local governments) and thereby promote local and democratic participation, improve decision-making and enhance access, efficiency and quality. However, according to Chimombo and others, these noble intentions were frequently not easily translated into appropriate strategies and practices. They concluded that decentralisation could only be successful with strong

political will, matching resources and clarity on which functions are to be performed by the lower levels. Similarly, this study tried to establish the assertion of Chimombo and others that decentralising with matching resources is a prerequisite to successful decentralization.

Unlike basic schools in Zambia which fall under District Education Boards, each primary school in Cameroon has a school board whose functions according to Tamukong (2004) are to supervise, advise, control and evaluate the running of the school. Further, he observed that the board performs some of the following specific duties:-

- Determines the school places.
- Participates in the recruitment of pupils.
- Participates in recruiting part – time and temporary personnel.
- Confirms the organizational chart and the internal regulations of the school.
- Adopts the school budget and controls its execution.
- Approves administrative and management accounts.
- Locates and mobilises school resources, while ensuring the rational utilization of infrastructure, personal, finances and didactic materials.
- Evaluates school performance and gives its opinion on all facets on school life.
- Informs the governance observatory and the minister of national education of any malpractice.

Since some functions have already been given to District Education Boards by the Ministry of Education MOE (2004), the interest in this study is to establish the extent to which these functions are being carried out.

Fullan (1996) pointed out that in order to arrive in a journey, professional development had to bring improvements in the way an individual attends to everyday work both inside and outside school. Similarly, this study tried to prove Fullan's assertion that providing support towards Continuous Professional Development of teachers by the Boards can improve their performance.

MOE (1996) carried out a study on education decentralisation in the Copperbelt Province which piloted Education Boards. The following were some of the findings of the study:

- Some important stakeholders (i.e. teachers/lecturers, pupils/students, local government and Teaching Service Commission) were left out in the sensitization exercise. This lack of information led to a lot of misinformation about Education Boards.
- The ability of the Education Boards to carry out their intended functions largely depends on the human, financial and material resources at their disposal. This entailed capacity building, adequate funds and provision of physical facilities.

Having realized the gaps that characterized the pilot phase of Education Boards, the Ministry of Education during the restructuring exercise created a section at Headquarters known as the Education Boards Services, in-charge of Education Boards affairs, in order to continue with the works started by the Ministry of Education Restructuring and Decentralisation Committee (MOERDC) MOE (2002).

This section has tried to address a number of problems such as sensitization of all stakeholders, providing on-site support and capacity building of Board members through orientation and training (MOE, 2005).

Whereas the previous study concentrated on management issues, the current study looked at the effects of District Education Boards on the operations of basic schools, and the involvement of Governance body members in Board affairs which is cardinal to the success of implementing educational decentralisation.

From the review of literature, educational decentralisation has developed gradually over a period of time as a policy to improve education delivery in the world. It is increasingly becoming the most effective approach in involving local communities in the improvements of educational institutions. However, in Zambia educational decentralisation among communities continues to be topical. This could be due to the following factors: inadequate resources, inadequate legal framework, lack of training for Board members, and resistance to change.

In addition, the literature has revealed that effective decentralisation is attained through the achievement of the goals for which it was introduced. Therefore, with District Education Boards, measures such as community involvement in planning and decision-making, problem solving and resource mobilisation, provision of teaching/learning materials and equipment, teaching of localized curriculum and staff motivation will be used to determine their effectiveness.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter discusses the methodology used in this study. It is divided into eleven sub-sections. The first six sections describe the study area, research design, population, sample size and sampling procedure, research instruments and data quality. Data collection procedure, data collection techniques, data analysis and data interpretation are the other four sections. The last section provides problems encountered during fieldwork.

3.2 Study Area

The study was conducted in Ndola and Masaiti Districts of the Copperbelt Province. The rationale for selecting these Districts was that they were the first to pilot Education Boards in Zambia in 1995. Therefore, it was felt that the experience, views and attitudes of members on District Education Boards would contribute new knowledge to the already existing body of knowledge on Education Boards in Zambia.

3.3 Research Design

The study adopted a survey research design because of its ability to collect data on subjects on a small scale as were found in the study sites. In addition, surveys focus on people's beliefs, opinions, attitudes and facts. Therefore, the research design was chosen as it enabled the researcher to explore the respondents'

feelings, views and understanding about the effects of District Education Boards on the operations of basic schools.

3.4 Population

The population consisted of all Lower (Grades 1 – 4), Middle (Grades 1 – 7), and Upper (Grades 1 – 9) Basic Schools, Governance bodies and Management teams of Ndola and Masaiti District Education Boards. The total population of basic school teachers in Ndola and Masaiti Districts by gender was 1, 738 female and 609 male, bringing the total to 2,347 teachers. The population of basic school headteachers in both Districts was 85 (MOE: 2006). There were 30 members of the Governance bodies and 18 members of the Management teams in the two Districts.

3.5 Sample Size and Sampling Procedures

The sample consisting of 20 schools, 120 teachers, 20 headteachers and 80 parents was selected using the cluster sampling procedure. Schools in both Districts were divided into clusters according to zones. This was followed by randomly selecting 4 clusters, 2 in Ndola and 2 in Masaiti whose members made the sample. Further, purposive sampling was used to choose 30 members of the Governance bodies, 18 members of the Management teams, and 5 Ministry of Education officials.

3.6 Research Instruments

The data gathering instruments employed in the study included questionnaires for teachers, headteachers, governance bodies and members of the management teams. Semi-structured interviews for Ministry of Education officials such as the Provincial Education Officer and the Provincial Education Standards Officer at Provincial level; Directors of Teacher Education and Specialised Services, Open and Distance Education, and Chief Education Officer (Education Boards Services) at Headquarters; and Focus Group Discussions with parents were also used.

The structured questionnaires for teachers, headteachers, governance bodies and management teams consisted of 15, 23, 19 and 35 questions respectively. They captured quantitative data. They were more reliable because of their anonymity, encouraged honesty and were economic in terms of time.

Semi-structured interview schedules for Ministry of Education officials consisted of 10 questions. The order in which the questions in the interview schedule had to be asked depended on the flow of the interview/conversation as Cohen and Manion (1994) recommended that a semi-structured interview resembles a “friendly conversation”. Interviews had the advantage of allowing the respondents to express their opinion more clearly. On the other hand, the researcher equally had the opportunity of probing and seeking clarification on issues raised during interviews.

Finally, 7 questions were prepared for Focus Group Discussions with parents. Like semi-structured interview schedules, FDGs had the advantage of allowing the respondents to express their views freely and more clearly.

3.7 Data Quality

Cohen and Manion (1994) said that the most important quality of any instrument is the validity, meaning the extent to which an instrument measures what it purports to measure. Therefore, before the actual study was undertaken, the validity of the instruments to be used was taken into consideration just like in most social science studies by conducting a pilot study in Lusaka and Kafue District Education Boards of Lusaka Province from 20th February to 31st March, 2006. Lusaka District represented Ndola while Kafue represented Masaiti District Education Board. The teachers, headteachers, governance bodies and management teams were subjected to the draft questionnaires, and Focus Group Discussions were done with parents in the two Districts. As for the interview schedule for Ministry of Education officials, they were tested at Lusaka Provincial Education office.

After the pilot study, modifications were made to the instruments. For instance, questions relating to professional qualification and length of service under background information were removed as they did not have any relationship with the variables in the study. In addition, since Education Boards had been in

existence for eleven years in the Copperbelt Province, first as a pilot in 1995, they had matured enough for a study to be conducted on them.

3.8 Data Collection Procedure

In order to obtain the needed data from the sampled participants, the researcher sought an introduction letter from the Assistant Dean Post Graduate Studies at the University of Zambia. An introduction letter was addressed to the Provincial Education Officer for Copperbelt Province. The Provincial Education Officer was informed and in turn, permission was given to the researcher to carry out his study in Ndola and Masaiti Districts. Likewise, the District Education Board Secretaries in the two Districts gave permission to the researcher to conduct the study at their Offices and proceed to basic schools.

At every school that was visited the researcher started by seeing the Headteacher. After self introduction and explaining the purpose of the research, a Senior Teacher was assigned to the researcher as a contact person. At each school, the stratified proportionate sampling technique was employed among teachers in order to ensure an equal representation between male and female respondents. Further, a simple random sampling technique was used to determine those who should participate in the study. Small identical pieces of paper were cut, numbered, put in a box and mixed thoroughly. Equally, numbers corresponding to those on pieces of paper were assigned to all teachers. Then

one person was asked to pick the papers from the box so as to identify the subjects to enter the sample.

As for the Ministry of Education officials, access to them was very easy because they were aware of such research programmes and familiar with the researcher. Furthermore, since the targeted officials were professionals they could easily and freely give information on any question asked.

The methods of collecting data were determined by the following factors: the nature of data to be collected, the research questions to be asked, scope of the study and the ways of maximizing validity and reliability of the data.

3.9 Ethical Considerations

Confidentiality

The teachers, headteachers, governance bodies, management teams and parents were assured of confidentiality about the data obtained from them by the researcher.

3.10 Data Collection Techniques

This study used questionnaires, Focus Group Discussions, interviews and document analysis to obtain the data.

3.10.1 Questionnaires

Four sets of structured questionnaires were administered to 120 randomly selected basic school teachers (60 in Ndola and 60 in Masaiti Districts); 20 headteachers (10 each in Ndola and Masaiti Districts); 30 members of the governance bodies (15 in Ndola and 15 in Masaiti Districts); and 18 members of the management teams (9 each in Ndola and Masaiti Districts)

Each questionnaire was accompanied by instructions on how to complete it. However, participants were given further clarification by the researcher where necessary. All questionnaires were completed while the researcher was waiting so as to guarantee 100% collection.

Anonymity and confidentiality were ensured by not allowing the respondents to write their names on questionnaires. This helped to remove fears of victimization and promoted honest responses from respondents.

3.10.2 Focus Group Discussions

Focus Group Discussions were arranged with parents. They were conducted in eight groups of 10 (4 in Ndola and 4 in Masaiti Districts), and lasted from 60 to 90 minutes each. The discussions were recorded by the researcher as groups proceeded.

3.10.3 Interviews

Interviews for the Ministry of Education officials were semi-structured interview schedules. All interviews were verbally done and notes taken as interviews proceeded. The interviews were conducted in offices of the participants and lasted about 45 to 60 minutes.

The semi-structured interviews with the Ministry of Education officials were aimed at validating responses from teachers, headteachers, governance bodies and management teams on the effects of District Education Boards on the operations of basic schools. The interviews gave MOE officials the advantage of expressing their opinion more clearly and in depth.

Further, in-depth interviews were conducted with teachers, headteachers, members of governance bodies and management teams in order to beef up or to capture the information which was not captured in the questionnaires.

The use of the above variety of sources to collect data through triangulation helped the researcher to collect more data, ascertained validity and reliability, and assured the researcher some confidence in what he was doing.

3.10.4 Document analysis on District Education Boards in Zambia

In order to collect more facts about the effects of District Education Boards on the operations of basic schools in Zambia and also to verify data from

questionnaires, Focus Group Discussions and interviews, documentary analysis technique was used. This involved reviewing research reports, books, reports on District Education Boards from the MOE and the 1996 education policy document. This was done in order to complement other sources of data. Documentary analysis also helped to clarify the government's stand over the introduction of Education Boards at district level.

3.11 Data Analysis

Quantitative data from questionnaires were analysed using a computer software package called Statistical Package for Social Scientists (SPSS) to generate tables of frequencies and percentages. Bar graphs and charts were also used to present the statistical information.

The qualitative data from Focus Group Discussions and interviews were coded and emerging themes were grouped into categories using constant comparative analysis technique and then interpreted.

Two forms of triangulation were used in this study: triangulation of sources of data who were the teachers, headteachers, governance bodies, management teams, parents, Ministry of Education officials including data from the documents; and triangulation of data collection techniques through questionnaires, Focus Group Discussions, interviews and document analysis. Triangulation allows the researcher to test one source of data against the other and compare the

information obtained by various techniques. In this way, it improves the quality of data and accuracy of the findings. Therefore, triangulation in qualitative data is a strong form of measuring validity thereby enhancing the quality of information obtained.

3.12 Data Interpretation

Goetz and Lecompte (1988) state that data interpretation depends on the purpose of the study, conceptual and theoretical framework, research experience and background, including the nature of the data collected and analysed.

This study employed both quantitative and qualitative techniques in collecting data. Interpretation of quantitative data involved the use of the tables of frequencies, percentages, charts and graphs. Responses with the highest frequencies or percentages were considered as representing the general views from respondents. Qualitative data were interpreted by considering the most significant categories and themes from Focus Group Discussions and interviews. The most significant categories of themes were those responses that represented the most occurring themes, which were in fact the views of the majority of the respondents.

3.13 Problems Encountered During Fieldwork

The researcher faced a number of problems while conducting fieldwork. It was difficult to collect data from members of the Governance bodies as they lived in

different places from one another. It was also not easy to meet parents despite the researcher's initiative to arrange with them prior to the actual day of administering the Focus Group Discussions.

The other problem was with a number of parents, especially in Masaiti District, who could not speak English instead used vernacular (Lamba and Bemba) during the Focus Group Discussions. This forced the researcher who is not very fluent in Lamba speaking to engage an interpreter.

Further, since Masaiti District is rural and vast, the researcher had to hire a vehicle using his own resources to cover rough roads and long distances. It was also not easy to collect data from members of the Management teams of the two Boards and Ministry of Education officials because of their busy schedules.

CHAPTER FOUR

PRESENTATION OF FINDINGS OF THE STUDY

4.1 Overview

This chapter presents the findings on the effects of District Education Boards on the operations of basic schools in Zambia. The findings were obtained using questionnaires, Focus Group Discussions and interviews. The results of the study are presented under sub-headings derived from the study objectives and research questions. These include: Background information of respondents; effects of the Boards on the operations of basic schools; changes made in the operations of basic schools by the Boards; and factors affecting Governance bodies' participation. Other sub-headings include parents' participation; and Ministry of Education Officials' views on the effects of District Education Boards on the operations of basic schools.

4.2 Respondents' background information

4.2.1 Geographical location of respondents

The respondents for the study were selected from two districts in the Copperbelt Province, namely, Ndola and Masaiti. Generally, both the urban and rural respondents were covered in the study in that Ndola is urban whereas Masaiti is predominantly rural. Location in the study was intended to collect data from both the urban and rural set up.

4.2.2 Characteristics of respondents

There were 134 respondents in each of the two districts. There were 130 females and 138 males bringing the total to 268 as indicated in table 1 below:

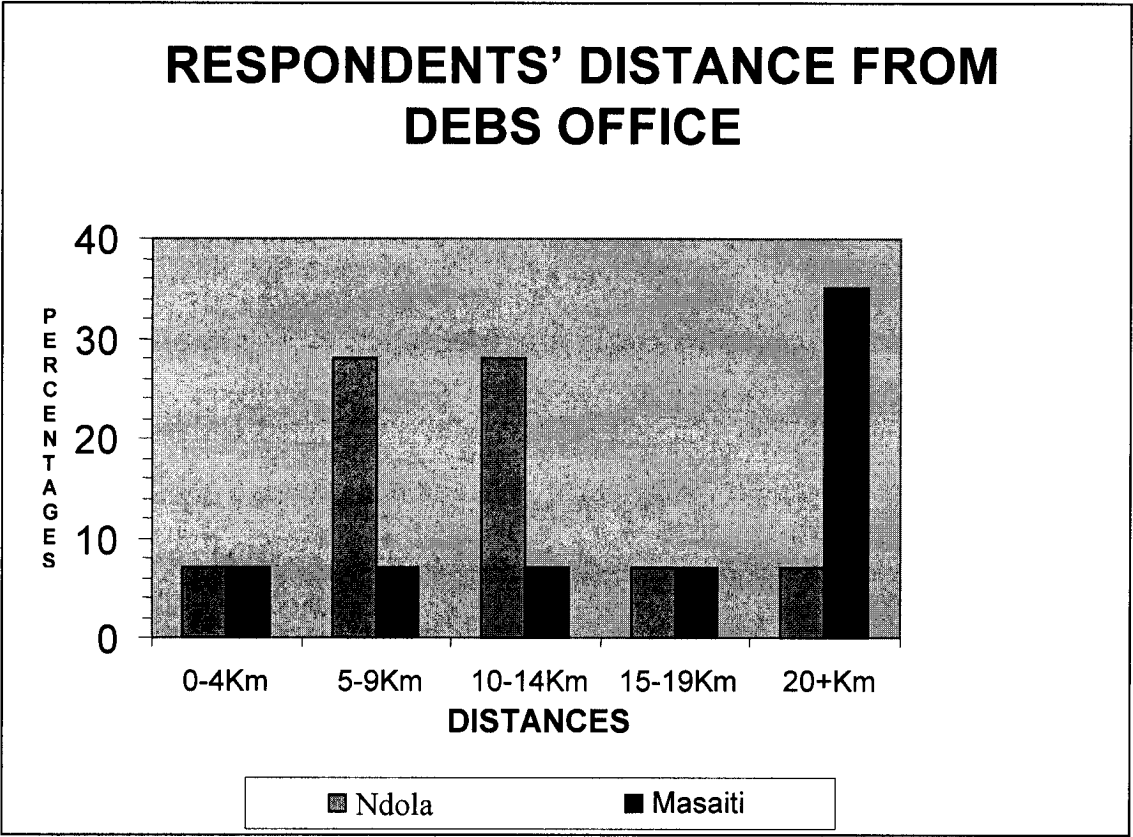
Table 1: Characteristics of respondents

Respondents	Ndola District		Masaiti District		Sub-Total		Grand total
	Female	Male	Female	Male	Female	Male	
Teachers	33	27	25	35	58	62	120
Headteachers	6	4	2	8	8	12	20
Governance Bodies	2	13	4	11	6	24	30
Management Teams	4	5	3	6	7	11	18
Parents	22	18	29	11	51	29	80
Total	67	67	63	71	130	138	268

Different characteristics were selected for the study because of different opinions expected especially between the Governance bodies and the Management teams. For instance, on Board meetings, all the members of the Management teams indicated that they met according to regulations whereas the majority of the members of the Governance bodies expressed ignorance about the meetings. This scenario was also noticed when it came to Board members' visitations to basic schools. While all the members of the Management teams indicated that they did, the majority members of the Governance bodies said that they did not. In addition, sex was used in the study because the researcher anticipated some differences in responses between females and males when it came to the support provided by the Boards towards Continuous Professional Development of teachers in basic schools.

4.2.3 Distances of respondents from the Office of the District Education Board Secretary

The respondents were asked to indicate how far their schools were from the Office of the District Education Board Secretary. The responses were as indicated in the graph below:



The results showed that the majority of the respondents' schools in Masaiti District were far away from the Office of the District Education Board Secretary. Distance in the study was related to certain variables such as the support towards Continuous Professional Development and staffing levels in basic schools.

4.3 Effects of District Education Boards on the operations of basic schools

In order to measure the effects of District Education Boards on the operations of basic schools, a series of questions were asked. Board meetings indicated whether Board members met according to the regulations and what items were discussed which affected the operations of basic schools; Board members' visitations indicated whether both the Management teams and Governance bodies visited schools and for what reason; Introduction of localized curriculum was meant to find out if Boards had brought about any innovations in the operations of basic schools by using local materials in teaching; Supply of teaching/learning materials and equipment indicated whether Boards equipped basic schools; and support towards Continuous Professional Development was meant to find out if basic schools and staff were supported by the Boards professionally. In addition, formulation of local policies indicated whether the Boards formulated policies which were in line with the national policies that regulated basic schools; mobilization of local resources was aimed at finding out if the Boards raised their own resources in addition to the government grants; staffing levels, school enrolment, fees charged, information provided by the headteachers and information received by the Boards from the headteachers were meant to check whether District Education Boards monitored and supervised basic schools as required of them. Finally, changes made by District Education Boards brought out the areas in which the Boards had been successful.

4.3.1 Board meetings

The respondents were asked how often the Boards met. Responses were as indicated in table 2 below:

Table 2: Distribution of respondents according to number of times the Boards met

Respondents	Once a term		Twice a term		Once a year		Total	
Governance Bodies	12	25%	2	4.17%	16	33.33%	30	62.5%
Management Teams	18	37.5%	0	0%	0	0%	18	37.5%
Total	30	62.5%	2	4.17%	16	33.33%	48	100%

The study found out that the majority of the respondents 30 (62.5%) out of 48 indicated that the Boards met once a term (three times a year) which was in line with the regulations governing the operations of District Education Boards. Further enquiry brought out the following as items that were included in the agenda for discussions, among which affected the operations of basic schools:

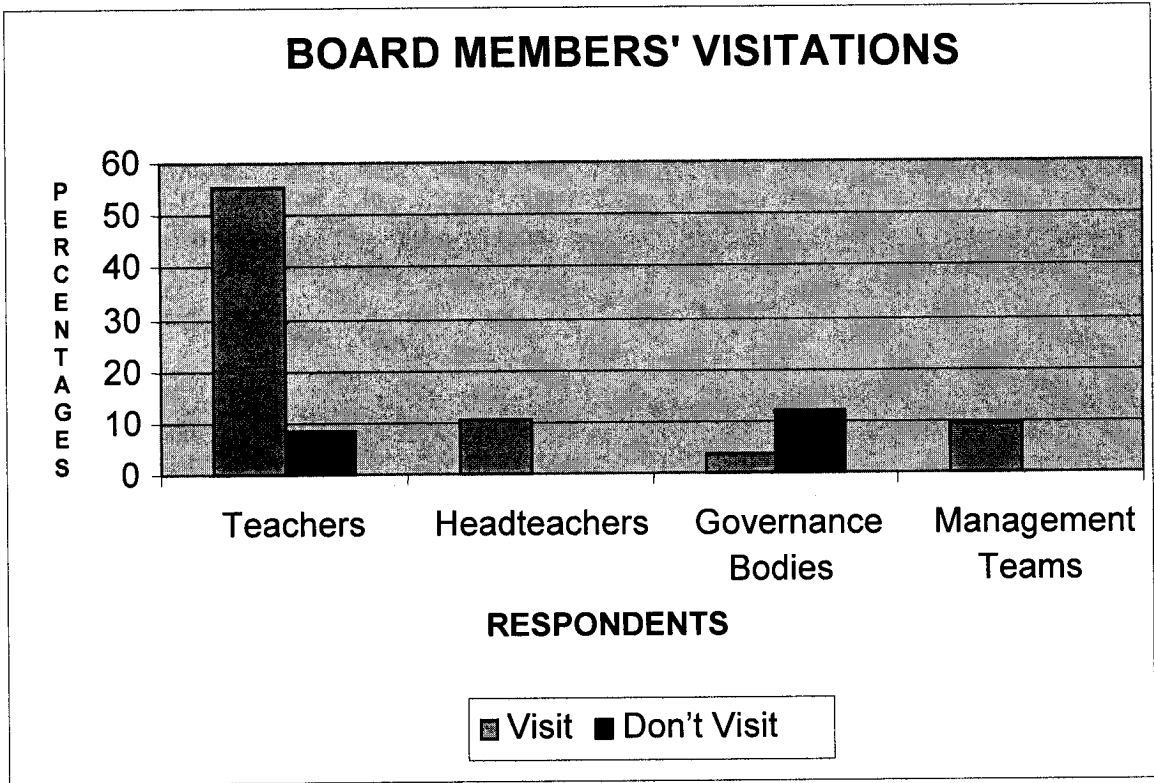
- Disciplinary cases involving teachers and pupils.
- Sub-committee reports.
- Staff appointments, promotions and transfers.
- Upgrading of schools.
- Examination results.
- In-service training for teachers.
- Management reports.
- Fundraising ventures.
- Annual Work plans and Budgets.
- Staffing in schools.

- Visitations to basic schools.

However, whereas all members of the Management teams indicated that the Boards met according to regulations, the majority of the members of the Governance bodies, especially those in Masaiti District, expressed some ignorance and revealed that the Board last met on 7th July, 2005.

4.3.2 Board members' visitations

The respondents were asked as to whether Board members visited basic schools. Responses were as indicated in the graph below:-



From the results above, the majority of the respondents indicated that Board members visited basic schools. Further enquiry brought out the following as being the reasons for their visits:

- Monitor/inspect teachers and schools.
- Monitor and supervise projects.
- Supply teaching/learning materials and equipment.
- Attend meetings.
- Attend functions.
- Solve problems
- Organize workshops.
- Afford school staff some interaction with Board members.

However, the study further disclosed that 39 (20.74%) of the respondents, especially members of the Governance bodies, stated that Board members never visited basic schools.

4.3.3 Introduction of localized curriculum in basic schools

The respondents were asked whether the localized curriculum had been introduced in basic schools. The study revealed that 121(76.58%) out of 158 respondents indicated that it had been. Further enquiry showed that the localized curriculum had been introduced mainly in the following social science subjects whose materials could easily be found locally:

- Social Studies.



- Creative Arts
- Community Studies.
- Music through the use of local/traditional instruments.
- Literacy.
- Developmental Studies.

4.3.4 Supply of teaching/learning materials and equipment to basic schools

In addition to looking at Board meetings, Board members' visitations and localized curriculum, the respondents were also asked as to whether District Education Boards supplied basic schools with teaching/learning materials and equipment. The study showed that all the respondents 158 (100%) agreed.

Further enquiry revealed the following as having been supplied:

- Exercise books.
- Pens and pencils.
- Chalk.
- Rulers.
- Text books such as Read On Course (ROC) and New Break Through To Literacy (NBTL) materials.
- Science Kits.
- Charts.
- Science equipment.
- Industrial Arts equipment.
- Library books.

- Teachers' Guide books.

4.3.5 Support towards Continuous Professional Development

The respondents were asked as to whether District Education Boards provided support towards Continuous Professional Development among the staff of basic schools. The study found out that the majority of the respondents 121(76.58%) out of 158 indicated in the affirmative. Further enquiry on the type of support provided, the following were the examples given as the programmes supported:

- Sponsoring staff for further qualifications such as diplomas and degrees.
- Workshops and seminars for zonal and district in-service.
- School in-service activities such as Read On Course (ROC), Step Into English (SITE), School Programme of In-service for the Term (SPRINT), New Break Through To Literacy (NBTL), Headteacher's In-service Meeting (HIM)
- Distance learning.
- Grade Meetings at the Resource Centre (GRACE).

However, 6 (3.8%) of the respondents at Muteteshi Basic School in Masaiti District which is 97 Km away from the Office of the District Education Board Secretary complained that usually only teachers in basic schools closer to the Office of the District Education Board Secretary benefited from sponsorship for further studies.

4.3.6 Formulation of local policies

The respondents were asked to indicate whether District Education Boards formulated local policies that affected the operations of basic schools.

Responses were as indicated in Table 3 below:

Table 3: Distribution of respondents on the formulation of local policies

Respondents	Ndola District				Masaiti District				Total	
	Boards Formulate Policies		Boards Do not Formulate Policies		Boards Formulate Policies		Boards Do not Formulate Policies			
Governance Bodies	11	22.92%	4	8.33%	1	2.08%	14	29.17%	30	62.5%
Management Teams	9	18.75%	0	0%	9	18.75%	0	0%	18	37.5%
Total	20	41.67%	4	8.33%	10	20.83%	14	29.17%	48	100%

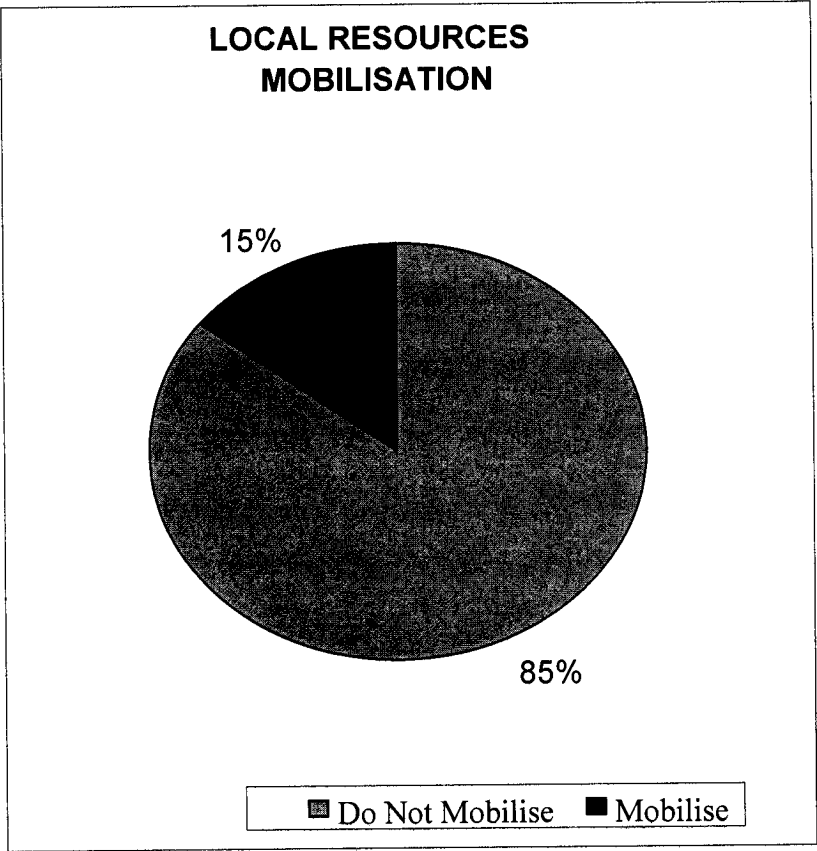
The study found out that the majority of the respondents 30 (62.5%) out of 48 respondents agreed. Further enquiry brought out the following as some of the local policies formulated:

- Use of classrooms by church organizations.
- Dress code among the teachers.
- Use of Academic Production Unit (A.P.U) classes funds.
- General behavior of staff in social places.
- Regulating “Civilian Day” functions in basic schools.

However, 18 (37.5%) members of the Governance bodies, especially those in Masaiti District did not agree.

4.3.7 Mobilisation of local resources

The respondents were asked as to whether District Education Boards mobilized local resources. Responses were as indicated in the pie chart below:



The study revealed that the majority of the respondents 41(85%) out of 48 respondents indicated that District Education Boards did not mobilize local resources. Further enquiry revealed that the lack of skills in entrepreneurship hindered the Boards from raising local resources.

4.3.8 Staffing levels in basic schools

The respondents were asked as to whether District Education Boards ensured that staffing levels in basic schools were fulfilled. The study revealed that all the 20 headteachers agree that the Boards ensured that staffing levels in basic schools were fulfilled. However, when the same respondents were asked whether the Boards recruited additional staff for schools whose staffing levels did not match with their establishments, this time around, the majority 12 (60%) respondents especially in Masaiti District whose schools were far away from the Office of the District Education Board Secretary such as Mishikishi, Fiwale and Lumano Basic Schools indicated that they did not. This contradicted their earlier statement.

4.3.9 School enrolment and Fees charged

The respondents were asked to indicate whether District Education Boards ensured that basic schools enrolled according to set standards and that they did not overcharge on fees. All the 20 (100%) respondents indicated that they did.

4.3.10 Information Provided to the District Education Boards

All the 20 headteachers who were asked as to whether they provided information to the District Education Boards to enable them make informed decisions regarding basic schools agreed, and tabulated the following as being the information provided:

- Staff and pupil returns.

- Disciplinary cases.
- Information on orphans and vulnerable pupils.
- Obituaries.
- Analysis of examination results.
- Training needs.
- Annual reports.
- Annual Wok Plan and Budgets.
- Financial reports.

Further enquiry revealed that the Boards usually provided incentives to performing headteachers mainly through promotions.

4.3.11 Information Received by District Education Boards

The respondents were asked to indicate whether they received information from headteachers to enable them make informed decisions on the schools. The results showed that all the respondents 18 (100%) indicated that they did. They went on to tabulate the following as being the information they received:

- Staff and pupil returns.
- School developmental plans.
- Staff and pupil disciplinary cases.
- School physical structures.
- Financial reports.
- Examinations entries.
- Obituaries.

- Annual reports.
- Annual Work Plan and Budgets.
- Schools in-service programmes.

Further enquiry disclosed that Boards usually provided incentives and recognition to headteachers who were performing through promotions, nominations to attend workshops/seminars organized by Provincial and National Headquarters, and supporting them in Continuous Professional Development programmes.

4.4 Changes made by District Education Boards

The respondents were asked to indicate the areas in which District Education Boards had improved the operations of basic schools. Responses were as indicated in table 4 below:

Table 4: Distribution of respondents according to improvements/changes brought about by District Education Boards.

Area	Agree		Neutral		Disagree		Total	
Availability of funds	116	82.86%	12	8.57%	12	8.57%	140	100%
Supply of teaching/learning materials and equipment	116	82.86%	13	9.28%	11	7.86%	140	100%
Staff performance	93	66.43%	6	4.29%	41	29.28%	140	100%
Improved building infrastructure	77	55%	21	15%	42	30%	140	100%
Ensuring presence of P.T.A in basic schools	20	14.29%	106	75.71%	14	10%	140	100%
Increased collaboration with communities	8	5.71%	17	12.15%	115	82.14%	140	100%
Collaboration among schools	20	14.29%	66	47.14%	54	38.57%	140	100%
Pupil performance	32	22.86%	67	47.86%	41	29.28%	140	100%

The results disclosed that the majority of the respondents 116 (82.86%) were of the view that District Education Boards had brought about some improvements in the operations of basic schools in the areas of availability of funds since the Boards ensured direct receipt of grants to all basic schools unlike before their establishment, and supply of adequate teaching/learning materials and equipment which had enhanced teaching and learning in schools. This was followed by 93 (66.43%) who indicated staff performance as another area improved upon since teachers were exposed to numerous Continuous Professional Development programmes resulting into effective teaching. In

addition, 77 (55%) of the respondents felt that improved building infrastructure through rehabilitation and construction such as at Chankute and Ntengwa Middle Basic Schools in Masaiti District was another improvement brought about as pupils and teachers learnt and taught in conducive environments respectively.

4.5 Governance Bodies' Participation

The respondents were asked as to whether the Governance bodies were involved in planning and decision-making of the operations of basic schools. The majority of the respondents 43 (89.58%) out of 48 indicated that they were not. Further enquiry revealed that the lack of legal framework in place and non-involvement in Board affairs by the Board Secretaries were identified as the major impediments.

4.6 Parents' Participation

In this study, 80 parents participated in the Focus Group Discussions in both Ndola and Masaiti Districts for the researcher to find out whether they participated in the operations of basic schools through District Education Boards. The majority of the parents expressed ignorance about the operations of District Education Boards. One respondent at Chankute Middle Basic School in Masaiti District said, "We know that there is an Education Board at the Office of the District Education Board Secretary but don't know how it functions." Another respondent at Chilengwa Basic School in Ndola District who works for the Association for the Restoration of Orphans and Street Children (AROSC) said, "I

hear the Ministry of Education has established Education Boards. However, I don't know how they operate." On the other hand, one respondent at Chamunda Basic School in Masaiti District who was a member of the school's Parents Teachers Association (PTA) executive committee and sat on the Board agreed as having been involved in the operations of basic schools through the District Education Board but that most of the parents in the district were ignorant because whatever was discussed during the Board meetings did not filter down to them as required.

The parents further suggested that the numbers of PTA representatives on each Board be increased from one, since the Board was in-charge of a number of basic schools with each having a PTA executive so as to improve on communication.

4.7 Ministry of Education Officials' views on the effects of District Education Boards on the operations of basic schools

Five officials from the Ministry of Education (MOE) were asked to express their views on the effects of District Education Boards on the operations of basic schools. All the participants interviewed were in favour of the establishment of the Boards. They cited the following as being some of the positive effects of the Boards on the operations of basic schools: the frequent monitoring visits to schools by the Management teams of the Boards; the improved supply of teaching/learning materials and equipment to schools; the introduction of the

localized curriculum in schools; the increased support provided towards the Continuous Professional Development of teachers; and the formulation of local policies. They further felt that the Boards had ensured direct receipt of grants to all basic schools unlike in the past when they used to receive indirect support whose priorities were not established locally. The administering of grants to basic schools had resulted into the rehabilitation of buildings of schools as and when they were prioritized by the local needs. In addition, they said that the Boards had started attending to the teachers' problems promptly because they were near the schools unlike in the past when problems had to be attended to at the Ministry Headquarters.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1 Overview

This chapter discusses the findings of the study on the effects of Education Boards on the operations of basic schools in Zambia. The findings are discussed under sub-headings derived from the study objectives and research questions. These include: effects of the Boards on the operations of basic schools; changes made in the operations of basic schools by the Boards; and factors affecting Governance bodies' participation. Other sub-headings include parents' participation; and Ministry of Education Officials' views on the effects of the Boards on the operations of basic schools.

5.2 Effects of District Education Boards on the operations of basic schools

5.2.1 Board meetings

The study revealed that Board meetings were held according to the regulations governing the operations of the Boards. The study further noted that a good number of items that were discussed during the meetings affected the operations of basic schools such as disciplinary cases involving teachers and pupils; staff appointments, promotions and transfers; upgrading of schools; fundraising ventures; Annual Work Plan and Budgets; staffing in basic schools and visitations to basic schools. The finding was a positive effect of the Boards as the issues discussed during the meetings affected the operations of basic schools.

However, the study also disclosed that whereas Board meetings were held as required, the majority of the members of the Governance bodies who represented communities were not involved in the meetings which was contrary to the goals for establishing the Boards. The results indicated that members of the Governance bodies were not performing one of their major functions of planning and decision making of the operations of basic schools. In the view of the researcher, this disparity meant that members of the Management teams did not accept the change of achieving a fully decentralised and democratically driven education system characterized by effective community participation.

5.2.2 Board members' visitations

The study found out that Board members visited basic schools in the districts for the following reasons to: monitor/inspect teachers and schools respectively; monitor and supervise projects; supply teaching/learning materials and equipment; attend meetings; attend functions; solve problems; organize workshops; and afford school staff some interaction with their Board members.

However, the study further revealed that the majority of the members of the Governance bodies who represented communities did not take part in these visitations to basic schools. The results clearly showed that whereas the Boards were carrying out one of their major activities of being in touch with basic schools through visitations, members of the Governance bodies who were supposed to be the major stakeholders since they represented the community were left out in

these visitations. This was at disparity with the goals for establishing the Boards which sought to promote community participation through the involvement of Governance bodies in the affairs of the schools. In the view of the researcher, this disparity showed that the Management teams of the Boards were still operating the way the education system had been when it was still centralised thereby working in a closed-door culture.

5.2.3 Introduction of localized curriculum in basic schools

The study found out that the localized curriculum had been introduced in basic schools mainly in social science subjects whose materials could easily be found locally. This finding is similar in some ways to Lungwangwa (1987) who found out that one of the advantages of decentralising the education system was that the gap between the school and the local community could be narrowed since the school would be made an institute relevant and responsive to the culture and needs of the local environment. The teaching of the localized curriculum in basic schools was an indication that District Education Boards had brought about some positive innovations in the operations of basic schools since they were matching curriculum content with the local conditions in line with “The Basic School Curriculum Framework” of 2000. The finding was in line with the aims for establishing the Boards which was a strength to them on the operations of basic schools in Zambia.

5.2.4 Supply of teaching/learning materials and equipment to basic schools

The study showed that basic schools were supplied with teaching/learning materials and equipment which enhanced teaching and learning in schools. The study further revealed the following as having been supplied:

- Exercise books.
- Pens and pencils.
- Chalk.
- Rulers.
- Text books such as Read On Course (ROC) and New Break Through To Literacy (NBTL) materials.
- Science Kits.
- Charts.
- Science equipment.
- Industrial Arts equipment.
- Library books.
- Teachers' Guide books.

The results indicated that the Management teams of the Boards were performing one of their major roles of equipping basic schools with necessary teaching and learning resources in order to enhance effective teaching and learning which promoted quality education. This was another positive effect of the Boards on the operations of basic schools.

5.2.5 Support towards Continuous Professional Development

The study found out that the Boards were providing Continuous Professional Development support to staff in basic schools as a way of enhancing teaching through the imparting of new knowledge and skills into the teachers. The finding agreed with Fullan (1996) who had pointed out that in order to arrive on a journey, professional development had to bring improvements in the way an individual attended to everyday work both inside and outside school. This was in line with the goals for establishing the Boards as they were required to help government in uplifting education standards in schools through improved teaching. This finding was a strength on the effects of the Boards' operations in basic schools

5.2.6 Formulation of local policies

The study which agreed with Bloomer (1991) who had noted that local control evidently encouraged responsiveness to local needs, revealed that District Education Boards formulated local policies that affected the operations of basic schools such as the use of classrooms by church organizations; dress code among the teachers; use of funds for Academic Production Unit (A.P.U.) classes; general behaviour of staff in social places; and functions like "Civilian Day". The findings were in line with the goals for establishing the Boards since they were required to come up with local policies to help govern institutions under their control which were in line with national policies.

However, the study further revealed that whereas the Boards were performing their role of providing direction to basic schools and staff through formulating local policies as required of them, members of the Governance bodies, who represent the community, especially those in Masaiti District were not involved. This finding is unfortunate in view of the finding of Chapman et al (2002) that the importance of community involvement in local schools was widely accepted as a positive and important strategy for educational development. In the view of the researcher, this state of affairs was at disparity with one of the aims for establishing the Boards which sought to involve communities in planning and decision-making in the education system.

5.2.7 Mobilisation of local resources

The study revealed that members of District Education Boards were not carrying out their function of mobilising additional resources to supplement government efforts to be used in the operations of basic schools as expected of them. This finding was different from the finding of Hanson (1998) who said that successful educational decentralisation was only possible if community members, who were represented by the Governance bodies in the Boards, were prepared to put in their time and energy needed to make the reform work. The finding was at disparity with the aims for establishing the Boards. In the view of the researcher, this disparity meant that District Education Boards were not meeting one of their objectives of supplementing government efforts through raising local resources for the operations of basic schools.

5.2.8 Staffing levels in basic schools

Literature review has shown that enough human resource to sustain the decentralisation was required to be put in place for the process to succeed (Prawda: 1993). On the contrary, the study revealed that the Boards were not performing their role of supplementing government efforts in the staffing of basic schools as they did not recruit additional staff for schools whose staffing levels did not match with their establishment, especially in Masaiti District where schools were far away from the Office of the District Education Board Secretary such as Mishikishi, Fiwale and Lumano Basic Schools. The finding was at disparity with the goals for establishing the Boards which meant that they were not meeting one of the objectives of supplementing government efforts in employing teachers to be paid by them using locally mobilized resources.

5.2.9 School enrolment and fees charged

The study showed that basic schools enrolled according to set standards and that they did not overcharge on fees to be paid. This implied that Management teams were carrying out one of their functions of monitoring schools in order to maintain standards.

Prawda (1993) in his findings on decentralisation had noted that continuous monitoring by policy makers and officials was required for the process to succeed. Further, literature review has shown that the Ministry of Education in 1996, in trying to decentralise some of its functions to the lower levels, had to

deconcentrate the Headquarters administratively by sending subject inspectors (Education Standards Officers) who were initially based at Headquarters to Provincial Offices where it was believed their services were most required. In addition, in the restructured Ministry of Education, District Education Boards which are directly in-charge of basic schools have each been staffed with three additional Education Standards Officers to maintain standards in schools unlike in the past when they only had one each (MOE,2002).

5.2.10 Information provided to the District Education Boards by Headteachers

The study revealed that Headteachers of basic schools provided information on staff and pupil returns, disciplinary cases, and orphans and vulnerable pupils to the Boards to enable them make informed decisions on their schools. The result implied that Management teams of District Education Boards were carrying out one of their major roles of ensuring that basic school Headteachers submitted the necessary information to assist in planning and decision making. In the view of the researcher, the finding was a strength to the Boards on the operations of basic schools as the information provided helped the Boards in planning and decision making.

5.2.11 Information received by District Education Boards from Headteachers

The study found out that District Education Boards received adequate information as demanded from Headteachers of basic schools such as staff and pupil returns, school developmental plans, staff and pupil disciplinary cases, school physical structures, financial reports, quarterly and annual reports, and annual work plan and budgets which was used in planning and decision-making.

Further, the study revealed that the Boards usually provided incentives and recognition to Headteachers who were performing through promotions, nominations to attend workshops/seminars organized by Provincial and National Headquarters, and supporting them for Continuous Professional Development programmes. The findings meant that Management teams of the Boards were meeting one of their objectives of supervising and planning for basic schools which was a strength to them on the operations of basic schools.

5.3 Changes made by District Education Boards

The study revealed that District Education Boards had made tremendous changes in the operations of basic schools since inception in line with the goals for their establishment by the Ministry of Education. For instance, improvements were seen in the area of availability of funds since the Boards ensured direct receipt of grants to all basic schools unlike before their establishment. This finding agrees with Prawda (1993) who suggested that enough financial

resources were required to be in place for the decentralisation process to be successful. In addition, the finding also agrees with Chimombo and others' (2004) assertion that decentralisation can only be successful with matching resources.

In addition, the supply of adequate teaching/learning materials and equipment to enhance teaching and learning in basic schools was also seen as an improvement brought about by the Boards. This was followed by staff performance since they were exposed to numerous Continuous Professional Development which motivated them thereby resulting into effective teaching.

Further, the study revealed that the Boards had improved schools' building infrastructure through rehabilitation and construction in most schools thereby enabling teachers and pupils to teach and learn respectively in conducive environments.

The above findings were in line with the goals for establishing District Education Boards as to govern basic schools in each district on behalf of the people of Zambia, who were the owners of the institutions by creating enabling environment for teaching and learning to take place. In the view of the researcher, the above positive changes brought about by District Education Boards indicated that the Boards were carrying out activities that supported the

operations of basic schools. This was a strength to them as they met their objectives.

5.4 Governance Bodies' participation

The majority of the provisions in the 1966 Education Act did not provide for the full participation of the community in terms of local curriculum development and resource mobilization. The study revealed that members of the Governance bodies were not performing their role of planning and decision making of the operations of basic schools as expected. The finding was at disparity with the goals for establishing the Boards which aimed at bringing on board communities through Governance bodies in the delivery of education. In view of the researcher, this disparity simply meant that members of the Management teams wanted to continue the management of public affairs in a closed-door culture by not involving members of the Governance bodies who represented the communities in planning and decision-making.

5.5 Parents' Participation

The study revealed that the majority of the parents did not participate in the operations of basic schools because they were ignorant about the operations of the Boards. This could be attributed to the lack of information flow due to the existing gap between the Boards and the parents other than those in the Governance bodies. This might require further research. This state of affairs was at disparity with one of the aims for establishing Boards which was to involve

communities, including parents, in the education delivery. In the researchers' view, this disparity simply meant that the Boards were not performing one of their major functions of fully involving communities in the operations of basic schools since members of the PTA executives who sat on the Boards did not take back what was discussed in Board meetings to the parents they represented.

5.6 Ministry of Education Officials' views on the effects of District Education Boards on the operations of basic schools

The study found out that the officials from the Ministry of Education were happy with the establishment of the Boards as they had brought about some positive effects on the operations of basic schools such as the frequent monitoring visits by the Management teams and the improved supply of teaching/learning materials and equipment to schools which resulted into the provision of quality education; the introduction of the localized curriculum in basic schools which is relevant to the local needs and has impacted positively on the survival skills of the pupils; the increased support provided to the Continuous Professional Development of teachers which enhanced their morale thereby resulting into effective teaching; and the formulation of local policies that regulated the operations of basic schools. The study further revealed that the Boards ensured direct receipt of grants to all basic schools unlike in the past when they used to receive indirect support whose priorities were not established locally. The administration of grants to basic schools had resulted into the rehabilitation of buildings of the schools as and when they were prioritized by the local needs. In addition, the study showed that the Boards were attending to teachers' problems

promptly, especially salary related cases, unlike in the centralised education system since they were being processed at the Offices of the District Education Board Secretaries which were nearer to their schools thereby cutting down on the long distances teachers had to travel to have their problems solved before the establishment of the Boards. This in turn enabled the teachers to attend to their class duties regularly.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

The major conclusions of the study conducted to determine the effects of Education Boards on the operations of basic schools in Zambia can be discerned as follows:

- Teachers' problems, especially salary related cases were now being attended to promptly unlike in the centralised education system because they were being processed at the Offices of the District Education Board Secretaries which were nearer to their schools. This in itself acted as a motivator to teachers since a number of bureaucratic procedures that had characterized the education system had been cut down.
- Generally, all teachers benefited from Continuous Professional Development programmes organized at school, zone and district levels. This greatly improved their performance in class.
- The findings of the research were that all basic schools received grants termly through the Offices of the District Education Board Secretaries. These grants helped them to purchase items such as note books for teachers, chalk, pens and pencils all of which enhanced the operations of basic schools. Further, most basic schools had witnessed either rehabilitation or construction which changed the faces of their buildings.
- Improved supply of teaching/learning materials and equipment was found to be a significant factor that supported the smooth operations of basic

schools as it led to quality educational provision. In addition, the use of local resources in teaching the localized curriculum was another positive factor brought about by the Boards.

- Increased monitoring and inspection visits to basic schools by Education Standards Officers were seen as a major factor that improved quality education in basic schools.
- Among the factors that adversely affected participation by Governance bodies in planning and decision-making were lack of legal framework in place and non-involvement in Board affairs by the Board Secretaries.
- Finally, the study found out that while the majority of the stakeholders welcomed the introduction of Boards, parents who were a major stakeholder in educational delivery seemed not to be quite happy with the way the Boards were operating. This was so because they felt left out in the operations of basic schools. They suggested that Boards should operate like Parents Teachers Associations whereby they should call for Annual General Meetings during which time their input in the operations of basic schools would be sought.

6.2 Recommendations

From the findings and conclusions of the study, the following recommendations were made:

6.2.1 Recommendations to Government of the Republic of Zambia

- The government through the Ministry of Finance and National Planning should increase grants to District Education Boards to enhance operations of basic schools.
- The government through the Ministry of Education should speed up revising the 1966 Education Act so as to enable Parliament enact new legislation to strengthen decentralisation, governance and management. This should be so because the decentralisation provided for in the 1966 Education Act is limited only to decentralising the Ministry's administrative activities and does not cater for the Decentralisation Policy which entails transfer of primary and basic education to Local Authorities.

6.2.2 Recommendations to Ministry of Education Policy Makers

- The Ministry of Education should devolve some functions such as staff recruitment from the centre to the Boards so as to make them more responsive.
- The Ministry of Education should increase the number of members of Parents Teachers Associations who sit on Boards from one to at least four so as to increase the voice of parents with children in basic schools.

- The Ministry of Education should consider the sensitization of teachers, headteachers and parents on the operations of Boards to be an on-going exercise considering that new people always come on board.

6.2.3 Recommendation to District Education Board Secretaries

- The Board Secretaries should fully involve communities through the Governance bodies in planning and decision-making for the operations of basic schools.

6.3 Future Research

This study focused on the effects of District Education Boards on the operations of basic schools in Zambia with special reference to Ndola and Masaiti District Education Boards. The study raised a number of issues which might attract future research. The following areas could be considered for research in future:

- A comparative research between District Education Boards and High School Education Boards on their effects upon the institutions they operate in would be worthwhile considering that a district education board manages all basic schools under its jurisdiction while each high school is a board on its own which enhances its position thereby increasing its impact.
- A research on community involvement in Board affairs would be very beneficial.

REFERENCES

- Bloomer, K. (1991), **Decentralising the Education System: Quality in Basic Education**, Teacher Management Discussion Paper, London, Commonwealth Secretariat.
- Chapman, D, Barcikowski, E, Sowah, M, Gyamera, E, Woode, G, (2002) **Do communities know best? Testing a premise of educational decentralization: community members' perception of their local schools in Ghana**, in the **International Journal of Education Development**, www.elsevier.com/locate/ijedudev
- Chimombo, J., Kulpoo, D., Mwaimu, A.S., Mulenga, C.L., Mumbula, Y., Alphonse, N., Murimba, S., Clercq, F, (2004), **Decentralisation of Education Delivery**, Harare, Southern African Development, (SADC) Secretariat.
- Cohen, L. and Manion, L. (1994), **Research Methods in Education**. London: Routledge, 6.
- Faure, E, Herrera, F, Kaddoura, A, Lopes, H, Petrovsky, A. V, Rahnema, M, Ward, F. C, (1972), **Learning To Be: The world of education today and tomorrow**, Paris, UNESCO.
- Fullan, M. G. (1996), **The New Meaning of Educational Change**, London: Cassell.
- Goetz, J.P. and Le Comte, M.D. (1998), **Ethnography and Qualitative Design in Educational Research**, New York: Academic Press, Inc.
- Government of the Republic of Zambia, (2002), **The National Decentralisation Policy: Towards Empowering the People**", Lusaka, Cabinet Office, Office of The President.
- Hanson, M.E. (1998), **"Strategies of educational decentralization" in the Journal of Educational Administration**, Vol. 36 No. 2, pp. 111-128, MCB University Press.
- Kelly, M.J., Nkwanga, E.B., Kaluba, L.H., Achola, P.P.P, and Nilsson, K, (1986), **The Provision of Education For All: Towards the Implementation of Zambia's Educational Reforms under Demographic and Economic Constraints 1986 – 2000. Final Report of the Educational Reform Implementation Project**, Lusaka, Publishers Limited.
- Kelly, M. J. (1996), **The Origins and Development of Education in Zambia**, Lusaka, Image Publishers Limited.

Lungwangwa, G., (1987), **Basic Education in Zambia: A Study in Educational Policy Development**, PhD Thesis. USA, University of Illinois.

Ministry of Education, (1996), **Educating Our Future: National Policy on Education**, Lusaka, Ministry of Education.

Ministry of Education, (2000), **The Basic School Curriculum Framework**, Lusaka, Ministry of Education.

Ministry of Education, (2002), **Job Advertisements (Teaching Service Commission) Ministry of Education-Headquarters and Departments**, Lusaka, Ministry of Education.

Ministry of Education, (2002), **Job Advertisements (Teaching Service Commission) Provinces, Districts, Colleges and Schools**, Lusaka, Ministry of Education.

Ministry of Education, (2004), **Institutional Roles, Functions and Relationships Guidelines**, Lusaka Ministry of Education.

Ministry of Education, (2004), **Standards and Evaluation Guidelines**, Lusaka, Ministry of Education.

Ministry of Education, (2004), **Financial Management Guidelines**, Lusaka, Ministry of Education.

Ministry of Education, (2004), **Procurement Guidelines**, Lusaka, Ministry of Education.

Ministry of Education, (2004), **Human Resource Development Guidelines**, Lusaka, Ministry of Education.

Ministry of Education, (2004), **Records Management Guidelines**, Lusaka, Ministry Of Education.

Ministry of Education, (2005), **Education Boards Services Annual Report – 2004**, Lusaka, Ministry of Education.

Ministry of Education, (2005), **Principles of Education Boards Governance and Management Manual**, Lusaka, Ministry of Education.

Ministry of Education, (2006), **Zambia Annual School Census**, Lusaka, Ministry of Education.

Practical Research- Planning and Design: <http://www.prenhall.com/leedy>

Prawda, J., (1993), **Lessons in Educational Decentralisation: A Note for Policy Makers**, Educational Development, Washington D.C. World Bank.

Rondinelli, D. A., Nellis, J.R., and Cheema, G.S., (1984), **Decentralisation in Developing Countries: A Review of Recent Experience**, USA, The World Bank.

Sanwal, M (1987), **Implementation of Decentralisation: A case study of district planning in Agra District, Uttar Pradesh, India**, Public Administration and Development, Vol. 7: 383-97

Snelson, P. D. (1974), **Educational Development in Northern Rhodesia 1883-1945**, Ndola, Falcon Press.

Tamukong, J.A., (2004), **Towards Better Management of Public Education in Cameroon: The Case for Decentralisation**, Africa Development, Vol. xxix, No.2, pp.134-157, Council for the Development of Social Science Research in Africa.

Williams, J., (1993), **Reform in Educational Decision Making**, Article in the International Journal of Educational Development, Washington D.C. World Bank.

APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR HEADTEACHERS IN BASIC SCHOOLS

INTRODUCTION

I am Kadange V. Mvula, a student pursuing a Masters Degree in Educational Administration at the University of Zambia, who is carrying out a study on Education Boards.

The purpose of this questionnaire is to find out the effects of District Education Boards on the operations of basic schools in Zambia. Therefore, the information to be gathered will be used to determine the effectiveness of Education Boards on the operations of schools.

The information provided will be treated with strict confidentiality. Please feel free and be as honest as possible in answering the questions.

INSTRUCTIONS

- (a) Tick in the box of your choice or write word(s)/sentence(s) in the space provided.
- (b) Do not write your name on the questionnaire.

SECTION A

BACKGROUND INFORMATION

1. Name of District: -----
2. Name of school: -----
3. What is your sex?
 - (a) Male ()
 - (b) Female ()

4. How far is your school from the Office of the District Education Board Secretary?
(in Km)

- (a) 0-4 ()
- (b) 5-9 ()
- (c) 10-14 ()
- (d) 15-19 ()
- (e) 20 and above ()

SECTION B

EFFECTS OF DISTRICT EDUCATION BOARDS

5. Do Board members visit your school?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

6. If your response to Question 5 is yes, what do they come to do? (Please tick all those that are applicable)

S/n	Factor	Yes	No
1	To monitor projects		
2	To attend meetings		
3	To solve problems		
4	To attend functions		
5	To inspect/monitor the school		
6	I don't know		
7	Other (specify) ----- ----- ----- ----- -----		

7. Does the Board ensure that the staffing levels in the school are fulfilled?
- (a) Yes ()
 - (b) No ()
 - (c) Not sure ()
8. Does the staffing levels in the school match with the establishment?
- (a) Yes ()
 - (b) No ()
 - (c) Not sure ()
9. If your response to Question 8 is no, does the Board recruit staff to supplement those employed by the government?
- (a) Yes ()
 - (b) No ()
 - (c) Not sure ()
10. Does the Board ensure the following:
- (a) School enroll pupils according to set standards?
 - (1) Yes ()
 - (2) No ()
 - (3) Not sure ()
 - (b) School does not overcharge on fees, if any, to be paid?
 - (1) Yes ()
 - (b) No ()
 - (c) Not sure ()

11. Does the Board supply your school with teaching /learning materials and equipment to enhance effective teaching and learning?
- (a) Yes ()
 - (b) No ()
 - (c) Not sure ()

12. If your response to Question 11 is yes, give examples of the teaching/learning materials and equipment supplied.

13. Does the Board provide support to Continuous Professional Development in the school?
- (a) Yes ()
 - (b) No ()
 - (c) Not sure ()

14. If your response to Question 13 is yes, give example(s) of the Continuous Professional Development programmes supported.

15. Does your school teach localized curriculum to pupils?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

16. If your response to Question 15 is yes, in which subjects has the localized curriculum been introduced?

17. If your response to Question 15 is no, what could be the reason(s) for not teaching localized curriculum in the school? (Please tick all those that are applicable)

S/n	Reason	Agree	Neutral	Disagree
1	Attitudinal			
2	Lack of knowledge			
3	Lack of skills			
4	Lack of material and equipment			
5	Other (specify) ----- ----- ----- ----- ----- ----- ----- ----- -----			

	<hr/> <hr/>
--	-------------

18. Do you provide information to the Board to enable it make informed decisions on the school?
- (a) Yes ()
 - (b) No ()
 - (c) Not sure ()

19. If your response to Question 18 is yes, what type of information do you provide?

20. Does the Board provide incentives/awards/recognition to headteachers that are performing?
- (a) Yes ()
 - (b) No ()
 - (c) Not sure ()

21. If your response to Question 20 is yes, what types of incentives/awards/recognition are provided?

22. In your opinion, has the introduction of District Education Board brought about any improvements/changes in the operations of the school?

- (a) Yes ()
(b) No ()
(c) Not sure ()

23. If your response to Question 22 is yes, in which of the following areas has the District Education Board improved the operations of your school? (Please tick all those that are applicable)

[illegible]

THANK YOU FOR YOUR CO OPERATION

APPENDIX 11

QUESTIONNAIRE FOR TEACHERS IN BASIC SCHOOLS

INTRODUCTION

I am Kadange V. Mvula, a student pursuing a Masters Degree in Educational Administration at the University of Zambia, who is carrying out a study on Education Boards.

The purpose of this questionnaire is to find out the effects of District Education Boards on the operations of basic schools in Zambia. Therefore, the information to be gathered will be used to determine the effectiveness of Education Boards on the operations of schools.

The information provided will be treated with strict confidentiality. Please feel free and be as honest as possible in answering the questions.

INSTRUCTIONS

- (a) Tick in the box of your choice or write word(s)/sentence(s) in the space provided.
- (b) Do not write your name on the questionnaire.

SECTION A

BACKGROUND INFORMATION

1. Name of District: -----

2. Name of school: -----

3. What is your sex?

- (a) Male ()
- (b) Female ()

4. How far is your school from the Office of the District Education Board Secretary?
(in Km)

- (a) 0-4 ()
- (b) 5-9 ()

- (c) 10-14 ()
- (d) 15-19 ()
- (e) 20 and above ()

SECTION B

EFFECTS OF DISTRICT EDUCATION BOARDS

5. Do Board members visit your school?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

6 If your response to Question 5 is yes, what do they come to do? (Please tick all those that are applicable)

S/n	Factor	Yes	No
1	To monitor projects		
2	To attend meetings		
3	To solve problems		
4	To attend functions		
5	To inspect/monitor teachers		
6. Other (specify) <div> <div>-----</div> <div>-----</div> <div>-----</div> <div>-----</div> <div>-----</div> <div>-----</div> <div>-----</div> <div>-----</div> <div>-----</div> <div>-----</div> </div>			

7. Does the Board supply the school with teaching/learning materials and equipment to enhance effective teaching and learning?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

8. If your response to Question 7 is yes, give examples of the teaching/learning materials and equipment supplied.

9. Does the Board support Continuous Professional Development among the teachers?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

10. If your response to Question 9 is yes, give example(s) of the Continuous Professional Development programmes supported.

11. Does your school teach the localized curriculum to pupils?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

12. If your response to Question 11 is yes, in which subjects has the localized curriculum been introduced?

13. If your response to Question 11 is no, what could be the reason(s) for not teaching the localized curriculum? (Please tick all those that are applicable)

S/n	Reason	Agree	Neutral	Disagree
1	Attitudinal			
2	Lack of knowledge			
3	Lack of skills			
4	Lack of material and equipment			
5. Other (specify)				

14. In your opinion, has the introduction of the District Education Board brought about any improvements/changes in the operations of the school?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

15. If your response to Question 14 is yes, in which of the following areas has the District Education Board improved the operations of your school? (Please tick all those that are applicable

S/n	Area	Agree	Neutral	Disagree
1	Staff performance			
2	Availability of funds			
3	Increased collaboration with communities			
4	Pupil performance			
5	Supply of adequate teaching/learning materials and equipment			
6	Ensuring presence of PTA in school			
7	Collaboration with other schools			
8	Building infrastructure development			
9	Other (specify) <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>			

--	-------

THANK YOU FOR YOUR CO OPERATION

**QUESTIONNAIRE FOR GOVERNANCE BODY MEMBERS OF DISTRICT
EDUCATION BOARD**

INTRODUCTION

I am Kadange V. Mvula, a student pursuing a Masters Degree in Educational Administration at the University of Zambia, who is carrying out a study on Education Boards.

The purpose of this questionnaire is to find out the effects of District Education Boards on the operations of basic schools in Zambia. Therefore, the information to be gathered will be used to determine the effectiveness of Education Boards on the operations of schools.

The information provided will be treated with strict confidentiality. Please feel free and be as honest as possible in answering the questions.

INSTRUCTIONS

- (a) Tick in the box of your choice or write word(s)/sentence(s) in the space provided.
- (b) Do not write your name on the questionnaire.

SECTION A

BACKGROUND INFORMATION

- 1. Name of District: -----
- 2. What is your sex?
 - (a) Male ()
 - (b) Female ()

SECTION B

ROLES OF GOVERNANCE BODY

3. How many times is the Board supposed to meet in a year?

- (a) Once ()
- (b) Twice ()
- (c) Three times ()
- (d) Four times ()

4. How often does it meet?

- (a) Once a term ()
- (b) Twice a term ()
- (c) Once a year ()
- (d) Other (specify)

5. What items are included in the agenda for discussion?

6. Does the Board visit basic schools in the District?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

7. If your response to Question 6 is yes, what is the purpose of the visits? (Please tick all those responses that are applicable)

S/n	Purpose	Yes	No
1	To monitor		
2	To attend meetings		
3	To attend functions		
4	To solve problems		
5	I don't know		
6	Other (specify)		

8. Is the Board involved in determining the localized curriculum for basic schools in the District?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

9. Does the Board formulate local policies?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

10. If your response to Question 9 is yes, could you please give examples of the local policies formulated by your Board.

11. Does the Board mobilize resources in addition to government grants for the operations of basic schools in the District?
- (a) Yes ()
- (b) No ()
- (c) Not sure ()
12. If your response to Question 11 is yes, how are these resources mobilized? (Please tick all those responses that are applicable)

S/n	Area	Tick
1	Raffle draw	
2	Dinner dance	
3	Fund raising walk	
4	Donations	
5	Project proposals	
6	Not sure	
7	Other (specify)	

13. If your response to Question 11 is no, what could be the reason(s) for not mobilizing resources?

SECTION C

FACTORS AFFECTING PARTICIPATION

14. Is the Governance Board involved in the planning and decision-making of the operations of basic schools in the District?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

15. If your response to Question 14 is yes, mention some of the areas the Board is involved in.

16. What are the main factors that support the Governance body’s participation in planning and decision-making? (Please tick all those that are applicable)

S/n	Factor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Presence of clear roles, responsibilities and functions					
2	Involvement in Board affairs by the Management Team					
3	Legal framework in place					
4. Other (specify)						

SECTION D

EFFECTS OF DISTRICT EDUCATION BOARDS

18. In your view, has the introduction of District Education Boards improved community participation in the operations of basic schools in the District?

(a) Yes ()

(b) No ()

(c) Not sure ()

19. If your response to Question 18 is yes, in which ways?

THANK YOU FOR YOUR CO OPERATION

APPENDIX 1V

QUESTIONNAIRE FOR MANAGEMENT TEAM OF DISTRICT EDUCATION BOARD

INTRODUCTION

I am Kadange V. Mvula, a student pursuing a Masters Degree in Educational Administration at the University of Zambia, who is carrying out a study on Education Boards.

The purpose of this questionnaire is to find out the effects of District Education Boards on the operations of basic schools in Zambia. Therefore, the information to be gathered will be used to determine the effectiveness of Education Boards on the operations of schools.

The information provided will be treated with strict confidentiality. Please feel free and be as honest as possible in answering the questions.

INSTRUCTIONS

- (a) Tick in the box of your choice or write word(s)/sentence(s) in the space provided.
- (b) Do not write your name on the questionnaire.

SECTION A

BACKGROUND INFORMATION

- 1. Name of District: -----
- 2. What is your position on the Board?

- 3. What is your sex?
 - (a) Male ()
 - (b) Female ()

SECTION B

EFFECTS OF DISTRICT EDUCATION BOARDS

4. How many times is the Board supposed to meet in a year?

- (a) Once ()
- (b) Twice ()
- (c) Three times ()
- (d) Four times ()

5. How often does the Board meet?

- (a) Once a term ()
- (b) Twice a term ()
- (c) Once a year ()
- (d) Other (specify)

6. What items are included in the agenda for discussion?

7. Does the Board visit schools in the district?

- (a) Yes ()

- (b) No ()
(c) Not sure ()

8. If your response to Question 7 is yes, what is the purpose of the visits? (Please tick all those that are applicable)

S/n	Purpose	Yes	No
1	To monitor projects		
2	To attend meetings		
3	To attend functions		
4	To solve problems		
5	I don't know		
6	Other(specify)		

9. Does the Board formulate local policies?

- (a) Yes ()
(b) No ()
(c) Not sure ()

10. If your response to Question 9 is yes, could you please give examples of the local policies formulated by your Board?

11. Does the Board mobilize resources in addition to the government grants for the operations of basic schools in the District?
- (a) Yes ()
- (b) No ()
- (c) Not sure ()

12. If your response to Question 11 is yes, how are these resources mobilized? (Please tick all those that are applicable)

S/n	Area	Tick
1	Raffle draw	
2	Dinner dance	
3	Fund raising walk	
4	Donations	
5	Project proposal	
6	Not sure	
7 Other (specify)		

13. If your response to Question 11 is no, what could be the reasons for not mobilizing resources?

14. Does the Board ensure that staffing levels in schools are fulfilled?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

15. If your response to Question 14 is yes, what help does the Board provide to schools whose staff does not match with their establishment?

--

16. Does the Board ensure the following:

(a) Schools enroll according to set standards?

- (1) Yes ()
- (2) No ()
- (3) Not sure ()

(b) Schools do not overcharge on fees, if any, to be paid?

- (1) Yes ()
- (2) No ()
- (3) Not sure ()

17. Does the Board supply basic schools in the district with teaching/learning materials and equipment to enhance effective teaching and learning?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

18. If your response to Question 17 is yes, give examples of the teaching / learning materials and equipment supplied.

19. Has the localized curriculum been introduced in basic schools in the district?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

20. If your response to Question 19 is yes, in which subjects has it been introduced?

21. If your response to Question 19 is no, what could be the reason(s) for not teaching localized curriculum in schools? (Please tick all those that are applicable)

S/n	Reason	Agree	Neutral	Disagree
1	Attitudinal			
2	Lack of knowledge			
3	Lack of material and equipment			
4	Lack of skills			
5. Other (specify)				

22. Does the Board support Continuous Professional Development among teachers and in schools?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

23. If your response to Question 22 is yes, give examples of the Continuous Professional Development programmes the Board has so far supported.

24. Do the headteachers provide information to the Board to enable it make informed decisions on the schools?

- (a) All headteachers provide ()
- (b) Some of the headteachers provide ()
- (c) None of the headteachers provide ()

25. What type of information do you receive?

26. Do you consider information provided to be adequate?

- (a) Yes ()
- (b) No ()

27. Does the Board provide incentives/awards/recognition to headteachers that are performing?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

28. If your response to Question 27 is yes, what types of incentives/awards/
/recognition are provided?

29. Is there any instance when a headteacher was reprimanded for being ineffective?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

30. If your response to Question 29 is yes, what type of reprimand is usually given?

31. In your view, has the introduction of District Education Boards improved the operations of basic schools in the district?

- (a) Yes ()
- (b) No ()
- (c) Not sure ()

32. If your response to Question 31 is yes, give examples of the changes in the operations of basic schools which have been brought about with the introduction of District Education Boards.

SECTION C

FACTORS AFFECTING PARTICIPATION

33. Are Governance Body members involved in planning and decision-making of the operations of basic schools in the district?
- (a) Yes ()
- (b) Not ()
- (c) Not sure ()

34. What are the main factors that support the Governance Body members’ participation in planning and decision-making? (Please tick all those responses that are applicable)

S/n	Factor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Presence of clear roles, responsibilities and functions					
2	Involvement in Board affairs by the Management Team					
3	Legal framework in place					
4.Other (specify)						

35. What are the main factors that hinder the Governance Body members' participation in planning and decision-making?(Please tick all those that are applicable)

S/n	Factor	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Lack of clear roles, responsibilities and functions					
2	Non involvement in Board affairs by the Management Team					
3	Absence of legal framework					
4. Other (specify)						

THANK YOU FOR YOUR CO OPERATION

APPENDIX V

FOCUS GROUP DISCUSSION GUIDE FOR PARENTS

1. Are the parents in the district aware of the presence of the District Education Board?
2. Are the parents in the district knowledgeable about the Board?
3. What do they know about the Board concerning the following:
 - Roles of the Board.
 - What the Board has done so far for basic schools since inception.
 - Does the Board through the Parents Teachers Association representative report back to the parents through the P.T.A. General Meeting what is discussed in Board meetings.
4. Are the communities getting more involved or delinked in the affairs of basic schools with the introduction of District Education Boards?
5. If the parents are getting more involved, in which areas are these?
6. If the parents are getting delinked, where do you think the problem is?
7. Do you have any other comments?

THANK YOU FOR YOUR CO OPERATION

APPENDIX VI

INTERVIEW GUIDE SCHEDULE WITH MINISTRY OF EDUCATION OFFICIALS AT HEADQUARTERS AND PROVINCIAL OFFICE

1. What is your position/title?
2. How long have you served in the Ministry of Education?
3. How long have you served in your current position?
4. In your opinion, has the introduction of District Education Boards improved the operations of basic schools?
5. Could you please give examples of the achievements, if any, made on the operations of basic schools by District Education Boards.
6. Would you then say that you are satisfied with the way District Education Boards are operating so far?
7. Now, let us look at the role of the Governance body. In your opinion, are they performing the roles that they are expected of them?
8. What factors do you think enhance or hinder the Governance body members' participation in Board affairs?
9. In your opinion, how best can District Education Boards be enhanced in order to improve the operations of Basic Schools?
10. Do you have other comments?

THANK YOU FOR YOUR CO OPERATION

APPENDIX V11

MINISTRY OF EDUCATION NDOLA DISTRICT EDUCATION BOARD

LIST OF BASIC SCHOOLS: APPROXIMATE DISTANCES FROM DEBS OFFICE

S/N	NAME OF SCHOOL	KM
1	Chawama Basic	15
2	Chibolele Basic	10
3	Chifubu Basic	07
4	Chilengwa Basic	05
5	Chipulukusu Basic	05
6	Daghammarskjold Middle Basic	15
7	Dambo Basic	07
8	Dola Hill Basic	10
9	Dzikomo Basic	05
10	Fibobe Middle Basic	07
11	Fredriech Chiluba Basic	07
12	Intulo Middle Basic	13
13	Itawa Basic	06
14	Kabushi Middle Basic	04
15	Kafubu Basic	20
16	Kalewa Middle Basic	06
17	Kaloko Middle Basic	04
18	Kamba Basic	06
19	Kaniki Basic	25
20	Kanini Basic	1.5
21	Kansenshi Basic	4.5
22	Katondo Basic	12
23	Kawama Middle Basic	08
24	Kayelee Basic	02
25	Lions Basic	05
26	Lubuto Middle Basic	04
27	Lyuni Middle Basic	05
28	Mabungo Middle Basic	06
29	Malasha Basic	12
30	Masala Middle Basic	09
31	Mawilo Middle Basic	05
32	Mwabombeni Basic	06
33	Mwenge Basic	20
34	Ndeke Basic	08
35	Ndola Basic	0.1
36	Ndola Main Middle Basic	06
37	Nkwazi Middle Basic	15
38	Northrise Basic	03

39	Pamodzi Middle Basic	06
40	Perseverance Basic	12
41	Simon Mwansa Kapwepwe Middle Basic	06
42	St. Bonaventure Basic	07
43	Surburbs Basic	03
44	Tengwe Basic	22
45	Twalubuka Basic	10
46	Twapia Basic	08
47	Twatasha Basic	03
48	Twikatane Basic	06

APPENDIX V111**MINISTRY OF EDUCATION
MASAITI DISTRICT EDUCATION BOARD****LIST OF BASIC SCHOOLS: APPROXIMATE DISTANCE FROM DEBS OFFICE**

S/N	NAME OF SCHOOL	KM
1	Bangwe Basic	90
2	Chamunda Basic	0.5
3	Chankute Basic	44
4	Chikumbi Basic	88
5	Chilese Basic	72
6	Chinondo Basic	26
7	Chiwala Basic	77
8	Chondwe Basic	77
9	Fifungo Basic	68
10	Fiwale Basic	46
11	Kabwata Basic	38
12	Kafulafuta Basic	18
13	Kambowa Basic	72
14	Kamifungo Basic	58
15	Kashitu Basic	82
16	Katuba Basic	28
17	Kaunga Basic	52
18	Lisomona Basic	35
19	Luasobe Basic	90
20	Lubendo Basic	81
21	Lumano Basic	52
22	Lupiya Basic	80
23	Masaiti Basic	0.8
24	Mbotwa Basic	69
25	Miengwe Basic	64
26	Mipundu Basic	58
27	Miputu Basic	48
28	Mishikishi Basic	42
29	Mulofwa Basic	10
30	Munkulungwe Basic	68
31	Mupapa Basic	42
32	Mushili Basic	44
33	Mutaba Basic	84
34	Muteteshi Basic	97
35	Ntengwa Basic	42
36	Saka Basic	30
37	Silangwa Basic	60

APPENDIX IX

communications should be addressed to the
District Education Board Secretary
phone: 612277/622047



REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

NDOLA DISTRICT EDUCATION BOARD
P.O. BOX 71970
NDOLA

In reply please quote:

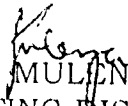
No:.....

16TH May 2006

TO : All Headteachers
Primary Schools
Basic Schools
NDOLA DISTRICT

This is to introduce to you Mr Kadange V Mvula the Principal Education Officer – Education Boards Services from Ministry of Education Headquarters – Lusaka who is pursuing a research on the operation of Education Boards in Schools.

Please co operate.


A M MULENGA
ACTING DISTRICT EDUCATION BOARD SECRETARY
NDOLA

/gsb*

APPENDIX X

All correspondence should be addressed
to the District Education Officer

Telephone: MASAITI 760016 760090



REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

MASAITI DISTRICT EDUCATION BOARD
P.O. BOX 31
MASAITI

15th June, 2006

TO: ALL Head teachers
Primary Schools
Basic Schools
MASAITI DISTRICT

This is to introduce to you Mr Kadange V. Mvula the Principal Education Officer- Education Board Services from Ministry of Education Headquarters- Lusaka who is pursuing a research on the operation of Education Boards in Schools.

Please co-operate.

A handwritten signature in dark ink, appearing to read 'S. Nakasamu'.

S.NAKASAMU
PLANNING OFFICER
FOR DEBS
MASAITI.