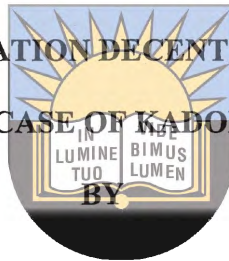




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**THE EFFICACY OF EDUCATION DECENTRALISATION POLICY IN  
ZIMBABWE: A CASE OF KADOMA DISTRICT**



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**WISEMAN, MUPINDU**  
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200706072

**A DISSERTATION SUBMITTED TO THE FACULTY OF COMMERCE AND  
MANAGEMENT IN FULFILMENT OF THE REQUIREMENTS FOR THE  
MASTER OF SOCIAL SCIENCE DEGREE IN DEVELOPMENT STUDIES**

**SUPERVISOR: PROFESSOR A. RAHIM**

**NOVEMBER 2008**

## Dedication

This study is a special dedication to my wife Chipo, who is always a constant source of strength to my life. I also dedicate this work to my mother Anna Mupindu, as well as my late father Jeskial Chorima Mupindu and also my late brother Eframe Mupindu who sponsored my secondary education. This thesis is particularly a source of inspiration to my daughter Kudakwashe.



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## Acknowledgement

First and foremost credit is registered to the All Mighty God and His only begotten Son Jesus Christ for providing the researcher with wisdom and strength to pursue this thesis to greater heights. Recognition is also due to the immediate supervisor of this study, Professor Aminur Rahim for his scholarly, constant and professional guidance as well as advice throughout this study. He created order and sanity in my mind, making it possible for me to devote time to the writing of this thesis. His editing and correcting skills are evident throughout. He remained my inspiration.

A lot of thanks are also due to Dr Rembe of the Faculty of Education for her extremely useful criticism of the methodological considerations chapter of this study.

This study would not have been successfully undertaken without the support, encouragement and constructive incisive criticism from the following staff: Dr Wadesango, Dr Gwarazimba and Mr Makura and Mr Zindoga. I also treasured the support, encouragement and constructive incisive criticism from my uncle Mr Chatora.

I would like to thank my wife Chipu for her care, love, patience and understanding which made it possible for this study to be successfully completed. I also treasure the support and encouragement from my family members.

To a long list of people: family and friends, mentors and colleagues, you are too numerous to list by name and contribution, but without you it could not have been.



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## Declaration

I hereby declare that I am the sole author of this thesis. I authorize the University of Fort Hare to lend it to other institutes or individuals for the purpose of scholarly research.



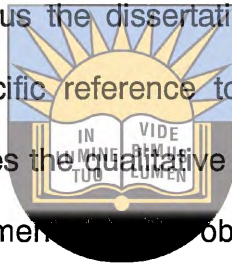
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Signature

A handwritten signature in black ink is written over a horizontal dotted line. The signature is stylized and appears to be the initials 'A.M.' followed by a flourish.

## Abstract


The study focused on the efficacy of the democratic education decentralization policy implementation of the four schools of Kadoma District in Zimbabwe. The thesis reviewed literature and discussed the concept of the democratic education decentralization policy implementation and how this has been practiced in Zimbabwe. The theoretical basis of democratic education decentralization policies were outlined and the argument for and against the policy discussed. Thus the dissertation explored the concept of education decentralization policy with specific reference to the notions of democratization and participation in Zimbabwe. Besides the qualitative and the quantitative research methods employed, the study was complemented by observation on the ground and document analysis. The thesis unearthed that the democratic education decentralization policy is characterized by some successes and problems during implementation of the policy as indicated by the paucity of the teaching and learning resources. The research findings revealed that, there is prevalence of poor learning outcomes at 'O' level in schools; the SDCs/SDAs are underutilized sources of school development because they are not fully empowered by the education system since they had a minimum role in participating towards the implementation of the policy in order to acquire the teaching and learning resources at the schools in Kadoma District. The above findings long-established the view held by critical theorists of the Participatory Governance Model that there is a complementary relationship between the participation of the SDC/SDA in acquiring the teaching as well as the learning resources and the academic performance of learners. Thus, the study concluded that decentralization policy implementation was the major driving force in strengthening efficiency and accountability of resources and results.



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## Acronyms

SDC	School development committee
SDA	School development association
'O' level	Ordinary level
DEO	District Education Officer
EO	Education Officer
DSO	District Staffing Officer
SPSS	Statistical Package for Social Sciences
BSPZ	Better Schools Programme of Zimbabwe
UK	United Kingdom
USA	United State of America
ZJC	Zimbabwe Junior Certificates
GCE	General Certificate of Education
CSO	Central Statistics Office
PA system	Public Address system
NGOs	Non-Governmental Organizations
HOD	Head of Department
ZIMSEC	Zimbabwe Schools Examination Council
CBOs	Community Based Organizations

  
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## Key words

Democratic education decentralization policy implementation

Participatory Governance Model

Devolution of power

Lower autonomy

Decision making capacity

Accountability and responsibility

Availability of teaching and learning resources

Academic performance



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## CHAPTER ONE

### Historical and Sociological State of Education in Zimbabwe

Decentralization is the process of re-assigning responsibility and corresponding decision making authority for specific functions from higher to lower levels of government and organizational units. Sayed (2002: 22) considers decentralization in the school administration as a process of effecting change in four areas: the global, national, local, and institutional school levels with specific reference to the participation and democratization in relation to powers and functions of School Development Committees/Associations (SDCs/SDAs).



The proponents of educational decentralization claim that decentralization improves the quality of teaching and learning by locating decisions closer to the point at which they ought to be carried out and by energizing teachers and administrators to execute a better job (Fiske, 1996: 24). It is often difficult to evaluate directly the effects of decentralization on student achievement. However, the effects of reforms based on decentralization can be inferred by looking at the impact of decentralization on key determinants of school effectiveness such as infrastructure, staffing and learning resources.

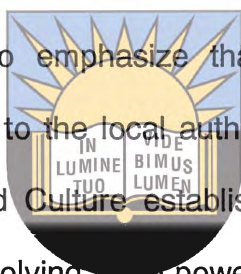
Decentralization is a universal phenomenon experienced the world-over. Countries like India and tiny ones such as Burkina Faso showed their proclivity for it (Fiske, 1996: v). Thus from an international perspective several countries have undergone the decentralization process. Decentralization has been fostered by democratic governments such as in Australia and Spain. This universal experience also demonstrated that decentralization is a complex enterprise and that the road from concept to implementation is by no means straight. The chronicle of school decentralization worldwide reflected the

experiences of many countries, not only in Latin America but also in Africa, Asia, and elsewhere. In some of these countries national leaders saw school decentralization as a means to achieve a political goal (Fiske, 1996: 1).

The educational decentralization policy which is investigated in this research is a concept adopted from international experience as highlighted before. Fiske (1996: v) writes that, decentralization of schools is truly a global phenomenon which takes forms ranging from elected school boards in Chicago to school clusters in Cambodia to vouchers in Chile.

Nevertheless, it is important to emphasize that institutional democratization brings accountability and responsibility to the local authorities. In Zimbabwe, during 1987 the Ministry of Education Sport and Culture established the development programmes in every district with the aim of devolving more powers and decision making to the districts.

Decentralized district offices were required to drive the transformation process by bringing service delivery closer to the school community and providing schools with effective, ongoing support. The districts were given more managerial powers and financial responsibilities, and thus became more accountable for policy implementation and service delivery. The exercise aimed at restructuring the bureaucracy in order to enhance the quality of teaching and learning in schools; develop capacity districts and schools; bring about effective policy implementation and service delivery and, ultimately, enable schools to become self sufficient and self managing (Rembe, 2006: 2). Structures have also been established at the school level and they have been given powers and responsibilities. In all public schools, school governing bodies have been established charged with the responsibility of adopting a constitution of the school; developing the mission statement of the school; adopting a code of conduct for learners at the school; determining school



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times; developing a budget for the school which also include determining school fees; administering the property and buildings and recommending the appointment of educators and non-teaching staff.

In terms of the debates of institutional democratization observed above, one can argue that, democratic educational decentralization in Zimbabwe is not a concept cropping in a social vacuum, but, one originating in response to the universalisation of localism. The transition from centralization policy to decentralization policy, which established the School Development Committees/School Development Associations (SDCs/SDAs) in Zimbabwe to promote availability of adequate resources and high academic performance in schools, draws parallels with events that took place in the world as a global village.

In the same vein, education decentralization is a complex process that deals with changes in the way school administration go about making policy, generating and spending funds, training teachers, designing curricular and managing local schools, as a policy in different sectors within Africa. Decentralization of school administration can be part of broad political reforms or it can be undertaken on its own at institutional level. Hence in looking at education decentralization it is important to have an understanding of the socio-economic context and political forces behind it as every country has different reasons for decentralizing.

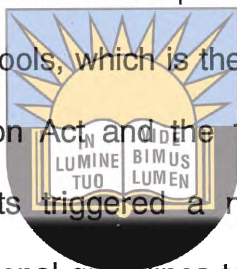
Inclination to decentralization is informed by the general belief that, decentralization of the administration of formal institutions plays a significant role in enhancing the efficacy of organizations. The concept of democratic educational decentralization policy enshrines such ideas as participation and involvement of local authorities which are critical in the attainment of goals for which organizations are set. The reason for this is that the



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participation of local stakeholders in managing the local resources meaningfully is salient towards promoting high academic results. Elmore (in De Clercq, 1993: 4) states, that the successes and failures of educational decentralization will differ, depending on how the lower authority levels assume, exercise and use their powers and space, given their resources, capacity and leadership to realize the democratic educational decentralization goals.

The democratic educational decentralization policy implementation in the provision and management of resources in schools, which is the main thrust of this study, is enshrined in the 1987 Zimbabwe Education Act, and the 1991 Education Amendment Act. The implementation of the said Acts triggered a number of Statutory Instruments that institutionalized and gave operational guidelines to decentralized legal bodies that would then look into development issues of the school at the local level. Section (8) of part 2 of the 1987 Education Act states that "For the purpose of ensuring a fair and equitable provision of primary and secondary education throughout Zimbabwe, every local authority shall endeavor to establish and maintain such schools as may be necessary for all children in the area under its jurisdiction." Cementing the above Acts, the 1991 Education Amendment Act Section 29A subsection (1) states that "The responsible authority of every registered school to which a grant is made in terms of Section 29 shall establish a committee, to be known as a School Development Committee (SDC/SDA)." Sub-section (2) of the Amendment Act states that, "A School Development Committee, if approved by the Minister, shall be vested with control of the financial affairs of the school for which it has been established."



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The main objective of the SDCs and SDAs is to improve and encourage the availability of adequate resources in order to promote good academic results within the schools (Zimbabwe Education Statutory Instrument 87 of 1992: 613). These entities are thus corporate bodies, which ensure that the immediate stakeholders consisting of school authorities and SDC/SDA members participate in the development of education by providing adequate resources within schools at a local level. The main reason is that the availability of resources promotes academic performance which is the functional purpose for establishing these secondary schools. The quality of resources is essential in providing a conducive learning environment. The World Bank (1995) inveterate that the inadequacy of resources such as school infrastructure had resulted in overcrowding and “hot seating” in schools. This in turn affected the teacher-pupil ratio. The inadequacy of resources at schools can be demonstrated by the quality of results particularly at ordinary level. Inadequate resources normally result in the exodus of first-rate teachers and brilliant learners. These problems adversely affect the ability of the schools to deliver.

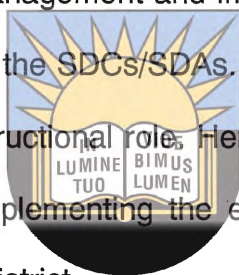


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It is thus necessary to establish whether or not the implementation of the democratic decentralization policy has improved the availability of adequate resources and ultimately the quality of learning in schools in Zimbabwe. This study will focus on the efficacy of the democratic education decentralization policy in Zimbabwe with particular attention to the availability and management of learning resources by the local autonomy in secondary schools. Kadoma district will be used as a case study. This is in line with the fact that the key measures enshrined in the Zimbabwe Education Act, as Amended in 1991, included the decentralization of the management and administration of resources to enhance efficiency and high academic performance in schools. The instrument of decentralization

that was used in respect of this policy was that of devolution of power. According to Crook and Manor, devolution is the transfer of authority to the local autonomy (Cited in Makumbe, 1998: 8).

Notwithstanding the above, the decentralization of resource acquisition within the education sector in Zimbabwe has constrained the development of school projects. The acquisition of resources by schools appears to be taking place at a slow pace because of perceived constraints in their management and implementation of the policy vis-à-vis the participation and involvement of the SDCs/SDAs. The apparent inadequacy of resources in schools affects their core instructional role. Hence there is a need for this research to find out the effectiveness of implementing the education decentralization policy in the secondary schools of Kadoma District.



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### **Statement of the Problem** *Together in Excellence*

Despite the existence of the education decentralization policy, Education Acts and Statutory Instruments, which emphasize on the democratic education decentralization policy implementation, participation and the involvement of the School Development Committee members in decision making, most secondary schools of Kadoma District in Zimbabwe are characterized by the shortage of learning resources and low academic performance. However questions arise pertaining to the efficacy of this policy since most of the schools appear to be worse off than they were before decentralization. Most secondary schools in Kadoma District are characterized by Ordinary level ('O' level) percentage pass rate which is below 50% (Mashonaland West Provincial Result Analysis: 2006). The perceived problem is not solely originating from inadequate learning resources, but also from the implementation of the few resources available. This

academic performance is disturbing because it compromises the main functional task of schools, which is to produce results. Therefore this study seeks to establish whether the perceived inadequate learning resources and poor academic performance lies in the conception of the policy or the implementation.

The availability of adequate teaching and learning resources plays a significant role in promoting learning. These resources include: textbooks, library facilities, classrooms, laboratories and audio-visual learning aids. Without adequate quantitative and qualitative resources teaching and learning cannot take place effectively. For example, in cases where the classrooms are inadequate there is overcrowding thus negatively affecting instruction. It may lead to health problems, particularly those diseases that are contagious. Empirical studies have proved that there is a physically powerful correlation between quality of resources and the academic performance of students (World Forum, 2000). Differences in the quality and quantity of resources may result in issues of inequity in a number of schools. Disadvantaged primary and secondary schools in general have inferior resources than their well established contemporaries. Such inequalities feature in life as graduates of disadvantaged schools may remain lesser competitors on the job market.

Further, the deficiency of resources is likely to compromise the life-span of the available resources managed by the local autonomy. One reason for this being that, resources can be over utilized due to overpopulation. These conditions may invite disorder, indiscipline and wastage of time as learners scramble for resources. These problems contribute towards the academic performance.

An address of the issue of the unavailability and mismanagement of resources may bring about balance in the education system in Zimbabwe. The programme of action which has been embraced by the government to address the highlighted problems is the democratic educational decentralization policy implementation. Education decentralization programmes will vary widely from country to country, but there are common threads and, above all, fundamental questions to be asked in all situations. Such questions can be exemplified as follows: How was the quality of education during the colonial period when the education system was centralized? Why decentralization is political? Did the democratic education decentralization policy implementation improve the quality of education in Zimbabwe? Why a country like Zimbabwe did adopt the democratic education decentralization policy implementation? What does decentralization accomplish? How successful is the democratic education decentralization policy implementation? (Fiske, 1996: vi). These are some of the salient research questions that will assist in addressing the research problem and objectives in this study.



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It is important to highlight that during the colonial period the education system in Zimbabwe was centralized as well as teacher-centred and promoted bottle necking which was meant to disadvantage the black majority. In the process there was no efficiency. The solution is therefore being sought from the democratic education decentralization policy implementation which is child-centred. The child-centred approach is proving to be efficient in this paradigm shift era. The study also noted that decentralization policy implementation works well in an environment characterized by the stable political and economic atmosphere. However, the thesis hypothesizes that by implementing decentralization policy the quality of education will improve. Therefore the local autonomy

exposed teachers to the empirical knowledge which they could implement to solve the problems at the grassroots without waiting for authority from the higher echelon.

The study examines the extent to which implementation of the democratic education decentralization policy promotes the availability and management of resources in secondary schools in Zimbabwe, focusing on the participation and involvement of SDCs and SDAs in Kadoma District as a case study. Therefore it will also be necessary to find out the capacity of SDCs/SDAs as resource acquiring agents as well as the reason why the Zimbabwean Government is divorcing itself from the local schools resulting in deterioration of learning conditions. This is executed through emphasizing the need for the SDCs/SDAs to facilitate the process of acquiring learning resources and to explore whether there is a relationship between availability of learning resources and academic performance.



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### **Objective of the study**

The objective(s) of the study is to:

- Establish the factors contributing to the efficacy of the democratic education decentralization policy implementation in the provision and management of learning resources to enhance instructional goals in secondary schools in Zimbabwe.
- Examine the role played by the school authorities and School Development Committees/Associations towards facilitating the availability of teaching and learning resources in the Secondary Schools of Kadoma District in Zimbabwe.

- Establish the core-relation between the availability of the adequate learning resources and the academic performance.
- Identify the gap that exists in the implementation of the democratic education decentralization policy.

This can be executed by assessing the capability of the SDCs/SDAs in fundraising and acquiring the teaching and learning resources at institutional level. The research will also examine the distribution, implementation and maintenance of the teaching and learning resources. This will be done through a critical evaluation of the policy implementation and the statutory instruments and thus come out with a possible way forward. However it is also important to probe the process of proper handover and takeover by the government to the SDCs/SDAs and whether enough background work was done to capacitate the later to fill in the gap left by the government without risking inequality and deterioration of educational standards in the country.



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### **Significance of the Study**

The study will focus on the strengths and weaknesses of implementing the democratic education decentralization policy in order to come up with conclusions and recommendations to improve the policy implementation approach if it can be improved. By raising the questions why, when, and how the policy of decentralization is focused on developing states like Zimbabwe, the research seeks to help policy makers and those implementing policy in unveiling the challenges of the democratic education decentralization policy in order to map the way forward. Past studies on education decentralization policy implementation failed to assess the devolution of powers to the

requisite levels. They ignored to also focus on implementation of democratic education decentralization policy by the local autonomy in order to acquire and manage the teaching and learning resources. Therefore, concentrating on policy formulation and implementation was inevitable. Thus there is inadequacy of literature evaluating policy upon implementation. This research is expected to shed light on these grey areas.

Subsequently the research will contribute to the documentation of the general body of knowledge by uncovering the theoretical over-sights of the democratic education decentralization policy implementation. It therefore, attempts to add knowledge or make contributions and fill in gaps that have been left by some scholars. There have been a number of cases which highlight the gap between policy intention and policy practice (Sayed, 2002: 43). Thus, the study seeks to find the relationship between the theoretical and the empirical concepts of democratic education decentralization policy implementation. It can also reveal the constraints that impede the local autonomy to implement the decentralization policy (devolved authority). The results of this study may prompt the government to adopt other strategies that straighten the democratic education decentralization policy implementation in order to promote the acquisition and management of learning resources by the local autonomy. Therefore this approach can act as the radar in exploring professional development provision for decision making. Thus the research will unearth the reasons behind prompting remedial action to be taken.

### **Research Methodology**

This study will use both the qualitative and quantitative research methodologies. However, the qualitative methodology will be more dominant. The use of several different

research methods to test the same findings is sometimes called triangulation. Babbie (2007) also argues that in social science research, triangulation is used to employ the complementary diversity thesis which entails adopting one dominant methodology and borrowing from other methodologies especially at data collection and analysis stage in order to yield the best results. The qualitative research approach was chosen because it enables the researcher to get an insider's perspective and capture social action in fullness in its natural context. The quantitative methods will also be used to convert data into numerical form in order to subject it to statistical analysis.

### **Research Design**



In this study, the case study research design is going to be used as the operational framework for data gathering. This research will focus on Kadoma District as the case. The case study concentrates upon a single phenomenon in depth. Further, it is argued that in a case study, the researcher collects extensive data on the individuals, programs, or events on which the investigation is focused.

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### **Data collection instruments and Sampling strategy**

The study will use questionnaires, focus group interviews and document analysis to collect data. Interviews and questionnaires are used to get deep insight and interpretation. These schools will be selected using stratified random sampling techniques, wherein the schools will be stratified or grouped according to the category in which they fit.

## Target population

In this study the target population will include: the District Education Officer (DEO), District Staffing Officer (DSO), area Education Officer (EO), SDC/SDA members per each secondary school, teachers, Headmasters and Deputy Headmasters in the secondary schools.

## Data analysis and interpretation

The data that will be gathered in this study will be both qualitative and quantitative in nature. Two main procedures will be applied in the analysis of the gathered data. Quantitative data gathered from structured questionnaires will be subjected to the Statistical Package for Social Sciences (SPSS) quantitative method of analysis. This package was designed by social scientists to analyze data from the field.



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Analysis of qualitative data yielded from structured questionnaires and structured interviews will involve sorting and classifying the data, extracting themes and identifying patterns, tallying the responses and quantifying and making generalizations in terms of these patterns. In analyzing qualitative data, there is a need for analysis of records, results and documentation to get statistical insight with regards to development in terms of resource mobilization and educational output (results). Qualitative analysis involves a continual interplay between theory and analysis (Babbie, 2007:401). Further, in analyzing qualitative data, care will be taken to see changes over time or possible casual links between the two variables. This can be achieved by comparing the results before and after the implementation of decentralization policy.

## **Delimitation of the Study**

Decentralization is involved in all political, social, economic and cultural aspects of life. As a result not everything concerning decentralization can be analyzed in a single study. The study focuses on the devolving of authority to the local autonomy as well as the relationship of the availability of learning resources and academic performance within the secondary schools in Zimbabwe. Thus the research was confined to Kadoma District Secondary Schools cluster in Zimbabwe. The study is specifically interested in investigating 4 secondary schools. The population of the study comprised 4 secondary school heads, 4 deputy headmasters, 31 secondary school teachers, 8 SDA/SDC members, one District Education Officer, one District Staffing Officer and one area Education Officer. The study was delimited to the extent to which learners, the school authorities, school heads and the SDCs/SDAs were involved in the decision making process in schools.

Nevertheless, the researcher is bound to be drawn back by possible constraints that centre on availability of time, travelling expenses, effectiveness of research instruments and accessing the latest documents on decentralization. Time can be limited due to intensive and time-consuming nature of document analysis approach, costs incurred in stationary, typing, printing and binding of the thesis. Further the research is going to be confined to Kadoma district only due to financial constraints.

## **Ethical Consideration Guidelines**

The Guidelines form part of the agreement with all research leaders in MOST projects. Therefore the study needs to adhere to the following ethical consideration guidelines:

The study should be carried out in full compliance with, and awareness of, local customs, standards, laws and regulations. Researchers undertaking research on cultures, countries and ethnic groups other than their own should make their research objectives particularly clear and remain aware of the concerns and welfare of the individuals or communities to be studied. The study should avoid undue intrusion into the lives of the individuals or communities of the area of study. Full confidentiality of all information and the anonymity of participants should be maintained. Participants should be informed of any potential limitations to the confidentiality of any information supplied. Procedures should be put in place to protect the confidentiality of information and the anonymity of the participants in all research materials. All research materials should be preserved in a manner that respects the agreements made with participants ([www.unesco.org/shs/most](http://www.unesco.org/shs/most)).



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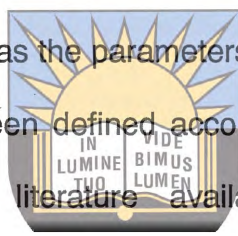
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The pertinent issue in this Chapter has been to put to perspective the research problem. The background has been given and the research problem defined. The critical research questions and objectives have been defined. What the study hopes to achieve has been spelt out and constraints as well as the parameters delineated. The terms that could pose problems to the reader have been defined according to the context in which they are used. In the next Chapter, literature available on the democratic educational decentralization policy implementation to develop Secondary School learning resources and its effectiveness on the involvement and participation of SDCs/SDAs is reviewed. This chapter is the introduction to the study. It gives the general outline of the whole study in respect of the problem and its setting, highlighting the background of the study, statement of the problem, the purpose of the study, research questions, assumptions of the study, significance of the study, delimitation of the study, definition of terms and lastly

limitations of the study. However, literature related to the study has been reviewed in the next chapter in order to marry these two chapters.

## **Conclusion**

The pertinent issue in this chapter has been to put to perspective the research problem. The background has been given and the research problem defined. The critical research questions and objectives have been identified. What the study hopes to achieve has been spelt out and constraints as well as the parameters delineated. The terms that could pose problems to the reader have been defined according to the context in which they are used. In the next chapter, literature available on the democratic education decentralization policy to develop the school resources and its effectiveness on the involvement and participation of SDCs/SDAs is reviewed. It is also important to highlight that the study is going to consider the theoretical underpinnings of the democratic educational decentralization policy implementation. The thesis will consist of three models which comprise the Clientelistic model, the Technocratic model and the Participatory School Governance model. Notwithstanding the above, the Participatory School Governance model is likely to be considered better than the other two models due to its relevance to the literature being reviewed.



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## CHAPTER TWO

### Critical Perspectives of the Democratic Education Decentralization Policy: A

#### Review

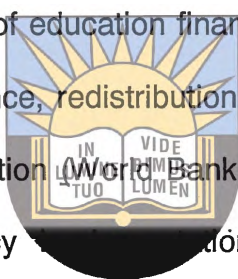
#### Introduction

This chapter discusses the concept of democratic education decentralization policy implementation and how this has been practiced in different countries. The theoretical basis of democratic education decentralization policies are to be outlined and the argument for and against the policy discussed. The chapter will also cite examples of countries where democratic education decentralization policy was successful. This study will be exploring the concept of education decentralization policy with specific reference to the notions of democratization and participation. More detailed discussion will be on the devolution of power in the education system since it is the central effort of the research. Literature reviewed herein begins with an evaluation of studies from international cases and cascades down to Africa before zeroing in on Zimbabwe. The general anatomy of Zimbabwe as a democratic educational unit is assumed to be homogeneous basing on its structure and thus allows one to focus on data from one educational area of Kadoma district as a premise for generalization. Bray (1984: 8) views democratic education decentralization implementation as “the process in which subordinate levels of a hierarchy are authorized by a higher body to take decisions about the use of the organization’s teaching and learning resources”.

The global arena provides numerous examples of countries that have undergone democratic education decentralization from which Zimbabwe can draw some lessons.

Zimbabwe borrowed the concept of education decentralization policy implementation concerning developing the teaching and learning resources from international best practice with particular attention to the democratic participation and involvement of the local autonomy.

Some of the reasons for borrowing democratic educational decentralization policy implementation approach internationally included the following: fiscal constraints and the opportunity to share the burden of education finance with the intended beneficiaries, the prospect for increased competence, redistribution of political power, improved quality of education, and increased innovation (World Bank, 1995). The idea was that democratic education decentralization policy implementation would generate revenues for the education system by taking advantage of local sources of taxation, as well as reducing operating costs. The goal was to shift some of the financial burden for education to the regional or local government, community organizations, and parents. This rationale is particularly appealing for developing countries, since they often find themselves faced with severe financial constraints (Fiske, 1996). The transition from bureaucratic centralized educational policy to democratic educational decentralized policy was informed by the observation that centralization tended to impinge on the development of the sector as a whole but rather focused on a few areas that were deemed to be of high priority. This was primarily due to the high unit costs of providing basic education through a centralized system; one that government did not have the capacity to administer. Further, decentralization led to more efficiency by eliminating many bureaucratic procedures and motivating officials to be more productive. In a bureaucratic educational centralized system all decisions are made outside of the area where they matter most,



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often far away from the actual issue. This prevents cost savings that could be achieved through adjustments of educational inputs to local or regional price differences (Winkler, 1993). To complement the efficiency argument, the effectiveness rationale states that, centralized planning policies have led to education that is very expensive, thus resulting in a decrease in quality education as countries find themselves faced with financial constraints. Hence, Zimbabwe borrowed the democratic education decentralization policy from this global line of thinking after observing the problems associated with the bureaucratic educational centralization policy which the country had adopted from the Rhodesian Education System. The rationale holds that, making schools more responsive to the local community and parents and eliminating the need for centralized decision-making can improve administration and accountability (Winkler, 1993).



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### **Defining Decentralization**

There is still disagreement among scholars concerning the definition of the term 'decentralization' (Hyden, 1983:85). The term has been used to refer to a variety of organizational processes and structures. Several scholars have provided operational definitions of decentralization as discussed below: According to Mamdami ( cited in Makumbe, 1998: 7), decentralization occurs when national government shares some of its power with other groups, particularly those that are either geographically dispersed or are responsible for specific functions, or given jurisdiction over specific physical locations. It is the shedding of power, authority and responsibility from the centre to organizational and/ or geographical periphery. This assertion agrees with the most widely used definition of democratic education decentralization by Rondinelli and Cheema (1983:18) who view

the concept as, "A transfer of planning, decision making or administrative authority from central government to the lower autonomy".

According to Smith et al (in Makumbe, 1998: 7) it is the subdividing of the education system into smaller units and institutions. The basis could be territorial where authority is given to a lower structure in the hierarchy hence service provision is closer geographically. Alternatively it could be on a functional basis where responsibilities are transferred to an educational institution with functional specialization. Education decentralization according to these authors manifests itself into four forms: that is delegation, deconcentration, devolution and privatization. The type of decentralization being engaged determined the degree of power and type of authority transferred to other bodies, in turn determines the level of autonomy the body has from the centre.



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### **Types of decentralization** *Together in Excellence*

Decentralization has been defined along four major dimensions namely: deconcentration of central government to field administration, devolution of functions to local government, delegation to parastatals and privatization.

#### **Deconcentration**

Deconcentration is the transfer of adequate authority for the carrying out of specified functions from central ministries and their agencies to staff of the same ministries who are situated outside the Headquarters (Rondinelli and Cheema, 1983:10). It involves the geographical redistribution or dispersal of central government administration responsibilities, without providing many opportunities for local areas to exercise substantial local discretion in decision making (Rondinelli and Cheema, 1983: 12).

In a deconcentrated set up, the administrative responsibilities are transferred from bureaucratic educational central government bureaucratic agencies to a local level but the former holds on to decision making on key areas like finance, appointment of key personnel and determination of organizational strategic plans. The bureaucratic educational local authorities in Africa tend to be characterized by deconcentrated powers, as the centre has control over key areas of decision making.

According to Rondinelli and Cheema (1983:10-11), there are three levels of deconcentration. The first level involves shifting of workload from bureaucratic educational central government ministries at head offices to field staff located in provincial, regional and district education offices. The staff implements bureaucratic educational government directives and has no initiative or decision making powers.



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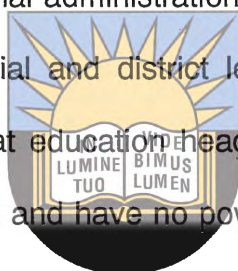
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Examples are in the Asian and African countries like Sri Lanka, Tunisia, Algeria, Morocco and others, whereby government ministries receive annual allocations from the bureaucratic central government to formulate and accomplish local employment generation and development projects. These must be reviewed and approved by the central ministry before money can be spent. The activities are directed and fully supervised by a representative from central government.

The second level in addition to the first allows a limited transfer of some decision making in respect of day to day implementation of central government's bureaucratic educational directives in order to adjust those directives to local conditions.

The third one is through local administration. This occurs when regional planning organizations headed by appointees of central government translate national development goals into provincial and local projects and to coordinate the activities of

national ministries and agencies within that region. An example is the Asian countries during the 1970s and early 1980s. This third level of educational deconcentration can be further divided into integrated and unintegrated local administration. When local educational administration is integrated, field staff employed by different central government ministries work under the supervision of a local provincial or district education chief executive who is a central government appointee or representative in the Ministry of Education. When local educational administration is integrated, the lower autonomy staff works independently at provincial and district levels and report back directly to their respective superior authorities at education head office. District Education Officers are responsible for local autonomies and have no power over technical staff from the centre. Authors like Mamdani do not regard deconcentration as a form of decentralization, citing that it does not involve shading of power by central government to local authorities in the field of education (Makumbe, 1998: 7).



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## **Devolution**

Educational devolution is the transfer of democratic educational political power to lower autonomies whose functions lie outside the direct control of central education system. Central authority maintains indirect supervision and control (Rondinelli and Cheema, 1983: 19). It is often considered to be the highest form of democratic educational decentralization policy implementation since it is free of extensive hierarchical control from the centre. This is because it involves shedding of power to educational authorities outside lower autonomy. According to Hyden (1983: 85), educational devolution refers to an inter-organizational transfer of democratic educational power from the centre to the geographic units of local government lying outside the normal command structure of

central government. It implies separateness or diversity of structures within the democratic educational political system. This is practiced in most developing countries. The central authorities felt the issue would be best handled by the democratic education local authorities since they had a better understanding of the local social, economic, physical and organizational conditions.

There are five characteristics of democratic educational devolution identified by Rondinelli and Cheema (1983: 19-20): the first one is that local education units of government are autonomous, independent, clearly perceived by local citizens as separate levels of government over which central authorities exercise little or no direct control. The second character is that local governments have clearly and legally recognized geographical boundaries within which they exercise authority and perform public educational functions.



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Thirdly the local governments have corporate status and the power to secure resources to perform their educational functions. The fourth character is that local governments are developed as educational institutions that are perceived by local citizens as organizations providing services that satisfy their needs and as government educational units over which they have some influence. The fifth and final character is that arrangement of reciprocal, mutually beneficial and coordinated relationships are established by a local education unit of government with other units in the system.

### **Delegation**

Educational delegation pertains to the transfer of managerial responsibilities from educational central authorities to lower levels which lie outside the regular bureaucratic structure (Rondinelli and Cheema, 1983: 15). The central authority does not have direct control over educational matters. It involves delegation of planning and management

functions in respect of specific educational tasks or projects to organizations which, though funded by central authority, do not come under its operational control. Such educational bodies are semi-independent, are frequently located outside the normal structures of government and are free to set up their salary structures which are often higher than of central government to attract professional and technical personnel (Mangiza and Helmsing 1991: 438).

In developing countries central governments have delegated responsibilities to public corporations, regional development agencies, special function educational authorities' semi-autonomous project implementation units, and a variety of parastatals. All these are organizations which lie outside the regular bureaucratic structure of the central governments. In East Africa public corporations and special educational authorities have been used to finance, construct and manage physical learning resource structures such as classrooms King et al cited in Rondinelli (1983:16). Some countries have used delegation as a means of maintaining public control over highly valuable learning resources (Rondinelli and Cheema, 1983:17). A number of developed countries have tended to delegate control over the exploitation, processing and exportation of valuable learning resources.

Educational delegated authority can also be transferred to regional development agencies, special function authorities and semi-autonomous project implementation educational units (Rondinelli and Cheema, 1983: 15). The educational central authority does not have direct control over bodies to which delegated educational authority is granted. Some authors like Crook and Manor argued that delegation is a form of deconcentration and the key difference between the two is the separation of the financial



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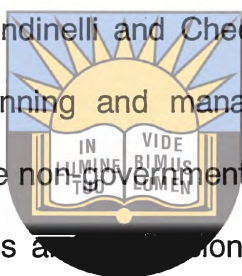
and administrative functions of bodies (Makumbe 1998: 8). Under delegation learning resources are delegated and administered by the body assigned by central government whilst under deconcentration they are administered from central government.

## **Privatization**

Privatization occurs when government transfers or allows private or non-governmental organizations to carry out some of its responsibilities and functions. Government will not have control or supervision (Rondinelli and Cheema, 1983: 23). This involves transfer from government of some planning and management powers in respect of public functions to voluntary and private non-governmental organizations. Examples of such are cooperative unions, trade unions and professional associations. These bodies are not necessarily subject to central government control and supervision (Rondinelli and Cheema 1983:28). When the responsibility for producing and supplying social services such as transport and communications is granted to private companies, the process is frequently referred to as privatization.

It has been discussed that privatization can reduce popular participation of ordinary citizens in decision making and concentrate power in the hands of few wealthy individuals. Due to that, many governments in developing countries preferred to limit democratic education decentralization to devolution (Mamdani 1996: 16).

Under privatization goods and services tend to be provided on the open market, though in some cases professional, ethical, moral or other considerations may also be observed by those private organizations (Rondinelli, 1983: 23). For example if government transfers responsibilities to organizations that represent certain interest in society that are established and operated by members of those organizations, decisions may be allowed

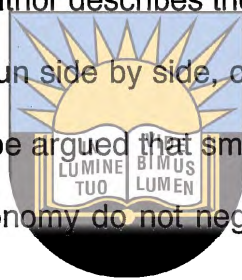


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to be made through political processes that involve large numbers of special interest groups, rather than exclusively or primarily by government through legislation or through market forces.

Helmsing cited in Klugman (1994: 3) argued that, practice indicates that regardless of preferences or differences of different governments on how to decentralize, forms of educational decentralization are not independent of each other, but work together, strengthening each other. The author describes them as follows:

They run through one another, run side by side, cross one another, flow in and over one another. In other words it could be argued that small-scale incremental transfers of power and responsibilities to local autonomy do not negate the other forms of decentralization but strengthen them.



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Some educational systems have used all types simultaneously or at different times. Some begin with one approach and later shifts to another after assessing initial results. Other educational systems have used various combinations of the four (Rondinelli 1983: 10). For example in most Asian countries decentralization of agricultural resources provision was through deconcentration whilst functions like provision of social learning services such as secondary schools, rehabilitation centers were devolved to local authorities. Also crucial debates have been made on whether educational reforms in Ghana (1975), Tanzania (1972), and Zambia (1980) can be regarded as deconcentration or devolution since they contain ingredients of both. Theoretically, Zimbabwe adopted democratic educational devolution of power to the local autonomy. However, this raises a lot of questions which incite the study to find out more of what is pragmatically being practiced on the ground.

## Theoretical Considerations

The bureaucratic education centralization and democratic education decentralization policy implementation are dimensions of development theories. According to Valk and Wekwete (1990:15), educational development theories of the 1950s and 1960s were very much of a macro level, both economically and regionally. They reflected a form of intellectual bureaucratic centralization. This means that educational development issues were considered to be national issues rather than local issues. Analysis and formulation of educational policies whether they be on economic or geographical issues were being done at national level. As per such perspectives, distribution of benefits would occur by the trickling down effect. This means that educational development was always seen as an economic phenomenon in which rapid gains in overall and per capita income growth would trickle down to the masses through jobs and opportunities or create necessary conditions for wider distribution of economic and social benefits of growth. But realizing that the education centralization policies which promoted open markets had few spread effects but benefited the few, both macroeconomic and regional development theories started to look below their level of aggregation. Thus, democratic education decentralized planning became the answer for regional educational policy makers and implementers. This study is relying on different theoretical underpinnings of the democratic educational decentralization policy implementation. A Participatory Governance Model will be engaged to address the questions of implementing the democratic decentralization policy in the education system of schools in Kadoma District. In this study 3 models are going to be examined and confirmed feasibility in chronological order. Therefore it will be necessary to interrogate the Clientelistic model and the Technocratic Model before



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zooming on the Participatory Governance model. A critical analysis of these models will guide the study to appreciate work done by other scholars.

### **Clientelistic model**

The Clientelistic model is also referred to as the Interest-Group model. Lowi, (1969: 71) argued that, this model begins with the recognition that educational policy agendas and public interests can be articulated in terms of organized interests in society. This means society is organized along voluntary associations of people who tend to uphold distinct values and set up organizations recognizing that there are several sources of power and control.



The group model of public policy is based on the idea of 'pressure groups' exerting pressure on policy makers. The model is normally associated with the legislative rather than the executive branch. The executive branch is supposed to be impartial and apolitical, but policy studies indicate that the executive branch is immune to pressure group influence (Mlahleki, 1995: 48).

Although groups could be classified as elites of some sort, it is important to note that the term 'groups' is also used to incorporate powerful as well as weaker sections of the community. Accordingly, some writers have tended to talk of the concept of 'backward mapping' (Elmore, 1988). The backward mapping view centres on the point of service delivery where street level bureaucrats meet the clients. This is the 'bottom-up' approach, where resources available and those needed for taking a new policy direction have relevance to those delivering and receiving services.

A more important aspect of this model is the question of group interests. The pattern in which different groups in society rise and fall relative to their influence in the practical

arena is a question of the extent to which a given group influences national policy issues. In the Zimbabwean context, political patterns have definite roles in shaping public policy. The Confederation of Zimbabwe Industries (CZI) is a more powerful pressure group than the Zimbabwe Congress of Trade Unions (ZCTU). As an interest group, the ZCI is always consulted when policies relating to the economy are formulated. The ZCTU is not always consulted. It is important to note that the CZI is structured in such a way that it has standing committees that are set up to give the organization craft-competence to concentrate on specific areas like trade, legislation, taxation, transport, labour and economics committees. These allow for technical competence. The exclusion of the ZCTU from the policy making process is an indication of lack of craft competence and, therefore, unable to match the CZI. The Zimbabwe Teachers Association (ZIMTA) is also a pressure group characterized by its own problems of failing to represent the teachers on matters related to salaries in the educational policy process.



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Conversely, the Clientelistic model proves to have its own weaknesses. It is observed that whatever advantages Clientelistic practices may have for political integration, they breed corruption and patronage of the highest order, turning a local body into a fief (Rahim, 2007: 303-304). Therefore this model may not be suitable to employ in this study because it is characterized with suffering of the education system and the community due to inability to make coherent policy. The shortcomings of the Clientelistic model may exert a pull on the writer to discuss the Technocratic model concerning this study.

### **The Technocratic model**

The technocratic model is expected to promote rural educational development that relies on scientific management than on the initiative of clients or workers. This can also be

referred to as the Elite/Mass model. Tarrow (1978: 7) has described this political phenomenon as “technocratic politics”. This technocratic politics is also the outcome of the decline of functional representation in the Western World as well as the result of an advanced modernity (Beer, 1973: 52). In this understanding, decentralization can be amplified by technocrats who bring an element of scientific knowledge, judgment and action, and certain rational values into the system as a whole. The technocratic model, thus, promotes a single power-structure for the whole society encompassing economic, political, and social control into one integrated planning process that makes politics unnecessary. Therefore the model reveals that democratic decentralization is a matter of technicality rather than social conflicts or ideology. From this perspective decentralization is more technical than political. Notwithstanding the above, Centeno, (1997) stated that, paradoxically the social agent of decentralization is not the people, but rather a “state elite” who measures the effectiveness of the democratic education decentralization through the lens of cost-effective efficiency.



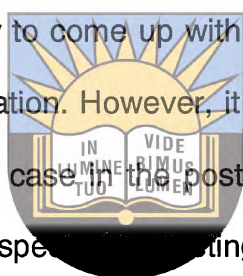
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In spite of the above, the Elite/Mass model of public policy making claims that a policy making/executing elite is able to act in an environment characterized by apathy and information distorting and impose their will on a largely passive mass (Mlahleki, 1995: 47). In other words, policies are made and executed by a few powerful individuals and flows downwards to the masses. The traditional “top-down” view has been characterized by Elmore (1988) as “forward mapping”. The approach assumes that power exists at the top and the highest-level policy-makers have a significant degree of control over the political, organizational and technical factors that influence the policy process. Elitist models of the policy process hold that power is concentrated in the hands of a few groups and

individuals. Decision-making according to this model is a process which works to the advantage of these elites. As a model of decision-making, elitism purports to be founded on an analysis of how the real world works. In the real world there are, it is argued, those at the top with power and the masses without power (Parsons, 1995: 248). This is a common assumption.

Ideally, under the elite/mass model, the legislative branch (Parliament) is assisted by the interpretive skills of the judiciary to come up with policies which are handed down to the executive branch for implementation. However, it has been claimed by some writers that this does not always depict the case in the post colonial state. Moyo (1992) has noted that, at least in Zimbabwe, in respect of budgeting as a public policy process, parliament which is supposed to represent the people has played a minimal political role in the formulation of the budget. Thus, according to Moyo (1992: 66) Parliament's role has been akin to a toothless watchdog which barks after the fact. Members of Parliament, including Cabinet Ministers, have to wait until the ritualistic budget day when the veil of budget secrecy is removed by the Minister of Finance. They sit in stoic ignorance and amazement as the budget speech is read.

This state of affairs has an impact on educational policy. The quality of teachers and the absence of the minimum material resources in most public schools particularly in the high density suburbs and rural areas is a clear indication of the influence of elite/mass model of public policy making. It is because of the elitist orientation in policy-making that the elite have higher incomes, more education and better status than the masses. The bulk of the money allocated to education pays salaries and administrative costs to bureaucrats who can hardly justify their existence (Moyo 1992: 67).



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Nonetheless, the technocratic model is also characterized by its own disadvantages. This can be exemplified by the idea that the state always dictates the terms and conditions of development denying autonomy and localism. This leads to governmental and bureaucratic domination of decision-making which contributes to mismanagement, inefficiency and corruption. Therefore this study will not adopt the Clientelistic and the Technocratic model because of the disadvantages discussed above. The weaknesses of the above two models hereby invite the study to consider the practicability of the participatory school governance model.



### **Participatory School Governance model**

Local governance is synonymous with participation. It is the breath of life to governance. Participation, however, should not be construed as the involvement of school development committees/associations alone but the maintenance and implementation of the teaching as well as the learning resources. This is viewed as the high water mark of democratic decentralization. Decentralization is a concept that is often used but generates more heat than light. It is one of the few concepts where efficacy or failure is often at the level of public rhetoric and not often matched by in-depth, detailed and textured studies (Sayed, 2002: 35). The study strives to develop a synthetic framework that maps the associations between democratic educational decentralization policy implementation and participatory school governance model. Sayed (2002), argues that the success and efficacy of the democratic educational decentralization policy implementation is measured differently according to different perspectives which include public administration, political and economic perspective. Within this broad framework, the study examines the democratic educational decentralization policy implementation as

it relates to participation, democracy and involvement of the school development committees/associations in developing the school learning resources. Thus the processes of the democratic educational decentralization policy implementation should ideally promote improvements in the quality of learning (Sayed, 2002: 36).

Rahim, (2007: 311) writes that in transitional societies, where democracy is staggered with clientelism and winner-take-all, the response to a dysfunctional democracy is ecumenical democracy, a process emphasizing community involvement in the authoritative allocation of the public good. This means that decisions that affect the lives of the community are handed down to them from above and also participate in decision-making process. Therefore there is a need for devolution of learning resources and authority at the local level such as the school development committees/associations. The



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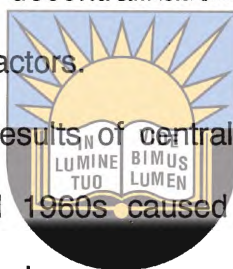
extent to which school development committees/associations can be considered to be important vehicles of democratization is dependent on the extent to which power and authority is devolved to the community by the political authorities. The crucial question is about the appropriate balance between centralized control and democratic educational decentralized decision-making, that is, what is the optimum balance for a nation-state between state control and citizen participation? (Sayed, 2002:36). This is a question of the extent to which redress, equity and national building can be effected and guaranteed by devolved forms of school governance. A related issue is the extent to which devolved school control does facilitate genuine and authentic participation by the immediate school community (parents/ guardians) and the surrounding community. Various writers raise doubts as to whether the democratic education decentralization policy implementation does indeed engender a transfer of power (Hurst, 1985; Mankoe and Maynes, 1994;

Sayed, 1999; Bray, 2001). Research points out that it is mainly professional and middle-class parents who benefit from the democratic education decentralization policy implementation. Thus central governmental authority for educational decision-making is never actually totally surrendered Weiler, Carrim and Tshoane cited in Sayed (2002: 37).

The reasons why governments embarked on the democratic education decentralization policy implementation are varied. According to Rondinelli and Cheema, the desire to implement democratic education decentralization policies in developing countries arose from three converging historical factors.

Firstly, dissatisfaction with the results of central planning and control of development activities during the 1950s and 1960s caused some developing countries to begin decentralizing teaching and learning resources, planning and management functions during the 1970s and early 1980s. Excessive concentration of decision-making and authority at the centre resulted in decisions often being taken without paying full attention to the problems and preferences of the lower autonomy. The centre was losing political support. Bureaucratic norms of educational centralization and hierarchical confrontation were causing delays and inefficiency thus hindering development.

Secondly, the requirements for new ways of managing development programmes and projects that were embodied in the 1970s caused some governments to implement the democratic education decentralization policy. During the 1970s the goal of development policies in most countries was to distribute the benefits of economic growth more equitably, to increase the productivity and incomes of all segments of society, and to raise the living standards of the poor through education. The democratic education decentralization policy makers found it difficult to formulate and implement these

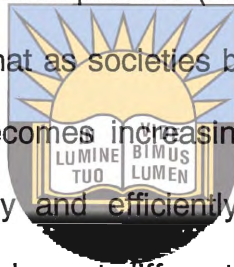


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strategies entirely from the centre, thus they sought new ways of development planning and administration in the education system. Moreover, by the end of the 1970s and in the 1980s, most developing countries were facing severe financial problems, decreasing levels of exports, rising prices for energy and imported goods, and diminishing foreign assistance. As a result, governments became interested in finding ways of using local teaching and learning resources effectively, thus adopted the democratic education decentralization policy implementation process (Rondinelli and Cheema, 1983: 2).

Thirdly, the growing realization that as societies become more complex and government activities begin to expand, it becomes increasingly difficult to plan and administer all development activities effectively and efficiently from the centre. It would be more appropriate to formulate and implement different democratic education decentralization policies in different areas as suitable. This is easier if such a responsibility is democratically decentralized to local authorities which have a better knowledge of the area.

Also inefficiency and ineffectiveness occur due to bureaucracy of the centralized education system. If a teacher does not receive the teaching and learning resources from the educational centre in time due to need for approval by multiple levels, it delays the policy implementation. Furthermore, when the education policy makers design ways of providing teaching and learning resources at national level without understanding local conditions, they often generate opposition among local groups or encounter apathy such that the results are jeopardized. This motivates the need to discuss the strength of the Participatory School Governance Model.



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This study will adopt the Participatory School Governance Model as a theoretical framework because it is relevant to the area of study. The lower autonomy actively participates in decision making and policy implementation. The efficacy of the democratic educational decentralization policy implementation involves active participation of the lower autonomy to acquire the learning resources in order to achieve good performance in the secondary schools. It promotes self-sufficiency and self-governance. Thus, Participatory Governance model is expected to be a square peg to fit quite well into the square hole of democratic educational decentralization policy implementation.



### **Arguments against education decentralization policy implementation**

Critics of the concept argued that democratic education decentralization policy implementation can be seen as a negative character and ineffective, thus being negative to national unity and integration. Political unity which later rewards economically as political stability is maintained may also be eroded since central government will be losing political control over local governments.

Smith (in Makumbe 1998: 11) criticized the democratic education decentralization policy implementation for having the tendency of benefiting certain classes at the expense of the general people. This occurs due to limited teaching and learning resources allocated. Appointive rather than elective officials make final decisions with significant impact on local development and governance. Since learning resources are limited these officials' decisions are usually biased towards the desire of those who appointed them. The democratic education decentralization policy implementation thus becomes a mere extension of national elite's learning resource and power base but not benefiting the general people.

Furthermore, on the issue of beneficiaries, in developing countries some government condemned democratic education decentralization and viewed bureaucratic education centralization as the correct path to follow. This is widely due to the suspicion that the principal mechanism of economic decentralization, (that is to say the market) is viewed as immoral and anarchic, and its impersonal operation rewards the few at the expense of the many since markets in developing countries work imperfectly (World Bank Report: 1983).

It is also argued that like any other resources, skilled manpower in the education system tends to gravitate towards the centre. So by de-linking local authorities from the centre, educational devolution deprives local educational authorities of capable personnel, which is more efficient.



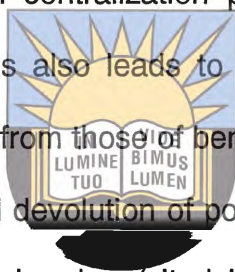
Another argument is that it reduces accountability thus promoting local government corruption and lack of administrative capacity. As the responsibility to budget, plan, implement, monitor and even evaluate the provision of learning resources to local educational authorities, corruption may occur unnoticed and lack of administrative capacity may also hinder progress. It is argued that benefits may fail to accrue due to local corruption or limited administrative capacity (International Monetary Fund-Paper: 2001). Economically it has been argued that decentralization limits economies of scale, since it discourages specialization.

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### **Arguments for decentralization**

Hyden (cited in Wunch and Olowu, 1990: 5) argued that there is a vast but untapped reservoir of energy and potential at Africa's grassroots. Hyden pointed out that ethnic conflict, administrative weaknesses and economic stagnation can be understood in part as caused by attempts over the last decades to improve a high level of education

centralization in African states and therefore argues forcefully for changes in political structure and development strategy. These authors argued that, the ability of the majority population to engage in diverse collection action has been reduced, and “constitutional concentration”, a tendency of concentrating constitutional power in the hands of the few has been increased. Landau (cited in Wunch and Olowu, 1990: 8) argued that, these tendencies have slowed economic growth and weakened the capacity of Africa’s peoples, in that when there is education centralization people do not learn easily or quickly because of bureaucracy and this also leads to distortion of goals since goals of the central authority may be different from those of beneficiaries.



Thus, the democratic educational devolution of power gives the responsible authorities a high degree to exercise choice. Landau (cited in Wunch and Olowu, 1990:10), also argued that the responsible authorities are pragmatic, goal-searching and problem solving oriented and they detect and correct error more easily than hierarchy and for this to occur “self-organizing capabilities must exist among the people. People must be able to conceptualize themselves as active, problem solving, risk taking, capable of team working and believe the state will allow them to pursue their learning activities” Mamdani (cited in Masuko, 1995:3) argues that “the state’ reinforces certain interests in society and undermines others which would have been identified by beneficiaries”. This occurs because according to Mamdani, the centre initiates policies, but those policies are a reflection of interest groups within the state itself. Such an action may undermine interests of other beneficiaries. This argument supports the concept of the democratic education decentralization policy implementation in that, under devolution interests of the beneficiaries are implemented without much interference from the central government.

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It also argued that democratic educational devolution of power reduces the workload at the centre, thus improving the central government's responsiveness to public demand and requests. The quality and quantity of learning resources and services provided by both central government and local government units are expected to improve, thus achieving pronounced efficiency. This also enhances the speed at which problems during implementation of development projects (including provision of resources like infrastructure) are rectified (Makumbe, 1998: 10). Devolving decision-making powers and project implementation to local authorities enables speedy resolution. Speedy resolutions lower project cost, thus being technically efficient. Thus the study among others, seeks to investigate whether devolving the function of providing educational learning resources to local authorities promote good results in the schools of Kadoma District in Zimbabwe.

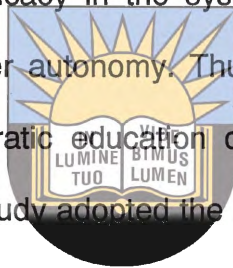


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One of the success stories of the democratic educational devolution is the case of Colombia (Fiske 1996). It has been noted that devolution can lead to more efficient provision of educational learning resources. When the responsibility to provide learning resources is devolved to the local authorities, the SDCs and SDAs are expected to prove the capacity to execute the task. Some community members must be prepared to work towards the provision of learning resources without expecting some payments. The utilization of local learning resources and technology promote reduced costs and government expenditure. Technical efficiency is achieved by devolving functions and responsibilities to local authorities. Budgets for the procurement of the teaching and learning resources is to be done by the local authority, thus avoiding the movement of learning resources from central government to the local authorities, which would normally cause delays and increased costs.

## Conclusion

It is clear from this intensive reviewing of literature that, the democratic education decentralization policy is being implemented to a measurable extent. The implementation of the policy is expected to be in congruency with the participation of the SDC/SDA in acquiring the teaching and learning resources at the schools in Kadoma District. From the discussion in this chapter it is important to note that democratic education decentralization policy implementation brings efficacy in the system. Through this policy decision are feasible to be taken at the lower autonomy. Thus it is a good idea for a country like Zimbabwe to adopt the democratic education decentralization policy implementation. Notwithstanding the above the study adopted the participatory governance model as part of the theoretical framework to cement the literature reviewed in the course of this chapter. The literature reviewed in this chapter prompted the study to mull over relevant research methodology as discussed in the next chapter focusing on the methodological considerations.



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## CHAPTER THREE

### Methodological Considerations

#### Introduction

The purpose of this chapter is to discuss in detail the underlying principle for the data collection techniques adopted for this study focusing on the efficacy of the democratic education decentralisation policy of the schools in Kadoma District. Thus, concepts of representativeness of sample, validity and reliability of research instruments used as well as obstacles encountered and how they were resolved was considered.



To begin with; it is pertinent to mention certain challenges relating to the sample. Therefore, the sample size which was carefully selected necessitates caution in the authenticity of the findings. The findings produced should be regarded as tentative in that a bigger sample could have yielded different results. In this study, a larger sample could not be used due to financial and time constraints. Conceivably, with more time and financial resources it may be possible to replicate this study on a wider scale.

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Another consideration worth noting in interpreting the results is that four secondary schools of Kadoma district in Mashonaland west province were sampled in the survey. The sample of school heads, teachers, and school development committee/association members was drawn from the selected four secondary schools of Kadoma district in Mashonaland west province of Zimbabwe. It is salient to note that the SDC/SDA members selected were also representing the parents.

The results as presented in this report make it possible to confirm representation of facts over observed trends in relation to the main theory referred to as Participatory School Governance Model adopted for this study to explain the efficacy of the education decentralisation policy implementation in Kadoma District. In light of this consideration, the statistics presented are solely for the purpose of drawing inferences in relation to the main theory adopted.

The above considerations should be borne in mind in assessing issues of sample representativeness and validity of results discussed below, and most saliently, in assessing issues discussed in chapters 4 and 5 respectively.



The qualitative and quantitative research methodologies were used. However, the qualitative methodology was more dominant. According to Babbie, the use of several research methods to test the same findings is called triangulation. However, researchers should always keep it in mind as a valuable research strategy (Babbie, 2007: 113). Babbie further argued that in social science research, triangulation is used to employ the complementary diversity thesis which entails adopting one dominant methodology and borrowing from other methodologies especially at data collection and analysis stage in order to yield the best results. In the best of all worlds, therefore, the selected research design should bring more than one research method to bear on the topic (Babbie, 2007: 113). The qualitative research approach was chosen because it enables accessing an insider's perspective and capture social action in fullness in its natural context. The quantitative method was also used to convert data into numerical form in order to subject it to statistical analysis.

## Research Design

In this study, the case study research design was used as the operational framework for data gathering. This research focused on Kadoma District as the case study. The case study concentrates upon a single phenomenon in depth. Further, it is argued that in a case study, the researcher collects extensive data on the individuals, programs, or events on which the investigation is focused. This approach often uses data collection techniques such as observation, interviews, documents (e.g. news paper articles), past records (e.g. previous test scores), and audiovisual materials (e.g. photographs, videotapes, audiotapes) (Leedy and Ormrod 1993: 149).



## Data collection instruments and Sampling strategy

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The study used questionnaires, interviews, observation and document analysis to collect data. Interviews and questionnaires were used to get deep insight and interpretation. The primary sources of information used in this study include the Provincial Education Director Mashonaland West Province, Zimbabwe Education Acts and their amendments, Zimbabwe Education Statutory Instruments, Examination Analysis Records and Policy Circular documents. The sources did not bear a direct physical relationship to the topic being studied, but they were related to the area of study through some intermediate process. The sources also included journal articles and relevant literature on democratic education decentralization policy implementation. The information obtained from the primary and secondary sources assisted in assessing why the situation of democratic education decentralization policy implementation was what it was in the past and how the past experiences have transformed into their present situations.

The documents analyzed included: literature on education democratic decentralization policy implementation, minutes of school finance committee meetings, and minutes of school development committees/ associations meetings, school constitution, audit reports and audit responses, school termly budgets, statutory instruments and education acts, Better Schools Programme of Zimbabwe (BSPZ) modules, Public Service Commission official documents. The achievements and challenges highlighted in these documents helped the study to substantiate conclusions.



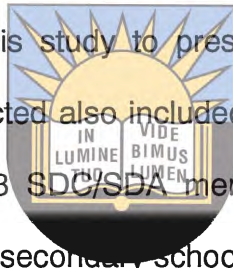
This study focused on the 4 schools in the Kadoma Educational District of Mashonaland west province in Zimbabwe. These schools were selected using stratified random sampling techniques, wherein the schools were stratified or grouped according to the category in which they fit. Kadoma district consists of 80 established secondary schools.

Therefore, from this population a sample of 4 secondary schools was drawn. There are two categories of schools, namely government and private schools. Peil (1992: 29) described a sample as "A set of elements which ideally is representative of the population", it is simply part of the population. Levin and Fox (1994:494) define a sample as "a small number of individuals taken from some population for the purpose of generalizing to the entire population from which it was taken." Baker (1996) echoed Levin and Fox (1994) by saying that a sample is a selected set of elements or units drawn from a larger whole of all the elements-the population. The sample consisted of individuals who are referred to as subjects, hence McMillan and Schumacher (1993: 159) said "subjects are the individuals who participate in the study, it is from them that data are collected". Therefore sampling occurs. After grouping these schools as explained above, two schools were randomly selected from each group for detailed scrutiny and as being representative

of the entire group. Permission to collect the data was sought from the local responsible authorities.

### **Target population**

Data was collected from four secondary schools which consisted of a government secondary school, a boarding secondary school, rural council secondary school and a private elite secondary school in a peri-urban set up. The names of the secondary schools were not unveiled in this study to preserve privacy. In this study the target population where data was collected also included: the District Education Officer (DEO), District Staffing Officer (DSO), 8 SDC/SDA members, 32 teachers, 4 Deputy school Heads and 4 Headmasters in the secondary schools.



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The term population as used in this study shall refer to the entire group whose characteristics are to be estimated by using a selected group or sample whose characteristics are to be measured (McNeil, 1990). In this case, all secondary schools in Kadoma District, the secondary school heads and the SDC/SDA members would represent the universal populations. Owing to the difficulty and impracticality of attempting to employ the entire population, a sample which is part of a larger population had to be selected to be representative of the large population.

McNeil (1990: 14) defines representativeness as “the question of whether the group of people or situation that is being studied is typical of others”. In choosing the four secondary schools for this study, it was thought it would be representative of the type and kind of the secondary schools found in the district. If the selected sample is typical, McNeil (1990) further argue that what is true of a certain group is also true of others. It

thus becomes possible to generalize, on the basis of the sample studied the results on the entire population.

Although the sample of the secondary schools was drawn from Kadoma District in Mashonaland west province of Zimbabwe, a country that consists of ten provinces, the sample was deemed representative of the kind, location and type of secondary schools found in the country.

The following types of secondary schools were identified:

- 
- Rural mission boarding secondary school under a church authority, normally characterized by a tradition of high selectivity on the basis of academic ability.
  - Rural day school under the District Council Authority.
  - Urban day secondary school under the government proprietorship, usually situated in high density urban residential areas.
  - Urban private high fee paying secondary school – access to which is by the parent's ability to pay the high fees charged.

The four types identified above were also classified on the basis of whether located in a rural or urban area.

In this study it was also important to ensure that proper sampling of respondents was done. This was done as a way of trying to enhance representativeness of the sample to the target population. A stratified convenient sample was used. It was convenient in the sense that, these schools, especially those in rural areas, were accessible with some few transport problems. Perhaps other researchers, with more financial back up and time

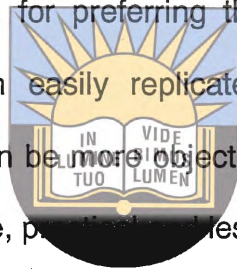
resources may penetrate into the more inaccessible areas. The sample was stratified by type, kind and location of school. This was executed in a bid to enhance representativeness. The reason for adopting the above sampling procedures is that location (rural or urban) type of school, kind of secondary school and the nature of the SDCs/SDAs are key independent variables in this study.

At each school the school head, eight teachers and four SDC/SDA members selected responded to questionnaires. Thus an equal number of respondents responded to the questionnaires. Interviews were also carried out with the school heads in order to complement with the questionnaires. Leedy (1980) affirmed that closely allied to the questionnaire is the structured interview. Millan and Schumacher (1993: 250) said "interviews are essentially local questionnaires". Baker (1996: 184) added that "a questionnaire may be converted into an interview schedule and vice versa". The researcher employed document analysis and observation on the ground in order to come up with triangulation.

During the distribution of questionnaires and conducting focus group interviews random stratified sampling was used, but, a balance in gender and local language(s) (Shona/Ndebele) in which the respondents were proficient was also put into consideration. The total number of questionnaires used was fifty (50). These questionnaires were employed to the Kadoma district responsible authorities, Headmasters, Deputy Headmasters, and teachers. The focus group interviews were focused on the District Education Officer, District Staffing Officer, Area Education Officer and Headmasters.

## Data collection techniques

In order to obtain information to test and measure the legitimating hypothesis concerning the efficacy of education decentralization policy implementation in Kadoma District, it was decided that questionnaires, interviews, document analysis and observation would be the most appropriate instruments in a study that centers on historical structural analysis. In line with this argument, Ary et al (1990) noted that data so obtained is easily quantifiable and qualified. The other reason for preferring these instruments is reliability. This is because other researchers can easily replicate the study. Data collected through questionnaires and interviews can be more objectively and scientifically analyzed (Ary et al, 1990). It is also less expensive, precise and less time consuming if well planned.



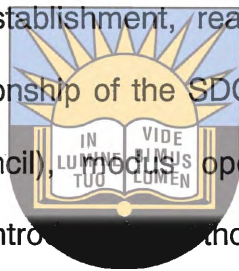
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Although the questionnaire is deemed low in validity in that respondents may interpret responses differently and that people who choose the same response may not mean the same thing, there are nonetheless, techniques to enhance validity as will be shown in the next section on validity and reliability.

There was also the danger of the respondents giving answers that they think the researcher wants. Further misrepresentation of facts by the respondents could not be ruled out (McNeil, 1990). The above limitations associated with questionnaire instruments were born in mind when the questionnaire was designed and administered. Therefore, the interviews, questionnaires, document analysis and observation techniques were also employed on the ground to promote triangulation. This issue will be addressed in detail in the next section.

The questionnaire administered to respondents comprised of structured items. The first part of the questionnaire, section 'A' extracted biographical information of the respondents such as age, sex, appointments in the organization, experience, highest level of education, job and language(s) respondents were proficient in.

Section 'B' of the questionnaire solicited for information on the existence of SDCs/SDAs at the secondary schools. The solicited information included their responsibilities, selection procedure, year of establishment, reasons for establishing the SDC/SDA committees in schools, the relationship of the SDC/SDA and the responsible authorities (church, government and council), modus operandi, achievements made by the SDCs/SDAs since they were introduced, methods of raising money, the problems encountered, and government involvement in the school financial plans.



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Section 'C' focused on the learning resources such as laboratories, libraries, classrooms, textbooks, computers and charts/maps. The information solicited in this section zeroed on availability of the learning resources, and mismanagement of the learning resources.

Section 'D' concentrated on the academic performance which was the main functional goal of establishing schools. The respondents provided with the overall percentage pass rate trend for the previous ten years at 'O' level at their schools, also explained the reason(s) why the percentage pass rates were having such patterns. The respondents also provided information highlighting the contribution made by the presence of the SDC/SDA towards the academic performance of learners at their secondary schools.

In terms of the administration of the questionnaire, the researcher personally administered the instruments to the selected sample of respondents especially some

illiterate SDC/SDA members. This was done to ensure that all items were completed as well as to accord the researcher a chance to assure respondents of the importance of the information provided. However, the literate respondents answered the questionnaires on their own.

All respondents were very co-operative and keen to provide relevant information through filling in the questionnaires. This was achieved by getting back most of the completed questionnaires at the arranged time. The co-operation from the respondents was also motivated by the presence of the letters of introduction from the University of Fort Hare and the Ministry of Education, Sport and Culture.



#### **Validity and reliability of instruments**

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McNeil (1990:15) defines validity as "the extent to which the data collected is a true picture of what is studied". In other words, it is evidence of what it claims to be evidence of? Best and Kahn (1993) looked at validity as the extent to which an instrument, test or study measures that which it purports to measure. Carmines and Zeller (cited in Baker 1996: 123) argued that validity addresses "the crucial relationship between concept and indicator". This is to say, does the measurement of concept in fact produce a result that truly represents what the concept is supposed to mean. McMillan and Schumacher (1993; 157) summed it up when they said, "Validity refers to the truth or falsity of propositions generated by research". A valid statement gives a true measurement or description of what it claims to measure or describe (Haralambos et al, 1990).

Reliability, on the other hand, implies that if a method of collecting evidence is reliable, it means that "anybody else using this method would come up with the same results

(McNeil, 1990:14). McMillan and Schumacher (1993: 227) said reliability “refers to the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collecting “. Baker (1996: 127) simply stated that it is “the degree to which a procedure for measuring produces similar outcomes when it is repeated.

In order to enhance reliability, the questionnaire used in the present study was highly structured with some items assuming Likert-type scales. A straight interview approach using the same questions to the group mentioned for validation was used to ascertain the reliability of the questionnaires. This would make it easier to replicate the study in future.



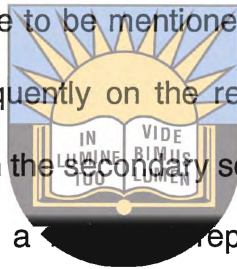
The methodology employed in this study to enhance both the validity and reliability of the questionnaires was the use of a pilot study. McNeil (1990: 15) defines a pilot study as “a small preliminary study conducted before the main research in order to check the feasibility or to improve the design of the research in order to discover problems”. The questionnaires were pilot tested in four secondary schools within Fort Beaufort which resulted in the rephrasing of some concepts. In some cases, irrelevant concepts were entirely discarded. In order to ensure that there was minimal ambiguity, a discussion was held with fellow secondary school heads who are postgraduate students in the Faculty of Education at the University of Fort Hare. They made useful suggestions. The supervisor, Professor Rahim and other experts, made useful suggestions which were incorporated in the final questionnaire and interview schedule.

The pilot study also revealed the significance of the researcher administering the instruments in person to the SDC/SDA members who specialized in informal education.

They were informally educated but lacked the English Language communication skills. In situations where the literate respondents administered the instruments on their own, the researcher had to stress the saliency of confidentiality to the respondents. In this way validity, hopefully was enhanced. The pilot study thus helped to enhance both the validity and reliability of data obtained.

### **Problems encountered**

Some problems encountered have to be mentioned in this study as they have a bearing on the methodology, and consequently on the results obtained. It was a challenge to make sure that the respondents in the secondary schools in Kadoma District in Zimbabwe participated in order to present a report of the efficacy of the education decentralization policy in Zimbabwe. In the process of data collection, the following aspects are worthy reporting:

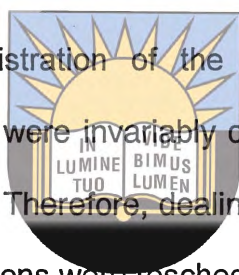


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The major problem encountered was the process of accessing money from the banks because of the shortage of cash in Zimbabwe. This meant a larger sample could not be used. With the necessary financial backing, a larger sample could have been used. The size of the sample had implications in terms of the authenticity of the results obtained to the whole of Kadoma district population. However, when resources permit the study can be replicated in the ten provinces of Zimbabwe. Ary et al (1990:178) argue that, "other things being equal, a larger sample is much more likely to be representative of the population". They further argued that size alone does not necessarily guarantee accuracy as a small sample may, if it is carefully selected be representative of the target population.

In cases whereby the researcher was able to administer the questionnaires to respondents in person, the researcher had to wait for long hours because most SDC/SDA members do not reside closer to the selected secondary schools. This called for a lot of patience and time sacrifice on the part of the researcher. Further, five respondents who are teachers could not return the questionnaires for no valid reasons. They were giving some excuses until they inform the school Head that they could not locate the questionnaires.

The period coincided with registration of the learners and payment of 'O' level examination fees. School Heads were invariably closed indoors with parents, educators and learners for official business. Therefore, dealing with the stakeholders was given first priority and the researcher's sessions were rescheduled for the following week.



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The school Head at school 'B' was a novice and was literally uneasy as the interview unfolded. However, the interviewee gained confidence in the process probably upon realization that the purpose of the interview was not a fault finding investigation. The researcher had to stop the interview to reassure the interviewee that the interview was for the purpose of this research only and that the researcher and his supervisor will have access to the recorded data. On a relatively similar situation, school Head at school 'C' wanted to find out whether electronically recorded data would not appear in the United Kingdom (UK) or the United States of America (USA) media in the long run?

However, some respondents wanted to know if they were going to get some incentives after answering the questionnaires and interview schedules. Notwithstanding the above, the respondents were given some refreshments in order to draw their attention. A brief description of the Zimbabwean secondary system in terms of structure, student

population, curriculum and policy implementation is offered below as essential preliminary information prior to data presentation and analysis.

### **The structure of the Zimbabwe secondary school system**

In order to appreciate the significance of contrasts among secondary schools in Zimbabwe, as will be presented in the next chapter, government reports and policy documents were examined with a view to determine the historical and contemporary structure of the secondary school system. According to the Zimbabwe Government Report (1989) the secondary school system consists of a six year programme. At the end of the primary cycle, pupils take grade seven tests; progression to secondary education is available to all those pupils who wish to proceed (Government Report, 1989). This contrasts with the pre-independence era where admission into the formal secondary school system was based on higher passes at Grade seven (Dorsey, 1994).



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Since the attainment of political independence in 1980, officially, admission into secondary education is automatic. In spite of this policy, however, different schools seem to follow different admission procedures: some emphasize academic ability while others seem to emphasize parents' capability to pay; some considered brilliance while others follow the zoning policies. The zoning policy is characterized by enrolling pupils within a particular area. Interviews were consequently held with heads of secondary schools in order to establish admission policies as it was assumed these varied from school to school, especially by type of school.

The first stage of the secondary education consists of form one and two. The curriculum at this stage consists of a wide range of practical subjects, in addition to the traditional

academic subjects. Mutumbuka points out that every learner is required to offer at least two practical subjects in stage one of their secondary education (Zimfep 1987: 116).

At the end of the first two years there is no examination which results in the pupils proceeding to form three without a gauge that they will pass the 'O' level examination.

Pupils proceed into the second stage: form three and four without observing their capabilities and aptitudes as reflected by the phasing out of the Zimbabwe Junior Certificate (ZJC) at form two level. This is most likely to contribute in the performance of 'O' level candidates. The general education programme revolves around the following major areas of learning:



- Language and communication skills
- Mathematics, Science and Technology
- Social studies.
- Practical and technical education.
- Commercials (Commerce, Accounts and Economics).

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The third stage of the secondary education consists of forms 5 and 6 (lower and upper sixth respectively). Usually, students with extremely good passes in the General Certificate of Education (GCE) 'O' level examinations proceed to stage three. Generally, students who proceed to stage three intend to embark on further post-secondary education at University level. The decision by a student to proceed to 'A' level should be an accurate indicator of that student's aspiration to practice university education. This background plays a pivotal role in the performance of the learners at the tertiary level of education and work places after their secondary education.

From the table: 1 below, it is evident that the bulk of the schools are in rural areas. It is also significant to note that schools that are directly controlled and funded by Central Government comprise more than half of the total number of schools in urban areas, whereas in rural areas government schools constitute about 6% of the total number of schools. In rural areas, 77% of the schools are under Rural District Council while Mission secondary schools comprise 10% of the total. These differences in proprietorship status were investigated using the questionnaire to determine the amount of learning resources and the kind of students who get admitted into these schools. It was hypothesized that contrasting features in terms of amount of learning resources, curriculum offerings, level of fees and caliber of students enrolled at each type of institution, have significant bearing on the implementation of the education decentralization policy in Zimbabwe.



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However, number of urban and rural secondary schools captured in 1988 is as outlined on table: 1 below.

**Table: 1 Number of Urban and Rural Secondary Schools in 1988**

Responsible Authority	Urban	Rural	Total
Government	116	76	192
Rural District Council	-	1028	1028
Mission	15	136	151
Mines/Farms/ Committees	18	87	105
Urban Municipalities	4	-	4
Other	3	1	4
<b>Total</b>	<b>156</b>	<b>1328</b>	<b>1484</b>

(Government of Zimbabwe Report: 1989: 69)

## Conclusion

In this chapter efforts were made to authenticate the methodology adopted in the study. Other researchers, utilizing different techniques, may come up with different results. The data as presented in chapter 4 shall be analyzed both qualitatively and quantitatively as a way of presenting more comprehensive picture of the scene under investigation. Accordingly, the first part will present a reformulation of the research questions and related hypothesis. Results for each of the four secondary schools will be presented first, followed by a consolidated analysis of the contrasting features of each type of the secondary schools in relation to the main outcome variables identified for this study. This chapter will be highly sounding in that it is not married to the next chapter of data presentation and analysis.

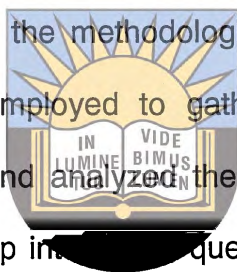


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## CHAPTER 4

### Data Presentation and Analysis

The chapter focused on the presentation and interpretation of the information as is revealed by the analysis process done using Statistical Package for Social Sciences (SPSS) soft ware. The aim of this study was to establish the efficacy of the democratic education decentralization policy in Zimbabwe focusing on Kadoma District as a case study. Whilst chapter 3 outlined the methodological considerations which included the research design, instruments employed to gather data and the data analysis plan adopted, chapter 4 presented and analyzed the data gathered chiefly from the semi-structured interviews, focus group interviews, questionnaires and relevant documents to include the Education Act and its amendments, 'O' level results analysis from 1998 to 2007, SDC/SDA minutes of meetings, audit reports, school budgets and lesson observation critiques. However, the study compared the 'O' level results analysis from 1977 to 1986 during the centralized education system and those during the devolution of authority to the SDC/SDA from 1998 to 2007. This was meant to scrutinize the efficacy of implementing the education decentralization policy in Kadoma District.



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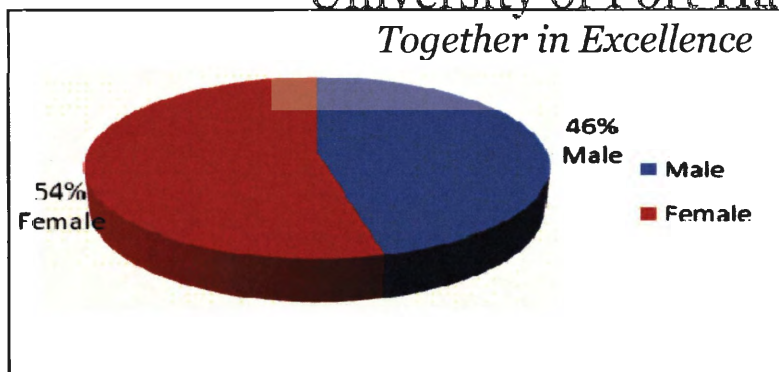
The respondents of this study consisted of school Heads, teachers, SDC/SDA members and the staff members from Kadoma District Offices of Education. Two sets of questionnaires were used, one questionnaire for the teaching staff members and the other set for the SDC/SDA members. However, the analysis of the school Heads and teachers' questionnaires will be presented first followed by analysis of the SDC/SDA questionnaires. Fifty questionnaires were distributed to teachers, school heads and

SDC/SDA members. However, 4 questionnaires were not returned and the respondents gave various excuses. Therefore, data was captured using 46 questionnaires and interview schedules of which 38 questionnaires were answered by the school Heads and teachers whilst 8 were answered by the SDC/SDA members. In this regard, to keep in line with the proposed percentages of the population groups, the total number of District staff members interviewed was 4, whilst that of school Heads was 4 plus 2 SDC/SDA members, respectively. The following pie-chart summarized the sample population from which data was derived. The respondents of this study constituted both male and female staff members as shown by Figure 1 below.



**Sample population**

**Figure: 1 Distribution of Respondents by Gender**  
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Source: Fieldwork August 2008

Gender balance was considered to promote affirmative action because the democratic education decentralization policy is not prejudiced. The respondents were teachers; school Heads, and SDC/SDA members from Kadoma District secondary schools. In total 46 respondents answered the questionnaires of which 21 were men and 25 were women. There were more female respondents who answered the questionnaires concerning

school Heads and teachers. This was contrary to the SDC/SDA members because they were characterized by more males than females. This is possibly because the females always give excuses concerning household duties at home. Thus in this study males were dominating the composition of the SDC/SDA compared to the teaching staff members as exposed on the pie-chart above.

About 80% of the whole interviewed population was of the opinion that they were very happy with the purpose of the study because to them this was an incoming eye-opener and empowerment tool for the development of their children's education system through the implementation of the democratic education decentralization policy. Only about 20% who are members of the SDC/SDA were not convinced of what the study would benefit their community through implementing the democratic education decentralized system at large. Therefore, they were neither happy nor angry but were just uncertain of the way they could react. They however, argued that they understood that it was so relevant to their children's needs after it was explained to them what it was all about. Thus, even now they are still contented with the contributions which are promised to be made by the study focusing on the efficacy of the democratic education decentralization policy in Kadoma District.

On the other hand, 80.5% of the population was of the view that the study was both educating and empowering. Then, the responses from interviewing the District officials, school Heads and SDC/SDA members were considered to complement information from the questionnaires. However, responses from teachers, school heads, SDC/SDA members and district staff members on questionnaires and interview schedules



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respectively was presented for the purpose of triangulation. The subsequent section concurrently dealt with analysis of the responses.

The study by nature exposed a diversity of behavior patterns. In this study, there was a set time frame to complete the fieldwork. There was a resounding cooperation from the majority of the respondents. Some participants were so keyed up that they inquired about what the researcher was going to do with the research findings. Of particular interest was whether there was an immediate solution to the problem of shortage of apparatus, chemicals, textbooks, furniture and in some schools the laboratories.



### **Sample Population: Description of Each Type of School**

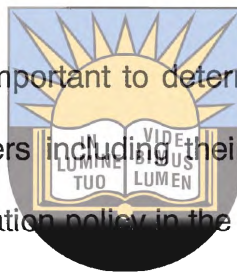
Data was chiefly derived from the questionnaires and interview schedules that were responded to by randomly selected respondents from each of the four types of schools identified for this study. In interpreting the results of this study, it is significant to bear in mind that data presented is derived from the District staff; school Heads, teachers and SDC/SDA members' perception of issues. It needs to be acknowledged here that interpretation of issues and thus responses to the questionnaire items and interview schedules could be different if, for example, teachers or school Heads and SDC/SDA members were to respond to the same items. This does not, nevertheless, significantly reduce the validity of the results as will be discussed later.

### **Type of school and location**

The schools were located as shown on table 2 below. While the four types of schools on the table below were not exhaustive, they were representative of the types of secondary schools instituted in Kadoma District.

**Table: 2 Classifications of Schools**

Code Name	Description	Location
School 'A'	Private elite school	Peri-urban
School 'B'	Boarding mission school	Rural
School 'C'	Day government school	Urban
School 'D'	Day council school	Rural



The location of the school was important to determine the caliber of learners, teachers, school Heads, SDC/SDA members including their competence to put into practice the democratic education decentralization policy in the secondary schools of Kadoma District. The type and location of the schools also pointed to the commitment to comprehend and execute the policy in order to ~~Together with the teaching and learning resources in the schools.~~

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~~Together with the teaching and learning resources in the schools.~~


### **Age of Respondents**

An individual's age is one of the most important factors pertaining to his personality make-up, since his/her needs and the way in which he/she thinks and behaves are all closely related to the number of years he has lived. In this study it was also observed that although age may have an impairing effect on physical abilities, which are important on policy implementation, several research studies in recent years have indicated little or no mental deterioration at least up to 60 years of age.

Since education policy implementation has been considered primarily to be a mental process, it is assumed that increased age does not gravely impair school managerial ability. It is assumed that older school authorities are expected to have greater inefficiencies because they are less adaptable to new technological developments related

to the education policy implementation. However, the majority amounting to 52.7 % comprised of the respondents between 31 and 40 years. These had the potential to leave the teaching profession for greener pastures. Therefore, it seems like a new system need to be implemented in order to retain the competent teachers. This have a great impact on the policy implementation since the powers were decentralized to the school authorities. This promoted lack of consistency in the implementation of the democratic education decentralization policy at secondary school level. Table: 3 below indicates a fair age distribution for all the respondents.

**Table: 3 Age distribution**



Age range of respondents	Frequency	Percentage
20 years and below	4	10.5 %
21-25	5	13.2 %
26-30	5	13.2 %
31-35	12	31.6 %
36-40	8	21.1 %
41 and above	4	10.5 %

The majority from the sample population is found in the 31-35 and 36-40 age groups. Those in the age range of 41 and above years are the minority. The reason being that, some have gone on early retirement whilst others are deceased. This provided a very attention-grabbing background to the study since responses were captured from a wide range of experiences and age groups. However, 78 % of the SDC/SDA comprised of the age group above 40 years because maturity is a prerequisite entry requirement.

## Organizational structure

The table below revealed that the senior teachers are the majority because they are the teachers who have taught for 5 years and above. These are the experienced teachers who are able to assist the school Heads and SDC/SDA members to implement the education decentralization policy in the secondary schools of Kadoma District. Nevertheless, 88 % of the SDC/SDA members have 2 years and below because they are elected annually during the annual general meeting. Those who were elected for the second time were supposed to complete the projects which they had initiated.

The appointment of the respondents in the organization ranged from a teacher to substantive school Head as indicated in table 4 below:

**Table: 4 Organizational structures**

Appointment	Frequency	Percentage
Substantive school Head	4	10.5 %
Acting school Head	0	0
Deputy school Head	4	10.5 %
Senior teacher	20	52.6 %
Teacher	10	26.4 %

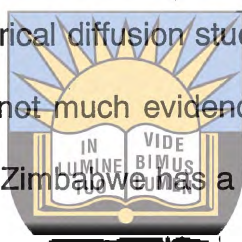
## Experience at work

About 68.4 % are experienced senior teachers whose teaching experience range from 6 to 15 years. This group, though experienced may not be familiar with what was happening before the democratic education decentralization policy. However, the respondents in the other experienced category ranged from 16 to 20 years as well as 21 years and above.

These were also seasoned senior teachers who have experienced all the phases of the centralized education system and the current democratic education decentralized policy implementation in Kadoma District.

### Highest Level of Education

In this study it was noted that education has long been recognized as a central element in the socio-economic evolution of less developed countries. On the other hand, it can be argued that although some empirical diffusion studies indicate that literacy enhances the adoption of innovation, there is not much evidence of improved productivity attributable directly to schooling experience. Zimbabwe has a higher literacy rate than most countries in Africa. The formal education system begins with a 7-year primary cycle. The secondary system consists of two years of post primary. The tertiary level consists of universities, teacher training colleges, polytechnic and technical colleges, and agricultural colleges (CSO, 1997).

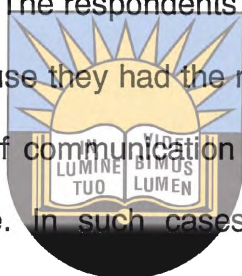


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**Table: 5 Highest Level of Education**

Level of education	Frequency	Percentage
Doctor of Philosophy degree	0	0
Masters degree	2	5.2 %
Bachelors degree	6	15.8 %
Diploma	12	31.6 %
Certificate	9	23.7 %
Advanced level	5	13.2 %
Ordinary level	4	10.5 %

In the sample population, educational level was taken as the number of years of schooling completed by the respondents. The table above unveiled the highest level of education amongst the respondents. As shown in Table 5 above, the majority of the respondents have had some formal education. This means they are able to comprehend information given to them including understanding the implementation of the democratic education decentralization policy. Conversely, it is important to note that formal education is not the only source of wisdom. The respondents who received informal education were also treasured in this study because they had the required information for the success of this research. The only barrier of communication which was trouble-free to break was their inability to read and write. In such cases information was siphoned by self-administration of questionnaires using the local language they could understand.



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Furthermore, it was observed that all the SDC/SDA meetings were to be chaired by the school Heads with effect from 01 March 2008 because some of them have only received informal education in their life. However, 65.7 % of the SDC/SDA received formal education ranging from standard six to form two. Therefore the SDC/SDA chairpersons are no longer fully empowered but they still continue to be signatories.

### **Language(s) Respondents Were Proficient**

In this study there was no discrimination in terms of language by the respondents. Therefore, it was easier to elucidate the meaning of the democratic education decentralization policy implementation using all the languages of which the respondents were familiar with. In addition, the language understood by the respondents was a very salient experience because for the policy to be implemented at school level it demanded

the comprehension of the language used. As shown in table 6 below, 100 % of the respondents could speak *Shona* as a local language.

**Table: 6 Language(s) Respondents Were Proficient**

Language	Frequency	Percentage
Shona	38	100 %
Ndebele	5	13.2 %
English	36	94.7 %
Other (specify)	0	0



**Existence of SDC/SDA at the Secondary Schools**

In this study 100 % of the respondents confirmed that they have established SDC/SDA at their schools and they were given their actual responsibility as well as respect by the community. The majority who constituted 63.2 % also long-established that, the SDC/SDA is elected during the annual general meeting. The constitution stated that the dissolving of the outgoing SDC/SDA committee and the electing of the incoming SDC/SDA must be free and fair as indicated in table 7 below.

**Table: 7 Selection Criteria for SDC/SDA Members**

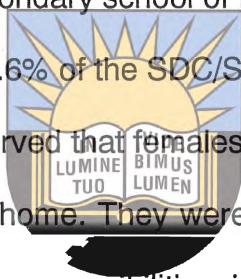
Selection process	Frequency	Percentage
Elected during the annual general meeting	24	63.2 %
Identify volunteers	4	10.5 %
Random selection	0	0
Other (specify) Do not know	10	26.3

The selection criteria for the SDC/SDA members are as shown in the table 7 above.

The elected members need to confirm that they have the capacity to execute the responsibilities without compromising the set standards. However, from the table above it was observed that 26.3 % did not know the selection process of the SDC/SDA. These were likely to be junior teachers who were not part of the school administration. However, this did not have an effect on the implementation of the democratic education decentralization policy in the secondary school of Kadoma District.

This study also exposed that, 94.6% of the SDC/SDA members were males whilst 5.4 % were females. It was observed that females were the minority because they always give excuses of commitment at home. They were not forced to execute the duties since they are not willing to accept responsibilities in the SDC/SDA. For that reason the composition of the SDC/SDA indicated that there was no gender balance. Thus, the democratic education decentralization policy was being implemented with a gender bias in the composition of the SDC/SDA. Suffice it to say, the decisions were always male dominated. The female voice was less high-ranking in the policy implementation.

It was interesting to note that 61 % were not sure of the exact year when the SDC/SDA was established at the secondary schools. The reasons could be that these were junior teachers who were not yet part of the school administration and the school authorities were failing to disseminate the contents of the democratic education decentralization policy to the teachers and some SDC/SDA members. Only 39 % were aware that the SDC/SDA was introduced in 1987 as the government decentralized powers to the school authorities and SDC/SDA members.

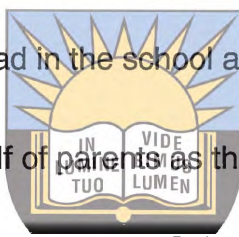


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## SDC/SDA Duties

The respondents listed some of the duties to be executed by the SDC/SDA as follows:

- Building the physical structures of the secondary school such as laboratories, libraries and classrooms.
- Acquiring the teaching and learning resources like textbooks, computers, charts, manila sheets and chalks.
- Supporting the school Head in the school administration.
- Taking decisions on behalf of parents as their representatives.



Nevertheless, the study unveiled that ~~the respondents~~ the respondents said that, the SDC/SDA were executing their duties ~~pleasantly~~ ~~as registered~~ with the demands of the democratic education decentralization policy implementation which is to develop the school focusing on the learning and teaching resources. Solely 26 % confirmed that some of the SDC/SDA members lacked knowledge of what exactly they are supposed to be doing. The problem could be with some school Heads and outgoing SDC/SDA members who could not give satisfactory orientation to the incoming SDC/SDA members. Responding to whether the SDC/SDA recognized its role at school level, several responses were registered. Most respondents showed that they partially do but some seemed to be lacking the knowledge of their duties due to the dearth of orientation.

The study was also focusing on the implementation of the democratic education decentralization policy in order to find out the capacity of the SDC/SDA to acquire the teaching and learning resources within their school set up. It was observed that 14 % of the respondents strongly agree, 80 % agreed, 2 % disagree whilst 3 % were uncertain

concerning the capacity of the SDC/SDA members to execute the above task. However, the mainstream confirmed that the SDC/SDA had the capacity to acquire the teaching and learning resources within their school set as shown by the percentages above. In this study 79 % also confirmed that the involvement of SDC/SDA members in decision making greatly contributed towards the academic performance of learners at the schools in Kadoma District. This portrayed that, there was evidence of implementing the education decentralization policy to a reasonable extent. Nonetheless, these findings from a questionnaire were also complemented through responses from an interview schedule focusing on the advantages and disadvantages of having the SDC/SDA at the respective schools school in Kadoma District.



**Advantages:** **University of Fort Hare**  
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- They make decision basing on what the community wants represented by the SDC/SDA members.
- There is an element of transparency at the school activities and the views of the communities are heard through the SDC members.

**Disadvantages:**

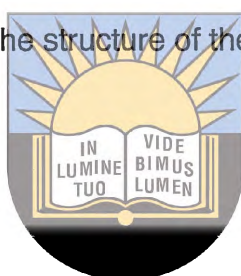
- The SDC/SDA could not move on the same wave length with the school authorities since some of them received informal education.
- The problem of wrangles amongst the SDC/SDA members.
- Unnecessary arrogance from the SDC/SDA members.

- The pensioners are a problem because they want to bring the knowledge from their old experience into the current situation, for example from a council experience to public service commission.

### **Structure of the SDC/SDA**

As outlined above all schools have established the SDC/SDA. The structure is almost uniform in most secondary schools. This study had shown that 100 % of the respondents confirmed that, the structure of the SDC/SDA is as follows:

- Chairperson.
- Vice-chairperson.
- Secretary.
- Treasurer.
- School Head.
- Deputy school Head.
- Senior teacher.
- Three committee members.



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The above structure is the one recommended by the Ministry of Education, Sport and Culture. This confirmed that, the democratic education decentralization policy is being implemented in the secondary schools of Kadoma District. However, 90 % do not have the secretary who is supposed to be a parent because they were informally educated. They ended up double tasking the senior teacher to perform secretarial duties which were

characterized by writing, filing and reading of minutes for the meetings. However, this could not obstruct the implementation of the democratic education decentralization policy in Kadoma District.

### **Achievements Made by the SDC/SDA**

The SDC/SDA is expected to develop the school through providing learning and teaching resources. The main purpose is to fulfill the requirements of the democratic education decentralization policy implementation which is the main focus of this study.

Approximately,

84.6 % inveterate that their SDC/SDA managed to achieve the following:

- Construction and furnishing of classrooms

- Procurement of textbooks

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Nonetheless, 15.4 % of the respondents deep-rooted that their SDC/SDA managed to achieve the following: construction and furnishing of classrooms, construction and furnishing of laboratories, construction and furnishing of libraries, procurement of textbooks, and sourcing computers.

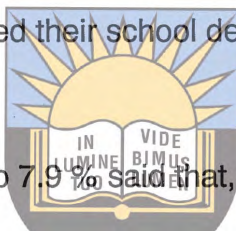
The SDC/SDA at school 'A' managed to accomplish the above stated achievements plus the following:

- Raising funds for electrifying the school.
- Procurement of a school truck, a bus and a lorry.

The above achievements made by the SDC/SDA in this study proved that the implementation of the democratic decentralization policy yielded some dividends; let alone the grey area characterized by its shortcomings.

### Frequency of Reviewing the SDC/SDA Plans

There were some variations concerning the frequency of the SDC/SDA in reviewing the school development plans at their respective schools. The majority who constituted 78.9% confirmed that they reviewed their school development plans termly to respond to the high inflation rate.



The minority ranging from 5.3 % to 7.9 % said that, they on average reviewed their school development plans yearly, monthly or fortnightly, as shown in table 8 below.

**Table: 8** Frequencies of Reviewing School Development Plans  
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Time-frame	Frequency	Percentage
Yearly	3	7.9 %
Termly	30	78.9 %
Monthly	2	5.3 %
Fortnightly	3	7.9 %
Never	0	0

The above results depicted that 78.9 % which is the majority reviewed their school development plans on termly basis in order to execute the implementation of the democratic education decentralization policy in Kadoma District.

### Initiatives by the SDC/SDA

The study revealed that there were a number of initiatives other than paying school fees and levies that were used by the SDC/SDA to raise funds towards developing the school. These can be as outlined in table 9 below.

**Table: 9 Sources of Funding**

Initiatives	Frequency	Percentage
Fundraising activities	5	13.2 %
Running money making projects	4	10.5 %
Sourcing donations	26	68.4 %
All of the above	3	7.9 %

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From the above findings it is clear that the SDC/SDA depended most on sourcing donations which were not reliable since most donors were affected by the political atmosphere which was prevailing in Zimbabwe. Thus, 68.4 % confirmed that they depended on sourcing donations. They lacked the initiatives of fundraising activities and running money making projects as indicated by the low percentages of 13.2 % and 10.5% from the respondents. It was also observed on the ground that other schools depended on increasing school fees and levies which could not suffice the demands of the policy concerning developing the school through providing reasonable learning and teaching resources.

### Projects facilitated by the raised funds

The survey found out that the raised funds were used to facilitate the projects at the four selected secondary schools. The projects initiated vary from school to school. School 'A'

which is the elite private secondary school used the raised funds upon the following projects:

- Building the infrastructures.
- Maintaining the school grounds.
- Renovations of buildings.
- Paying extra money in form of allowances to teachers and other workers within the school as incentives.
- Dairy project investment.
- Maintenance of vehicles.



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Nonetheless, school 'B' which is a boarding mission secondary school used the raised funds to carry out the projects listed below:

- Procurement of stationary, food and furniture.
- Renovations of buildings.
- Pay teachers as incentives.
- Construction of water tanks, boreholes and Blaire toilets.
- Building the hall.
- Feeding pupils.

Further, school 'C' which is a day government secondary school also used the raised money on the following projects:

- Buying stationary.
- Paying grounds casual employees.
- Repairing computers.
- Maintenance of school buildings.

Lastly, school 'D' which is the rural day council secondary school used the raised funds to promote the following projects:



- Building of houses for staff members.
- Renovations of classrooms.
- Buying teaching and learning materials.
- Infrastructure development.
- Construction of the administration block.
- Procurement of sporting materials

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All these projects being initiated at these respective schools are meant to fulfill the prophecy of implementing the democratic education decentralization policy in Kadoma secondary schools. The projects were run by the SDC/SDA with the assistance from the school authority and non-governmental organizations. All these achievements by the SDC/SDA revealed that the implementation of the democratic education decentralization policy is not a white elephant even though it had some of its own failures motivated by the harsh economic and political atmosphere in the country. The democratic education

decentralization policy implementation has undoubted merits and demerits (Bardhan, 2002:187).

### **Problems Encountered During Raising the Money**

At school 'A' the respondents confirmed that the problems encountered during raising the money included the following:

- The Ministry took time to approve and sometimes reduced the recommended budgeted amounts such that the project could not start. For example, at school 'A' when the school wanted to purchase a generator the Ministry delayed and reduced the intended amount. Therefore, the project could not progress quite well.
- The effects of the ever-rising inflation which is currently at eleven million percent as of 30 September 2008.
- The unavailability of commodities that the school intended to buy.
- The scarcity of foreign currency.
- Resistance from the parents.

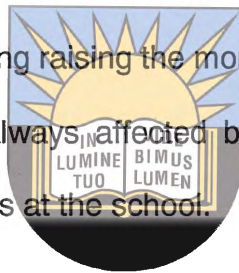
The respondents at school 'B' confirmed that, 80% of the parents were not willing to make donations even if they had the potential and they were not supportive. The parents were so scattered and it was a problem of gathering them together for such functions. About 48% of the parents could not pay their school fees and levies in time. Therefore the same parents were not willing to share the responsibility and accountability of the progress concerning the fund raising activities.

Notwithstanding the above, the respondents at school 'C' confirmed that 50% of the parents could not participate during the fund raising activities. This could be exemplified by their failure to even provide the Public Address (PA) system to facilitate the fundraising activities. It was also noted that about 53% of the parents could not support the fundraising activities. Therefore, almost half of the community was also reluctant to support the idea. The community could not observe any necessity for such activities.

On the other side the respondents from the rural day council secondary school cited the problems being encountered during raising the money as follows:

- The raised money was always affected by high inflation rate and this affected implementation of the plans at the school.
- The donations were hardly accessed because of the prevailing economic hardships in the country.
- 45 % of the parents could not pay fees and levies in time.
- The school authority faced resistance from parents due to the economic hardships prevailing in the country.
- Usually we get less than 50% of the amount of money than we expect. The reason being that some of the people entrusted to collect the funds sometimes failed to be honest enough to hand over the whole amount of money raised due to corruption.

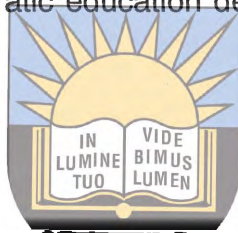
These problems were most likely to be obstructing the implementation of the democratic education decentralization policy in the secondary schools of Kadoma District.



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### **Level of education for the SDC/SDA Members**

The level of education for the SDC/SDA members, at school 'A' and school 'B' ranged from Advanced level to Masters Level. About 60% of the SDC/SDA received formal education up to tertiary level. However, those from school 'C' and school 'D' also received formal education ranging from Ordinary level to standard six. Only 5 % of the SDC/SDA members of the two last schools had informal education. This could not however, affect the implementation of the democratic education decentralization policy in the secondary schools of Kadoma District.



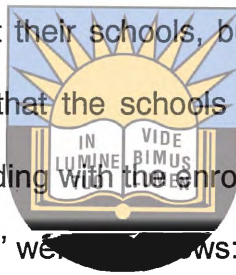
### **Occupation of the SDC/SDA**

From the study it was observed that 74.3% of the SDC/SDA members were small farmers, illegal gold dealers and indigenous business men. About 22% of the SDC/SDA members had other professional qualifications such as company directors, retired soldiers, auditors, welder and lecturers. The study revealed that schools in urban areas, peri-urban and the boarding schools have more than half of the parents of learners in these schools having occupations that have been categorized as "High" and "Middle" respectively. It was observed that parental occupations were higher in school 'A' and school 'B' than in school 'C' and school 'D' where the bulk of the parents were farmers and illegal gold dealers. In addition to the differences evident between schools, the location of school had a significant bearing on the social class background of learners as judged by parental occupations. Clearly, there is a salient association between the locations of schools, whether urban or rural and the occupation level of parents. The occupation of the SDC/SDA representing the parents is crucial because it promoted a sense of belonging, responsibility and unity of purpose. This had a great influence on the implementation of

the democratic education decentralization policy in the secondary schools of Kadoma District.

### **Comment on the Teaching and Learning Resources**

About 71% of the respondents from the four schools revealed that the teaching and learning resources at their schools ranged between average and below average. However, 80% confirmed that laboratories, libraries, classrooms, textbooks, computers, charts and maps are available at their schools, but the number could not tally with the enrolment of learners. It shows that the schools have the resources available at their locations, but were not corresponding with the enrolment.



Responses from school 'C' and 'D' were as follows:

- The ratio of the resources to the learners is below average.
- There are too many learners for the available resources.
- Students are too many for the resources such as textbooks, but the building facilities are in good condition.
- The resources are very few as compared to the enrolment such that almost eight learners could share one text book.
- The teaching and learning resources do not satisfy the student enrolment.
- Students have far much less resources which is a threat to their success in the examinations.
- Have a shortage of textbooks and classrooms since the number of students enrolled were many as compared to the number of classrooms available.

- The school needs a laboratory.

Nonetheless, respondents from school 'A' and school 'B' unveiled the following:

- The school has been able to acquire some textbooks, but the library is too small to accommodate the enrolment.
- The Science laboratory has not been furnished since its construction.
- There is need for some Advanced level laboratory equipment and additional textbooks.



### Learner-resource ratios

The learner-resource ratios were presented as shown in the following table:

**Table: 10 Learner Resource Ratios**  
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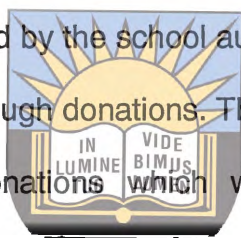
Teachers for practical subjects	1:15	1:16	1:22	1:23
Teachers for academic subjects	1:20	1:30	1:35	1:45
Practical subjects textbooks	1:1	1:2	1:5	1:18
Practical subjects tools/equipment	1:2	1:3	1:10	1:12
Laboratory equipment	1:1	1:2	1:5	1:6
Computers	1:5	1:6	1:8	1:20
Classrooms	1:20	1:30	1:35	1:45
Maps	1:1	1:1	1:2	1:2

From the table above it is clear that school 'A' and school 'B' was having reasonable learning and teaching resources which could suffice their enrolment. However, school 'C' and school 'D' were seriously affected by the drastic shortage of the teaching and

learning resources. The findings above though vary from school to school were likely to affect the implementation of the democratic education decentralization policy for the schools in Kadoma District.

### **Initiatives for Sourcing the Teaching and Learning Resources**

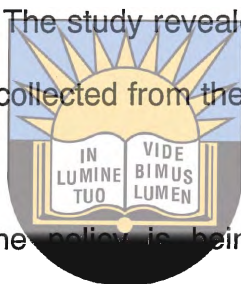
The respondents unveiled that 25% of the teaching and learning resources were made available at their schools through the SDC/SDA projects. The other 35% also confirmed that their resources were procured by the school authorities. However, 40% indicated that they acquired their resources through donations. These findings revealed that the schools were greatly depending on donations which were difficult to access due to the unfavorable political atmosphere in ~~the country~~. This portrayed that the policy is being implemented but, with some ~~provisions~~ which could be helped through the revival of the economic and political situation in the country. The above findings could be married to the results from the interview schedule since most of the responses shared a common denominator. Thus respondents also had to share on how their school acquired the learning and teaching resources. The responses overwhelmingly showed that the school applied for donations from None Governmental Organizations (N.G.Os). The school requested for assistance from the Falcon Mining Company. They normally place orders for the books but some of them could not be accessed easily since they were being imported from outside the country. The SDC/SDA managed to buy some Science and Mathematics textbooks this year.



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## Procedure of distributing the Teaching and Learning Resources

From the four schools studied, it was found out that 3 % were collecting the teaching and learning resources from the deputy school heads whilst 97 % collected from the heads of departments (H.O.Ds) and gave to the learners. This indicated that there is a procedure being followed to distribute the resources. These findings could be complemented with the results from an interview schedule basing on the distribution of the teaching and learning resources at the school. The study revealed that the stationary is collected from the secretary. The textbooks are collected from the H.O.Ds especially the Agriculture and Home Economics department.



This procedure exposed that the policy is being implemented to a certain extent, particularly to the schools within Kadoma District.

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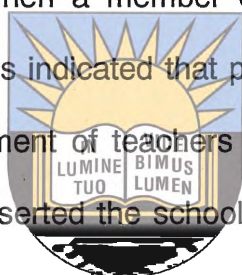
**Table: 11 Accountability of the Resources Excellence**

Accountability system	Frequency	Percentage
Recorded in a book	7	18.4 %
Constantly review their availability and condition	14	37 %
End of month inspection	5	13 %
Termly inspection	10	26.3 %
Invite auditors	2	5.2 %

From the table above the majority which is around 37 % constantly reviewed the availability and condition of resources in the four schools of Kadoma District. The minority which is 5.2 % invited auditors to audit their resources. However, others ranging from 13% to 26.3 % carried out the end of month inspection, recorded their resources in the

books and also executed termly inspection. This indicated that there are some measures to account for the available resources at the schools in Kadoma District. This tore the same spoor with the demands of implementing the democratic education decentralization policy in the schools of Kadoma District.

In this study, it was found out that 50 % agreed, 5 % strongly agreed, 20 % disagreed and 25 % were uncertain that there was proper handover and takeover of the learning resources in the departments when a member of staff was leaving the station. The respondents from the four schools indicated that proper handover and takeover at times was not done due to the movement of teachers to the Diaspora or greener pastures. About 33.7 % of the teachers deserted the schools without submitting the resources. At times teachers with school resources disappeared without giving notice. This disturbed the handover and takeover process leading to the failure to account for school property and resources. In other cases learners just transferred and vandalized the school resources.



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### **Management of the Resources**

However, the study also noted that 65% confirmed some cases of mismanagement of the teaching and learning resources at their schools. In the four selected schools, it was found out that practical levies were sometimes diverted to serve other purposes like sports. Approximately, 48.9 % of the teachers collected more resources than they needed to use. Learners were also stealing textbooks and the schools ended up having few textbooks required for the learners enrolled. At times teachers gave pupils textbooks through trust but however, forget to record their names against the borrowed books. If the learner is not honest, that textbook will never be recovered. Therefore, the learners take

advantage of the situation. At school 'B' in particular, some staff members were transferred by the school authority without the school clearance letters resulting in the loss of the school property.

Notwithstanding the above, 65 % of the respondents in this study also confirmed that there were some improvements in the acquisition of the teaching and learning resources within the schools in Kadoma District. On the other side 5 % strongly disagreed, 5 % were uncertain and 25 % disagreed that there were some improvements in the acquisition of the teaching and learning resources.



### **Problems Associated With the Teaching and Learning Resources**

At school 'C' and 'D' about 70 % the respondents confirmed that the problems associated with the teaching and learning resources at their schools were as follows:

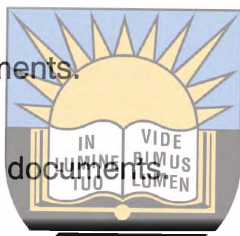
- Inadequate/ poor physical structures such as classrooms, laboratories etc.
- Overcrowding.
- Scramble for the resources.
- Disorder in the classrooms.
- Low percentage pass rate.

However, at school 'A' and 'B' 80 % confirmed the problem of inadequate physical structures and low percentage pass rate. The above problems revealed that the democratic decentralization policy is being implemented, but, with some difficulties in the schools of Kadoma District.

## Policy Documents and Statutory Instruments

The study portrayed that 97 % of the respondents agreed that they had an idea of the following education documents, whilst 3 % confirmed that they could not access the following documents:

- Education policy documents.
- Education acts.
- Education statutory instruments.
- Amendments of the above documents.



It was also found out that copies of the above documents were at the schools in Kadoma District. In this study 50 % confirmed that the documents are easy to comprehend. However, 30 % said they took time to comprehend and 20 % were of the idea that they were difficult to comprehend. About 90 % confirmed that, there was some evidence that these policy documents and statutory instruments were implemented. On the other side 4 % disagreed and 6 % were uncertain about this subject under discussion. To complement the findings from the questionnaires, the interview schedule provided a reasonable feedback from the respondents. When responding to the question of the importance of the democratic education decentralization policy implementation, education acts and the education statutory instruments at the school, responses showed that the respondent knew the roles which include regulating and controlling school activities as well as regulating checks and balances on the operations of the school. This confirmed that the democratic education decentralization policy is being implemented by the majority of the secondary schools in Kadoma District.

Furthermore, for the democratic education decentralization policy to be implemented, there is a need to consider the way forward concerning the grey areas as observed from executing the interview schedule. When responding to the areas in need of attention for the democratic education decentralization policy implementation to be successful in the education system particularly at the four selected schools in Kadoma District a variety of responses was observed. The responses indicated that the SDC/SDA members should have attained a certain level of formal education in order to be at the same wave length of understanding with the school authorities. However, after appointing the SDC/SDA members, there was no need of external interference or invisible fingers. The government could have reduced the interference with the powers of the SDC/SDA and the school authority as well as the will of the parents.



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**Academic Performance**

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The overall percentage pass rate is as shown on table 12 below:

**Table: 12 Academic Performance**

Rating	Frequency	Percentage
Excellent	2	5.3 %
Good	6	15.8 %
Above average	5	13.2 %
Average	14	36.8 %
Below average	10	26.3 %

From the table above it was found out that the majority which is 36.8% rated the academic performance of the 'O' level candidates at their schools as average for the past

ten years. About 26.3 % were confirming that they were below average, 13.2 % above average, and 15.8 % good whilst 5.3 % also confirmed that they were excellent. These variations revealed that the policy is being implemented but there are some shortcomings which needed to be resolved. This can be illustrated more by comparing the 'O' level results of the four schools in Kadoma focusing on the period before decentralization and the current situation.

**Comparative Analysis of the 'O' Level Pass Rate before and During Decentralization Period from 1976 to 1986**



**Table: 13 Pass Rate before Decentralization Policy Implementation**

Period	School 'A'	School 'B'	School 'C'	School 'D'
1986	88.4 %	81.6 %	59.3 %	66 %
1985	90 %	83.6 %	55.4 %	66 %
1984	92 %	80 %	44.7 %	43.1 %
1983	85.2 %	66 %	69.2 %	47.6 %
1982	80 %	60 %	51 %	54.3 %
1980	77 %	76 %	49 %	60.8 %
1979	93.1 %	92.7 %	68 %	Nil
1978	91 %	93 %	71 %	Nil
1977	89 %	65 %	63.6 %	Nil
1976	94.6 %	87 %	57.3 %	Nil

From the table above it was confirmed that school 'A' and school 'B' had higher 'O' level percentage pass rate because one is an Elite school whilst the other one is a boarding

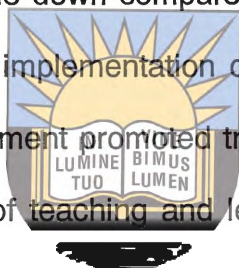
school, both of which were given more attention by the government. The two schools also screened their form one candidates through entrance tests and higher entry units at Grade.7. The percentage pass rate for school 'C' and school 'D' were ranging from 43.1 % to 77 % because they could not manage to access adequate resources and they were not screening their form one candidates. However, these figures may sound low but they are far much better than the results which were produced during the period of implementing the democratic education decentralization policy in the schools of Kadoma District.



**Table: 14 Pass Rate from 1987 to 1996 during Decentralization Policy Implementation**

Period	School 'A'	School 'B'	School 'C'	School 'D'
2007	79.7 %	72.1 %	50.2 %	13.3 %
2006	72	44.8 %	47.9 %	23.7 %
2005	68 %	43.5 %	54.3 %	21.6 %
2004	79 %	61 %	53.1 %	13.4 %
2003	67.3 %	37.3 %	48.8 %	17.9 %
2002	58.2 %	57.8 %	51.5 %	23.6 %
2001	65 %	60.1 %	50 %	40 %
2000	60.3 %	47.4 %	52 %	26.6 %
1999	67.5 %	53.5 %	49.4 %	35 %
1998	76.7 %	61.3 %	50 %	25.2 %

From the table above school 'A' resembled a high scoring trend of results due to the capability of students. The learning environment was also conducive to produce the above results. All the teachers a school 'A' are examiners for both Zimbabwe Secondary Examination Council (Zimsec) and the Cambridge Examination Board. The teachers were paid and received food incentives monthly. The school recruited specialized teachers to prepare learners for the examination. Notwithstanding the above the percentage pass rate at school 'A' had slightly gone down compared to the period before the democratic education decentralization policy implementation due to the economic hardships in the country. This unfavorable environment promoted truancy, demotivation of teachers, high turnover of staff members, lack of teaching and learning resources. It is assumed that there is something wrong in the policy implementation which needed to be addressed.



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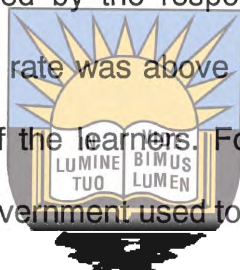
The percentage pass rate at school 'B' decreased as compared to the period before decentralization policy implementation because of inadequate resources, lack of incentives, poor conditions of service and high staff turn-over. The percentage pass rate has declined greatly from good to average.

School 'C' is characterized by average percentage pass rate ranging from 47.9 % to 54.3%. The percentage pass rate is declining as compared to the period before decentralization due to lack of learning and teaching resources at the school.

Compared to the period before decentralization the percentage pass rate continued to decrease because of absenteeism of learners from the school resorting to gold panning. The other reasons could be high staff turn-over, lack of teaching and learning resources at the school. From the table above the percentage pass rate at school 'D' ranges from 13.3 % to 40 % which is far much lower than the period before decentralization. During

this study 85 % of the respondents confirmed that there is a strong correlation between the quality of teaching/ learning resources and learners academic performance at their schools. However, the democratic education decentralization policy being implemented is failing to reinforce this relationship because of the reasons discussed above.

The above findings drew line of congruence from the results of the interview schedule because they resembled an outline of the percentage pass rate at 'O' level before and during decentralization as revealed by the respondents. The responses unveiled that before 1987 the percentage pass rate was above average because the resources could correspond with the enrolment of the learners. For example, the textbook-learner ratio was almost one as to one. The government used to offer grants which could withstand the inflation rate. Before 1987 the secondary schools were fewer, therefore the government could afford to allocate the teaching and learning resources which corresponded with the enrolment of the learners.

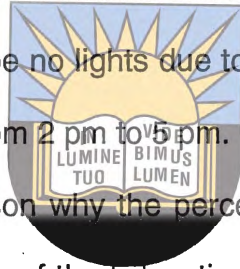


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All the same, the government facilitated the genesis of the SDC/SDA to develop the schools. This also marked the birth of the day council secondary schools in both urban and rural areas. This period is characterized by the mismanagement of the donated resources because they were not accounted for since the council authorities took advantage of the ignorance of the SDC/SDA members. Thus the donors scaled down their operations. They had to select certain schools in need of the resources. This study also married these findings to the strategies employed to prepare learners for examination which were observed during the interview schedule in the discussion concerning the strategies employed by the staff members to prepare the learners for the

final 'O' level examination at the schools in Kadoma District. Some of the strategies included conducting holiday lessons and having consultation days.

The responses indicated that the school provided holiday lessons, weekend lessons and private lessons. Further the learners were always encouraged to come to school daily during the third term period of examinations. The learners were prohibited from the midterm vacation because they end up abusing it. However, respondents from school 'B' which is a boarding school confirmed that the current environment is not conducive for the night studies because there will be no lights due to load shedding. We therefore resorted to introducing day time studies from 2 pm to 5 pm.



These findings revealed the reason why the percentage pass rate is declining and they were also cemented by the failure of the Education District staff to inspect the schools as observed from the interview schedule, discussing the period when the school was last inspected by the officials from the district or provincial education offices.

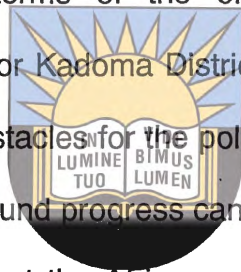
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The respondents confirmed that they had no idea because it was last done long back due to inadequate logistical support like fuel and transport. They are also understaffed such that they cannot manage inspecting all the schools including the fast track schools which were introduced recently.

## **Conclusion**

Thus generally, the results have proved the feasibility of the democratic education decentralization policy implementation in the secondary schools of Kadoma District. This was observed through the role played by the SDC/SDA and the school authorities to acquire the teaching and learning resources in order to produce good results at the schools in Kadoma. The study have proved beyond doubt that the policy had greater

potential to steer up sustainable development within the schools in Kadoma which for years has been still a debatable issue, that is, the possibility of it being implemented. This study has yielded a result that shows that in a Zimbabwean context, if only the roles of the SDC/SDA and school authorities are clearly spelt out sustainability is an achievable aspect in the developmental profile especially at grassroots level. The next chapter therefore will focus on drawing some conclusions and recommendations that will help in bringing the way forward in terms of the efficacy of the democratic education decentralization policy, not only for Kadoma District in Zimbabwe, but also for the entire African continent because the obstacles for the policy implementation in the continent are almost the same and therefore sound progress can only come through collective research and sharing of knowledge amongst the African countries. This is because even though the problems on the ground may differ with regard to the characteristics of the areas in concern, still for the development of the African continent there is need for collaboration in terms of the work being done. Individualism results in the underdevelopment of the education institutes and thus it is important for Africa to work as one community so as to yield positive results as compared to the western models that center on individualism and as a result has yielded a society of people in developed countries, that are lonely and are deprived of local support that they need. Thus the conclusions and recommendations that are to be drawn in the following chapter can be very helpful to policy makers of Zimbabwe and even to other countries.



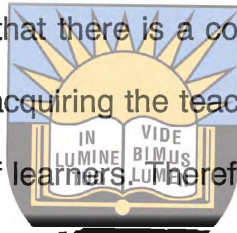
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## CHAPTER 5

### Conclusions and Recommendations

The preceding chapter presented and analyzed data which supported the hypothesis advanced earlier on that there are some possible shortcomings in the implementation of the democratic education decentralization policy in the schools of Kadoma District in Zimbabwe. The results long established the view held by critical theorists of the Participatory Governance Model that there is a complementary relationship between the participation of the SDC/SDA in acquiring the teaching as well as the learning resources and the academic performance of learners. Therefore, community involvement has come to occupy an increasingly important position in the concept of decentralization policy implementation (Bray, 2003). The decentralization policy implementation was the major driving force in strengthening efficiency and accountability of resources and results. Basic education was made accountable to local level authorities with development and operational responsibilities transferred from central government to the districts. Self-regulation mechanisms through school committees at grassroots level were implemented (Government of Ghana, 2000: 35). Delegating authority to local level, it was argued, would lead to more efficient use of resources (financial, material and human). Devolving authority to local level had the potential to institutionalize the participation of citizens in local government.

However, this chapter was concerned with the conclusions and recommendations of the study. Therefore, it intends to round off what has been started from the introduction chapter through unfolding what have been discovered and the worth of it. According to



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Aristotle (cited in Hofstee, 2006: 155) now a whole is that which has a beginning, middle, and end.

In this study focus was on the efficacy of the democratic education decentralization policy of Kadoma District schools in Zimbabwe. The study was prompted by the inconsistencies in the implementation of the democratic education decentralization policy in the schools of Kadoma District. This study discussed the concept of democratic education decentralization policy implementation and how this has been practiced in different countries. The theoretical basis of democratic education decentralization policies were outlined and the argument for and against the policy discussed. The study also cited examples of countries where democratic education decentralization policy was successful. Thus, the study explored the concept of education decentralization policy with specific reference to the notions of democratization and participation. More detailed discussion was on the devolution of power in the education system since it was the central effort of the research.

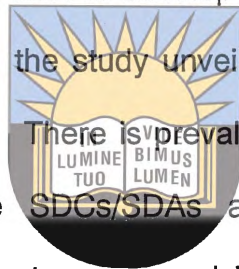


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Whilst the mission statement provided for by the Ministry of Education Sport and Culture aims at the provision of quality and relevant education, the results at 'O' level in some schools are decreasing as compared to the first-rate results during the centralization epoch. The models of decentralization including the Participatory Governance model were employed to inform this study. This was useful because the study intended to get the efficacy of democratic education decentralization policy implementation through the responsibility of the SDC/SDA in acquiring the teaching and the learning resources.

The involvement of these informants prompted the study to adopt both the qualitative and the quantitative methods. However, qualitative method was more dominant than the latter.

The instruments used included the questionnaires, semi-structured interviews and the focus group interviews. These were complemented by the observation on the ground and document analysis. In respect of the desire to find out the efficacy of the democratic education decentralization policy in Kadoma District, these research instruments unearthed that, the democratic education decentralization policy is characterized by some successes and problems during implementation of the policy. This was evidenced by the achievements made by the SDC/SDA to develop the schools and the challenges which they experienced. Consequently, the study unveiled that there was also paucity of the teaching and learning resources. There is prevalence of poor learning outcomes at 'O' level in Kadoma District. The SDCs/SDAs are underutilized sources of school development because they are not empowered by the education system. They had a minimum role in participating towards the implementation of the policy in order to acquire the teaching and learning resources at the schools in Kadoma District. This situation translates into underprivileged learning outcomes at 'O' level. The picture elicited by the study concurs with the observation made by the school Head at school 'A' who confirmed that:



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If you give a man some fish, he will eat only once, but, if you teach him how to fish, he will eat the whole of his life (School Head at school 'A' quoting a Chinese proverb).

Further, the research revealed that the SDCs/SDAs are the link between the parents and school authorities in a role that requires policy implementation and decision making, but possess only some degree of authority. They were supposed to be accountable for the policy implementation in a system which sidelines them when it comes to participation in decision-making. In parallel with teachers' networks processes of democratization are

governing bodies of schools and the different ways in which parents can be involved in educational decision making (Davies, 2002: 261).

The SDC/SDA and the school authorities are supposed to take an active role in the democratic education decentralization policy implementation. This emerges from the fact that they interpret it, implement it and accordingly, they should make sense out of it during the process of acquiring the teaching and learning resources. Had it been that the SDCs/SDAs were passive and helpless in the policy implementation, then the development of schools through acquiring the learning and teaching resources would not have been given birth to. Further, it can be concluded that, the democratic education decentralization policy implementation brings decision-making closer to the people and therefore yields programmes and services that better address local needs (Work, 2002:



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4).

In essence, the mind-set of empowerment among the responsible authorities contributes to ownership of and increase commitment and motivation to work. The study also revealed that, knowledge of the skills for the SDCs/SDAs to implement the policy and execute their duties is hazy. Informants proposed a system in which the SDCs/SDAs and the school Heads are fully aware of their working parameters in the implementation of the democratic education decentralization policy. This system breeds a sense of confidence in dealing with the policy implementation process so that concerted efforts will be made to improve the learning outcomes at 'O' level during this paradigm shift era. This spoor of reasoning work hand - in - glove with the four pillars of education which include: learning to know, learning to be, learning to do and learning to live together in a global village.

The study deduced that the democratic education decentralization policy implementation is the process of re-assigning responsibility and corresponding decision making authority for specific functions from higher to lower levels of government and organizational units. The proponents of the democratic education decentralization policy implementation claim that decentralization improves the quality of teaching and learning by locating decisions closer to the point at which they ought to be carried out and by energizing teachers and administrators to execute a better job. The rationale holds that, making schools more responsive to the local community and parents and eliminating the need for centralized decision-making can improve administration and accountability. It is often difficult to evaluate directly the effects of the democratic education decentralization policy implementation on student achievements.



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On the other hand, the effects of reforms based on democratic education decentralization policy implementation can be inferred by looking at the impact of decentralization on key determinants of school effectiveness such as infrastructure, staffing and teaching as well as learning resources. Thus the inadequacy resources like the school infrastructure resulted in overcrowding and 'hot-seating in schools'. Inadequate resources normally result in the exodus of the first-rate teachers and brilliant learners. These problems adversely affect the ability of the schools to deliver.

Nonetheless, questions arise pertaining to the efficacy of this policy since most of the schools appear to be worse off than they were before the implementation of the democratic education decentralization policy. The study has proved that there is a physically powerful correlation between quality of resources and the academic performance of learners.

In this study, the case study research design was used as the operational framework for data gathering. The research focused on Kadoma District as a case study. The study used questionnaires and focus group interviews to collect the data. This was complemented by the observation and document analysis. Thus, the concept of representativeness of sample, validity and reliability of research instruments used as well as obstacles encountered and how they were resolved was considered.

Since the attainment of political independence in 1980, the number of the secondary schools increased in number and admission into secondary education becomes automatic. Nearly everywhere in Africa, schooling expanded rapidly after the end of European rule (Samoff, 1993: 36). In spite of this policy, however, different schools seem to follow different admission procedures. Therefore, some emphasize academic ability while others seem to emphasize parents' capability to pay; some considered brilliance while others follow the zoning policies.

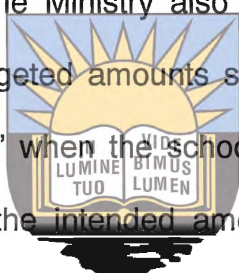


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The results of this study revealed that even though the road along the axis of implementing the democratic education decentralization policy was thorny some SDC/SDA of the schools in Kadoma District managed to achieve the following among others:

- Construction and furnishing of the classrooms.
- Procurement of textbooks and sourcing computers.
- Construction and furnishing of the laboratories as well as libraries.
- Raised funds for the electrifying the school.
- Procurement of the school truck, a bus and a lorry.

The above achievements made by the, SDC/SDA in this study proved that the implementation of the democratic education decentralization policy yielded some dividends; let alone the grey areas characterized by its shortcomings. The challenges which affected the implementation of the policy were characterized by a variety of issues. The big challenge is that, schools have resources available at their locations but could not tally with the enrolment. The SDC/SDA also faced some resistance from the parents concerning financial matters. The Ministry also took time to approve and sometimes reduced the recommended budgeted amounts such that the school projects could not start. For example, at school 'A' when the school wanted to purchase a generator the Ministry delayed and reduced the intended amount. Therefore, the project could not progress quite well due to the unavailability of commodities that the school intended to buy, the scarcity of foreign currency and the resistance from the parents. The effects of the ever-rising inflation which is currently at eleven million percent as of 30 September 2008 was also challenging the implementation of the democratic education decentralization policy in Kadoma District. According to Reimers and McGinn (2006) "Ministries of education around the world have attempted to decentralize delivery of education services, but frequently decentralization has not been implemented because real decision –making authority, capacity, or funds have not supported the espoused goals to decentralize". Thus the achievements and challenges highlighted in the study were useful in substantiating conclusions.

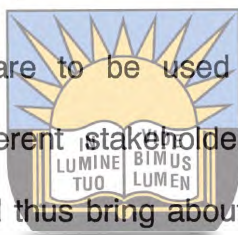


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Besides the conclusions discussed above, it is somehow an honor to find out that sound recommendations for future development of the strategy to implement the democratic education decentralization policy implementation could be basically deduced from the

findings of this study. The recommendations and lessons will contribute to the shaping of the way forward for the role that the SDC/SDA has to play in order to achieve sustainable school development. In as much as the research was carried out in different schools and all the people that were interviewed or participated were residents of Kadoma District, this was very helpful in terms of tapping into local indigenous knowledge about the communities which can also be a great inputting apparatus in identifying the relevance of the study.



The realities in this regard, are to be used to bring out a new breadth in the understanding of how the different stakeholders can collectively collaborate in the implementation of the policy and thus bring about a way forward for development of the teaching and learning resources in the schools within Kadoma District. The efficiency of schooling can be raised by improving inputs. Studies have shown that factors such as teacher quality, textbook, homework, and time spent in school can improve student achievement (Saha 1983, Fuller 1987). However, it is not clear as to which inputs are most cost-effective, and because the teaching-learning process is complex, no one input alone will make a large impact on improvement on student performance. Improvement in learning achievement represents one of the underlying goals of decentralization educational management (Reimers and McGinn, 2006: 48).

It is of utmost importance to note however, before any recommendation is made, that indeed there was a gap that needed to be filled in the implementation of the democratic education decentralization policy in the schools of Kadoma District. Taking into consideration the positive comments which the people had, that is, approximately 80% of interviewed populations were happy, with the incoming of the SDC/SDA, it can be argued

that this positive reaction from the respondents indicated that indeed there was a gap in the provision of the services which needed to be filled. Thus the other pre-existing developmental stakeholders like the local municipalities, private sector and others could not fill in the gap, which is the reason why the SDC/SDA was greatly welcome. The fact that in most of the schools visited the respondents expressed their gratitude towards the work done by the SDC/SDA can be used in this instance to imply that in the Zimbabwean context the role of SDC/SDA is greatly needed in filling up the gaps which the other stakeholders are failing to fill up.



## Recommendations

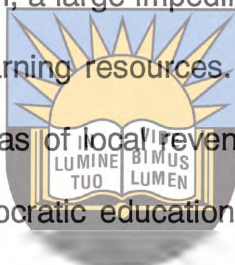
Plans for the democratic education decentralization policy implementation should be strategic rather than piecemeal. Decentralization policy implementation needs to be a flexible process, allowing the central/ local dynamics to evolve and taking into consideration potential instability of the political framework. There should be a clear implementation design with defined roles of the SDC/SDA and the school Heads.

Broad participation is needed for the democratic education decentralization policy implementation to be successful. Support for decentralization must be deliberately and carefully mobilized among all critical actors and the private sector should be recognized as a critical partner in the process. Democratic education decentralization policy implementation can facilitate empowerment and encourage creative local solutions. Local participation is recognized as the key factor for sustainable teaching and learning resource management and school development in Kadoma District.

Not all government functions should be entirely decentralized. Following the principle of subsidiarity, a function should not be decentralized to lower levels if it is critical in the

achievement of central-level goals and its sustainability at the local level cannot be guaranteed, the capacity to perform the function does not exist or the function at this level not cost-effective.

While democratic education decentralization policy implementation is primarily a political process, it will not be successful unless adequate provision is made to finance the devolved or deconcentrated responsibilities. As is evident from the case study of Kadoma District presented in this research, a large impediment to local service provision at school level is lack of teaching and learning resources. More capacity and technical expertise needs to be provided in the areas of local revenue generation and financial assistance from the centre. While the democratic education decentralization policy implementation process in Kadoma District in Zimbabwe is far from complete, the comprehensive vision of Zimbabwean policy makers is remarkable.



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Finance in this research was the supreme setback indicated for executing the task of acquiring the teaching and learning resources since the respondents were of the opinion that there is need for government subsidies. This however, need also to be taken into consideration that communities ought to be able to finance their school projects once they are set up running because a continued dependency upon the NGOs or government for financial support does not show sustainability of any kind. In this way, they will even be able to assess whether their method of raising funds is viable and whether they are able to survive on these funds without added financial assistance of the NGOs and the state.

These fundraisings can also be tools for raising associates/partnerships and thus allows the building of strong relationships with the donors for financial sustainability. The development of relationships can also yield enormous benefits that strengthen

organizational integrity, encourages the sharing of teaching and learning resources and may attract donor funds. This is because this will ensure long-term relevance and survival of the SDC/SDA since it has been given good reception by the community.

It can also be further argued that the work of the SDC/SDA in the schools of Kadoma District is greatly needed and as such there is need for funding which is a great hindrance in the progress of school projects because in terms of participation people are willing to commit themselves. Results from the research have also shown that the SDC/SDA have the potential as a great force for participatory development through policy implementation. They however, need some guidance and co-ordination to ensure consistency and sustainability.



In this regard, local NGOs will be able to facilitate community participation, which is fundamental for sustainable school development to be achieved in Kadoma District. This inference is stemming from the fact that communalism/working together is one of the major pillars of African development for example, SDC/SDA meetings are very important as was noticed from the results. It is however very important to note that the participation of the SDC/SDA in the democratic education decentralization policy implementation does not usually happen spontaneously in any community. There is a need for the support from the government and NGOs as well as contributions from the parents.

The participation of all target members of a particular community irrespective of biological or social characteristics is essential to both sustainability and school strengthening because participation specifically means full community not some factions of a community, taking part in the control and decision making processes. Contributions of resources like donations, communal labour and supplies, dialogue and consultation with

external agencies are encouraged although participation in this case is much more comprehensive and inclusive than either contributions or consultations. In other words an enabling environment has to be created because the schools where the policy is being implemented are not existing in a vacuum but within a political, social and economic environment and as such it is mainly composed of laws, regulations, procedures, practices, information and attitudes, each of which impinges on the schools of Kadoma District in a different way.



There is also need for gender balance as was revealed by the results. This is not just about women but about the relationship between men and women and the full participation of both men and women no matter what their biological and social characteristics may be. This is because from the field work concerning data collection it was so clear that very few women participated in the SDC/SDA because the majority indicated that they were committed to domestic duties. However, when women participate in the different school activities, they bring with them many characteristics that enhance the processes far more than when it is only males who are involved. This can be basically attributed to the eagerness of the female teachers to participate in the development of their schools. Women have for long felt excluded from any developmental issues that concerns their communities and thus through their participation they could show that they are a great and powerful instrument in the development of their schools. In other words the involvement of women in the decision making is a development that has to be positively appreciated because women assist institutions to grow stronger by being adaptive and alive.

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In this regard, people positively supported the issue of having all categories participating equally in the policy implementation which to them expressed the issue of the importance of collectivity in school development.

The other important issue is the issue of developing partnerships between public and private sector, NGOs, Community Based Organizations (CBOs) and communities. There is need for a balanced relationship between all the developmental stakeholders because in many instances there has been inequality of relationships between the low income communities and the central and district governments. Baran, (1992) argues that in an African context, there is no development that can succeed without the government's contribution. The government has a very crucial role to play especially in financing the different programmes that are aimed at developing the teaching and learning resources at



the schools in Kadoma District.

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To elaborate on this point, the Zimbabwean State in this regard, together with the NGOs can take a pragmatic kind of approach whereby both of them respond to the needs of developing the schools and intervene in their interests. In this regard, both the state and the NGOs can move towards a closer identification with the common African norm of working as a family with one objective. In this way, they will be able to work together mutually because they will be targeting the same goal from their respective dimensions.

In addition, the issue of tapping into the indigenous knowledge is very important because some of the issues being experienced in the field works can be well understood when the local people explain them themselves because they are familiar with what is confronting them. There is therefore, a great need to emphasize that the people should themselves

identify the school projects that can best suit their own circumstances and bring solutions to that.

The other issue is the one of accountability because; lack of it has led to the downfall of many school projects. The SDC/SDA need to be well aware of the fact that once they fail to account for their actions concerning school projects, they may find themselves with no financial backing, technical assistance or any other kind of help. Backers of any kind are never willing to work with projects and schools where accountability is lacking, whether it be financial accountability or otherwise. Accountability also highlights the growth or decline of school projects as it helps attend to the problems before they cripple the school project.



Leadership is also part of the very essential ingredients in the policy implementation and the most important determination of school performance. In this regard, this research has shown that part of what needs to be improved is on the issue of empowerment of school Heads and SDC/SDA chairpersons. According to Clarke, (1998:103), leaders function in terms of serving as a symbol of focal point for the organization's successes and failures. At the same time good leaders maintain a sense of balance between future vision and everyday operational matters. This helps the organization to keep, sustain and also enhance an organization's capacity to meet its objectives in a changing environment. Key elements in this are vision, innovation, decisiveness and a strong people orientation. Vision comes from values. The management dimension of visions having a focus. The school Heads and SDC/SDA chairpersons with vision define clear and compelling agenda that is communicated effectively with the institution and leads to broad alignment with that agenda. Armed with this overwhelming board of evidence concerning the results of the

efficacy of the democratic education decentralization policy implementation, the study is therefore tempted to come to a conclusion.

## Conclusion

Conclusively, it can be argued that the SDC/SDA play an increasingly relevant role in the schools of Kadoma District providing services at the level of the local community and civil society and implementing the democratic education decentralization policy. They must perform management, finance and fundraising functions so as to ensure successful and sustainable implementation of the democratic education decentralization policy through developing the teaching and learning resources at the schools in Kadoma District. Substantial gaps however, still exist in the knowledge and understanding of the responsibilities of the SDC/SDA in the school setting. This research has sought to fill in some of these information gaps, like for instance it sought to answer the question as to whether there is indeed a gap that the SDC/SDA are filling in the school developmental context, what role are they supposed to play in relation to other developmental stake holders.

While there is evidence of the democratic education decentralization policy implementation and sustainable development of the teaching and learning resources, there is room for improvement. More needs to be learnt from the case study of Kadoma District and they need to be translated into practical actions. Further analysis is necessary in order to better understand which forms and under what circumstances the democratic education decentralization policy implementation can have a productive role in supporting sustainable teaching and learning resource development and how governments and stakeholders should approach these processes. In order to ensure flexibility and strategic



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planning, new methods of monitoring and evaluating the democratic education decentralization policy implementation need to be developed and applied.

Capacity building, both in terms of the teaching and learning resources as well as financial support, has been often been quoted as the principle obstacle in furthering the democratic education decentralization policy implementation processes. There is an ongoing need for capacity building and technical assistance, as well as practical lesson sharing and while there has been progress in this area, more needs to be done. In addition, assistance needs to be provided simultaneously “upwards” to the central and municipal government levels addressing the advocacy and policy design and “downward” to the field-level stakeholders and local government authorities.



Finally, improved donor coordination is fundamental to avoid conflicting advice, duplication and waste. Donors are integral partners in the decentralization policy implementation process and measures need to be taken by developing countries like Zimbabwe to improve the coordination of efforts to provide efficient and effective assistance.

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As has been mentioned in this study democratic education decentralization policy implementation is a complex process, that requires patience and dedication on the part of all the stakeholders, but it also promises to be a mechanism for improved democratic governance and sustainable human development. Notwithstanding the above, this study is not a custodian of knowledge but leaves room for other researchers to develop it further.

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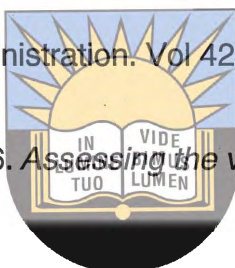
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## Appendix: A

### A Letter from the Supervisor



Aminur Rahim B.A. (Rajshahi), M.A. (Rajshahi) M.A. (Waterloo), PhD (Toronto)  
Department of Development Studies, University of Fort Hare, Private Bag X1314,  
Alice-5700, Eastern Cape, South Africa  
Email: arahim@ufh.ac.za Tel: 27 40 602 2105 (O) 27 40 653 2701 (H), Cell: 27 82  
782 7448 Fax: 27 40 602 2514

June 9th, 2008

TO WHOM IT MAY CONCERN

This is to certify that Mr Wiseman Mupindu is a full-time student studying a Master of Social Science Degree in the Department of Development Studies, University of Fort Hare. In September 2007, Mr. Mupindu had successfully defended his thesis proposal before the Faculty Research and Higher Degrees Committee: Management and Commerce.

At present he is writing a dissertation entitled, "*The Efficacy of Education Decentralization Policy in Zimbabwe: A Case Study of Kadoma District*". In order to successfully complete his research project, he has to carry out extensive field and archival research in Zimbabwe. The effort will highly appreciate if you kindly give him an access to your school library/archive in this regard. And the information and data that Mr. Mupindu will be collecting from the site be used strictly for scholarly purposes only.

Your cooperation will be highly appreciated by the Department of Development Studies as well as by the University of Fort Hare.

Sincerely yours

A handwritten signature in cursive script, appearing to read 'Aminur Rahim'.

Professor A Rahim



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**Appendix: B**

6269 Golden Acres

Msasa Park Kwekwe

Zimbabwe Tel: 00263912499763 Email: [wisepindu@yahoo.co.uk](mailto:wisepindu@yahoo.co.uk)

The District Education Officer

Ministry of Education Sport and Culture Kadoma District

Zimbabwe

15 July 2008



**RE: PERMISSION TO CONDUCT RESEARCH**

Dear Sir

**University of Fort Hare**  
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I am a Master of Social Science student in Development studies with the University of Fort Hare (Student number: 200706072), currently engaged in research. For this research to be successful, I need to have access to the secondary school heads, deputy heads, heads of departments, teachers, School Development Committee members, District staff members and any relevant documents. The purpose of this letter is to inform you of my research interest and gain your permission to carry out the field work during the second term of the academic year 2008.

The focus of my research is the efficacy of the democratic education decentralization policy in Zimbabwe using Kadoma District as a case study. I hope to administer interviews and questionnaires with school heads, school development committee or association members, teachers and the district staff members. Your attention is brought to the fact that this is an academic research and the information obtained shall be used for the research purpose only and strict confidentiality shall be observed.

The study is likely to produce the findings that may be of great value to academics and professionals in the field of education. I therefore, ask your help through granting me permission to approach the schools in your area of responsibility. Attached is a letter from my supervisor, Professor Rahim. Thank you.

Yours faithfully

  
WISEMAN MUPINDU



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**Appendix: C**

6269 Golden Acres

Msasa Park

Kwekwe

Zimbabwe

Tel: 00263912499763 Email: [wisepindu@yahoo.co.uk](mailto:wisepindu@yahoo.co.uk)

Designation



Dear Sir/Madam

Attached is the questionnaire concerning the efficacy of the democratic education decentralization policy in Zimbabwe, focusing on Kadoma District as a case study.

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I am particularly desirous of obtaining your responses because your wealth of experience will explore a true picture of the effectiveness of the policy implementation.

It will be appreciated if you complete the attached questionnaire and return it to the school head's office.

I greatly treasure your response.

Yours faithfully

WISEMAN MUPINDU

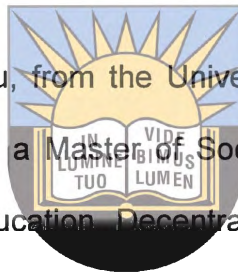
(Master of Social Science in Development studies student: University of Fort Hare)



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**Appendix: D**

**Headmasters'/ Teachers Questionnaire**



My name is Wiseman Mupindu, from the University of Fort Hare in the Department of Development Studies pursuing a Master of Social Science Degree. I am conducting a study on the Efficacy of Education Decentralization Policy in Zimbabwe. You are guaranteed that the information received in this study will be used solely for academic purposes only. Your response will be treated as confidential and top secret. Please, note that no answer is regarded as correct or wrong. Your co-operation determines the success of this study.

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**Instructions:**

- A. You can comment freely on the space provided for open-ended questions.
- B. Indicate your answer by marking with an X in the box provided.

**Section A: BIOGRAPHICAL INFORMATION**

**1. Gender**

Male	<input type="checkbox"/>
female	<input type="checkbox"/>

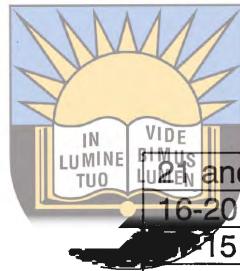
2. Age

20 years and below	
21- 24	
25-30	
31-35	
36-40	
41 and above	

3. Appointment in the organization

Substantive Headmaster	
Acting Headmaster	
Deputy Head	
Senior Teacher	

4. Teaching experience



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21 and above	
16-20	
11-15	
6-10	
5 years and below	

5. Highest Academic Level of Education

Doctor of philosophy degree	
Masters degree	
Bachelors degree	
Diploma	
National certificate	
Advanced level	
Ordinary level	

6. Language used by the respondent

Shona	
Ndebele	
English	
Other	

Section B: EXISTANCE OF SDCs/SDAs AT THE SECONDARY SCHOOLS.

7. Does the SDC/SDA exist at your school?

Yes	
No	

8. How do you select your SDC/SDA members?

Elected during the Annual General Meeting	
Identify volunteers	
Random selection	
Other (specify)	



9. How many males and females are in your SDC/SDA committee?

Males	
Females	

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10. When was the SDC/SDA established at your school?

.....

11. What were the reasons for establishing these committees?

To develop the schools	
To represent the community	
Other (specify)	

12. The SDC/SDA have the capacity to acquire the teaching and learning resources within your school set up.

Strongly agree	
Agree	
Strongly disagree	
Disagree	
Uncertain	

13. Can you identify members existing in your SDC/SDA from the list below?

Chairperson	
Vice-Chairperson	
Secretary	
Treasure	
Headmaster	
Deputy Headmaster	
Senior Teacher	
Three Committee members	

14. What are the achievements made by the SDC/SDA at your school since they were introduced? (E.g. Construction of classrooms, procurement of textbooks etc)



.....  
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 .....

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 .....

15. How often does the SDC/SDA review their plans at your school?

Yearly	
Termly	
Monthly	
After a forty night	
Weekly	

16. Which initiative is used by your SDC/SDA to raise money towards developing the school?

Fundraising activities	
Running money making Projects	
Sourcing donations	
Other	
None of the above	

17. Indicate the average level of education for the

SDC/SDA members at your school.

Doctor of philosophy degree	
Masters degree	
Bachelors degree	
Diploma	
National certificate	
Advanced level	
Ordinary level	

Section C: LEARNING RESOURCES

18. Do you have adequate learning resources

at your school?

Yes	
No	



19. Can you identify some of the learning resources available

at your school?

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Physical structures e.g. laboratories	
Textbooks	
Computers	
Charts/ Maps	
Other (specify)	

20. Give the pupil-resource ratio in the following table:

Teachers for practical subjects	e.g. 1:15
Teachers for academic subjects	
Academic subjects textbooks	
Practical subjects textbooks	
Practical subjects tools/equipment	
Laboratory equipment	
Computers	
Classrooms	

21. How are these resources acquired?

Donations	
Procured by the school authorities following the financial constitution	
All of the above	
Other (specify)	

22. What is the hierarchy of distributing the learning resources to the teachers and learners at your school?



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Teachers collect direct from the Headmaster and give pupils	
Teachers collect from the Deputy Headmaster and give pupils	
Teachers collect from the Heads of Departments (H.O.Ds) and give pupils.	
Teachers collect from senior teachers and give pupils	
Other (specify).	

23. How are the learning resources accounted for at your school?

Recorded in a book	
Constantly review their availability and condition	
End of month inspection	
Termly inspection	
Invite auditors	
Other (specify)	

24. There is proper handover and takeover of the teaching and learning resources in all departments when one is leaving the station.

Strongly agree	
Agree	
Strongly disagree	
Disagree	
uncertain	

25. There are some cases of mismanagement of teaching and learning resources at your school.



Yes	
No	

If yes indicate how?

.....  
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 .....

26. There are some improvements in the accumulation of the teaching and learning resources at your school for the past ten years

Strongly agree	
Agree	
Strongly disagree	
Disagree	
uncertain	

27. The problems associated with the shortage of learning resources at your school include: inadequate/poor physical structures (e.g. classrooms, laboratories etc), overcrowding, scramble for resources, disorder in the classrooms and low percentage pass rate.

Strongly agree	
Agree	
Strongly disagree	
Disagree	
uncertain	

Section D: Policy Documents and Statutory Instruments.

28. Are you aware of these documents?

Education policy documents	Yes	No
Education statutory instrument documents	Yes	No
Education acts	Yes	No

29. Do you also have copies of these policy documents?



Yes	
No	

30. If yes, what is your comment concerning their contents?

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Easy to comprehend	
It takes time to comprehend	
Difficult to comprehend	

31. There is enough evidence at my school that these policy documents and statutory instruments are implemented.

Strongly agree	
Agree	
Strongly disagree	
Disagree	
uncertain	

Section E: Academic Performance

32. How is the academic performance of 'O' level candidates at your school?

Above average	
Average	
Below average	

33. State the overall percentage pass rate trend for the previous four years at 'O' level at your school

.....

.....

.....

.....

34. Explain the reason(s) why the percentage pass rate is having such a pattern



.....

.....

.....

.....

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35. The presence of SDC/SDA greatly contributed towards the academic performance of learners at your school

Strongly agree	
Agree	
Strongly disagree	
Disagree	
uncertain	

36. There is a strong correlation between the quality of teaching and learning resources and the academic performance of students.

Strongly agree	
Agree	
Strongly disagree	
Disagree	
Uncertain	

37. Explain how the instructional goals are achieved through the use of the teaching and learning resources?

.....

.....

.....

.....

.....

Thank you very much for your co-operation.



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**Appendix: E**

**SDC/SDA Members Questionnaire**

My name is Wiseman Mupindu, from the University of Fort Hare in the Department of Development Studies pursuing a Master of Social Science Degree. I am conducting a study on the Efficacy of Education Decentralization Policy in Zimbabwe. You are guaranteed that the information received in this study will be used solely for academic purposes. Your responses will be treated as confidential and top secret. Please, note that no answer is regarded as correct or wrong. Your cooperation determines the success of this study.

**Instructions:**

A. You can comment freely on the space provided for open-ended questions.

B. Indicate your answer by marking with an X in the box provided.

**Section A: BIOGRAPHICAL INFORMATION**

1. Gender

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

2. Age

20 years and below	
21-24	
25-30	
31-35	
36-40	
41 and above	

3. Appointment in the organization

Chairperson	
Secretary	
Treasurer	
SDC Committee members	

4. How many years have you been in the SDC/SDA Committee?



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less than a year	
1 year	
2 years	
3 years	
4 years	
5 years	

5. Highest Academic Level of Education

Doctor of philosophy degree	
Masters degree	
Bachelors degree	
Diploma	
National certificate	
Advanced level	
Ordinary level	

6. Language used by the respondent


Shona	
Ndebele	
English	
Other (specify)	

Section B: EXISTANCE OF SDCs/SDAs AT THE SECONDARY SCHOOLS.

7. Are you recognized as an SDC/SDA member at your school?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

9. How were you selected?



Elected during the Annual General Meeting	<input type="checkbox"/>
Volunteer	<input type="checkbox"/>
Random selection	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>

10. When was the SDC/SDA established at your school?

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11. What were the reasons for establishing these committees?

To develop the school	<input type="checkbox"/>
To represent the community	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>

12. The SDC/SDA have the capacity to acquire the teaching and learning resources within your school set up.

Strongly agree	<input type="checkbox"/>
Agree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Disagree	<input type="checkbox"/>
Uncertain	<input type="checkbox"/>

13. What is the relationship between the SDC/SDA and the responsible authorities (Church, Government, and Council)?

Satisfactory	
Not satisfactory	

14. Are you given induction by the responsible authority and outgoing committee members before assuming duty?

Yes	
No	

15. Can you identify members existing in your SDC/SDA from the list below?



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Chairperson	
Vice Chairperson	
Secretary	
Treasurer	
Headmaster	
Deputy Headmaster	
Senior Teacher	
Three committee members	

16. What are the achievements made by the SDC/SDA at your school since they were introduced? (E.g. construction of physical structures such as classrooms, procurement of textbooks, sourcing computers).

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17. How often does the SDC/SDA review their plans at your school?

Yearly	
Termly	
Monthly	
After a fort night	
Weekly	

18. Which strategy is used by your SDC/SDA to raise money towards developing the school?



Fundraising activities	
Money making project	
Sourcing donations	
All of the above	
None of the above	

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19. Does the government involvement disturb the financial plans of the SDC/SDAs during reviewing school levies? Give reasons for your answer?

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20. State all your duties as the SDC/SDA member at your school in the space provided

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Section C: LEARNING RESOURCES

21. Do you have learning resources that are relevant to the syllabuses at your school?

Yes	
No	

22. Can you identify some of the learning resources available at your school?



Physical structures e.g. laboratories	
Textbooks	
Computers	
Charts/ Maps	
Other (specify)	

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23. How are these resources acquired?

Donations	
Procured by the school authorities	
Other (specify)	
All of the above	

24. There are some cases of mismanagement of learning resources at your school.

Yes	
No	

If yes, state how?

.....

.....

.....

25. There are some improvements in the accumulation of the teaching and learning resources at your school for the past ten years

Strongly agree	
Agree	
Strongly disagree	
Disagree	
Uncertain	

Section D: Academic Performance



26. State the overall percentage pass rate trend for the previous ten years at 'O' level at your school

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27. Explain the reason(s) why the percentage pass rate is having such a pattern?

.....

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28. The presence of SDC/SDA greatly contributed towards the academic performance of learners at your school.



Strongly agree	
Agree	
Strongly disagree	
Disagree	
Uncertain	

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**Appendix: F**

**Interview Questions for the Headmasters and teachers**

My name is Wiseman Mupindu, from the University of Fort Hare in the Department of Development Studies pursuing a Master of Social Science Degree. I am conducting a study on the Efficacy of Education Decentralization Policy in Zimbabwe. You are guaranteed that the information received in this study will be used solely for academic purposes. Your responses will be treated as confidential as possible. Please, note that no answer is regarded as correct or wrong. Your cooperation determines the success of this study. Thank you.

1. State the importance of the education policy, education acts and the education statutory instruments at your secondary school?
2. What are the advantages and disadvantages of having the SDCs/SDAs at your school?
3. How do you acquire the teaching and learning resources at your secondary school?
4. How are the teaching and learning resources distributed to the learners at your secondary school?

5. Can you outline the trend of the overall percentage pass rate at 'O' level within your secondary school before and after decentralization?
6. Is the overall percentage pass rate better than before the implementation of the democratic education decentralization policy?
7. Explain how the teaching and learning resources influence the academic performance of learners at your school?
8. Which strategies do you employ to prepare learners for their final 'O' level examination at your secondary school e.g. conducting holiday lessons, having consultation days?
9. How do you recruit the teaching staff members at your secondary school?
10. Which supervising methods are being used by the school heads to promote good academic performance for learners at your secondary school?
11. When, was your secondary school last inspected by the officials from the district or provincial education offices?
12. Do the SDCs/SDAs recognize their role at the secondary school level? Give reasons.
13. Which areas do you think need attention for the decentralization policy to be successful in the education system particularly at your secondary school?



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**Thank you very much for your co-operation.**



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**Appendix: G**

**Interview questions for the SDC/SDA members**

My name is Wiseman Mupindu, from the University Of Fort Hare in the Department of Development Studies pursuing a Master of Social Science Degree. I am conducting a study on the Efficacy of Education Decentralization Policy in Zimbabwe. You are guaranteed that the information received in this study will be used solely for academic purposes. Your responses will be treated as confidential as possible. Please, note that no answer is regarded as correct or wrong. Your co-operation determines the success of this study. Thank you.

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1. What are your responsibilities as the SDC/SDA members?
2. How long have you served in the SDC/SDA committee?
3. How do you acquire the teaching and learning resources at your school? Please, explain.
4. What is the differences concerning the acquisition of the teaching and learning resources at your school before and the period after education decentralization? State the reasons.
5. Does the school authority inform you about the relationship between the availability of the learning resources and the academic performance of learners at your school?

6. Do you have the capacity to acquire the teaching and learning resources within your school set up?
7. Which are the teaching and learning resources have you made available since you were elected into the SDC/SDA committee? (E.g. textbooks, computers, laboratory equipment).
8. What contributions are you making to influence the parents to support the idea of sourcing the learning resources at your secondary school?
9. How is the state of your relationship with the school responsible authorities (e.g. church, government and council) Headmasters, teachers, parents and pupils?



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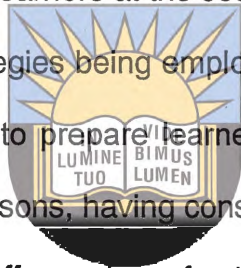
## Appendix: H

### Interview Questions for the education officers at the district level

My name is Wiseman Mupindu, from the University Of Fort Hare in the Department of Development Studies pursuing a Master of Social Science Degree. I am conducting a study on the Efficacy of Education Decentralization Policy in Zimbabwe. You are guaranteed that the information received in this study will be used solely for academic purposes. Your responses will be treated as confidential as possible. Please, note that no answer is regarded as correct or wrong. Your cooperation determines the success of this study. Thank you.

1. Are the statutory instruments and education acts useful documents in the education system at your schools? State the reasons.
2. Are the school heads and teachers implementing the demands of the above policy documents? State the reasons.
3. What are the advantages of devolving power at the schools in your district particularly focusing on the acquisition of learning and teaching resources?
4. Explain how the secondary schools in your district acquire the teaching and learning resources?

5. What is the trend of the overall percentage pass rate at 'O' level at the secondary schools in your district before and after decentralization?
6. Is the overall percentage pass rate of these secondary schools better than before the implementation of the democratic education decentralization policy? Give reasons.
7. What is the contribution made by the teaching and learning resources towards the academic performance of learners at the secondary schools in Kadoma district?
8. May you indicate the strategies being employed by the school heads and teachers in the secondary schools to prepare learners for their final 'O' level examination e.g. conducting holiday lessons, having consultation days?
9. How are the teaching staff members for the secondary schools in your district recruited?
10. When did you last carry out supervision in the secondary schools in your district?
11. What is the role of SDCs/SDAs at the secondary schools in your district?



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