

# ZAMBIA DECENTRALISED LOCAL GOVERNANCE SYSTEM

LINKING EDUCATION BOARDS TO ADULT  
EDUCATION

# INTRODUCTION

- This paper outlines the background to decentralized Policy in Zambia, Governance System Structures and the decentralization in education and examples of good governance for youth and adult education.

# GOVERNANCE SYSTEM

- In keeping with the democratic and liberal philosophy of the country under the multi-party political system, the Government decentralized the management of public service delivery based on corporate governance principles.
- Corporate governance as a system allows communities to participate in the affairs of their government through decentralized organizational structures or arrangements. This process saw the establishment of Management Boards in the public sector.
- The purpose of establishing these boards was to increase community participation in the governance and management of public service institutions. This enhanced a sense of ownership, which ultimately result in improved quality service delivery.

# GOVERNANCE SYSTEM Cntd

- This process saw the establishment of Management Boards in the public sector. The purpose of establishing these boards was to increase community participation in the governance and management of public service institutions. This enhanced a sense of ownership, which ultimately result in improved quality service delivery.

# GOVERNANCE SYSTEM Contd

- There is also a political benefit of decentralization that includes decentralization of Other aspects of Government service delivery and involving transfer of entire responsibilities to Local Authorities. The benefits include the following:
  - Improvement of governance of service delivery at the local levels in a number of ways:
  - Widening the local resource base and therefore increasing the capacity for delivering education and other services
  - Getting the central level and national politicians to be more responsive to local interests
  - Redistributing political power by reducing the power of central actors while increasing that of local actors

# GOVERNANCE SYSTEM Contd

- (b) Improvement of the systems of the central government. The benefits include:
- Shifting some financial and administrative responsibilities to the other actors, such as the communities, Non-Governmental Organisations(NGOs), and Faith Based Organisations
- Relieving the central government of unnecessary bureaucracy in discharging responsibilities.
- Increasing the political legitimacy of the central and local governments.
-

# DECENTRALISATION IN EDUCATION

- In order to promote community participation in the planning and decision making processes the Ministry of Education has continued to seek various avenues to build the capacities of the board members for them to effectively participate in the identification of priorities and allocation of resources to their respective schools.
- Education Boards were established as part of the decentralization programme to enable communities to participate in matters relating to the education of their children.

# DECENTRALISATION IN EDUCATION

- It was also intended to allow for more rapid reaction and action to problems and opportunities that occur at the local level where service delivery takes place, thereby improving the learning environment and consequently the quality of education provided.
- Education Boards are the main vehicle through which communities are enabled to participate in educational planning and decision making. Some of the benefits of education decentralization are:



# 1.Improvement of educational access through:

- Mobilising non-governmental resources for education
- Improving the quality of inputs to education
- Matching curriculum content to local needs
- Promoting innovativeness of educational programmes
- Widening access to quality education especially to historically, economically and geographically disadvantaged communities
- Increasing the outputs of schooling so that those who enter school are able to complete.

## 2.Improvement of performance by:

- Enhancing the efficiency of resource allocation and utilization by timely allocation of the resources.
- Promoting relevance of education in accordance with the needs of the labour market.
- Enhancing the use of information related to issues, problems and recent education innovations.
- Allocating educational resources on the basis of need as in the activity-based

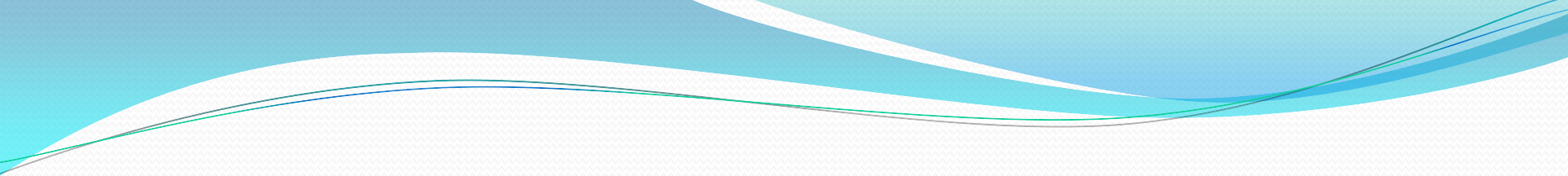
# Contd

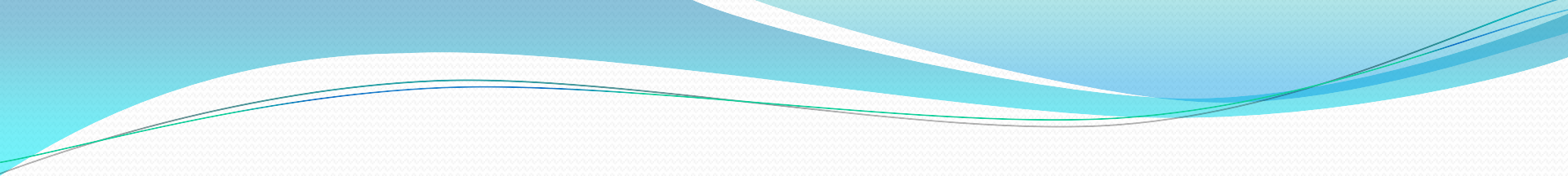
- Allocating educational resources on the basis of need as in the activity-based budgeting as advocated by the Medium Term Expenditure Framework (MTEF). This is a projection of expenditure over a given number of years, in this case 3 years.
- Improved reporting system by encouraging both upward and downward flow of information.
- Enhanced capacity building of human resources

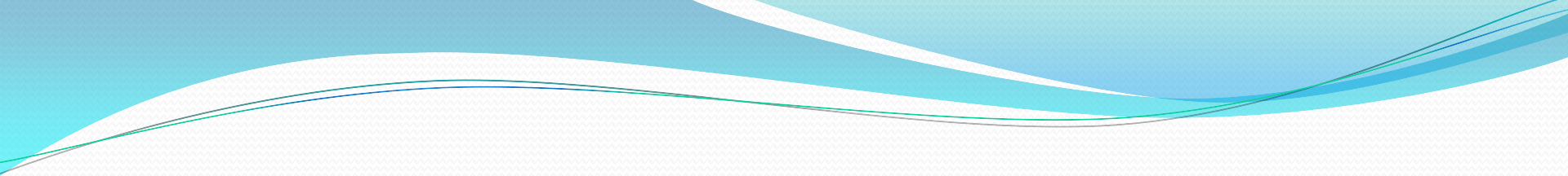
# HOW ZAMBIA IS ADDRESSING DISADVANTAGED YOUTHS

- It is against the decentralization of public service that the country has been able to address problems of disadvantaged youths.
- One of the major focus of decentralization of education was to widen access to education for the disadvantaged groups such as the Orphaned and Vulnerable Children, women and the youths. This was done through, among many strategies, matching the curriculum content to the local needs.
- The Ministry provides both Open and Distance Learning programs through the Directorate of Open and Distance Education through:

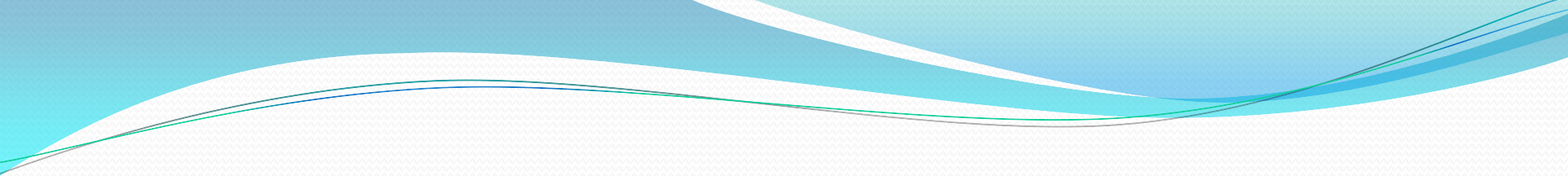
- Interactive Radio Instruction programme which provide education to the out-of –school children and OVCs from Early Childhood to Grade 7
- At upper basic and high school levels, print-based Alternative Education Programs(AEP) have been introduced
- Television Education by production of Video lessons for both basic and high school levels
- The university of Zambia has diversified provision of education through a combination of full time, part time evening classes and distance education

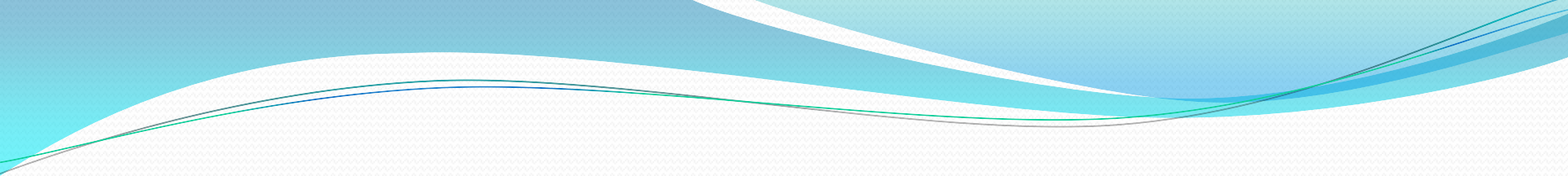
- 
- Providing junior and secondary courses to 30,000 students enrolled at the Zambia College of Distance Education
  - Organising and managing open secondary schools where an average of 19,000 students study under supervision with materials produced at the Zambia College of Distance Education
  - Organising and teaching evening classes at primary and secondary levels for 15,000 students, most of them adults; and
  - Training in specific skills for 1,250 recent school leavers and adults in Schools for Continuing Education.

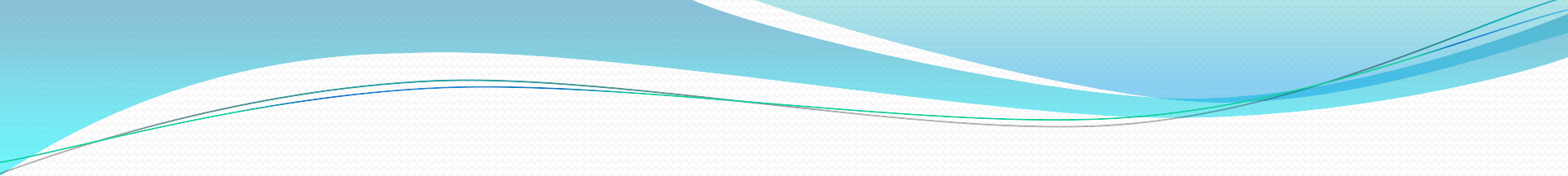
- 
- The Ministry of Education through the Directorate of Open and Distance Education has 14 Schools for Continuing Education where youths can learn skills for their survival at sub-artisan level i.e. below the level of those trained by the Department of Technical Education and Vocational Training (TEVET).
  - In these Schools for Continuing Education, students are given a certificate of attendance and testimonial as opposed to certificate after passing a trades test.

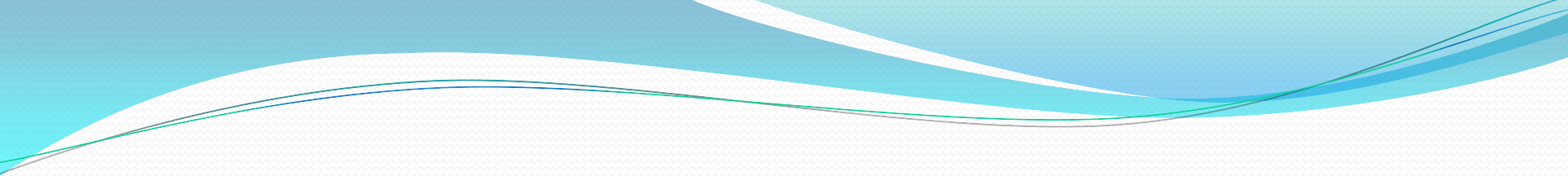
- 
- These training institutions are targeting school leavers and drop outs at Grade 7 and 9 as well as adults.
  - Currently, however, even school leavers at Grade 12 level are part of the participants. This is partially because of inadequate college places since out of the 300,000 pupils who leave the school system at grade 12 annually, only 30,000 access skills training. The schools use both localized and national curricula.



- 
- The Ministry of Education, Science, Vocational Training and Early Education also works with the Ministry of Community Development, traditional and civic leaders, non-governmental organizations and religious bodies in identifying vulnerable groups, assess their needs and determine how best to meet their needs.
  - These include unemployed youths who may require skills or out of school youths who require sponsorship into formal schools

- 
- There are .....Adult Literacy Centers in the country where youths and adults are taught numeracy and literacy skills. These provide both academic and functional literacy.
  - Literacy skills help the learners to be able to access information which is key in making decisions about day to day activities, religious and political engagements such as voting.

- 
- The Ministry of Education, through the Directorate of Open and Distance Education has established learning centers for inmates in prisons. The prisoners are offered education from grade 1 to 12 while serving. Upon completion of their prison sentence, they are given recommendation to continue learning at centers outside the prison.
  - There are also skills provided in reformatory camps for juveniles

- 
- The country has National Service Camps where youths are trained in skills to sustain their livelihood and avoid engaging in vices. The camps offer both skills and academic education.
  - The Ministry of Education still remains the key link to these education centers for materials, learner support and policy direction

# CONCLUSION

- Zambia has continued to engage in youth empowerment programs that are aimed at addressing problems of youth and adult education
- .....



- THANK YOU