

Decentralization of Education: Participation and Involvement of Parents in school governance: An attempt to explain limited-involvement using Bourdieu's theory of social practice.

By

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Abstract

The discourse over the role of decentralization in bringing about development has been on-going for decades. The arguments advanced for decentralization have been both political and economic. The 1999 Annual World Bank Conference on Development in Latin America and the Caribbean for example focused on discussing the problems that implementation of decentralization was going through. Zimbabwe followed the example of many other countries that were decentralizing their education systems. In the case of Zimbabwe it decentralized education functions rather than political power. Different governments in Africa and Asia have expressed commitment to policies of decentralization as a development strategy, and in Africa alone there were more than twenty five countries that have been involved in launching different decentralization policy initiatives in the 1980s and 1990s (Adamolekun, 1991). The major concern now has been the extent to which decentralization can be credited with bringing about economic and social development within a country. There have been several studies to examine the role of decentralization in development, more so in educational development. Most of the findings have indicated lack of involvement and limited involvement of parents and communities in school governance and management. This paper whilst not justifying the exclusion of parents and communities in key issues of school governance makes an attempt to explain the factors that contribute to lack of involvement or limited involvement parents and communities using Bourdieu's theory of social practice.

Keywords: *Decentralization, Implementation, Development, Education functions, Decision making, School governance and management.*