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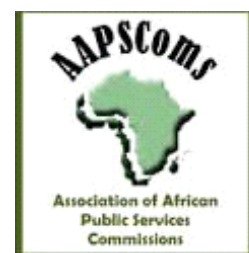
Theme:

Africa's Renewal in the Era of Sustainable Development: Shared Responsibility for Strengthening Institutions

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Theme:

Modelling Decentralized Governments and Institutions Towards Sustainable Development

Topic "DECENTRALISATION AS AN EXPLANATORY FACTOR FOR THE IMPROVEMENT OF THE LOCAL EDUCATION SYSTEM IN BURUNDI: CASE OF SCHOOLING IN THE BUYENGERO COMMUNE".

By NDAYIZAMBA AIME, MA

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Presentation of Burundi



- Burundi is a landlocked country in East Africa with an area of 27,834 km².
- density: 440 inhabitants per km², it is also one of the most densely populated countries in the world.
- 14% of the population is urban.
- It is divided into 18 provinces, 119 communes and 2,639 hills.
- Burundi's population is estimated at 12,255,000 with a growth rate of 3.3% in 2016.
- Men/Women:49.6% : 50.4%.
- Birth rate: 37.8 ‰, death rate: 7.6 ‰ and literacy rate (2015): 85.6
- The median age is 16.9 years
- The proportion of under-15s is 46% of the total population.

Insights from the study

Our study consists of an analysis of the **impact of decentralisation on the local education system in Burundi**. The aim of this analysis is to prove whether or not the decentralisation process as a public policy in Burundi has already produced its effects.

We conducted a case study on one of the decentralised communes to identify the impact of decentralisation on education in Burundi.

Hypothesis

Decentralisation promotes an improvement of the local education system (part of sustainable development).

Research question

In an attempt to find the solution to the research problem we started from the following central research question: "How does decentralisation improve a local education system?"

Methodology

In the course of our research, we opted for two methodological techniques, which are

1. Direct observation
2. Survey using the questionnaire

"The most beautiful ideal for a generation is to strive so that the generation that follows it may live and enjoy more beauty, more happiness; (...). This ideal is that of education. Without it, man's very raison d'être vanishes. If there were no child to bring up, to protect, to instruct and to transform into a man for tomorrow, the man of today would become a nonsense and could disappear". (*Olive Decroly, 1929*).

1. Decentralisation, what are we talking about?

a. *Origins*, aspects and objectives of decentralisation

- The policy of decentralisation began in the 1990s
- It is presented as a strengthening of local democracy leading to better local development.
- Decentralisation has attracted the attention of several authors with a divergence of opinion (source of impetus for local authorities towards development while others qualify it as a brake on development) (ref).

b. aspects of decentralisation

- Decentralisation has several aspects: the political aspect, the economic aspect and the socio-cultural aspect.

c. Objectives of decentralisation

Its **objectives are to:**

- **Improve the delivery of public services,**
- **Social cohesion and**
- **To be an instrument for economic development and poverty alleviation.**

d. Characteristics of decentralisation

- Power, resources and responsibilities are shared (state/local authorities).
 - Legal personality, financial autonomy, election of local officials.
- A. DE LAUBADERE (1976, p.88) evokes the idea of a local authority that is part of a larger one, but which administers itself, manages its own affairs.
- Decentralisation brings decision-makers closer to the places where their decisions are implemented by law.
 - This freedom to design, plan and implement in the hands of the municipalities is the basis for sustainable development.

c. Relationship between education and sustainable development

Results of recent studies show that women with little or no education give birth to seven and more children, while women with more than eight years of education have fertility rates ranging from one to three children.

According to these studies, the children of educated mothers have a better quality of life than those

whose mothers are illiterate. They conclude that the positive effects of schooling increase with the quality of education provided, (Jejeeb Hoy, 1996; Cohen and Soto, 2007; Schultz, 2002).

d. Importance of decentralisation

MINTZBERG.H (1998) and HALLAK.J (1976) looking at the need to decentralise certain structures such as education found that it is more than necessary because a single centre cannot effectively manage all the issues in these structures. They mentioned the speed of decision making, the motivations at lower levels, etc.

e. Disadvantages of decentralisation

- *It often results in the loss of economies of scale and government control of scarce financial resources.*
- Lack of sufficient HR and financial resources but with very huge responsibilities.
- Makes national policy coordination more complex and local elites benefit.
- For small countries with the same characteristics, wealth, density and potential, decentralisation is unlikely to have a positive impact.

Divergence between supporters and opponents of decentralisation.

Benefits	Disadvantages
<ul style="list-style-type: none"> -Improved service delivery -Better adapted to local needs -More flexible -More innovative -Less costly -Leverage the comparative advantages of local businesses and the local voluntary sector. 	<ul style="list-style-type: none"> -Dangers for the provision of services -Decentralisation of corruption -Excessive expenditure -Disengagement of the state from its economic and social functions -Insufficiently qualified local staff, independent or willing to take risks.
<ul style="list-style-type: none"> -Promotion of local democracy -Increased chances of participation -Integration of local needs and interests -Opportunities for voluntary and private organisations to act and express themselves 	<ul style="list-style-type: none"> -Local politics remains political -Reproduction of local elites under a different label -Insufficient political capacity of the poor to speak out and be heard -Clientelism

-Field of experimentation of democracy -Autonomy and political integration of minorities.	-Reduced accountability of local elected officials if local elections are deemed unimportant and lead to low turnout.
-National integration -More equitable distribution of resources -Vertical power sharing -joint decision making and planning body and jointly undertaken tasks -Realisation of national diversity within national unity.	-Danger of separatism -Institutionalisation of ethnic fragmentation -Replication of the discriminatory policies of the majority party.

Source: (STEINICH, 2001)

2. Results of previous pro-decentralisation studies

TIEBOUT (1956) appreciates decentralisation by the fact that it creates a large number of political poles favouring the free choice of the population.

RONDINELLI (1989) finds that: "under the condition of a fairly free choice, the provision of certain public goods is economically more efficient when a large number of local institutions are involved than when the central government is the provider".

Faguet (2004) found that the composition of the public goods provided changed in Bolivia after decentralisation to better meet the needs of the populations concerned

Bird and Rodriguez (1999) in their analysis conclude that decentralisation has had a positive effect on access to health, primary education, housing and infrastructure in the Philippines.

Galiani, Gertler, and Schargrotsky (2008) found similar results for education in Argentina between 1994 and 1999.

Enikolopov and Zhuravskaya (2007) find a positive impact of decentralisation on health and education indicators in 95 developed and developing countries between 1975 and 2000.

3. results of critical work on decentralisation

On the contrary, there are other authors who have pointed out some flaws in decentralisation.

For Kornai (1970), successful decentralisation has risks of undermining social and economic cohesion, leading to the inequalities it is likely to generate, and to fiscal indiscipline of local governments that can cause economic instability.

Azfar and Livingston (2010) find little evidence of improved local delivery of public services in Uganda in 2000;

Winkler and Rounds (1996) show that the decentralisation of education in Chile has significantly reduced the number of jobs in education affecting the results of knowledge assessment tests.

In his article on the evaluation of the performance of decentralised authorities between Rwanda and Burundi, GUILLAUME NICAISE found that in Burundi, decentralisation remains limited by a lack of means allocated to local authorities and clientelistic political dynamics.

4. Burundian education system

"Education and health are at the centre of these services, which also include sanitation and access to drinking water. A well-educated population (...) is more of a factor in development than natural resources. Thus, in the face of the state's inability to satisfy the rapidly growing demand for education and health services, the redistribution of roles between the central and local levels has gradually emerged as an effective response to correct the imperfections of the administration's centralising policies" (*author*).

HUBERT. R quoted by DELDIME Roger and DEMOULIN. Richard, 1994, p.11 gives common points of the notion of education:

- Education is limited to the human species;
- It is an action exercised by one individual on another (or by one generation on another);
- It is goal-oriented;
- It consists in acquiring behaviours that are superimposed on the individual's natural dispositions.

5. The construction of the national education policy in Burundi

Since the 1960s and especially 1982, the government of Burundi has always shown its willingness to educate its children:

- Introduction of the double shift system which increased the number of teachers and classrooms;
- The various schooling campaigns following the 1993 war;
- Adherence to the objectives of the 2000 Dakar conference (equal opportunities; matching training to employment; improving the quality of education; decentralisation of education management, etc.).
- Organisation of the annual Education for All campaigns;
- Free primary education for all Burundian children in 2005;
- Joint efforts between the government and the population to build schools.

6. Common characteristics of education, image of sustainable development

- Education is seen as the key to development,
- It requires collaboration between several partners
- It is considered as "the action of developing a body of moral, physical, intellectual and scientific knowledge and values..."
- Education allows the culture necessary for the development of the personality and the social integration of the individual to be transmitted from one generation to the next.

Education influences, among other things, health status, fertility and mortality levels and many other aspects of the lives of individuals and communities.

- According to LUCAS (1988), this results in positive externalities because an individual's level of education can affect his productivity as well as that of his partners. Through a network effect, a level of education is all the more effective as it allows interaction with other individuals with the same level (COULUMBE and TREMBLAY, 2009; COHEN and ALBIN, 2009)
- The growth rate of output depends on the growth rate of schooling (Appleton, 2000).

In its broadest formulation, education is part of human development, a necessary condition for the implementation of sustainable development and poverty eradication (World Bank & imf, 2002).

7. Functioning of the commune under the study

The municipality has a political organisation originating in the constitution

it has its own political structure.

Its supreme body is the municipal council.

It studies all the important issues relating to its economic, political, social and cultural life

It is headed by an administrator assisted by two councillors, a secretary, a municipal accountant and a civil registrar.

Zones are headed by zone managers who are appointed

The hills are governed by a council of five people who are elected under their own names

Competences of the municipality :

Managing local interests ;

Public services guarantee

The promotion of community development at all levels.

Financial resources of the municipality

The municipalities use funds that come mainly from

- Own resources,
- Revenues of a national character,
- Resources from the equalisation fund and exceptional resources.

(Normally, the commune should only operate with the taxes collected on its territory)

Municipalities have the full right to decide on both internal and external strategies for mobilising financial resources

Results of the study

- Decentralisation has not yet reached its final stage but the role of the administration is still irreplaceable.
- Cooperation between the local administration and schools is better after than before decentralisation in BUYENGERO commune. With decentralisation, the local administration has become heavily involved in the management of schools.
- There is an evolving and appreciable communication between the municipal authorities and the school authorities.
- The communal authorities play a mediating role in the event of latent or open conflicts.
- The Robby's and the contacts of the municipal authorities in favour of a sector such as education show the interest of the elected representatives in such a key area as education.
- Unofficially, the local authorities are involved in the appointment of a head teacher and especially in his or her dismissal if necessary. This makes it easier to monitor the functioning of the school.

Decentralisation has played an important role in the education system in the commune of BUYENGERO

Our research has shown us that **decentralisation is** one of the factors that explain the recent improvements in the education system in BUYENGERO. Having been elected, the communal authorities have had the courage and the moral obligation to participate in the schooling of a greater number of children in the commune. It is in this sense that the communal authorities have not only sensitised the population to the schooling of their children but have also created the conditions for its realisation.

Our hypothesis was confirmed, i.e. that decentralisation improves a local education system in general and schooling in particular.

Recommendations :

Our recommendation is that all countries should:

- develop the policy of decentralisation as a source of sustainable development
- To apply it to all sectors and especially to education.

To the AAPM

- To take responsibility for and facilitate the promotion of decentralisation as a model of governance.