



MINISTRY OF EDUCATION
NKRUMAH COLLEGE OF
EDUCATION
KABWE, ZAMBIA

**MANAGEMENT, FINANCING
AND ADMINISTRATION:
NKRUMAH COLLEGE OF
EDUCATION' CONTRIBUTION
TO MEETING EDUCATION FOR
ALL EFA GOALS.**

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PRINCIPAL**

- Nkrumah College of Education was opened in 1967 to train Junior Secondary School Teacher, while the University of Zambia trained Senior Secondary School Teachers
- The period after independence there a rapid expansion of both Primary and Secondary Schools, in the country which resulted in
 - Increase demand for teachers
 - Reduced duration of Secondary School Training from 3year to 2year in order to meet the demand for Secondary School teachers.
 - Teachers trained for junior secondary school taught at senior level as well

- In its efforts to attain Education for All, the government introduced some reforms in the education sector. These include:
 - The structure of Schools changed
 - The Primary School Grade 1-7, became Basic School Grade 1-9
 - Secondary School became High School Grades 10-12
 - However at present there is a transition where all these exist
 - The Teachers' training Colleges were transformed into Colleges of Education.

- Nkrumah College of Education currently trains teachers for both upper Basic Grade 8 & 9 but is in the process of being transformed into High School College of Education which will train teachers for Grade 10 -12
- The College trains teachers for all subjects except Home economics, Industrial arts and Fine arts
- The college has a total enrolment of 603 first and second year students and 2,203 Distance Education students
- A total of 64 academic staff and 71 support staff

- From inception a total of 9862 students have graduated from the college.

The role of the college is to provide post-secondary training for high school teachers. While addressing cross-cutting issues, the college also endeavors to provide access, equity and quality education to its candidates.

The main objectives of the College include:

- Provision of a curricula relevant and responsive to individual and national needs and value system,
- Create an environment conducive for effective teaching and learning

- ensure adherence to learning and teaching standards, guidelines and procedures to achieve high standards and delivery of education
- provide well qualified and committed teaching staff,
- improve the learning environment.
- To enhance learning by the use of various teaching strategies
- Foster professionalism in the implementation of the curriculum
- Cultivate a culture of innovation, creativity critical thinking and life-long learning

- Strengthen Continuous professional development for all category of staff.
- The college recognizes that in training teachers for upper basic schools it has an important role to play in meeting EFA goals.

Therefore the college has taken the following steps

- Develop A College Strategic Plan for 2007-2013
- Review the college curriculum and syllabus
- Offering an upgrading course for Primary School teachers through a distance Education program
- Increased enrolment of students on the distance program

- ICT training for all staff
- Developed Three year strategic Plan for CPD and ICT
- Integrate VVOB and NUFFIC project activities into the main College Program
- Support more members of staff upgrading themselves. Currently there are 20 members of staff studying under various programs.
- Strengthen research activities
- Publication of a college Journal
- Introduction of action research for students

- Strengthen college management, administration and Financial accounting with the help of NPT (NUFFIC) program.
- The NPT is a programme of South-North cooperation which helps developing countries to strengthen their institutional capacity for providing post-secondary education and training. It does this by mobilizing expertise from Dutch organizations.
- The NPT is demand-driven and flexible, and it addresses local priorities. ‘Ownership’ on the part of stakeholders in the South is an important feature of the programme.
- Needs were identified from existing Education policy and Sector Plans. The priorities were identified through dialogue with the ‘owners’ of the sector or Sub-sector plans.

- For the education sector in Zambia priorities at tertiary level were elaborated in the Sector Plan for education and the National Implementation Framework (NIF).
- After needs were identified, a plan of implementation for NPT intervention was developed.

The decision of the area of intervention was influenced by the fact that:

- Nkrumah College is currently in a transition period of changing the curriculum from two to three year.

- In the near future the college would be offering degree programs, hence the need for strengthening Admission, Accounts, Management and Administration. There was also a need for staff training so that they would cope with the new challenges and that they manage change.

In order for Nkrumah to meet these challenges the college required to strengthen its institutional capacity by:

- Computerizing its records management systems
- Providing appropriate soft and hard ware
- Supporting continuous professional development.
- Supporting the curriculum change process.

- The NUFFIC program supports the college by strengthening the college's capacity in Management
- The Management Development Program (MDP) is a tailor made training program for
 - The management teams of both colleges
 - Individuals that are destined, or have the ambition, to become part of the management team in the (near) future.
 - There are 20 participants on the program from both Colleges
- The focus is on putting theory into practice, coaching on the job, and developing *soft competences* (as defined in the needs analysis).

- The program is supportive for the Vice principals, the heads of departments, the heads of sections and individuals who have managerial responsibilities.
- Curriculum development experts from CINOP and FONTYS provided the Colleges with the basic components for the MDP, based on the findings in the Inception report and on their ample experience in the field of Developing (educational) managers. However, the participants of the MDP will have a considerable influence on the program as they will become the architects of their own curriculum.

Task Team Meeting

- There are 4 task teams formed that consist of 4 staff members (COCOE/NCE = 2/2) that are chaired by a Task Team Leader.
- It is the responsibility of the task teams to carefully analyse the relevant processes in the colleges in order to determine how the colleges can (further) improve these in order to develop into an efficient and effective organisation.
- ICT will support the task teams by providing specific information on ICT possibilities, pitfalls of ICT solutions, best practices, et cetera.

These teams are tasked with analysing the systems and processes within the colleges,

- identifying strong/weak points,
- formulating alternatives for solving the weak points and/or further strengthen the strong points and hence,
- indicating the specific need for equipment.

Only then is an efficient use of the available funds in the project guaranteed.

Financial Accounting and Procurement

- Training of financial accounting officers, procurement officer and strengthening systems

In financial management there is need for:

- More accountability and more transparency
- Proper reporting and record management.

With the support from NPT, the college should be able to acquire soft and hard ware to improve information and financial management systems

ICT

- The consortium and the colleges agreed also that in case of urgent need for equipment (e.g. internet connection) funds would be made available
- Also the consortium feels that it is necessary to work more closely together with VVOB, as this the area of ICT in organisation is also active

in Education, though focusing more on (basic) ICT training.

- As VVOB is also using part of its budget for equipment, it become necessary to join forces so as to prevent an inefficient use of funds.
- ICT as a tool to improve systems as well as a tool for teaching
- Improved internal communication systems
- Improve data keeping
- Admission
 - Introduction of more transparent efficient systems of admitting students to the college.

Challenges

The following remain the challenges which the college still faces

- Internet connection still is a problem hence internet related activities and training can not take place
- Need for continuous professional development especially in the area of curriculum change, management and teaching methodologies.
- Lack of clear defined policy for continuous Professional development
- Lack of financial support for CPD

- The Ministry of Education focus is on Basic Education therefore most funding is allocated to Basic Schools. The College then has
 - Inadequate, late funding that does not match with the college budget
 - Inadequate Resource allocation formula
 - Lack of adequate teaching and learning materials
 - lack of expansion of college and poor infrastructure
 - Lack of well defined promotion ladder, as a result promotion to management position. Promotion based on years of service and not competence or training.

- Poor communication and poor data management
- Lack of clearly defined Distance Education Program for teacher training colleges and lack of coordination Distance Education program. Therefore lack of support for such programs
- Lack of ICT policy, therefore the Ministry does not have direction
- Research is not a priority therefore not funds allocated to research, lack of forum sharing research finding.
- Appointment and Promotion for Lecturers does not require them to research or publish, therefore

College Lecturers do not see any need for research.

Conclusion: There is need for Ministry of Education to see higher education as an important partner in achieving Educational for all goal. That way information and funding will be channeled to higher education.