

***COMMUNITY PARTICIPATION IN PRIMARY SCHOOLS:
A COMPARATIVE STUDY OF GTZ AND BESO ASSISTED
AND NON- ASSISTED SCHOOLS IN SNNPR***

**A THESIS
SUBMITTED TO:
THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY**

***IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTERS OF ARTS IN EDUCATIONAL
MANAGEMENT AND PLANNING***

**BY :
GETACHEW MAMO**

JUNE 2001

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

COMMUNITY PARTICIPATION IN PRIMARY SCHOOLS: A COMPARATIVE STUDY OF
GTZ AND BESO ASSISTED AND NON- ASSISTED SCHOOLS IN SNNPR.

BY:

GETACHEW MAMO

Approved by the examination board

Girmay Berhe

Chairman, Department of Graduate Committee

Nebiyu Taddese (Dr)

Advisor

Thomas D Wilson (Dr)

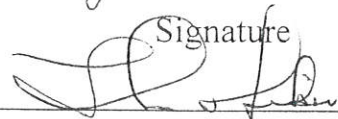
External Examiner

Tilahun Workneh (Dr)

Internal Examiner


Signature

Nebiyu Taddese
Signature


Signature

Tilahun Workneh
Signature

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

COMMUNITY PARTICIPATION IN PRIMARY
SCHOOLS:
A COMPARATIVE STUDY OF GTZ AND BESO
ASSISTED AND NON-ASSISTED SCHOOLS IN
SNNPR

GETACHEW MAMO SERSAMO

JUNE 2001

TABLE OF CONTENTS

	Page
Acknowledgement	
List of Tables	
Abstract	
CHAPTER ONE	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	5
1.3. Significance of the Study	6
1.4. Delimitation of the Study	7
1.5. Operational Definition of Important Terms	7
CHAPTER TWO	8
2. REVIEW OF RELATED LITERATURE	8
2.1. What is Community Participation in Schools?	8
2.2. Rationale for Community Participation in Primary Education	11
2.2.1 The School Problems and Role of Community	14
2.2.2. Limitations of the Government	16
2.2.3. Poor Achievement of Students	17
2.2.4. Low Participation, Transition or Promotion Rates and High Dropout Rates	19
2.2.5. School Buildings and Infrastructure	21
2.3. Trends of School- Community Communications	21
2.3.1. School-Community Communications	23
2.3.2. Communication through Pupils	26
2.3.3. Communication through Community Organizations	27
2.3.3.1. The Existing Village Level or Community Organizations	28

2.3.3.2. School Committee	28
2.3.4. Planning School-Community Relations	29
2.4. Reciprocal Effects of School Community Cooperation	31
2.4.1. School and Local Development	33
2.4.2. School Buildings and Staff Rendering Community Services	34
2.4.3 Community in Schools	36
2.5. Factors Affecting School-community Relations	38
2.5.1. Lack of Principals' and Teachers' Interest	39
2.5.2. Lack of Community Interest	41
2.5.3. Lack of Community Awareness	43
CHAPTER THREE	46
3. THE RESEARCH DESIGN	46
3.1. Sampling Technique and the Sample Population	46
3.2. The Variables	47
3.3. Instruments of Data Collection	47
3.4. Procedure of data Collection	47
3.5. Methods of Data Analysis	48
CHAPTER FOUR	49
4. DATA ANALYSIS AND INTERPRETATION	49
4.1. Community Members	50
4.1.1. School Problems and Level of Community Participation	51
4.1.2. School Problems and Responsibilities of Solving Them	54
4.2. Teachers and Principals	61
4.3. The Projects Assisted Schools	74
4.4. The Projects Officials	82
4.4.1. GTZ Cooperating Areas	86
4.4.2. BESO Cooperating Areas	86

CHAPTER FIVE	89
5.SUMMARY, CONCLUSION AND RECOMMENDATION	89
5.1. Summary and Conclusion	89
5.2. Recommendation	94
Bibliography	97
Appendices	

Table	Title	Page
1	Characteristics of Respondents	50
2	Frequency of committee Meetings and the Percentage of Respondents	51
3	Level of Community Participation	52
4	Who Should be Responsible for the Following Activities (GTZ-Assisted schools)?	54
5	Who Should be Responsible for the Following activities (BESO) Areas?	57
6	Who Should be Responsible for the Following Activities (Non-Project Assisted Schools)?	59
7	Functions of School Committee	61
8	Benefits Schools Gained	63
9	Benefits Students Gained	64
10	Parents and Non-Parent Community Members in Schools	66
11	Community Members and Their Feelings about Their Involvement in Schools	67
12	The Feelings of Schools Staff about Mobilizing the Local People	68
13	Community Contributions to Schools	70
14	Schools and Community Problems	71
15	Means of Communication and the Level They are Used	72
16	Community and the School Problems	73
17	Improvements Made in Schools	75
18	Improvements Made Concerning Students	76
19	Manifestation of Change in Community's Attitude	77
20	Community Involvement in Project Assisted and Non-Assisted Schools	78
21	Applicability of Methods Used by the Projects	79
22	Projects Performance and Level of Teachers and Principals Satisfaction	80
23	Level of Teachers and Principals Satisfaction with the Specific Activities Performed	81

ACKNOWLEDGEMENT

I praise my Lord for enabling me to accomplish the whole course despite the challenges which occurred and might have occurred.

I would like to thank Dr: Nebiyou Taddese for his follow up, and correction he made as an advisor to make my paper complete.

My heart felt thank goes to my wife w/ro Fikirte Jefar without whose assistance and encouragement this paper would have been impossible. She also deserves appreciation for taking all my responsibilities at home and in social affairs.

I am indebted to Ato Asrat Asfaw who diligently edited and proof read the whole paper. In addition, Asrat Asfaw and Tadese Woldie should be acknowledged for their constructive comments on the paper. Ato Fransua Dansa also deserves my thanks for his understanding and cooperation in sharing my responsibilities in office works.

I am also highly indebted to w/ro Haregua Walelign who diligently typed the whole paper and whose sisterly encouragement and cooperation is unforgettable.

My appreciation is also extended to the officials in BESO and GTZ projects for the kind cooperation they delivered to facilitate the situations for my research.

ABSTRACT

The purpose of this study was to compare the community participation in primary schools, which were assisted, by GTZ and BESO projects and those, which were non- assisted ones in the S.N.N.P.R

The subjects of the study were 72 community members, 72 teachers and principals, 6 projects officers, 12 Werda and 6 zone education officers in 6 zones of the region. Questionnaires, interviews and observation were used to gather data. Percentages, means, ranges were used to analyze the data.

Results of the analysis show that community participation varies in schools, which were assisted by the projects, and in those, which were not assisted. In schools, which were assisted by the projects, the community involves in such activities as rehabilitation of school buildings, maintenance of school fence, latrine, and furniture cultivating schoolyard. In the non project assisted schools, community participation was not seen except in some schools in which they pay salary of locally hired guards and in some schools serving as guards. The findings also show that in schools, which were assisted by the projects, due to lack of follow up from the zone and Wereda, the community participation was not as effective as it should be. The community involvement in schools was also obstructed due to confusion with the policy statements and poor school management. In most schools the teachers, principals, the community members and the officials in Wereda and zonal level consider that community contribution is against the policy. In some schools the principals embezzled the materials and money collected.

Therefore, to solve the problems in schools, the authorities in zones and wereda have to follow up and provide technical and administrative supports to the project assisted schools. In addition, the policy statements concerning community involvement have to be clear and measures should be taken against

the principals who embezzle the school properties. The authorities of Wereda and zone education and council should not leave the whole responsibilities to the people in the schools and projects; but they should work and monitor the performances together.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Education is one of the major sources of socio - economic development of all nations. Thus a school's pride in its contribution to development rests upon the integration of the interest of the community and the mission of the school. Education, therefore, to be successful in transmitting experiences, findings and values of the society from generation to generation, must be supported by the society it serves (Zaudneh, 1994: 84).

Surfin (1962:2-3) analyzing the economics of public education says, in its social aspect education may be treated as a social overhead similar to cost and benefit relationships that may be analyzed much as those of roads, bridges and other public facilities. This illustrates the role education plays in promoting social development by producing skilled workforce. This skilled workforce plays varied roles in economic activities in initiating introducing or complementing changes in society.

Zaudneh (1994:13) also writes that in such social development processes, activities of individuals, groups and organizations must be coordinated in order to meet the needs of the community. This is why schools help in creating new programs and building new institutions in the local society to facilitate development.

It is also mentioned in the education and training policy document of MoE that due attention will be given to popular participation in the production, distribution, utilization and upkeep of educational materials (MOE, 1994:24). Therefore, to win the benefit of social involvement in their functioning, schools have to open their doors to their community. So, to initiate changes or to respond to externally initiate changes the schools must be open to community members (Gobler and Porter, 1977:76). To this effect, teachers have the responsibility of explaining what is going on in their school to the lay

community, and to the parents, so as to keep them informed of what their children are learning.

The teachers also have to learn how the adults of the community see the changes introduced. Gobler and Porter, (1977:76) emphasizing the issue wrote that if the school seems to be in any way scornful of the home or the home scornful of the school, or either feels threatened by the other, the alliance between them will not operate.

Teachers or other educational leaders to be effective, says Olsen (1954:149), must know the community intimately. They must know through what basic social processes the societies carry on their life activities. This is because no good school can stand apart from the life of the community, for the two are woven together by human values and common interests (Olsen, 1963:167). This is also further elaborated in Ayalew (1991:11) that as children are the centers of the common interests of schools and community, there is strong attraction between the two parties. The parents' attitudes towards the way their children are treated and the values they give to their children's education are some of the factors determining its effects.

The community's attitudes range from outright hostility to enthusiastic support. Thus depending on its nature, the community's attitude can retard or block government's efforts to expand education or it can serve as an important base of support to school (Nielson and Cummings, 1997:42).

It is also stated in the current education and training policy document (MOE, 1994) that the participation of various organizations and individuals will be enhanced in the production, supply and distribution of educational support input. This shows that there is the need for the public participation is fulfilling the demand of the schools. For this to be realized school systems have to be accountable to the public and the public in turn should be responsible for the educational operations of the schools (Ranson and Bush, in Taddese, 1996:3).

Shaefer in Taddese (196:2) noted that education is generally understood to enable people to work productively, care for health, sustain and protect themselves and their families. But this can not be achieved as simply as it is said. Nielson and Cummings (1997:39) also agree with this idea that such problems as financial constraints have made it difficult for governments to provide education to all who aspire to schooling. Many governments lack funds to provide every community with a fully equipped school building, teachers and instructional materials. They also asserted that apart from the financial scarcity due to such reasons as distance from schools, demand for labor at home, cultural norms etc., children may be kept out of school or may dropout before completing a cycle or a grade level. Further more, whether through lack of motivation on the part of the learners or lack of inputs on the part of the schools system, students fail to learn what they might.

Cummings (1998:475 - 476) indicates that management of the system is also one of the problem areas which add to poor quality education. Lack of creative principals to arrange good community school relation does not allow schools to gain the advantage of community support. Nielson and Cummings (1997:39) also stated that there are some aspects which the government can not correct. For instance the children's home environment in supporting them to do their assignments, encouraging them to attend school, arranging time and spaces for study etc. This all is possible when the parents recognize what their children are learning and when they are willing to support the children.

In countries where majority of the population is illiterate and most of students are found in peripheral areas, the central government can not reach all the schools and can not provide them all with what they need. Hence, strengthening school - community relations and mutual understandings is essential (Cummings, 1998:142).

The present situation of education in Ethiopia, where financial and managerial problems of schools are prevalent, shows the critical demand for community participation in

education. For schools to be successful in achieving their objectives, the professional workers of the schools and the community must work in collaboration. In this respect, Campbell and Ramseyers (1958:150) wrote that implementation of the school program without the moral and financial support of lay citizen is, of course, out of question. Therefore, to get the benefit of community participation, there must be parents' conferences, meetings with community representatives and local administrative bodies. By so doing schools can benefit from community participation to achieve material and financial support such as constructing or renovating school building, help in school garden in income generating activities (Rugh and Bossert, 1998:21).

When we come to schools situation in SNNPR, primary education is said to be provided fee - free and there is an effort to achieve universal primary education in the near future. Despite these regional and national objectives, the country's economy is not in a position to enable the education sector to succeed. The endeavor of the government to supply education with finance could not be realistic in its full sense. Therefore, it is essential for the government to seek different sources for educational inputs. Hence, asking community to establish their own schools, introducing schemes by which schools generate incomes encouraging private sector to open schools can be essential to ease the problem (Degarge, 1998:21).

The government, in addition to its endeavor to supply the existing schools with human, material and financial inputs, and to expand education to the areas with no access, has to mobilize the community and non - governmental organizations to participate in the area. This paper, thus, attempts to compare the role of the community in the schools which are assisted by BESO (World Learning) and GTZ (PEAP) on the one hand and non- assisted schools on the other hand.

1.2. Statement of the Problem

Primary education is an initial phase in the prospective life - long education. It is the fundamental social service that enables the citizens to meet their minimum learning and get the access to modern life (Degarge, 1998:1).

However, it is sometimes difficult for the government to cover all the cost of education to contribution of school inputs, the community through its representatives can influence the government decisions and actions on education to comply with the local situations. Therefore, this study focusing on community school relationship attempted to find answers for the following questions.

- What problems prevail in the region that demand involvement of the community in schools and what causes lack of or poor community participation?
- What differences are there in school - community relationships between schools which are assisted by BESO and GTZ projects and those which are not assisted?
- What mechanisms do the projects use to promote community participation that makes a difference at school level? Can it be applied in schools which are not assisted by the projects?
- Is there any lesson that the schools, which are not project assisted can learn from the assisted schools or vice versa?
- Are the methods and means used by the projects sustainable or tend to cease when the projects withdraw?
- What problems or obstacles do schools face in their attempts to get the advantage of community participation and what keeps the community away from the schools?
- What change has the community participation brought about in schools?

1.3. Significance of the Study

The study attempts to find the ways and means of promoting community involvement in primary education by comparing the status of problems in project assisted and non-assisted schools.

Thus, the study has significance to schools, to the community, to the government, to the non-governmental organizations which work in the area and to other interested researchers in the field.

Therefore, it is significant:

- a) To the schools in that it helps them by finding the causes of lack of or poor community participation and suggesting possible solutions. The finding suggests means of getting utmost contribution from the community.
- b) To the community in enabling it to know what is going on in schools and to take part in making decisions on school affairs. It also gives the community members the chance to work with schools and express their values by suggesting ways of creating good relationship with schools. It also enables them to improve their children's leaning.
- c) To the government in that the findings suggest how to create community awareness towards involving in school affairs and sharing cost of education.
- d) To the non-governmental organizations, which work with schools or on education, the findings suggest ways of getting community support for achieving better school performance and smooth relation with schools and general community.
- e) It also lays a base for interested individuals or organizations for further study in the area.

In general, the study enables the authorities, the community, non- governmental organizations and the schools to evaluate the status of school - community relationship and strive for better performance.

1.4. Delimitation of the Study

The study was delimited to primary schools in South Nations Nationalities and Peoples Region. The primary education was selected because the problem is severe at this level due to free education and priority given to access. Among the primary schools, those in the areas of BESO and GTZ were selected. The two projects were selected because they are engaged in promoting community participation in primary schools. Therefore, in the study, sample schools were selected from six zones. The two zones from GTZ sites, two zones from BESO and two from non-project assisted areas. From each zone four schools were selected.

1.5. Operational Definition

1. *BESO /World Learning* = It is a USAID funded project which functions in the region with the purpose of promoting community involvement in primary schools.
2. *Community Participation* = Active involvement of the community in school activities in different forms. In this study community participation and community involvement are used interchangeably.
3. *Community* = People who live in a geographic or catchment-area and whose children share the same school. In this study community refers to the people or society in its general sense. It means all the people including those who have children in school and those who do not have.
4. *GTZ /PEAP* = A project funded by the German government, i.e., German /technical cooperation. PEAP is an acronym that stands for primary education assistance project. PEAP is located in Mizan Teferi and functions in Bench - Maji Kafa and Shaka zones.
5. *Project/s* = In this paper the term project is used to mean PEAP and/or BESO World Learning.

Profile of the Projects

Both the BESO World Learning GTZ (PEAP) are bilateral organizations which function to promote community involvement in schools. BASO World Learning is a USAID funded project that works in the South National Nationalities and peoples region with the head office in Awassa. The objective of the project is promoting community participation in primary schools there by developing the sense of community ownership of schools. The project has been operating in the six zones and five special wordas of the region. The manner of its operation is that it provides money in cash in form of rewards for schools under its cooperation when the community members collect money of their share.

GTZ (PEAP) is a German government aided project which is working in Kafa, Shaka and Bench-Magic zones. The main office of the project is situated at Miza Teferi. The manner of its operation is that the project is providing factory product construction materials and the community contributes local construction materials and labor.

The two projects were situated in their respective areas deliberately. This was to avoid over lapping of the activities by the projects which is promoting community involvement in primary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1.What is Community Participation in Schools?

It is generally agreed that community participation is a useful strategy in accomplishing objectives of education. Though international agreement on the meaning of community participation in schools is lacking, the World Bank defines it as a process through which stakeholders influence and share control over development initiatives and the decisions; and the resources that affect them (World Bank, 1966 b in Rugh and Bossert, 1998:163).

Therefore, participation means influence of the stakeholders on development decisions, not simply involvement in the implementation of benefits of development activities. Some writers contend that such participation of community in school affairs is not a new idea.

Shaeffer (1991) in McDonough and Wheeler (1998) wrote that in the past education was not a separate institution imposed by the state, but rather a part of the community reflecting the natural interest of the families and the communities in the education of the children. Hence, increasing community participation in schools is actually a process of reviving the interest rather than creating something new. Thus communities and schools have common objectives, which bring them together and make support each other. Since children are common interests of both the communities and the schools, the conduct of schools relates itself to many publics in the community, Viz. pupils, parents, teachers, merchants, farmers, tradesmen and others (Theodore *et al.* 1967: 229).

As it is indicated here, regardless of one's job, sex, age, religion or any other interest, education shares common interest of the society. Concerning the strong relationship that should exist between schools and communities, Ayalew (1991:11) has written that the

schools have much closer and intimate relation to and more frequent interaction with community. The parents have greater concern with the way these schools are treating their children. The issue of school and community relations, thus; enforces the whole society to work together.

In addition, Hicks, (1956:386) further enriches this idea that parents and citizens support schools for the benefit of children. Teachers also teach with the hope of satisfaction in helping children. This shows that all the efforts from all the corners of the citizen are for the welfare of the children. Hence, the common denominator of effective school-community relations is the child.

Therefore, to meet the common interest and objectives of the community and the schools, the faith in education as an instrument for human development is essential. Parents and other citizens who see no real need for education can not be easily enlisted as supporters of school. Thus, the schools' objectives to provide children with quality education and the communities' wishes of better education for their children can not be realized unless the two parties create an understanding of each other and build a constructive relationship (Hicks, 1956).

When there is mutual understanding and concern about each other between schools and communities, the education of children improves. As Fullan (1921:227) wrote, the closer the parent to the education of the child is, the greater the impact it has on child development and educational achievement. With regards to the community as the foundation of effective education, Cummings in I.E.R. proceedings (1998:472) stated that the out-of- school effects i.e., the effects of family and community, are powerful than the in-school effects on the child's achievement. Thus to bring this in -school and out-of school effect together for the better achievement of students, it is advisable to develop positive school and community relations.

School- community relation, therefore, means genuine cooperation in planning and working for good schools, with the public giving as well as receiving ideas on how to work together to improve education (Myres in Tadele, 1995:15). This indicates a two-way communication between schools and the society. Schools need their community to be all that they can be. A community's good will and favor alone are powerful enough to move a "fair" school to be a "good" one and a "good" school a "great" one (Poston, Stone and Muther, 1192:2). If schools and communities are interlinked with each other, can bring about changes in schools.

The two way communication between schools and community springs from the common goals of schools i.e., educating the children under its care in harmony with the prescribed values of the larger society and to prepare children for respective examinations.

According to Ezewu and Phil (1983:12), the school should not only prepare the students for examinations but it should ensure that they manage to pass the examinations. The teachers, the pupils, the administrative staff and the parents are expected to contribute individually and collectively towards the attainment of these goals. If any of the individuals or set of individuals fail at any given time to participate, it is not likely that the goals of the school will be attained.

School-community relation is the relation in which the two parties work together and get involved in one another's affairs. This relationship requires a willful involvement of the community in matters that affect their economic and social well being. So the community participation in school affairs is a development strategy in which the beneficiaries have strong influence on the direction and execution of school programs (Implementation Manual of ESDP, 1998:43).

If a community is to participate effectively, its members have to understand that it is their own issue to work with schools and they must develop their own ways of dealing with

them. However, for this to happen, there is often a need first to strengthen people's analytical and planning skills (Hagman *et al.* 1998:22). Thus as schools are the concerns of the community, it should be known that community has the role to play in planning what to do and how to do in schools.

As Goldring and Rallis (1992) in Blase (1997:36) noted, an impressive body of research now shows that redesigned schools tend to "blend" with their communities, so that overtime the boundaries between them and their communities become more permeable. School community relation, thus, is a condition in which considerable efforts are put forth to produce harmonious understandings between schools and the citizens, interest in and support for quality education as well as pride in local schools.

2.2. Rationale for Community Participation in Primary Education

Primary education is certainly intended to help the family in raising a healthy and happy child and in teaching the skills and knowledge required for a productive life (Cummings and Dall, 1995:33).

Increased use of community resources has the advantage that the government will receive no more requests from parents asking for building more schools because they have already felt that they are responsible for their own community. When the community members are directly concerned with the education of their children, they contribute to the common national plan with the spirit of a "responsible man". Therefore, they will play a more important role after having acquired a better knowledge of education and their own community problems (Phan and Cao, 1973 in Bray and Lilles, 1988:7).

When community members participate in school affairs, they learn what problems prevail in schools and what they can do to solve the problems. Thus they make efforts which are the means for sharing the burden of the government. If schools and the community work together, there develops mutual understanding which brings about the benefit to the two

parties. It is indicated in the UNESCO publication (1984a) in Bray and Lillis (1988:8) that local support is regarded as a means of ensuring that the school is sensitive to the needs of society.

Community, when it is made clear about the school problems and the role it may play in schools, can be good source of school income. The official gazette of SNNPR, proclamation No 3/1995, 1st year No 3 states that the regional education bureau has a responsibility to coordinate the publics with the view of obtaining the necessary assistance for educational activity.

It is indicated in PEAP (2000:3) that a school cannot improve unless the community and parents of the school children accompany and support its development in every respect. A school must develop a program which encourages a sustainable cooperation between the school committee and other members of the community. Nobody knows better about the prevailing problems in a school than the staff of the school and nobody can find an appropriate solution better than the school staff in collaboration with the parents and the community.

PAEP goes on discussing that community, regardless of its religious, material, education, occupational, gender or other status should be made to work towards achievement of school objectives. For this to happen, schools have to communicate and reflect the results of cooperation to the community members. For example, they must make the community see the physical improvements of the school buildings or the compound fence, improvements in students' achievements and discipline etc..., which would not be possible without their assistance. This develops a sense of pride and ownership on the schools.

Rowley (1998:490) further elaborated that when they are approached this way, community members are powerful force for encouraging students to do well in schools. They can help in solving complicated legal or land issues in the area and they represent a

strong moral force, which makes the school and its students more accountable to the society. Since local community is protector of schools with respect to legal affairs, and collaborator for better achievement of students, the school committee, woreda and zonal education and administrative officials have to encourage the effort.

As community comes to school and take the role in school programs, a whole range of resources may be uncovered which were not available before. In addition, as the schools and communities get close together, teachers are accorded more respect (Cummings and Dalll (1995:110). This implies that the more attachment of schools to the communities, the more confidence one party develops on the other.

In addition, increased community participation in schools has remarkable results. It makes schools more relevant to local needs and conditions, community monitoring makes schools more efficient, students develop more self-confidence and awareness, teachers and principals develop leadership abilities, and communities may see schools more valuable. This parental involvement is likely to be achieved if it is in the ways that are recognized by the school as the engagement in the teaching process. For this to happen, however, parents and community members must feel comfortable with the staff and the school (Shaeffer, 1991 in McDonough and Wheeler, 1998:10)

The other advantage of schools in working with the community members is that it creates an opportunity for schools to gain access to the people in different government authorities. Local organizations may be developed and strengthened. Community may gain access to governmental resources. And more women may become involved in community activities. Education to be effective must be administered in an atmosphere of sympathy and understanding. Therefore, the school principals should share the responsibility with other persons associated with the school (McDonough and Wheeler, 1998:10).

Concerning the effect of community cooperation on schools Elsbree and McNally (1959:11) stated that schools in which the local communities participate in formulation of school policies enjoy greater support than the schools which do not encourage participation of lay community. Thus it is recommendable that the average citizen should be made to feel that it has a good role in the educational programs in his school.

The MOE guideline " የትምህርት አደረጃጀትና አመራር " (1988E.C: 2-7) supports this idea that under the principle of decentralized school management, the schools, wereda education officials, wereda education and training board have to work to strengthen the common efforts of the local community and the concerned authority to promote community participation. Schools should be organized in such a way that the local community and parents can participate in the management and decision making.

The community can participate in school leadership and decisions either through their representative committee or board, through parent committee as it is written in the standard for kindergarten and primary education MOE (1994:45). Since school community is part of the larger community and the two are mutually related, the school community transmits the value of the larger community. Thus, schools in order to achieve their goals have to work with the larger community; because the community members through close communication can provide the resources which are not available in schools Ezewu (1983:51).

2.2.1. The School Problems and Role of Community

Schools are social organizations which function for the betterment of social life. According to Venkateswaran (1997:31), schools are:

... not only the place of learning, they are also a social unit or society in which the older and the younger member of the society, teacher and the taught have a common life. Hence, the school is an institution which promotes an education which encourages initiative and shouldering of responsibility.

Poston, Stone and Muther (1992:1) have remarked that since it is in school that children learn social life and experience cultural exchanges, schools are reflections of the community they serve, and at the same time a community is a reflection of its schools. Therefore, the quality of any community is inextricably interwoven with the quality of its school and vice versa.

The participation of community is essential as the government alone can not supply all the inputs which the schools need. With regards to indispensability of community support to education Nielson and Cummings (1997:38-39) have written that:

While government provided education has led to the greatest expansion of formal educational opportunities that the world has ever known its limitations are becoming increasingly apparent. Most obviously, financial constraints have made it difficult for governments to provide metropolitan mode of education to all who aspire to schooling.

As the government makes efforts to expand access, its economy may not allow fulfilling both the quality and quantity demands simultaneously. Though it is assumed that government could effectively deliver education only if the bureaucracies clean up their corruption and become more efficient, it has become evident that governments have their limits (Cummings and Dall (1995:105).

In the words of Nielsen and Cummings (1997:40), it is indicated that in difficult areas where resources are scarce and government supports are unsatisfactory, school-community relations may be the most possible strategy for realizing the goal of full access of quality education.

Community, when properly approached and made aware of the problems in schools, is good partner in providing education. When a significant number of children do not get access to education, governments have to create the conditions in which the non-government organizations and community enterprises can all make a contribution (Unicef, 1999:7).

As it is mentioned above, when properly approached, community members, religious and other cultural organizations complement government efforts in affording quality education to the citizens.

2.2.2. Limitations of the Government

In most of the developing nations, the problems of schools get more and more severe due to various reasons. Some of the reasons as mentioned by Cummings and Dall (1995:34-35) are: the decrease in the percentage of the nations' GNP and change in the governments' priorities from education to other sectors. When such shifts of priorities occur, the gap that is left calls for the community to cover it.

In addition, in nations where there is recurring political unrest and economic crisis the government can not take all the burden of providing education to its citizen. For remedying such problems, local government can help if responsibilities are delegated to them and some modes of decentralization are facilitated. But local governments can not do much to correct the failure unless they are given autonomy and have meaningful relationships with their constituent community (Cummings and Dall, 1995:111). They added that mobilizing the community that realizes the role it has in school management enables the schools to utilize the energy inherent in local community.

Community participation goes beyond the government. Though the contribution of individual members may be small, the total sum may be substantial enough for different costs required by the school. The local government may top-up the community's donations. This enables the government respond to the schools' requirement with the assistance of the community members themselves (Cumming and McGinn, 1997:398).

Bray and Lillis (1988:131) concerning the problems of shortage of government resources stated that:

Two factors account for this. On the one hand, demand for education has greatly expanded because of population growth and the increased number of primary leavers who aspire to proceed to secondary schools. On the other hand the government is beset by economic crisis which threatens even the maintenance of existing services. Communities have realized that if they want education facilities, then they must supplement government provision through their own efforts.

In developing nations including our country, as the authors mentioned, it is true that depending on the natural and man-made factors the priorities vary from time to time and from a sector to another. Apart from the priorities of the government the limited resources also do not allow it to cover all the costs of education.

2.2.3. Poor Achievement of Students

School buildings and infrastructure i.e. desk, chair, table, blackboard, floor, window, roof, etc., have their contributions on the quality of education provided in classrooms. Students, in order to achieve good results, need desks to sit on, chalk and blackboard, textbooks, exercise books, pens, pencils, sufficient time and places at homes to study and do assignments. In addition, parents' and community's encouragements and protection as well as good school-community communication also determine the students' achievements.

Families can play an essential role in building character promoting responsibility and valuing academic success. Community can also provide the connections, relationships, meaning and support that enable schools to be true learning environments(Ronalds and Hayes, 1996:3).

Nielsen and Cummings (1997:3) also remarked that parents can improve their children's achievement by providing conducive home atmosphere and giving them time and space for studying. This is not possible without the positive family support. Government can not provide such home atmosphere at individual child's home level. Communities can arrange conditions for schools by solving problems which obstruct the schools from accomplishing their tasks. Parents and communities can reinforce the work of the schools

if they believe in what schools are doing. In addition to working with the schools in their programs, parents can improve learning by creating safe, disciplined and drug-free learning environment.

Families, schools, churches neighborhood and associations should work together to enable the children have something positive to be engaged in their spare time. This helps the children to spend their time studying and doing other activities which support their learning (Romer *et al*, 1996:13).

Student's achievement, therefore, depends not only on what they are taught in schools, but also on their parent's support and social environment in school and out - of - school. Locked and Verspoor (1991:72-74) in relation to the effect of the home environment on child's achievement have noted that the prior learning experience and health, and nutritional status of each child determines the learning capacity of the children. School learning is therefore a joint process which involves the home and the school. The probability that children enroll in, attend and complete various levels of education is affected by the family background.

Parent involvement is not sufficient, but obtaining parental involvement is likely to influence student achievement positively. Parents can help the children achieve better performance if they give the children a home where they feel love, kindness, etc (Hicks, 1956:394 and Craig and Haneveld, 1996:10).

It is also remarked in BPF (1999) that students gain such benefits from parent and family involvement as:

- Higher grades and test scores
- Better attendance and more homework done.
- More positive attitudes and behavior.
- Higher graduation rates
- Greater enrollment in post - secondary education.

2.2.4. Low Participation, Transition or Promotion Rates and High Dropout Rates

The problem of low participation, transition and promotion rate and high dropout and repetition rates are the serious ones in most developing nations. As locked and Verspoor (1991:180) have written:

Repeating grades and dropping out of schools can result from two broad sets of factors: family and student characteristics that affect the demand for education, and schools and educational policies that are ineffective ... if they (parents) do not support academic learning at home, children will perform poorly in school and eventually dropout.

Decker and Decker (1997:321) have noted that supporting school environment has positive effects to all the parties involved, i.e., the children, parents and the school program. For this to happen; however the school system should develop parent-staff communication channel. Parents and teachers are important allies because they are concerned with the optimal development of the child. Therefore, parents must be well informed about the program and welcome as observers and contributors.

The above idea suggests that communication between the two parties in which they exchange information about the individual children's performance at home and school helps to reduce the problems of repetition and dropouts. When such communication exists and the concerned parties get the timely information about children's achievement, it is likely that essential corrections which can result in reduced dropout and repetition rate can be made.

Effective participation in education by parents and communities requires that they have basic information, knowledge and skills. The emphasis needs to be on expanding the opportunities and channels of information and communication for the whole society. This is essential because children depend on adults i.e., parents, relatives, care givers, teachers, and policy makers etc (Cummings and Dall, 1995:25).

As the ESDP Implementation Manual (1998:43) indicates, the community participation in schools refers to community assisting in the increase of school enrollment by encouraging their members. School committee can plan and work with the general community on how to solve the problems which hamper students participation in general and girls' participation in particular. Such factors as culture which discourage female participation, can be minimized by creating awareness towards the benefits of educating girls. In addition, the problems related to girls' abduction can be reduced if the community cooperates on establishing cultural and legal protection for girls.

Schools can also solve the problems of low participation or enrollment if they plan the schedule of their schools taking the problems of the local community (parents) into account. In addition, the most important result of involving community in schools affairs is the change of attitude among community members about schooling (Nielsen and Cummings, 1997:45 and Rowley, 1998:490).

It is also mentioned in BRAC report (1997:3) that flexible school timing which corresponds with the children's work at home or in the field during the harvest season is a good solution for problems of dropout and irregular attendance.

Furthermore, to promote enrollment, schools can use the community meeting and conferences with community leaders and different religious groups. These groups can sanction parents who refuse to enroll their children or fulfill what the children need for their education (ESDP Implementation Manual, 1998:45). In addition, since parents' acceptance of girls' education influences their participation, as remarked by Parther *et al* (1996:96), some incentive programs can help change parents' attitudes about the importance of girls' education and tackle the cultural barriers. Therefore, school-community relations should guarantee security against all harassment against girls to promote gender equity in education.

2.2.5. School Buildings and Infrastructure

School building and infrastructures are some of the areas in which the schools get the benefit of community participation. This includes construction of new schools, renovation or maintenance of the existing buildings and infrastructure.

In construction of new school buildings, community participation includes selection of appropriate site for construction. The local people know the areas which are safe and free from harmful animals, insects, safe for girls as well as the availability of water, gravel and other building materials. Communities can carry out some of the preliminary works relating to construction such as leveling the ground and drainage (ESDPIM, 1998:44).

In the case of renovation and maintaining school building and the furniture, community members can contribute materials needed and participate in the actual work according to the skills required by the job. In order to get community participation for such purposes the school director is responsible for reporting on any related problems such as broken part of the building, furniture, school fence or play ground etc, to the community through their representing committee (PEAP, 2000:17-18).

It is not only in actual school construction that the community participates but also it can play an active role in supervision of the quality of construction and the materials used for it. It is further written in the ESDPIM that if the community members are convinced and empowered with the ownership of schools, and provided with simple checklist of what to supervise while a school is under construction, it helps to solve the problems of supervision when there is shortage of professional supervisors and the site is inaccessible.

2.3. Trends of School-Community Relations in Developing Nations

As a result of lower economic standard of the developing countries, it seems that there is more demand for community and government joint effort in school affairs. The poor

economic status of the government can not suffice and hence, the community must develop an interest in working with the schools. Thus if schools are regarded as the focus of community interest, there exists the most efficient way of providing a comprehensive and socially purposeful education service in developing countries (Lowe, Grant and Williams, 1971: 153).

However, one of the challenges of education in economically poor or sub-self-sufficient countries is the demand for child labor in household level. It is a common phenomenon in rural areas that children are often productive assets, working in the field or doing various jobs from quiet an early age (Phillip, 1975:72).

Hagmann *et al* (1998:19) regarding the problem and its solution have written that:

... any action developed by local people should be organized and taken forward by their own institutions. These can be existing institutions or newly formed organizations. Most communities have locally constituted institutions like development council, a church group or farmers group etc,

Hagmann *et al* further discussed that, using community organizations like the ones mentioned above is a useful strategy of mobilizing community resources. It can be more effective when the community members themselves discuss and understand the role of these organizations in the community, their functions, strengths and weaknesses; and identify human and material resources which could be used in the development process. Therefore, it is important to understand how people feel about their institutions and about the government institutions in the area. People's attitudes are also important because the development process is closely related to the relationship between the leaders and their communities.

The existence of such institutions and understanding of their roles in school affairs strengthens school community ties. Under such conditions, schools can become more central by serving as resources for community needs while community provides the

community-based learning that enriches the learning experience and develop civic competencies in students (McDonough and Wheeler, 1998:4).

Reviewing the status of reciprocal school-community relations in developing countries, Baker (1990) in McDonough and Wheeler (1998: 5) concludes that success in these endeavors is quite limited, even in countries where active school-community integration projects exist.

In most cases, the participation of community in schools affairs is limited to what they contribute to schools, rather than in academic affairs. It is limited to provision of labor service, money, and building materials. Hence, it is clear that community members rarely instruct their children and their participation in planning and implementing school activities is very low or non-existent (Bude, 1989 in Mc Donough and Wheeler, 1998:5).

In conducting school activities, however, it should be taken into consideration that the most important goal is to create a social learning process so that key participants in education including parents, community and students come to understand the nature of the problems faced, the resource constraints, etc, (DAE, 1996:18).

In Ethiopia community had an experience of contributing to schools in the past. For instance, community members were used to plough schoolyards, constructing houses for teachers, pay students' registration fee, and pay books rent fee. In some places, there were community-constructed schools and community-hired teachers. Community participation, thus was used in Ethiopian schools, except that it was not systematic and gets weaker and weaker from time to time.

2.3.1. School - Community Communication

Hicks (1956:392) concerning the trends of school-community relations wrote that the school-community interaction has been limited only to such occasions as the opening and closing day ceremonies. Even though such ceremony may have some effects, the

opportunity for parents and general community to visit schools should be extended beyond such events.

The review of the existing state of community participation in schools reveals some common issues that need to be addressed if community participation is to be increased. Communication between schools and the community, to be effective, has to be used properly; otherwise, it will not initiate interaction or result in aversion (McDonough and Wheeler, 1998: 7).

Without communication, there can not be meaningful interaction. Thus, to facilitate interaction in any society, every participating member has to communicate with appropriate channel and also be able to understand the meaning of communication when they are used by others. Communicating effectively in the process of interaction requires an understanding of the people being communicated with and the ability to comprehend their messages (Ezewu, 1983:17).

Ezewu also analyzes the issue in detail that schools have to admit that they are parts of the community institutions which exist to serve the community. The community must also make a relationship with schools in such a way that there is a clear and constructive communication. Unless the school and local community members make mutual interaction, it can not be expected that they will support each other.

Christensen *et al* (1997:2) emphasize the idea that investments in education have much more likelihood of success when government is willing and able to foster wide spread public investment in forming education. However, this requires some forms of democratic process that allows all groups of people including teachers and parents as well as government officials to express their needs and interests.

Before the rise of governmental interest in education, according to Cummings and Dall (1995:32), cultural organizations were the main promoters of formal education and in many nations they continue to be the sponsors of the significant portions of the schools.

Cummings and Dall discussing the issue in detail noted that schools also as institutionalized instruments of the government, are expected to accomplish their socio-cultural, political, ideological, technical and academic goals which guide what they want the citizen to learn. As institutions, schools also integrate the national goals which complement those of communities.

Ovando and Collier, (1985:289) have elaborated this through such questions as:

What do schools want? And parents? And students? Are the rules of the game understood by all participants? How do parents know whether token parental participation is anything more than a smoke screen to hide serious academic problems in the school? How do the administrators know whether parents involved in community actions are sincere advocates of school reforms or "troublemakers" trying to get some visibility? Where, when, and how do parents attempt conflict resolution?

Locke and Verspoor (1991:133-134) also wrote that for schools to build effective relations with community, such questions, as what parents want their children to learn, what schools want the children and their parents as well as the community in general to do to them for better achievement etc, have to be answered. It is also very important to make sure if parents understand their responsibility at school or not. This enables the schools to avoid the obstacles, which hinder positive community assistance in schools.

Therefore, schools in order to establish and maintain such relations can use different forms of communication mechanisms. Among the varied ways of school-community relations that (Williams, 1964:464-467) noted, the following are some:

- Parental visits in which parents are invited to visit schools in the scheduled time and hold discussions with teachers and the student body officers.
- Teacher-Parent Grade Report Conference- This is the conference between homeroom teachers and the parents of each student. In this conference, classroom teachers write comments about the students they teach and give these comments to homeroom teacher to be used in the conference.

Cummings and Dall discussing the issue in detail noted that schools also as institutionalized instruments of the government, are expected to accomplish their socio-cultural, political, ideological, technical and academic goals which guide what they want the citizen to learn. As institutions, schools also integrate the national goals which complement those of communities.

Ovando and Collier, (1985:289) have elaborated this through such questions as:

What do schools want? And parents? And students? Are the rules of the game understood by all participants? How do parents know whether token parental participation is anything more than a smoke screen to hide serious academic problems in the school? How do the administrators know whether parents involved in community actions are sincere advocates of school reforms or "troublemakers" trying to get some visibility? Where, when, and how do parents attempt conflict resolution?

Locke and Verspoor (1991:133-134) also wrote that for schools to build effective relations with community, such questions, as what parents want their children to learn, what schools want the children and their parents as well as the community in general to do to them for better achievement etc, have to be answered. It is also very important to make sure if parents understand their responsibility at school or not. This enables the schools to avoid the obstacles, which hinder positive community assistance in schools.

Therefore, schools in order to establish and maintain such relations can use different forms of communication mechanisms. Among the varied ways of school-community relations that (Williams, 1964:464-467) noted, the following are some:

- Parental visits in which parents are invited to visit schools in the scheduled time and hold discussions with teachers and the student body officers.
- Teacher-Parent Grade Report Conference- This is the conference between homeroom teachers and the parents of each student. In this conference, classroom teachers write comments about the students they teach and give these comments to homeroom teacher to be used in the conference.

- Parents "buzz sessions" in which parents' steering committee with a teacher committee, determine the problems parents might like to discuss. A questionnaire is sent to the parents for their further suggestions. From this replies a tentative brief outline is prepared for use at the meeting.
- Home visitation in which school staff visits in the homes and various industries in the home.
- Students' Work Exhibits i.e., a program in which samples of works that students have completed during the school year are exhibited by parents.

Effective community relations with clear and continuous communication enable the *concerned* bodies to work together. The local communities and the school staff to engage in *co*operative effort for school development must be able to communicate and exchange *ideas*. Thus for clear communication, all communication barriers including language and *technology*, which hinder easy mutual understanding and isolate the school from the *community* must be eliminated (Davies and Ellison, 1994:82-86).

2.3.2. Communication through Pupils

Pupils are the major agents of communication between schools and communities. As *clients* and customers of the school enterprise, the pupils link their schools and the *communities*. Since they daily attend classes and spend most of their time in schools, *students* communicate and discuss more about the school and what happens there. So, *students* are the ones who display their deep felt sadness or happiness most concerning schools (Jenson *et al*, 1967:244). In addition they noted that students discuss their feelings not only among themselves, but also with their parents and the general community. Since *parents* are interested in their children's education, they share common feelings with *students* about what happens in schools.

Hicks (1956: 390) and Elsbree and McNally (1959:43) also pointed out that though the positive relationship encourages the community to participate in school affairs, when

students misinterpret the information, it can damage the school-community relations. Therefore, the principals and school staff ought to carefully watch the information the parents get from their children. This enables the teachers to be effective and satisfy their clients. In order to maintain such relations, efforts should be made to encourage the children to feel that they belong to the schools and the schools are also the places where they are wanted and have roles which are important for the schools and themselves.

Efforts exerted thus can convince the pupils to work with their school in its effort to improve education. The regular day to day experience of students is potent factors in school community relations; therefore, schools ought to do thoughtful things to children to promote positive relations. When the children succeed in their school works, they reflect their success at home and the opposite happens when they fail. Since children are attached to older members of the community as soon as they are ripe to participate in communal assignments, the children learn from the community and they also share their school experience with the adults. This helps schools to take the advantage of getting their messages transferred. In addition when children involve in community activities, they learn social norms which are also advantages to the schools (Ezewu, 1983:51).

2.3.3.Communication through Community

Organizations

Community organizations assist the members in exchanging information, acquainting the members with the schools and their functions, sharing ideas and working on problems which affect children and advance the cause of public education. In addition, such organizations provide the mechanism and orderly process by which purposes may be accomplished and through which the efforts of individuals can be channeled (Jenson, 1967:250).

The organizations with different authority levels enable the community to discharge their responsibilities and play their roles in schools. Among the community organizations,

which foster the school-community relations according to the ESDPIM (1998:46) are the existing village level community organization and school committee.

2.3.3.1. The Existing Village Level Community

Organizations

The existing community organizations according to ESDPIM (1998:46) are the village development committee, church group, functional literacy group, NGOs etc., which are involved in community organizations for development purposes and used to promote school development activities,

School through their committee members, which represent these groups, can involve the whole community in different development activities. This can be involving the community members in school programs, assisting children in community or home chores as well as extending means of protection to girls in their ways from home to school (Elsbree and McNally, 1954:428).

In general, the success and effectiveness of community organizations in elementary schools appear to justify and substantiate their support and encouragement. Like any other worthwhile activity an effective parent organization requires leadership and guidance. School principals thus ought to provide such leadership to establish and maintain successful operation of sound community organizations. This helps schools to gain community supports through their organizations (Jenson *et al*, 1967:251).

2.3.3.2. School Committee

Schools committee with the purpose of boosting cooperation between school and community can be established involving the school administration, kebele and wereda representatives, teachers, and community members. Such combination of different social groups makes it possible for schools to reach every corner in the community to share ideas, resources and problems (ESDPIM, 1998:46).

Hicks (1956:387) remarked that presence of school committee in school planning and decisions enables the whole community to see what is going on in schools. But this does not or cannot satisfy the whole citizen. There must be opportunities, not only to hear about the decisions made by schools, but also to see it in operation and to take part in its process. Therefore, schools publicity through announcements, bulletins and newspapers are useful, but can not serve as the sole means for achieving the objectives of school programs. Therefore, an effort should be made to remove any existing barriers to easy communications between community members and schools. Face to face conferences should be friendly and informal. Written communication should be simple, clear and to the point.

Effectiveness of schooling is enhanced when partnership is developed between parents, principals, staff, students and the larger community. Decision making practices which draw on this partnership to establish membership of the decision making groups and which apply the benefit of that decision making partnership across all functional areas of the school's operation lead to a strong sense of mutual support. It also makes possible to strengthen the purpose, commitment of decisions made and an empowerment of participants in schools (Elsbree and McNally, 1959:438-439 and Chapman *et al*, 1996:209).

2.3.4. Planning School-Community Relations

A school-community relation, as it is seen in the foregoing sections, determines the effectiveness of schools. Thus, Craft (1972:182) recommended that to get community's support and involvement in schools, the school heads and staff have to plan and get the consensus of community members.

The principals and staffs have to propose the plan about what and how to get support and this has to be approved by the concerned bodies. As Jenson *et al*, (1967:241) have written:

Planning and organizing the school community relations program should be a cooperative staff venture both on the system and the building levels. The principle of wide participation and involvement should be borne in mind at all levels of operation. ... The principal will seek to identify the various publics, which may be called upon for representation for planning and organizing the school - community relations programs and activities.

They also added that in planning school-community relations the problems which are prevalent, the unmet needs, misunderstandings and mistrust have to be identified. On basis of the identified problems, the objectives, goals and solutions, which in this case is improvement of the quality of education for the children should be weighed and considered.

Decker and Decker (1997:319-320), also agree that planning school relations with community, therefore, has the benefit to schools. It enables selecting key people for specific jobs, delegating responsibility, trying out the ideas suggested in the plans, evaluating the results and modifying and improving the initial ideas and efforts.

Since schools have open boundaries and the osmosis between them and their environments is frequent, it requires skillful management of their internal and external aspects. However, many head teachers have approached this in an ad hoc manner. This unplanned manner of leadership results in weak school community relations and failure of the goals. Therefore, if schools disseminate their goals to the community, parents and students in a planned and organized manner, the goals become internalized, enhancing a sense of purpose and unity in the school's operation (Davies and Ellison, 1994:80 and Chapman *et al*, 1996:201).

The statements of Ezewu (1983:14) agree with the idea that community cooperation in schools is a deliberate and voluntary effort to facilitate the performance of tasks. Thus, cooperation requires a high degree of predictability of conduct; and demands the individuals to make personal sacrifices in favor of societal expectations. So, unless this is

planned, in advance or unless it is predicted, teachers cannot identify which of their functions contradict with the community's expectations. They cannot manage to see which areas of the problems attract the community to schools unless the schools work in advance on the problems.

2.4. Reciprocal Effects of School Community

Cooperation

When schools devise methods and plan to work with community, they should know that the community needs cooperation of schools in different development tasks. Schools, therefore, can not always expect a one-way benefit from the community. They must sometimes take initiatives to participate in community development activities (Elsbree and McNally, 1959: 426-427 and Havelock and Huberman, 1997: 212-213).

The leadership in planning and implementation of a program for a school - community relationship requires the effort of school personnel. Thus when schools are concerned with the community problems and participate in an effort to solve them, community in turn cooperates in schools affairs (Tadele, 1995:3).

The establishment of more collaborative links with the community is advantageous to both the school and the community. Fullan and Stiegelbaur (1992:24) stated such advantages as:

- Collaborative links with the community strengthen the technical aspects of the school
- Strong community involvement makes schools more accessible and attractive places
- Participation in school activities by adults other than the staff communicates an important message to students.
- It also shapes the school community culture that encourages the sense of concern about the quality of life.

Schools, hence, can easily utilize the human and material resources that are available in their localities if they develop mutual understanding. Thus schools must know that they are social capitals i.e., social resources of the community, that facilitate cooperation for mutual benefit and that they can be built by developing strong linkages between schools and communities (Putman, 1993 in McDonough and Wheeler, 1998:4 - 5)

Concerning the effects of parents' involvement Scherer, in ASCD (1996:48) stated that:

Even in economically depressed areas the more you involve parents, the stronger your programs will be. This is simply a fact. Good schools are schools where parents have some say. Just because communities have poor resources does not mean that parents do not want their children to have good instructions.

Parents regardless of their economic and educational status wish their children better life than they themselves live and make all the efforts required for their children's education. In order to put this good wish of the parents, schools can play a role of initiating the community to understand that their effort can help schools. The people in each community are responsible for the destiny of that community. Therefore, they must be involved in setting goals and priorities that guide local government, education and social agencies (Neale, et al, 1981: 184)

2.4.1. Schools and Local Development

Schools, depending on their relationship with community can participate in various local development efforts. Thus they can take an initiative or participate in development activities, which are locally initiated. Cummings (1998:473) concerning the issue wrote the following:

Education can be plausibly promoted as the foundation of local development, to the extent schools are open and prepared to incorporate other development activities... . Each new activity should be viewed as enhancing the schools' vitality and usefulness as the knowledge center..., not as detracting from the schools' partial objectives of fostering academic learning.

Cummings further remarked that building strong relationship between schools and communities is one of the aspects of good school leadership. When the relationship is dynamic and reciprocal, it is more likely to have perpetual effects. If schools and community build such mutual relationship, schools can offer to the community such benefits as mobilizing children to help communities in projects such as canal repair, cleaning public and religions buildings etc., and providing services such as music and labor during community festivities and harvesting seasons. When schools reach out the community, and show their concern, the community is likely to reciprocate by showing concern in schools. This enables the communities and schools to form partnership. Involving the community in the schools is a potentially rich area for innovation that has benefits far beyond access (Cummings, 1998: 474).

Access to good, relevant and quality primary education solves the problem of illiteracy which necessitates adult literacy programs. It also avoids the gap that is made between male and female educational levels. School principals and teachers must be able to explain all this effect of education on development to the community. School staff can indicate how education results in improved health condition, increased income, improved child bearing, increased agricultural products, improved nutritional status and child spacing (Cummings and Dall, 1995:23)

Schools have to be more intimately involved in helping parents in their child rearing techniques (child care) because they are the chief educational agencies which are charged with responsibility for educating children reared in both good and bad home environments. One of the greatest mistakes which schools make is, perhaps losing contact with students after they leave the schools. This lack of contact is because many individuals have little interest in and contact with the public schools after they leave schools until they have children of their own in schools. Schools unless they have close contact with the elders of community and the youth who have no children at schools, they can not get full support from the society. To maintain a contact with young adults before and during early parenthood, schools must work with their community agencies (Jenson *et al*, 1967:187).

Parents as members of community have certain benefits as the result of their involvement in schools. As it is stated in BPEI, parents develop more confidence in schools. Teachers, which they work with, have higher opinion of them as parents and higher expectation of their children. Thus parents develop more confidence not only about helping their children learn at home, but also about themselves as parents. This confidence further develops in parents a feeling that they can make a change in schools and they have a role in schools.

2.4.2. School Buildings and Staff Rendering Community Services

Apart from the staff involvement in community activities, the school buildings also can serve for different community purposes. Among the means of serving the community is that of making the facilities of the school available for community projects and activities. The schools' meeting rooms, library, gymnasium, playground and other facilities, rather than lie idle in the opposite shifts, weekends and vacations, can serve for community meetings. The communities which have utilized their school buildings for different

cultural, educational and civic purposes value the schools much more because of that fact (Elsbree and McNally, 1959:435).

Hicks (1956:122) also remarked that the community considers schools as an integral part of it, not only as an institution where their children learn. When they use the school plant and the infrastructure, they have close observation of the entire school situation and the schools get the opportunity of displaying its problems to the community.

Schools can also directly involve in community projects such as Red Cross campaign, civil beatification projects, clean up campaign, safety campaigns, etc. There are many opportunities for the schools and community members to plan together for improved educational facilities, improvement of the financial status of the teaching staff, elimination of safety hazards for children and the like. Thus, schools can participate with the community on such problems as community health, housing, intercultural relations, and adult education's etc. When cooperative ventures of such kinds are undertaken, both pupils and adults gain new insights into the possibilities of democratic cooperative action; and school and community become one. Such relations can not be developed simply by talking about them. The key to the relations is the cooperating and working together of community and schools on common problems and projects (Elsbree and McNally, 1995:440 and Nielsen and Cummings, 1997:65-66).

When the school principals demonstrate the value of face - to face relations with community members the two parties become inseparable. The school principal becomes a valued member of the community and a leader in its enterprise. Thus, the two (schools and community) become the benefactors to each other (Jenson *et al*, 1967:235).The writers also mentioned that schools develop such relations when they have principals who know their communities and inform them about their schools, and who know how to use the people effectively, and who manage positive cooperation between the schools and the community. Then, it is likely that the school programs succeed. Southland (1988:57) wrote that teachers should cultivate the development of collective spirit between schools

and outside the schools. Teachers are also expected to maintain close contact with the parents, visiting them at home and meeting them in the formal occasions organized by the schools. Teachers have to take part in other social and political activities because the role of teachers is not only providing for cognitive learning, but also attending the personality development of the children.

To involve the community the schools have to take the lead. Schools can do this by initiating or involving in the activities that demonstrate the schools' interest in community.

<i>Community problems</i>	<i>What schools can do</i>
1. Many school dropouts, illiterate	1. Offer instruction <ul style="list-style-type: none"> • Provide alternative ways for dropouts to obtain educational certificate. • Provide dropouts with ways back into the formal school system
2. Few learning resources	2. Share educational resources
3. Community problems addressable with information	3. Provide information
4. Low level of information	4. Provide ideas, information, Leadership and labor to address Specific community problems.

Source: Cummings and Dall (1995:116) Implementing Quality Primary Education for Countries in Transition

2.4.3. Community in Schools

In the foregoing sections, it is mentioned that schools can participate in different development activities and the communities can reciprocate. Some of the categories of parent and community support to schools in sub - Saharan Africa as Haneveld and Craig (1996:19) stated are:

- Children come to school prepared to learn, i.e., availability of pre - schools, good child health and directed cognitive stimulation at home.
- The community provides financial and material support to school, i.e. in the form of money, construction materials or labor etc.

- Communications between schools and parents & communities is frequent, i.e., positive school - community communication.
- The community has meaningful role in school governance i.e., effective governance involves at least parent /community/ advisors in school. In addition, parental involvement in homework and written policies and procedures on community involvement may improve school effectiveness.

To strengthen the schools to promote relations with local community, revitalization of primary schools is essential. Some of the efforts exercised currently in schools include decentralization and the enhanced authority of parents and communities, support of principals, holding principals and teachers responsible to the community for the performance of the schools (Cummings and Dall, 1995:26). The authors added that such exercises should be implemented in all schools because community's involvement in the school brings about a whole range of resources that are not in use or available in schools formerly. For example, land for school construction or expansion of school ground, volunteer teachers and in - kind assistance.

According to Cummings and Dall (1995:117), community involvement can improve education in some of the following ways.

- Cultivate an environment supportive of school programs.
- Improve enrollment, retention and attendance,
- Monitor studies at home, ensure that all students have adequate study space.
- Identify problems and help students with family emergencies.
- Boost morale of school staff
- Pass on community knowledge. etc.,
- Donate land for schools, donate labor or materials for school buildings.
- Repair (maintain) facilities
- Donate equipment and learning materials
- Raise money for school.

The effect of community in schools such as the one mentioned above is unthinkable if there does not exist mutual understanding between the concerned bodies. Thus, for schools to succeed in their purposes, they must contribute to the betterment of the community. They must serve to raise community goals and lead in exemplifying democratic leadership and cooperative planning. In addition, the community members should consider schools as an agent of improvement for their lives (Elsbree and McNally, 1959:427).

Elsbree and McNally , also added that the goal of school - community relations in schools is not and should not be to secure satisfaction with the status quo of the school program, it should rather be to develop intelligent support for efforts to bring about an improving programs which strive to find better ways of educating children.

Schools benefit a lot from the community participation. As it is mentioned in BPF I schools which work with communities have:

- Improved teacher morale,
- Higher rating of teachers by parents
- More support from families
- Higher student achievement and
- Better reputation from the communities

2.5. Factors Affecting School - Community Relations

In the earlier parts of the paper we have seen what community participation in schools is and the effects it has on promoting school performance. However, it may not be as such smooth and simple. It should be recognized that community participation has a cost, which must be weighed against trade off in the cost supports for other project component. Involving community in some areas is more useful than other areas. Thus community participation may be more appropriate in some contexts and for some purposes than

others. Consequently it must be clear why it is used and how to obtain the expected results (Rugh and Bossert, 1998:XV).

2.5.1. Lack of Principals' and Teachers' Interest

Community contributes different inputs to schools which schools can utilize for their purposes. Despite all this, community resources cannot be fully utilized and sometimes the efforts may be impeded by school staff. Regarding this McDonough and Wheeler (1996:7) wrote that:

In El Salvador community education projects, teacher unions strongly opposed the authority of the elected community committee... . In Chile 900 school project teachers and principals resisted allowing monitors from the community play a role in the academic function of the school.

Bude (1985) in McDonough and Wheeler (1996:7) support the idea that community participation in schools requires teachers to operate in a format at odds with their training. This shows that when teachers are required to perform tasks which are different from what they are trained for, they see it as an extra job. Another obstacle to increased community participation in schools is the differing institutional goals of schools and communities. Here, Bude cites the case of Francophone countries of Africa and argues that school as a social institution is cut off from real life because the curriculum is not rooted in the social, political or economic environment and does not prepare citizens to carry out any function in life.

As it is mentioned above, the teachers' training and school curriculum should encourage community participation; other wise, it leaves a gap. Hopper (1980) in McDonough and Wheeler (1996:8) describes his Zambian experience that, educational systems with teacher-centered methods of learning and curricula that are not relevant to daily life favored the isolation of schools from community.

However, in some cases, teachers, principals and other school staff may feel that it is waste of time to bother for involving community in school affairs. Since such misconceptions of teachers and principals harm their efficiencies, teachers and school administrators must look upon their tasks as inclusive of building good understanding between the schools and communities. They should not consider that their job is only to run a good school; and trying to work with the community is a waste of time, because such visions hamper the relationship between schools and community (Jenson, 1967:226 - 227).

When principals and teachers have such ideas in their minds, their schools can not develop a kind of relation that enables them utilize community resources. Hicks, (1956:387) has remarked that school administrators who feel that only professional personnel can make valuable contributions to the educational processes have little hope of generating much community enthusiasm for the school program. This lack of enthusiasm is reflected in the lack of community participation in schools.

Teachers may have different reasons for resisting the innovations such as community participation in schools. Some of their reasons, according to John Craig (1990:54), relate to their positions in their community. They find themselves in the middle between the higher officials that promote major reforms and the communities which do not approve. They sometimes remain indifferent about mobilizing community to school efforts and sometimes consider it not their business.

People, on the other hand may be dissatisfied with the school programs if they do not see the changes brought about as the result of their efforts. They must be involved not only in school activities but also in evaluating and monitoring what effect is achieved due to their contribution. People need to involve in evaluation because they need to know what their programs have achieved, whether efforts are being effective and whether resources are being used efficiently to achieve the objectives of the programs (Feuerstein, 1986:16).

Through participation in evaluation, community members learn that their efforts make a difference and realize that they are important for school programs. Furthermore, if they are made aware of their inputs in school, local communities can put pressure on politicians, or less commonly on ministries that can result on modifications (Craig, 1990:55). However, there are some common excuses of principals and the staff. These may include such delaying tactics as public relations efforts are too time consuming and not worth the efforts, I am paid to teach, not to be a public relations agent, and the public does not care etc (Jenson *et al*, 1967:67)

2.5.2. Lack of Community Interest

Parents, as it is mentioned earlier, are willing to cooperate with schools as far as it is to offer quality education to their children. However, there are some parents who are reluctant or unable to participate. Though it is a challenge to get reluctant parents involved in their children's schools, educators can do a great deal to promote parent involvement.

When the community sees that what the schools demand is against its values, then comes reluctance or resistance. Concerning this, Cummings and Dall (1995:106) noted that schools, when community is reluctant or resistant to their efforts, have to devise a method of gaining the utmost effort and cooperation. Thus a highly simplified way of looking at communities is to distinguish between those who are receptive to the government's worldview and those that are cool or resistant to government's educational objectives. The methods of delivery that conflict with local values related to gender roles and a general mismatch between the values of schooling and local values are some of the reasons for low community participation.

Cummings and Dall (1995:108) concerning the problems recommends that it is essential for schools to develop an educational experience that is consistent with the roles of children in the local communities. Schools, which compete with the familial obligations of a child, have more difficulties in attracting students than those which are adaptive

Lowe, Grant and Williams (1971:156) also stated that schools must make efforts to comply with the values of communities; not to compete with them in their programs. When schools make their programs transparent to the community and arrange plans convenient to community to participate, it is likely that they will win the benefit of community support. This is also reflected in what parents do at home to follow up what their children learn at schools. In addition, parents are encouraged to identify themselves with the aims of schools, and at home to reinforce the education received by their children rather than detract from it.

As Greenwood and Hickman (1991) in Blasé (1997: 76) noted, teachers and parents have different perspectives on parents' involvement. Teachers often doubt that parents want to be substantially involved in schools. Although some parents who participate in schools in traditional ways feel a high degree of efficiency, parents often feel that schools should do more to involve them in significant ways (Epstien, 1986 in Blasé, 1997:76).

Individual schools should develop effective mechanisms to receive and give information. Effective exchange of information helps schools solve problems of un-matching attitudes of the community. Concerning this Ubben and Hughes (1997:53) wrote that:

Research suggests that an individual community member's decision to support or not to support any particular community issues is more often than not based on the influence of friends and neighbors rather than on the presence of any outside objective data.

The support a school would get depends on the members' aggregate or individual attitude. Thus the principals, as it is mentioned in Blasé (1997:75), must link the very permeable boundaries of the schools with its environment. Such movement places the school organization and its community in close contact and principals spend more time interacting with parents, students and community members.

Concerning the schools' attitude towards community support Ovando and Collier (1985:290) have stated:

Schools generally want parents to be cooperative, to buttress the school's norms, ...to exhibit a positive attitude towards the school and trust its teachers to help children with their home works, to ensure that their children attend schools regularly and on time, and to instill a drive for academic achievement in their children, to participate in school social functions, to attend parent conferences....

However, as Jenson *et al* (1967:226) indicated people have different perceptions about the support they are required to provide. Some look upon financial support of local education and the school program as a burden while others see it as an imposition. Still others who have no children in schools question their being compelled to support the education of other people's children.

Jonson *et al* added that misunderstanding of the community members about the roles they have in the relation with schools is one of the drawbacks, which affect both parties. To avoid these misunderstandings, schools can clear the confusion through strong public relations. This depends on the operation and the conduct of the school, the understandings and interrelationships as well as the level of support that exist. Therefore, good relations are based on understandings of what a school is, what it does, how it does, what it needs to do the job. These come first and they are the proper bases upon which publicity can be effectively produced.

2.5.3. Lack of Community Awareness

Community members, under any locality, to work with schools need to know that without their inputs, it is difficult for schools to accomplish their tasks fully. Cummings and Dall (1995:11) commented that where schools have long been established and run by government bureaucracies communities come to assume that someone else is in charge. School principals, therefore can play a good role to avoid such misunderstandings. To do this according to Williams (1964:460) a school principal has to learn as many people as

possible in the community in order to use resource people. Further more, he/she must utilize every means possible to inform the public about the schools' progress and to integrate interested community groups as members of working team. This also enables the schools to involve members who are willing to be intelligently involved in assisting the faculty in planning an improved educational program. In addition, he/she elaborates that in managing school community relations, the most effective individual is the principal, because he/she can be responsible for maintaining good relations and interpret the school to the community and community to the schools. This promotes awareness of community about the role they can play in schools.

Apart from the role confusion, sometimes, due to various reasons, community members become indifferent about the school affairs. Hence, the task of maintaining and improving school - community relations is a challenging and sometimes frustrating one. When administrators try to increase community involvement in schools, they may encounter apathy as well as lack of interest of the people. The reasons for lack of interest may be professional challenges to the community norms and community challenges to the professional norms. These and other related problems, if not constructively addressed, would result in the deterioration of school - community relations (Gorton, 1987:247).

This problem which springs from both parties as it is mentioned above harms the school. When there is a tendency of cool participation of community in schools affairs, the school staff has to take initiatives to mobilize them. Whenever a school recognizes lack of community interest or apathy in schools, the principal and the staff should make efforts to reach the community in order to find the cause and remedy for it (Gorton, 1987:248-452).

Sometimes, even when communities may appreciate the value of formal education, they may also think of their children as resources of simple tasks in family business or as asset to exchange through marriage. Parents may have reservations about what transpires in schools (Cummings and Dall. 1995:33).

Sometimes the community members may also think that they do not have sufficient skills and ability to participate in the school programs. They may have difficulty in expressing their opinion in the public. To solve such problems in the community one way of helping people at community level, according to Feuerstein (1986:11), is to help them realize that they are good sources of information because:

- They already know a lot about the area, its characteristics, benefits and advantages e.g. the type of land and its season.
- They know how people live, who is related to whom, who holds power and why, how people feel, how they cope with problems, and what they hope for.

The problems such as lack of interest of the local community and that of the principals and teachers to work together according to (Jenson *et al*, 1967:251) stems from different sources some of which are:

- An unsatisfied experience on the part of staff and local community.
- Real or imagined barriers between parents and the professional staff.
- The idea that exists in the minds of the community and the staff that parents and community members should not meddle in the school business.
- The problem of reaching the right people when their support is needed.
- The feeling on the part of the principals and teachers that they need not be bothered with the chores of parents and their children.

If positive understandings do not develop, even greater impediments to community cooperation in educational matters can occur. As Hicks (1956:385 - 386) stated, these impediments are created by the occasional teachers or principals who inwardly suspect that educational processes are not effective. Professional educators and laymen alike must believe in the school if they are to help it accomplish its purposes. Therefore, the professional staff of the school and the individuals and the agencies (organizations) of the community must have common recognition that education is a continuous process extending into many phases of home and community life.

CHAPTER THREE

THE RESEARCH DESIGN

The descriptive method was used for the purpose of the study. As noted by Koul (1988:405) and Best (1977:116-117), this method was found relevant to the study. Related literature was reviewed to help achieve the objectives of the study.

The school principals, teachers, community members, zonal and wereda education officials and the project officials in the two projects were used as sources of data for the purpose of the study.

3.1. Sampling Technique and the Sample Population

In order to make the representation of zones and schools fair under the three conditions (GTZ, BESO and non-project areas), the purposive or judgement sampling technique was employed. Thus, the zones and special weredas were grouped into three categories as GTZ areas, BESO areas and non-project areas. From each category, two zones were selected as samples. On basis of this, from GTZ areas Bench-Maji and Kafa zones, from BESO areas Sidama and Gedeo zones, from non-project areas Wolayta and Dawro zones were selected.

Four schools from each zone, totally twenty-four schools in the three areas were selected. The selection of schools from each zone was made in such a way that urban- rural distribution is maintained. From each school a principal and two randomly selected teachers were used as respondents. In addition three community members were randomly selected from each school and used as source of data. Zone and wereda education officials; two from each zone and wereda, and three officers from each project area were also used as respondents.

On the whole, a total of 24 schools, 72 teacher and principals, 72 community members, 12 wereda and 6 zonal education officers and 6 project officers were used as respondents in the 6 zones.

3.2. The Variables

The variables used in this study were:

- a) The level of community participation in schools in GTZ, BESO and non-project areas.
- b) The effect of community participation in these schools.

3.3. Instruments of Data Collection

Since the study is descriptive survey, there were some instruments selected for the purpose. Thus, the instruments selected were questionnaires to the teachers and principals, the community members and projects officers. Interview with the zone and wereda officials and observation of schools were also conducted.

3.4. Procedures of Data Collection

The above research instruments i.e. two different questionnaires to the teachers & principals and community members and interviews to zone and wereda education officials were developed in English and then translated into Amharic. The questionnaire to the project officers was also developed. It was developed in English and not translated into Amharic because these respondents were able to respond in English.

The instruments translated were piloted in two primary schools, one in Awasa and the other near Awasa. The instruments were revised and improved on the basis of the pilot test. The improved instruments were distributed to twenty-four schools in the zones listed under 3.1. to the wereda and zone education officials, and to the project officers.

The responses from the subjects were collected, analyzed and interpreted accordingly. The interview was also conducted with the zone and wereda education officials.

3.5. Methods of Data Analysis

The results of all the research instruments, i.e., the questionnaire, interview and physical observations and the respondents' comments and suggestions were interpreted using some statistical tools. The data obtained, thus were analyzed using percentages, means and ranges.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

The researcher attempts to find answers for the questions using the research methods mentioned earlier. Thus this chapter is concerned with analysis and interpretation of the data. In the chapter the respondents were grouped into their respective areas as GTZ, BESO and non-project and discussed accordingly.

The data obtained from the various groups of the respondents were analyzed and interpreted under this chapter. The responses from each group of the respondents for the questions were tabulated and treated accordingly.

The responses of community members, teachers and principals as well as the project officials to the questionnaires were analyzed in the way it would show what community participation is like in schools under the two project and non-project areas.

The interview, which was conducted with the wereda and Zone education authorities, was also analyzed so that it would show how effective the community involvement is in schools and what change the projects made in schools under their cooperation.

The respondents are characterized as:

1. Community members
2. Teachers and principals
3. The project officials
4. Wereda and zone education officials who have close contact with schools and the projects.

4.1. Community Members

The community members responding to the questionnaire, as indicated in the following table, include the committee members and non-committee members. This is a deliberate combination of representatives to avoid the bias against or towards the activities of projects in schools.

Table 1. Characteristics of Respondents

No	Characteristics of Respondents n = 72	GTZ areas		BESO areas		Non-Project areas	
		Yes%	No%	Yes%	No%	Yes%	No%
1	Do You have a child in School?	79.2	20.8	83.3	16.6	66.7	33.3
2	Are You a member of any committee in this school?	66.7	33.3	37.5	62.5	37.5	66.5
3	Does Your committee have a regular schedule for meeting?	66.7	33.3	45.8	54.2	29.2	70.8

As the table above shows among the respondents, 79.2% in GTZ, 83.3% in BESO, and 66.7% in the non-project areas are those who have children in schools. On the other hand, 20.8% in the GTZ, 16.6% in BESO and 33.3% in non-project areas respectively are those who do not have children in schools.

Among the general respondents, 66.7% of the GTZ, 37.5% of the BESO and 37.5% of the non-project areas are members in school committee. However, 33.3% of the GTZ, 37.5% of the BESO and 66.5% of the non-project areas are not committee members. This shows that in schools, the committees comprise the people who have children in schools and those who do not have.

With regard to schedule for committee meeting, in BESO and non-project areas it seems that there is no schedule for committee meeting. But schools in GTZ areas seem to have

schedule for committee meeting. This may be an indication for irregularities in meetings for community members for different school activities in BESO and non- project areas.

Table 2. Frequency of Committee Meeting and the percentage of Respondents n = 72

Schedule	GTZ areas	BESO areas	Non-Project areas
Weekly	41.7	20.8	0
Monthly	37.5	29.2	0
Quarterly	0	0	16.7
Bi-annual	8.3	0	16.7
No regular schedule	12.5	50	66.7

The committee in schools under the GTZ has regular (weekly and monthly) schedule while there is no schedule in schools which are not assisted by the project (Table 2). In BESO assisted and non-project assisted schools, 50% and 66.7% respondents, respectively said that they do not have regular schedule for meeting. The regular schedule for committee meeting according to the respondents (41.7% in GTZ, 20.8% in BESO) is weekly. But as 37.5% and 29.2% of them in GTZ and BESO respectively stated, their schedule is monthly. The complete absence of weekly and monthly meetings in non-projects assisted schools imply lack of contact between schools and community members.

4.1.1. School problems and Level of Community

Participation

The level of community participation in solving school problems is contrasted in the GTZ, BESO and non-project assisted schools. Six common activities in which the community members are supposed to involve were taken and the level of involvement was arranged as very high, high, medium, low, very low and not practiced. Their respective values were also arranged to vary from 6-1. According to the information collected, the level of participation was observed to vary in each activity in project assisted and non-project assisted schools.

Table. 3 Level of Community Participation

No	Activity	GTZ areas	BESO areas	Non-project areas
1	Planning Yearly Schedule for community activities in School	4.29	4.63	2.79
2	Decision making concerning community roles in schools	4.88	5.00	2.17
3	Identifying the causes for irregular students' attendance and dropouts and solving them	5.21	4.08	3.17
4	Providing labor for school renovation or construction	5.08	3.79	2.33
5	Providing money and materials for school construction and renovation	4.13	4.75	2.5
6	Identifying, prioritizing and solving school problems	5.08	4.92	2.3

scale very high =5

medium = 3

High = 4

low = 2 very low = 1

It can be observed from table 2 that community participation in school activities significantly varies in non-project areas from the project areas. In both GTZ and BESO areas, the data show that community participation is high while it is low in the non-project areas.

When individual activities are seen, community participation in:

a) Planning yearly schedule for community activities in schools and, identifying, prioritizing and solving school problems was high in GTZ and BESO areas. But in the non-project areas, community participation was seen to be medium in planning yearly schedule for community activities when it was low in identifying, prioritizing and solving school problems.

b) Making decision about community roles in schools and providing money and materials for school construction and renovation was high in both GTZ and BESO areas. However, decision-making about community roles in schools and provision of money and materials was low in non-project areas.

c) Identifying the causes for irregular attendance of students and dropout and solving them and providing labor for schools renovation was very high in GTZ areas and high in BESO areas. But in non-project areas community participation was medium in identifying the causes for irregular attendance and dropouts while it was low in providing money and materials.

In general, the level of community participation in schools in different activities ranges from high to very high in GTZ and BESO areas. In non-project areas however, it ranges from low to medium.

The responses of teachers and principals indicate that parents even in non-project areas involve in the activities, which are likely to affect their children. In addition, community members were seen to prefer contributing money to guards' salary to serving as guard. We can see from table 3, that in schools, which are BESO and GTZ assisted, the community participation is better than the schools, which are not project assisted.

Thus, in schools under the projects, the community members play more roles in school affairs. As it is stated in the words of Poston, Stone and Muther, (1992:2) the schools in which there is community involvement is more likely to make changes which would improve the school conditions.

The status of community involvement in the schools which are projects assisted is better in that community is seen to work with these schools. Therefore, the schools and the community members in projects areas understand each other better than those in non-projects areas. Hence the situation here agrees with the words of Goldring and Rallis (1992) in Blasé (1997:36) that in such schools communities put forth their efforts to achieve quality education for their children. The low level participation of community in non-project assisted schools is an indication of poor school-community relationship.

4.1.2.School Problems and Responsibilities of Solving Them

a, GTZ Area

Table 4 Who should be responsible for the following activities?

G = Government

C= Community

P= Parent

GC= Government & Community

S= School

SP= School & Parent

GSC= Government, School and Community

SC= School & Community

Proportion of Respondents in Percent n= 24									
No	Activities	G	P	S	C	GC	SP	SC	GSC
1	Construction of new schools	45.83	0	0	0	45.83	0	0	8.33
2	Rehabilitation of the old schools	0	0	0	54.6	12.5	0	20.83	12.5
3	Maintenance of school furniture	0	0	20.83	33.3	0	0	45.83	0
4	Maintenance of school fence	20.83	0	33.3	20.83	0	0	25	0
5	Protecting female students from gender abuse or assault	0	0	0	45.83	20.83	0	20.83	12.5
6	Campaign against dropout problems	0	33.3	12.5	12.5	20.83	0	20.83	0

As the above table shows, 45.8% of the respondents asserted that community in collaboration with the government should take the responsibility of constructing new schools. The other 45.8% of them declared that it is the responsibility of the government to construct new schools.

Maintenance of school furniture according to the majority (45%) of respondents is the joint responsibility of schools and local community. But 20.83% and 33.3% of them said that it is the responsibility of schools and community members respectively. In all cases,

the respondents indicated that it is the schools' and local community members' responsibility.

Rehabilitation of the old school buildings, according to 54.6% of the respondents, is the responsibility of community members. However, 12.5% and 20.8% of them declared that, community in collaboration with the government and schools respectively, should be responsible for it. In all the responses in the data community members, jointly or in isolation are said to be responsible for maintaining old school.

Maintaining school fence is indicated to be the responsibility of the government as the 20.83% of respondents asserted. According to 33.3% of the respondents, it is reported as the responsibility of the school whereas 20.83% and 25% of them said it is the responsibility of community and joint responsibility of schools and community respectively. Protecting female students from gender abuse or any assault as declared by the majority of respondents(45%) is to be taken by local community. Among the respondents 20.83% said it is the shared responsibility between the government and community members while other 20.83% put it as a responsibility of schools and community.

Campaigning against the problems of students' dropout is stated as a responsibility of parents, schools, community and government jointly or in isolation.

We can see from the table that the community accepts the activities as its shared responsibilities. Except construction of new schools, rest of the activities is attributed to the community members as their shared responsibility with different bodies.

The feeling of community members that the activities are their responsibilities shows that the schools are utilizing or likely to utilize the resources which are inherent in the local

community. Thus, schools under the GTZ areas get the donation of local community and that of the government, which enables them, cover their costs for different purposes.

In general, the community members in GTZ cooperating areas feel that in all school activities directly or indirectly, they should be responsible. Except in constructing new schools and constructing school fence in urban areas, which is somewhat expensive, the community members do not expect much from the government.

This community feeling reflects the closer attachment of schools with the local community in which positive relationship and assistance exists.

b, BESO Areas

Table 5 .Who should be responsible for the following activities (BESO areas)

		Proportion of Respondents in Percent					n = 24			
No	Activities	G	P	S	C	GC	SP	SC	GSC	
1	Construction of new schools	54.2	0	0	45.8	0	0	0	0	
2	Rehabilitation of the old schools	45.8	0	12.5	33.3	8.3	0	0	0	
3	Maintenance of school furniture	8.33	0	8.33	66.7	12.5	0	0	0	
4	Maintenance of school fence	45.8	0	33.3	20.83	0	0	0	0	
5	Protecting female students from gender abuse or assault	33.3	0	8.33	45.8	12.5	0	0	0	
6	Campaign against dropout problems	20.83	8.3	12.5	33.3	0	0	33	0	

In the above table the data show that in all of the activities the community members suggest that the government and the community should take the responsibility as their shared role.

According to the data, new school construction is the responsibility of the government and the community members. Rehabilitation of the old schools is also a shared responsibility of the government, school & community as indicated by 45.8%, 12.5% and 33.3% of the respondents respectively. Maintenance of school furniture according to the majority of respondents (66.7%), is the responsibility of the community members. Maintenance of school fence according to the response in the data is to be the responsibility of the government, schools and community as 45.8%, 33.3% and 20.8% of the respondents in the data show respectively. Maintaining school fence as presented in the data is the responsibility of the government, school and community. Protecting female students from gender related problems as 45.8% and 33.3% of the respondents stated is to be taken by the local community and the government respectively.

Solving problems of dropout and campaigning against it are reported to be responsibilities of government, parents, schools and the local community in collaboration or in isolation.

In case of BESO areas in all of the activities the government is expected to take share of responsibilities while in GTZ areas, it is expected to take the responsibility of constructing new schools and maintaining school fence. This implies that in the BESO areas there is more inclination of community members to put more responsibility on government. The activities which are likely to demand expenses in cash are categorized as the responsibilities of the government whereas the activities which demand local material and only labor are said to be the community's responsibility.

As the statements of Cummings, (1998:475) confirm, in schools where the community members do not involve in planning the activities, they become skeptical to implement the plans. In BESO assisted schools as indicated in their responses, the community members; especially the parents of school children are made to pay money in cash. Those whose children are not attending schools are not approached to contribute. Even the parents in rural areas are less interested in contributing money in cash because contributing local materials is cheaper and easier than in cash.

Though the community members agree to share the responsibility of helping schools, they are reluctant to implement the plans which are designed in their absence or on which they did not make any consensus. The community members remarked that they are not made to choose what is convenient to them.

c, Non-Project Areas

Table 6. Who should be responsible for the following activities?

		Proportion of Respondents in percent							
		n = 24							
No	Activities	G	P	S	C	GC	SP	SC	GSC
1	Construction of new schools	66.7	0	0	16.6	16.7	0	0	0
2	Rehabilitation of the old schools	54.2	0	16.7	16.7	0	0	0	16.7
3	Maintenance of school furniture	66.7	0	0	33.3	0	0	0	0
4	Maintenance of school fence	50	0	16.7	0	16.7	0	16.7	0
5	Protecting female students from gender abuse or assault	0	0	0	0	50	0	33.3	16.7
6	Campaign against dropout problems	16.7	0	16.7	0	33.3	16.7	0	16.7

Most of the activities according to the data on table 6, are suggested to be responsibility of the government. As is shown in the data, concerning taking care of female students and campaigning against dropout problems, 50% and 33.3% of the respondents respectively declared that it is the communities' responsibility.

The other activities, which require expenses, are suggested to be performed by the government. The majority of respondents i.e., 66.7% said that constructing new schools is the responsibility of the government while 54.2% declared that old schools be rehabilitated by the government.

Despite the fact that community members in non-project areas accept some of the activities to be their shared responsibilities they attribute the higher share to the government.

The data on table 6 depicts that majority of the respondents consider all the activities are the responsibilities of the government. Except protecting female students from gender

related problems and campaigning against the problems of dropout, which are less likely to incur expense. It seems that the community members are less interested in taking responsibility for other activities.

Construction of new schools, rehabilitation of the old school buildings and maintenance of the school furniture are designated as the responsibility of the government by 66.7%, 54.2% and 66.7% of the respondents. In addition, 50% of the respondents said that the government must take the responsibility of maintenance of school fence.

In general, as we can observe on the data in tables 4,5 and 6, the community members in the three areas have different understanding about the roles they can play in schools. In GTZ areas it seems that community members are more inclined to work with the schools when compared with other areas.

In BESO areas and non-project areas, the community members seem to put the responsibility of performing the activities on the government. However, the community members in the two project areas are more ready than the non-project areas to involve in school affairs.

School community relationship, as stated by Nieleesen and Cummings, (1997;40), is one of the possible strategies for realizing the goal of achieving full access to quality education. However, in the non-project areas it does not exist.

The communities' understanding about the role they should play in school activities, on the whole, varies from avoidance to direct involvement in three areas when specific activities are seen.

4.2. Teachers and Principals

Teachers and principals as members of school community are expected to contribute to the better functioning of schools. Teachers' performance can result in positive or negative relationship between schools and community members. As it is indicated in Shaeffer 1991 in McDonough and Wheeler, (1998:10) the closer the teachers are to the community, the more efficient the schools would be.

On basis of this, teachers and principals in GTZ and BESO assisted and non-assisted schools responded to questions concerning the status of school-community relations in their respective areas.

According to the responses to the questions, in all schools there are committees with various purposes. However the function and types of the committees vary from school to school. In some schools the committees have weekly meetings and they are working hard and closely with the local community members in solving school problems. In some schools, however the committees do not exist, and in some they are not performing their duties due to various reasons.

Table 7. The Functions of School Committee

Percentage of Respondents				
n= 72				
No	Functions	GTZ areas	BESO areas	non-project area
a	Motivating the community members to contribute to schools	10%	0%	33.3%
b	Encouraging the school staff to work with the community	0%	0%	0%
c	Identifying the school problems and work with the communities to solve them	10%	37.5%	0%
d	No significant function is observed	0%	0	50%
e	All functions under a , b, & c	80%	62.5%	16.7%

It is depicted in table 7 that in non-project assisted areas, the school committee does not make significant functions (activities). But in the project assisted areas the majority of respondents (80% GTZ and 62.5% BESO areas) reported that all the committees' functions are performed in their schools.

In all government schools, as the teachers mentioned in their responses, there exist different committees according to the formal government structures. However, these committees do not have definite purposes and regular schedule to perform activities in schools. They appear in schools only when they are invited by school administration. Some of the committees in government schools are:

- Government school committee,
- Parents' committee
- Administration and discipline committee,
- Labor education committee and other committees.

As McDonough and Wheeler (1998:7) remarked, communication between schools and community should be properly used and be effective. Nonetheless, in most of the schools, as the teachers commented, these committees are not effectively functioning. The community members are not participating in schools affairs except that parents' committee is participating in teachers' performance appraisal.

In the project assisted schools, apart from the formal school committees which exist or expected to exist in government schools, there are new added committees. For instance, in BESO areas there are " girls advisory committee and dropouts returning committees.' In GTZ areas also there is school rehabilitation committee. In both cases the names of the committees imply their purposes in schools.

Schools, when provided meaningful relationship and support from community members, would be able to be true learning environments(Ronalds and Hayes, 1996:3). However,

schools in different areas in the region, do not get such assistance and as a result exercise different problems. As we can see from the data on table 8, the benefits which schools gained from the community's involvement range from 0% to 80% in GTZ and from 0 to 62.5% in BESO areas.

Table 8. Benefits Schools Gained from Community Participation.

Percentage of Respondents n=72				
No	Benefit gained	GTZ areas	BESO areas	Non-project areas
a	School buildings renovated	0	25	16.6
b	New or renovated school latrine	0	37.5	0
c	Students participation increased	0	25	16.7
d	New classrooms added	0	0	0
e	All of these are gained	80	0	0
f	None of these are gained	20		66.7

Schools in GTZ assisted areas, as the data show, have got renovated buildings, latrine, new classrooms. Majority of the respondents (80%) replied that their schools gained the benefits of school - community relations in the form of activities listed above,

In non-project assisted schools, however; 66.7% of the respondents stated that their schools did not get any benefit listed under table 8. Schools which are assisted by BESO, as in the data, appear to have the benefits mentioned. According to the responses, 37.5% (which is the majority) schools have got new or renovated latrines. Twenty five percent also reported that school buildings are renovated in BESO areas.

Students' participation is reported to increase in the three cases. Nowadays, since there is students explosion in the region, increase in the number of students may not be the direct effect of projects. Even in schools where community members or committees do not

participate in school activities and where there is poor facility it was reported, that the students population is increasing from time to time.

In some of the GTZ assisted schools, teachers and principals declared that schools did not get the benefits. They commented that due to poor school management, poor coordination and lack of follow up from the zone and wereda, schools could not benefit from the projects and the community. In some schools, it was reported that the local materials which the community members contributed and the materials which the projects purchased for construction were embezzled by principals.

It is clear that government alone can not fulfill all what schools need and community can fill the gap that is left by the government. Cummings and McGinn (1997:398) noted that the government with community participation can respond to the schools' requirements. But in some schools the management was not able to bring the community and the government together in order that school problems could be solved. In such schools the community members as well as the projects were disappointed by such management and renounce cooperating with schools.

Table 9. Benefits Students Gained

No	Benefit gained	Percentage of Respondents		
		GTZ areas	BESO areas	Non-project areas
a	Better learning (achievement)	0	0	0
b	Better support from home and school	0	0	0
c	Improved(better)school furniture	20	70	0
d	All of the benefits gained	70	14.3	16.7
e	None of the benefits gained	10	0	83.3

Positive relationship between schools and community members, as is discussed in the foregoing sections, determines the performance of schools. The benefits which students would achieve when school-community relations are positive, could not seen to be

possible in some schools. As 83.3% of the responding teachers and principals in non-project assisted schools reported, their students did not get any of the benefits listed in table 9. In GTZ assisted schools, according to the majority of respondents(70%) , students in their schools get all the benefits. In BESO assisted schools 70% and in GTZ assisted schools 20% of the respondents said that students in their schools have got better school furniture.

Apart from the majority's responses in GTZ areas, 10% of the teachers said that their students could not get the benefits listed. The reason for this according to the respondents is that the dishonest principals embezzled the contributions from both the projects & community members. The problem, as discussed under table 8, was worsened due to poor or lack of follow up from zonal or wereda education officials.

Investment in education is not likely to succeed unless the government is willing and able to foster public investment on education (Christinson et al, 1997:2). The situations observed in table 8 and 9 imply that as the government officials poorly participated in implementing and monitoring the activities performed, the expected result could hardly be achieved in some schools.

As Cummings (1998:475-76) stated, in some schools lack of creative management of principals to arrange good school-community relations deprives schools the chance of gaining the advantage of community support. Thus, the schools whose principals took the materials which the community and the project contributed, not only misused the materials but also spoilt the positive relationship between schools and community. Therefore, it is obvious that these principals made it impossible for the schools to utilize the resources inherent in the community.

This caused mistrust between schools and the community which keeps the two bodies apart. Thus schools and the students lost benefits which would come to them if their principals changed the situation.

Table 10 Parents and Non-parent Community Members in Schools

Do parents and non-parent community members equally participate in working with schools?					
No	Responses in %	n= 72	GTZ area	BESO areas	Non-project areas
a	Parents are more willing and motivated than non-parent community members		33.3	41.7	16.7
b	All community members equally participate		12.5	0	0
c	All do not participate unless forced by authorities		54.7	58.7	41.7
d	No participation is observed since some years ago		0	0	41.7

Schools as educational institutions serve the whole society not only the students or their parents, because in any society there is no one who does not share the effects of education. However, the reality in schools as can be seen from the data does not reflect this. Most of the respondents under the three situations (54.7% of GTZ, 58.7% of BESO areas and 41.7% of non- project assisted areas) have reported that neither parents nor non-parent community members participated in school activities unless they were forced by authorities.

The data also show that (33.3% in GTZ and 41.7% in BESO areas) parents of school children were more willing and motivated than those who do not have children in schools. In schools which were not assisted by the project, according to the responses of 41.7% of teachers and principals, no participation is observed since some years ago.

The community members in all schools participate if there is a push from the authorities. In addition to this as the responses of the principals and teachers show, those whose children are not in schools were less motivated and less willing to work with schools.

In all schools, the community involvement is not satisfactory. In addition to this, the community members and parents of school children manifest different feelings about their involvement in school activities.

Schools as well as the general community wish better (quality) education to their children. But, as Hicks (1956:386-87) states, this cannot be put into reality unless there exists good understanding between the two.

According to the data on table 11, however; the community members have feelings varying from being pleased to being imposed about what they contribute to schools.

Table 11. Community Members and Their Feelings about Their Involvement in Schools.

How do the community members feel about involving in school?				
No	Community's feelings	GTZ areas%	BESO areas%	Non-project areas%
1	Imposed and compelled	54.5	75	87.5
2	Indifferent	12.5	12.5	12.5
3	Pleased	33	12.5	0

In the preceding discussions, community involvement in schools is seen to vary from non-existent to active. But this does not guarantee that community is aware of its roles in schools and can take them when there is a need.

As the data on table 11 show, majority of the teachers (54.5% in GTZ areas, 75% in BESO areas and 87.5% in non-project areas) made it clear that despite their contributions to schools, the community members feel they are imposed to do it.

Among the responding teachers and principals only 33% in GTZ and 12.5% in BESO areas said that community members are happy with what they did for schools.

If community is to participate actively in solving school problems as Hagman et al (1998:22) noted, they must develop their own way of dealing with them and also must take school problems as their own problem. Unless this is realized, community participation can not be expected to make any difference in schools.

In mobilizing community to take part in school activities, teachers and principals are expected to work hard on creating community awareness. If community members do not feel that their children's schools can function effectively with their assistance, every attempt to make them contribute to schools is an imposition.

The school staff should also recognize the need for community involvement. When teachers and principals open school boundaries to the local people and appreciate their involvement, community members get the courage to involve in schools.

Table 12. The Feeling of Schools Staff about Mobilizing the Local People.

How school staff feel about mobilizing community members to work with schools				
No	Feelings of the staff	GTZ areas%	BESO areas%	Non-project areas%
1	Waste of time and energy	8.3	20.8	33.3
2	Adding cost on schools	0	0	0
3	Source of school input	91.7	79.2	66.7

In all the schools, majority of teachers and principals feel that involving community members is source of school input. Even though it may not mean that school staff are working to mobilize the community, according to the responses of teachers and principals, they understand the importance of community involvement.

On the other hand, among the respondents, 8.3% in GTZ areas, 20.8% in BESO and 33.3% of non-project areas remarked that to make efforts to mobilize the community member is waste of time and energy.

We have seen on table 11 that community members see their involvement as an imposition, but the staff sees community involvement in schools as an input to the school resource as the data on table 12 show.

The teachers view that community's involvement is an input to schools. This should be reflected in the community's understanding about their roles in schools. Unless the understanding of two parties' is complementary, one sees the other imposing to do what is out of its consensus.

Therefore, teachers' understanding of what schools can benefit from community can not help the school at all unless it is put into action. Therefore, teachers must work to get community members involved in school affairs. As Bude (1985) in McDonough and Wheeler (1996:7) has written, teachers are expected to perform the responsibilities expected to motivate community members that they willingly contribute to schools.

Teachers and principals must not see the community's involvement as taking over their positions in schools. In addition, if schools call the community members only to contribute money, material or labor and not to share some decision making roles in schools they may feel imposed or get bored.

Table 13. Community's Contributions to Schools

What do community members contribute to schools?				
No	Contribution	GTZ areas%	BESO areas%	Non-project areas%
a	Labor	0	12.5	8.3
b	Material	0	25	0
c	Money	0	62.5	16
d	Labor and material	100	0	0
e	Material and money	0	0	0
f	No labor money & material	0	0	75

Community's contribution, as the responses of teachers and principals indicate, vary from school to school. In GTZ areas 100% of the respondents reported that their schools get local material and labor from the community while the project contributes money and factory materials. In BESO areas, 62.5% of the respondents said that community members contribute money while 75% of teachers and principals in non-project areas said that their schools do not get any contribution from the community members.

In non-project areas 16% of the respondents said that in their schools, community members contribute money. As it is seen the preceding sections, this contribution is very rare and it is made to pay the salary of locally hired school guards.

In all schools, as the data on table 13, show there is contribution in cash or kind despite the fact that it varies in degree. The principals and teachers commented that the contribution was not satisfactory.

The reasons for the unsatisfactory participation in schools are lack of community awareness about their roles as the responses of majority of teachers and principals' show.

In some places, it was also reported that the people do not have money to contribute. Where there is poor community participation due to lack of awareness schools miss the local resources which would be gained if effort is made to create awareness.

School community relationship should be based on two-way communication and be mutual. If schools are sensitive to community needs and respond to them, they in turn get the benefit of community cooperation as indicated in Bray and Lillis (1988:8).

Table 14 Schools and Community Problems

Do your staff and students work with the community in identifying and solving their problems n = 72	Answers in %	GTZ	BESO	Non-project areas
Yes		37.5	20.8	33.3
No		62.5	79.2	66.7

Schools have little involvement in community problems as shown in the data. Their contribution in finding and solving community problems does not seem so significant. Havelock and Huberman, (1997:213) write that schools must take initiatives to participate in community development activities, because it is the way to make two-way communication. However, according to the majorities of respondents, there was no involvement of staff and students in solving the problems of the local people.

Table 15 Means of Communication and the Level They are Used.

No	Needs and Means of Communication	Level of communication, (mean scores in 1-4 scale, 1= not at all, 2=rarely, 3=often, 4= very often.) n = 72		
		GTZ areas	BESO areas	Non-Project areas
1	Semester meetings on school days	1.92	2.13	2.33
2	Meetings with community organization	1.63	1.2	1.92
3	Staff campaign when student enrollment is lower than expected	1.75	2.63	1.29
4	Communicating policy issues and school regulations with community	2.29	2.42	2.42

As it is presented in the data on table 15, community- school communication does not appear to be satisfactory in all areas. In all the need areas, except staff campaign to boost enrollment rate in BESO areas, the communication level in general terms is low.

Regarding the specific needs:

- Semester meeting in which schools discuss their plans and problems is reported to be rarely used in GTZ, BESO and non-project areas.
- Meeting with the community organizations such as " iddir" the data show that there was rare communication between the organizations and the schools in projects areas and no communication in non-project areas.
- In rural areas, going into the community and mobilizing the school age children to be enrolled, where there is lower enrollment rate than expected is one of the strategies to promote school- community relationship. But as the data on table 15 indicate, it is not practiced in non-project areas at all while rarely implemented in GTZ and often used in BESO areas.

The policy issues and school regulations were rarely discussed in all the GTZ, & BESO cooperating schools and non-project assisted schools. Making policy issues and school

regulations clear to the community members is one of the ways to avoid or minimize misunderstandings between schools and the community members. However, it was not satisfactorily used in all schools and this shows that schools and the local people are not in a position to understand each other well. This implies that the local community does not recognize the school problems.

Teachers and principals in all schools believe that if schools and community members work together, it is possible to solve school problems(table16). According to their responses, among the teachers and principals, 100% in GTZ, 66.7% in BESO and 83.3% in non-project areas strongly agree with this idea.

Table 16. Community and School Problems

With maximum community participation, it is possible to solve school problems			
n = 72			
Response in percent	GTZ areas	BESO areas	non-project areas
Strongly agree	100	66.7	83.3
Agree	0	33.3	16.7
Disagree	0	0	0
Strongly disagree	0	0	0

There was no teacher and principal who disagree with the idea that schools can solve their problems if they get community support. Despite the fact that teachers and principals understand what their schools would benefit from their relation with community members, in all schools there was no such communication as presented in table15.

It was discussed in the preceding sections that schools could not make as such satisfactory relations with the local people. As table 11 shows, the community members see their contributions as an imposition while school staffs see it as a source of input (table 12).

Thus this contrasting view indicates that the two parties do not have similar understanding about the communication between them.

4.3. The projects Assisted Schools

Concerning the assistance, which the projects (GTZ and BESO) cooperating schools get, some questions were posed to the teachers and principals. These schools were expected to utilize the resources from the projects and from the community and hence to be better performing their academic and administrative purposes.

Schools, to properly utilize the inputs from the projects and from the community members, must be clear with the purposes of the projects in their localities. Regarding the projects' purposes in schools, the principals and teachers, (24 in GTZ and 24 in BESO) in their responses, expressed that it was clear to them. Thus, among 24 of them 78.7% in GTZ areas and among the 24, 70.9% in BESO areas reported that they know what the projects' purposes are.

It is seen that in GTZ cooperated schools the project is mostly engaged in renovating school buildings, latrines, school furniture according the responses of 79.2% of the principals and teachers. BESO, on the other hand, is concerned with granting money for rehabilitation of school building and expansion of classrooms as 54.2% of the responding principals and teachers stated.

Motivating the community members is also reported as the projects' purpose in both cases. Among the respondents 8.3% in GTZ and 16.7% in BESO areas indicated it to be performed in their areas. Among them 12.5% of the teachers and principals in GTZ areas declared that the project provides the schools with hand tools for pedagogical centers, balls and nets, as well as desks and chairs.

We have seen in the foregoing discussions that community involvement in all schools (project assisted and non-assisted) is not satisfactory. Therefore, this unsatisfactory involvement implies that motivating community members was not worked to the extent that it could initiate them to involve in school affairs.

It is indicated in Rugh and Bossert, (1998:21) that schools must conduct parents' conferences, community meetings, etc, to get the community involvement. However with this regard schools in the two project areas do not seem to have performed well and hence require working more to get the community involved in their affairs.

A question was forwarded to 24 teachers and principals in each case whether they agree that projects were performing their duties well. In the response to the question, the teachers and principals (91.6% in GTZ and 87.5% in BESO) expressed their agreements. Those who expressed their disagreement were 8.4% in GTZ and 12.5% in BESO areas.

The responses of principals and teachers' in both projects assisted schools, therefore; imply that the purposes of the projects were performed well.

Table 17. Improvements Made in Schools

Do you see improvements in your schools as a result of the projects' cooperation?			
		<i>n</i> =48	
No	Responses in %	GTZ areas	BESO areas
a	Yes	70.8	70.8
b	Only some how	29.2	29.2
c	Not at all	0	0

The projects, as it was discussed earlier, performed their duties well and hence made improvements in schools. In table 17, we can see that 70.8% of the respondents said that there are improvements in schools under the two projects. But as 29.2% of the principals and teachers commented in the two project areas the improvements made were not so significant. They noted that the changes were only some how.

In order to verify the improvement made, questions were presented to the teachers and principals. In their response 95.8% of the respondents in GTZ areas declared that their schools got newly added classrooms and renovated buildings. The respondents in BESO areas also have said that their schools got rehabilitated buildings while 37.5% declared that new classrooms were added.

The teachers and principals, concerning the improvement made with school furniture, said that the old ones were repaired. This was 12.5% in GTZ and 50% in BESO area. In addition, 50% of the respondents in BESO areas replied that new furniture was added. The respondents in GTZ areas, (87.5% of them) stated that the old furniture was maintained and the new one was added. For instance, new student's desk, teachers' chairs, office tables and others were provided by the projects.

In the above discussion, it was reported that some improvements were made concerning school buildings, furniture and other internal school organizations. The principals and teachers in addition said that these and other improvements were made in their schools as a result of the projects' cooperation.

Table 18.Improvements Made Concerning Students

	Improvements	Response in %	
		GTZ	BESO
a	Enrollment rate increased	16.7	62.5
b	Students' achievement improved	0	0
c	Dropout rate decreased	0	37.5
d	All	83.3	0
e	No improvement is obtained	0	0

As the data on table 18 depicts, in schools under the two projects, there was improvement obtained regarding students. In BESO areas, 62.5% of the respondents reported that

student enrollment rate is improved while 37.5% of them said that dropout rate was reduced.

In GTZ areas, 83.3% of the responding teachers and principals stated that in their schools increased enrollment, better student achievement and decreased dropout rate was observed since the project's cooperation.

Improvements in school facilities can obviously contribute to improved students' achievement. Therefore, schools in which there is better internal organization, and better school-community cooperation, the students' achievements is more likely to be better than in schools which lack them.

The better conditions in schools under projects' cooperation, according to the teachers and principals were achieved due to the change in the attitude of community members. In community mobilization, the projects made the community closer to schools. Thus, the communities' feelings about schools were changed positively and the schools and community understand each other better.

Table 19. Manifestation of Change in Community's Attitude

	Manifestation of changes	GTZ	BESO
1	Community members feel that schools are their own properties	54.2%	45.8%
2	They take initiatives in solving school problems	8.3%	12.5%
3	They attend school meetings whenever they are invited.	37.5%	41.7%

It is presented in tables 4,5 and 6 that community members have different views towards the responsibilities in schools. In non-project areas, the community members consider every responsibility to be taken by the government (table 6).

In table 19, however; it can be seen that community members are developing a feeling that schools are their own properties. As it is given in the data, 54.2% in GTZ and 45.8% of the respondents in BESO areas declared that the people in their localities reflect the feeling that schools belong to them and somehow depend on them. It is also reported that the community members attend school meetings when they are invited. In their responses 37.5% in GTZ and 41.7% in BESO areas said that attending school meetings is the reflection of changes in their attitudes.

Attending meetings regularly is one of the ways to share ideas and responsibilities among the parties involved. In most schools it is difficult to get community involved in school meetings. Even parents sometimes are not willing to come to school to discuss the problems and progresses of their children. Concerning the community's feeling about the ownership of schools, there is significant difference in the two projects. In general however, when the responses in the two project areas are observed, there is no significant difference in the attitude change of the community in the two project areas.

Table 20. Community Involvement in Project Assisted and Non-Assisted Schools

Is community involvement in project-assisted schools better than in non-assisted schools? <i>n= 48</i>		
Response in %	GTZ	BESO
Yes	91.7	100
NO	8.3	0

The principals and teachers were asked if community involvement in project-assisted school was better than in non-project assisted schools. Their responses to the question ("yes", 91.70% in GTZ and 100% in BESO areas) indicate that there is a difference. But 8.3% in the GTZ areas remarked that due to poor school management, lack of follow up and poor coordination; their schools did not get better community involvement.

The responses in both cases show that the community involvement in project areas was better than the non-project areas. The BESO project in its cooperating schools grants money while GTZ is providing building materials and covers cost of skilled labor. The amount of money and materials depends on the agreement, which is signed by the projects and community members.

Concerning the applicability of methods used by the projects, teachers and principals in GTZ areas, 75% of them remarked that it is highly applicable while 25% of them said it can be applied only to some extent. In the BESO areas, on the other hand, 58.3% of the principals and teachers said it is applicable only to some extent where as 33.4% of them said it cannot be applied at all in other schools as the table below shows.

Table 21. Applicability of Methods Used by the Projects

No	Level of applicability	GTZ (%)	BESO (%)
a	very high	37.5	0
b	High	37.5	8.3
c	low (to some extent)	25	58.3
d	Not at all	0	33.4

* Significantly different at 5% level.

The table above shows that the level of applicability of the methods in the two cases has significant difference. The method used by the GTZ can be highly applied in other schools while that of BESO can be applied only to some extent or not at all.

The teachers and principals further commented that if it has to be applied in other schools:

- a) The government must take the initiative roles as the projects are doing.
- b) The community members must be clear with the roles they should play in school and the policy statements concerning their roles.

The teachers and principals in their remarks stated that schools in general have the understanding that the policy says primary education is free and any contribution to schools is therefore, against it.

Table 22. Projects' performance and Level of Teachers' and principals' Satisfaction

No	Level of satisfaction	GTZ	BESO
a	Very satisfactory	37.5	0
b	Satisfactory	62.5	86.4
c	Not satisfactory	0	13.6

It can be observed from the data (table 22) that majority of the teachers and principals (100% in GTZ and 86.4% in BESO) cooperating schools were satisfied with the performance of the projects. In BESO areas 12.5% of them, however reported that they were not satisfied with the activities performed by the projects. However, in the two project areas, the level of teachers and principals' satisfaction appears to vary significantly different in some specific areas as in table 23.

The principals and teachers in some of these schools disclosed that the projects would be more efficiently used if the government officials in the administrative and education sectors properly monitored their activities. In addition, they strongly remarked that the projects' and community resources were not properly utilized due to lack of coordination at the kebele and wereda levels. In addition, delay in releasing the money and lack of community's involvement in BESO areas made it less satisfactory than expected. It was only students' parents that contribute; not the whole community.

Table 23. Level of Teachers' and Principals' Satisfaction with the Specific Activities Performed

No	Activities Performed	GTZ areas mean value of satisfaction	BESO areas mean value of satisfaction
1	School maintenance	4	3
2	Quality of materials provided	3	2
3	Trainings given	4	3
4	Efforts made to motivate community	4	4
5	Contribution of money	3	3

Very high = 5 low = 2
 High = 4 very low = 1
 Medium = 3

It is given in table 22 that though the degree varies, the teachers and principals were satisfied with the projects' activities. But concerning some specific areas of activities, they were highly satisfied while in others their satisfaction was medium (average).

Concerning individual activities the teachers and principals commented as follows:

- School maintenance restored the school buildings, which were on the verge of collapsing. But construction of new buildings was not to the desired standard. Contractors from the locality with the labor assistance of community members and provision of local materials could not construct proper buildings. Here, the materials, which the local peoples contributed, and the contractors' performance require the follow up of building professionals.
- Quality of materials specially those which the GTZ provided for pedagogical centers and for physical education as well as bolts and hanger for doors were not of good quality. Therefore, when materials were purchased and/or provided, the wereda and zone educational officials had to follow up and check their quality.

- Contribution of money was the major task (share) of BESO project. In GTZ the money was provided for the skilled labor which was mentioned earlier as contractor. In both cases the respondents suggested that there must have been followed up on the way the money was provided and utilized. The money which GTZ provided was not sufficient to hire better contractors especially for constructing new buildings. In BESO areas there was complaint about the delay in releasing the money.
- Trainings provided by GTZ were highly appreciated for their contents, which were based on school- based development. The trainings were said to be effective in that they enabled the teachers to implement student - centered teaching approach and producing and using no-cost or low-cost teaching aids.
- The projects made their utmost efforts to mobilize the community members. However, the community participation was not as it was required. Teachers and principals with this regard commented that the wereda and kebele councils should involve in mobilizing the people because they have the power and the channel to mobilize.
- In BESO areas, it was reported that non-parent community members were not made to participate in contributing to schools. Parents of school children were reached through their children and they were made to pay the share of their contribution.

4.4.Project Officials

The project officials as contributing parties in the schools were provided questionnaires. In each project one program manager and two program officers were selected. In their responses to the questions about the number of cooperating schools the BESO officers said that they have 718 schools in 10 zones and seven special weredas. The GTZ project officers reported that their project as 79 schools in 3 zones which were two formerly (Bench-Maji, and kafa-Sheka).

The major objectives of the projects in the schools were reported to be:

- a) GTZ: -School-based educational development i.e. rehabilitation through community participation (ownership) and training of teachers in which community members also participate.
- Strengthening educational management at school level.
 - Establishing community school relationship through which community develops sense of ownership.
- b) BESO: - Establishing community - school relationship.
- Providing resources.
 - Designing and implementing strategies that change school conditions.

In assigning the responsibility among the stake holders:

- a) The GTZ officers stated that they decide it with the representatives of community, kebele and wereda administrative council and school administration.
- b) In BESO too, it was similar except that they didn't mention the involvement of wereda council. In the two projects, according to the responses of the officers (67% in each case) the projects rarely faced resistance from government or community parts. Among the officers, 33% in GTZ areas pointed out that the resistance comes from the zone administrative council and zone education department. But in case of BESO, the officers reported that occasionally the resistance occurs at any level.

Motivation of community members to work with the schools, in the two project areas, varies with parents and non-parent members. In BESO areas, only parents contribute money. In GTZ areas all the local community members were expected to contribute materials, labor and money but the parents were more willing than the non-parent members. Therefore, the parent groups were more effective than others in their participation in both cases.

The projects' officers in their responses indicated their feeling that as a result of their cooperation, there were observable improvements made in schools.

The justifications they gave for this were: -

- Increased enrollment rate for both sexes in general and for girls in particular.
- Decreased repetition rate.
- Decreased dropout rate.
- Physical conditions of school buildings and internal organizations.

The projects in both case declared that the improvements mentioned above and others were the effects of collective efforts of the school, community members and the projects.

Though the schools as well as the projects acknowledge the community members for the changes (improvements) in schools, there was no established means of informing them about their contributions. The community members thus were not made to realize that they could change school conditions.

Participation of the local community in school affairs was seen to make changes in schools. However, their response to calls for contribution was not the same throughout. The projects' officers commented that in some places the administrative bodies did not mobilize the community while in some places the people think that the policy says that education is free and government must cover all the expenses for schools.

The principals and teachers in all schools, as to the projects' officers, were willing to work with the community members. As Hicks (1956:387) also indicated, the teachers' willingness to work with the local people has hope of generating much community enthusiasm for the school programs. Hence, schools with cooperating staff get the benefit of community support.

It is also declared that the projects used innovative mechanisms for promoting community participation. In GTZ areas community members were made to participate in teachers'

seminars and in-staff training's. In addition, new committee with the responsibility of school rehabilitation was formed. Both GTZ and BESO projects stated that their projects go into the society for door-to-door agitation for mobilization.

In GTZ areas, the officers from their experiences said that in most of the schools, the community participation gets lesser and lesser. Thus they suggested that regular follow-up of the kebele and higher officials are highly needed.

In general, the two projects (their officers) reported that in schools where there was better school- management, good kebele (community) cooperation and leadership, benefited from what community members contributed. But in schools where there was poor coordination, leadership etc, regardless of the projects' efforts schools did not get the benefits. There were schools, which lost such chances due to lack of community supports.

In addition to the responses to the questionnaires, interview was conducted with the education officials at wereda and zone level. Among the officials:

- a) Heads of primary education division,
- b) Supervisors.
- c) Heads of education programs division,
- d) Heads of education supports and school rehabilitation division were interviewed.

As to the responses to the interview the education officials in the project and non-project areas, there were no regular and frequent programs for school observation. The wereda as well as the zonal education offices had plans to visit schools for supervision purposes, but due to lack of budget vehicle and other problems the plans were hardly put into practice.

Schools, according to the responses, covered their yearly expenses with the budget allotted by the government. The problem with the budget was that the amount allotted was insufficient and it was released too late. In some schools the staff and students

generated income. However, as the students do not pay school fee and in most schools the income generating activities were weakened due to poor or lack of community participation, schools faced material and financial problems.

Some of the problems, which would be solved with the community involvement as pointed out by the officers, are:

- Shortages of students' seats.
- Maintenance of school buildings.
- Shortage or lack of teachers' residence.
- Shortages of materials for pedagogical centers.
- Shortages of classrooms.
- Students dropout.
- School guard

The local community according to the respondents in the projects assisted areas was participating in such activities as:

4.4.1.GTZ Cooperating areas

- Provide local building materials, labor, money
- Pay salary of school guard or serve as guard.
- Campaign against dropout.
- Discuss the school problems

4.4.2. BESO Cooperating Schools

- Contribute money specially students' parents
- Work to encourage female participation.

The roles of wereda education officials, with regard to school community relation as the response to the interview indicates were:

a) GTZ areas

- Signing agreement with the project & contractors and give technical assistance.
- Mobilizing and coordinating the general community
- Working with the kebele authorities on how to solve school problems.
- Creating community awareness on the role they should play in schools.
- Coordinating training's given and other activities of the project.

b) BESO areas

- Working with the kebele authorities to mobilize the community members, but here the officials commented that so far there was no as such remarkable role played by them.
- Getting community contributions collected in due time.

The zonal education department is responsible for such activities as:

- Identifying schools, which require rehabilitation and assign quota to respective weredas.
- Coordinate and follow up the activities.

In the non-project areas the zonal and wereda education officials except allotting the annual budget and assigning teachers, did not involve in community mobilization.

The projects, in order to promote community participation in schools, were applying new approach, which was not used by other schools. Thus, in GTZ areas the new approach introduced includes:

- Involve the community members in passing decisions and in signing agreements with the projects.
- Involve the community representatives in trainings for teachers and principals.
- Establish such committees as maintenance committee, which is new to other schools.

In BESO areas, the new approach used was involving the community representatives in decisions concerning their roles.

As a result of cooperation with the project the improvements made in schools according to the respondents were:

GTZ areas

- Reduced dropout rate.
- Increased enrollment of female students.
- Trainings given to teachers, principals and community representatives, which made school- community relation possible.
- Improved internal organization of schools.
- Problems of teachers' residence solved.
- New classrooms added.
- Community's feeling of school ownership developed.
- Strengthened school- community relation.

BESO areas

- Increased enrollment rate.
- Female students' participation increased.
- Improved (maintained) school building.

The officials, concerning the implementability of the projects' approaches, commented that they could be used in schools, which are not assisted by the projects if: -

- The government officials do what the projects were doing.
- The community's awareness is raised towards involving in school affairs.
- The professionals at the higher level follow up whether the community is fulfilling its duties.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary and Conclusion

The purpose of this study was to look into the level of community participation in primary schools which are assisted by the GTZ and BESO projects and non-assisted schools. It was meant to see the difference in the level of community participation in the three situations and suggest solutions for problems prevailing with regards to community-school relations.

In order to achieve the purpose of the study, basic questions were raised regarding a) the status of community involvement in school affairs, b) the problems which demand community involvement in schools, c) the difference of community-school relations in the three situations d) what one can learn from the other and the effect of the relation on schools. Questions were also raised whether the methods the projects used are applicable in other schools and whether they have long lasting effects.

On basis of the basic questions, questionnaires with three categories i.e., for community members, for teachers and principals. and projects were developed and piloted. Based on the feed backs obtained, the instruments were revised and used in the final study.

The study was conducted in 6 zones which were selected using purposive or judgement sampling technique. Twenty-four schools, 72 teachers and principals, 72 community members were randomly selected. In addition from the two projects 6 officers and 12 wereda and 6 zone education officers were used as sources of information.

The community members, teachers & principals and projects officers were provided questionnaires while interview was conducted with the zones and weredas education officers. From the data obtained, percentages, means and ranges were calculated.

Findings and conclusions were reached upon on basis of the analysis of the data.

1. The two projects, GTZ and BESO were attempting to boost community participation in primary schools using different methods, which they devised. In both project areas the community representatives, school administration and authorities from the weredas sign agreements. These agreements were meant to bond the involved parties together as a result of which community participation is better. But in some cases the agreements signed were not stuck to by the community members.
2. Concerning the number of zones and schools under the two projects, GTZ was working with two zones in which it had smaller number of schools. BESO was working in all zones except the two zones which are occupied by GTZ. Thus, reaching schools for assistance was seen to be more difficult for BESO than GTZ.
3. In the non-project areas, the community-school relations were poor and there was no community involvement in school affairs. But it appeared to be better in the project areas. In BESO areas the committee did not have strong regular schedule for meeting. This was because once they gave the amount of money required; the community members were not needed.
4. Concerning different activities in school affairs, community members in GTZ and BESO cooperating schools had put it as a shared responsibility between the government, community members and the schools. Communities in non-project cooperating schools, however, suggested it to be taken by the government. Here the reason given was that parents should not be made to pay money though they could do some activities, which do not charge them money in cash.
5. In BESO assisted schools, community members especially parents of school children were made to contribute money in cash which was the reason for parents to complain. The money which the project as well as the community members

contributed did not go to schools on due time. The project was also blamed for not releasing it punctually.

6. In GTZ cooperating schools, the local community contributed construction materials, which were available in their localities, and labor to complement the contractors, which were hired for skilled manpower. The observed problem with material contribution was that the materials were poor in quality and insufficient for the purpose.
7. Schools, which were not assisted by the projects, did not get any support from the local community. Community members in these areas did not think that they can do something to schools. They ascribe all the activities of schools to be performed by the schools and the government. According to their understanding the government is responsible for every thing in schools and their responsibility is sending their children to schools.
8. The understanding of community members about their roles in schools varies in the three situations:
 - a) In GTZ they realize that schools can perform better and different school activities can be improved if they involve in school activities.
 - b) In BESO areas also they believe that schools can make difference if the government in collaboration with schools and the community members works together in some aspects.
 - c) In the non- project assisted areas, the community members showed little or no inclination towards working with schools. They had an understanding that the government should be responsible for it.
9. From these observations, it is evident that community members, in non-project areas had a feeling that since primary education is free they should not contribute anything to schools. Thus even in the project-assisted schools they feel that it is an imposition to make them contribute to schools. This implies that unless they are made clear with the role they have in schools and its indispensability for better performance of school activities it may disappear sometime in the future.

10. Teachers and principals in some places see mobilizing community members as waste of time. This is because it demands them additional effort and time. As a result of this, the teachers did not make efforts to communicate with the local community and hence there was poor school-community relation.
11. To achieve the objective of effective school-community relation, the projects established new type of committee. For instance, in GTZ areas there was a school rehabilitation committee, which was responsible for maintaining school buildings, furniture, latrine etc. In BESO areas there was dropouts returning and girls advisory committee.
12. Schools can take initiatives to involve in community problems as noted by Havelock and Huberman, (1997:213) to make a positive relation. However, in the three cases school staffs were seen not to have such relationship and they have taken no initiatives in solving community problems. Therefore, conditions were not ready to cultivate mutual benefits between schools and communities.
13. The community members, teachers, and principals as well as officials at zonal and wereda levels had a policy understanding that primary education should be freely offered in the region. Therefore, they resisted the community contribution to protect the order of the policy. The policy understanding with this regard was not clear to them whether it completely forbids community contribution or not.
14. In project-assisted schools, the community contribution in some cases was seen not to be effective for some reasons. In some areas the materials contributed were embezzled by dishonest principals, in some areas poor contribution was observed due to lack of strong mobilization and follow up from the authorities.
15. Concerning the school committees, in non-project areas there was no strong movement. They appeared only when the principals called them for meeting or when they had to hear and sign on already passed decisions. In BESO areas, they were some how active on such activities as getting the community contributes the money of their share. In GTZ areas however, they worked on contributing

materials and constructing buildings. Thus committees in GTZ areas were more active and more often work with schools than committees in other areas.

16. In the projects assisted school as a result of involvement of the local community, the school conditions i.e. the buildings, furniture, latrine were relatively in a better position.

5.2.Recommendations

On basis of the findings reached and conclusions drawn, the following recommendations are made.

1. In project areas the community participation in contributing materials or money gets weaker when the follow up by the authorities is not strong. Therefore, the authorities from Kebele, wereda and zone must pay attention to ensure that the stakeholders are performing their duties according to the agreements signed.
2. The number of schools and zones under BESO is very large. The project moves to all zones and special weredas. Thus it is difficult for the project to manage due to the distances among zones and weredas. In this case the project with its limited number of staff can not achieve the targets it sets. Due to the above mentioned limitation and poor follow up from the authorities it is difficult to manage. Therefore the project should reduce the number of zones and schools to manageable size. In addition, they have to rearrange their agreements that community members can contribute materials not only money in cash. Another complaint in BESO schools was that it is only the parents of school children who are made to contribute money. Therefore, to share the burden of parents all the local people should be involved in the contribution.
3. In the two project areas, except going to the community seeking their help, there is no established way of informing them about the improvements achieved as a result of their assistance. The community members were neither acknowledged for their contribution nor made to see the changes brought about. Therefore, it is recommendable that schools and the projects as well as the authorities should formally acknowledge the people for what they did. Thus the people can see and learn that they can make changes in schools and they are important in schools.

4. The community members in projects assisted and non-projects assisted areas manifest different feelings about the role they should play in schools. Their awareness also varies in the three situations. In the non-project assisted schools they appeared not ready or conscious of the role they could play. Hence, in these areas the government authorities have to raise community awareness so that they realize schools are their properties and need their supports.
5. In the project and non-project areas, the local people as well as the government officials took the policy as a hindering factor of community involvement in schools. They have reported that it is forbidden to make the local people give anything to schools. Therefore, the policy should be made clear to the people and the authorities. School principals and teachers in all schools have noted that the budget allocated by the government was so meager and they ran short of money to cover their financial plans. Therefore, the policy confusion has to be cleared and the community must be approached for what it can do. The policy statement about the fees in primary schools must be interpreted to the people correctly.
6. The communities' feelings that contributing to schools is an imposition even in the project areas is an indicator that in the future, when the projects terminate, the contribution will cease. Therefore, the government authorities, the projects and the local people have to discuss further about how to change or avoid such feelings and establish sustainable school-community relationships.
7. The other problem with school community relations is that teachers and principals feel that working to mobilize the community is waste of time. In schools where the government budget is insufficient and teachers are not willing to raise local resources schools can not put their plans into practice. Therefore, teachers must be made aware of the local resources and the way of utilizing them. Therefore, they must be given short-term on-the-job

training concerning extracting such resources available in the local community.

8. In addition to the poor supply of the government and shaky participation of the community, the materials contributed were embezzled. This mismanagement of properties harms not only the specific school but also it teaches bad lessons to the neighboring ones. Therefore, care should be taken to avoid such happenings. The authorities in the zonal, wereda and kebele level should create systematic management of resources and develop regular monitoring strategies. Further more, measures must be taken against principals who commit such misuses.
9. Projects to get the utmost involvement of the community members have to move with the officers from the zone and wereda when they sign agreement and monitor schools. The wereda and zone administrative councils must also involve in mobilizing and monitoring activities. This helps to ensure that the kebele authorities are involved.
10. In most schools the committees are not functioning in the way they would mobilize the community to involve in school affairs. Therefore, the purposes of committees in schools have to be revised so that they would promote the school-community relationship. The experience of GTZ rehabilitation committee and BESO dropouts returning committees would help schools benefit from the community.

BIBLIOGRAPHY

- Ayalew Shibeshi : (1991) Approach to Educational Organization and Management, AAU., Unpublished Teaching Material.
- Bellamy Caro : (1999) The State of the World's Children. USA:UNICEF.
- Best, J.W. (1977) Research in Education. New Jersey: Prentice Hall, Inc.
- Blasé Jo and Blasé Joseph (1997) The Fire is Back: Principals Sharing School Governance. California: Corwin Press, Inc.
- BRAC (1997) NFPE Annual Report, Delhi: BRAC Printers
- Bray, M. and Lillis, K. (1988) Community Financing of Education, New York: Pergamon press.
- Campbell, R.F. and John, A.R (1958) The Dynamics of School Community Relations, Boston: Allyn and Bacon, Inc.
- Champman . J. et al (1996) The Reconstruction of Education: Quality, and Control. Great Britain: Redwod Books Ltd.
- Christensen, P. et al (1997) Kids, Schools and Learning: African Success Stories, Washington: Health and Human Resources Analysis for African Projects.
- Craft, M (1972) Family, Class and Education. London: Longman Group Ltd.
- Craig, J. (1990) Comparative African Experiences in Implementing Educational Policies Washington: the World Bank
- Cummings, W. and Dall,F. (1995) Implementing Quality Primary Education for Countries in Transition. New York , Jordan Press
Foundation Al Rai.
- Cummings, W. and McGinn, N.F. (1997) International Hand Book of Education and Development: Preparing Schools, Students and Nations for the 21st Century. Great Britain: Elsevier Science Ltd.

- Cummings, W. (1998) “Quality Education for All: Community Oriented Management Initiatives for Reaching the Periphery in Quality Education in Ethiopia” in Amare Asgedom et.al, (ed) Quality Education :Vision for 21st Century. A.A.U. Press.
- DAE (1996) Formulating Education Policy: Lessons and Experiences from sub-Saharan Africa Paris: ADAE (Association for Development of African Education)
- Davies, B. and Ellison.L . (1994) Managing the Effective Primary School, England: Longman Group Ltd.
- Decker, C.A. and Decker. J. R (1997) Planning and Administering Early Childhood Programs, Ohio: Merrill Prentice Hall.
- Degarge Minale (1998) Regional Disparities in Primary Schooling of Ethiopia. AAU, Unpublished Master’s Thesis.
- Feuerstein, M.T. (1986) Partners in Evaluation, London: Macmillan Education LTD.
- Fullan, M.G. and Stiegelbaur,S. (1991) The New Meaning of Educational Change. New York: Teachers College Press.
- Goble, N.M. and Porter, J.F. (1977) The Changing Role of the Teacher, UNESCO
- Gorton, R.A. (1987) School Leadership and Administration: Important Concepts, Case Studies and Simulation 3rd ed, Iowa, WM.C. Brown Publishers.
- Griffiths, D.E. (1956) Human Relation in School Administration. New York: Appleton century Crofts, Inc.
- GTZ (PEAP) (2000) Teachers' Handbook for In-Staff Training in Primary Schools, A.A: Commercial Printing Press.
- Hagmann, J. (1998) Learning Together through Participatory Extension, Harare: Agritex.

- Haneveld, W. and Craig, H. (1996) School count: World Bank Project Design and the Quality of Primary Education in sub-Saharan Africa. Washington: World Bank.
- Hicks, J. H. (1956) Administrative Leadership in the Elementary School. New York: the Ronald Press Company
- Jensen, J.T. et al (1967) Elementary School Administration. 2nd ed, Boston: Allyn and Bacon.
- Koul, L. (1984) Methodology of Educational Research. Delhi. Vikas Publishing House Pvt. Ltd.
- Lockeed, M.E. and Verspoor, A (1991) Improving Primary Education in Developing Countries. Washington: Oxford University Press.
- Lowe, J., et. al., (1971) Education and Nation Building in the 3rd World. London: Scottish Academic press.
- McDonough, H. and Wheeler, W.C (1998) Towards School and Community Collaboration in Social Forestry. U.S.A. ABEL Project, USAID.
- MOE (1994) የአፀደሕፃናትና የመጀመሪያ ደረጃ ትምህርት ስታንደር
A.A. EMPDA
- _____ (1995) የትምህርት አመራርና አደራጃጀት , A.A. EMDA
- _____ (1998) Education Sector Development Program Implementation Manual, A.A. Unpublished Living Document.
- Neale, D.C. et al (1981) Strategy for School Improvement Cooperative Planning and Organization Development. Boston: Allan and Bacon, Inc.
- Nielson, H.D. and Cummings W.K. (1997) Quality Education for All. New York: Garland Pub. Inc.
- Olsen. E.G. (1954) School and Community. New York: Prentice Hall, Inc.
- _____ (1956) The School and Community Reader.

New York: McMillan Camp.

- Ovando, C. J. and Collier, V.P. (1985) Bilingual and ESL Classrooms: Teaching in Multicultural Context, New York: McGraw Hill Book Camp.
- Parther, C. J. et .al (1996) Improving Incentives: Promising Strategies for Improving Girls' Participation in School, Washington: Creative Associates International, Inc.
- Philip, H.M. (1975) Basic Education: A world Challenge, Measures and Innovations for Children in Developing Countries, New York John Wiley and Sons.
- Poston, W.K. et al (1992) Making Schools Work: Practical Management of Support Operations, California: Crown Press, Inc.
- Randal, M.T. and Hayes P.M. (1996) Foundations for High Achievement: Safety, Civility, Literacy: Denver; Colorado Department of Education.
- Romer, R. et al (1996) Moving Ahead Together: A School Improvement Tool for Colorado Communities; Colorado: Department of Education.
- Rugh,A. and Bossert,H. (1998) Involving Communities: Participation in the Delivery of Education Programs, Washington: Creative Association International, Inc.
- Rowley, D. (1998) " First Steps Towards Quality and Equity in Primary Education: The Expanding Role of School Communities in SNNPR" in Amare Asgedom et al (ed) Quality Education: Vision for 21st Century. A.A.U. Press.
- Scherer, M. (1996) On Better Alternatives for Urban Students in Educational Leadership: New Options for Public Education, Vol 54, No 2. Alexandria, ed. Press.
- Singh, N. and Gilman.J. (2000) Employment and Natural Resources Management: A livelihood Approach to Poverty

Reduction, New York: UNDP Conference Paper series.

- Surfin, S.G. (1962) The Economics and Politics of Public Education: Issue in Federal Aid to Education. New York: Syracuse University Press.
- Sutherland. M. (1988) Theory of Education. New York: Long man Group UK. Limited.
- Tadele Zewdie (1995) Issues, Practices and Problems of School-Community Relations in the Senior Secondary Schools of Region Three, Unpublished Masters Thesis. A.A.U.
- Taddese Mekuria (1996) Public Participation in the Educational Operation in Schools of Central Ethiopia: A systems Approach, A.A.U. Unpublished Masters Thesis.
- Ubben, G.C. and Hughes, L.W. (1997) The Principal's Creative Leadership for Effective Schools. Boston: Allyn and Backon.
- Venkateswaran J. (1997) Principles of Education. Delhi: Vikas Publishing House pvt. Ltd.
- Williams, S.W. (1964) Educational Administration in Secondary Schools: Task and Challenges. New York: McGraw Hill Book Company.
- Zaudneh Yimtatu (1994) Change and Innovation in Education. A.A.U. Unpublished Material.

Website / email Address

BPFI 9/3/99 Benefits of parent and Family Involvement- <http://www.ncrel.org/ncrel/sdrs/areas/issues/environment/famncomm/palllk37.htm>.

APPENDICES

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION**

**Questionnaire to be Filled by
Community Members**

Purpose

This questionnaire is developed to collect first hand information on the community participation in primary schools in SNNPR. The Cooperation of community members is indispensable for accomplishment of this study.

Therefore, please respond to all questions completely and frankly.

Direction

- 1.No need to write your name
- 2.Please encircle choice of your answer for multiple choice questions
- 3.Give brief and clear answers to open-ended questions.

General Information

1.Zone _____ Wereda _____ School _____

2.Sex:Male _____ female _____

3.Status:parent _____ Non-parent community member _____

4.Age group: a)20-29 b)30-39 c)40-49 d)50 and above

5. Do you have children attending this school?

- a) Yes b) No

6. Are you a member in any of committees in this school?

- a) Yes b) No

7.If "Yes" which committee?

8.What are the duties & responsibilities of your committee? Please describe?

9. Does your committee have meeting schedule to perform its functions (responsibilities)? a)Yes b)No

10. If "yes" how often do you hold meetings?
a) every month b) twice a year
c) twice a semester d) other

11. Is there any new insight you gained towards helping your child at school and home as a result of working with schools?
a) much b) moderate c) little d) not at all

12. How do you assist your child?
a) Provide materials needed
b) Arrange time and space for study
c) Communicate with the school about the achievement of my son/daughter
d) Any other. (Please specify)

13. How often are you invited to the school meetings or involved in school activities?
a) very often b) often c) only sometimes
d) not at all e) any other _____

14. Do community members participate in the following activities? Please put them in the order of their level. Use/ ✓ / to indicate your response.

No	Activities	Level of participation					
		Very High	high	medium	low	very low	not practiced at all
1	Planning the yearly schedule for community activities in schools						
2	Participation of community in decision making concerning their roles in schools						
3	Solving problems related to students' discipline						
4	Holding discussion with parents and general community on students' poor or good achievement						
5	Discussing with schools and suggestion solutions for irregular attendance and dropouts of students						
6	Providing labour for school construction or renovation						
7	Providing money or material for school construction						
8	Participating in identifying and prioritising school problems which are to be solved through community involvement						
9	Evaluating the effects of community support in school and taking corrective measures						

15) In your relation with schools, who decides what one should contribute?

- a) The wereda council
- b) The kebele council
- c) The school
- d) The community elected committee
- e) Any other _____

16. Do you contribute any thing to school?

- a) Yes always b) sometimes c) rarely d) not ate all

17. If "yes," what do you contribute to schools?

- a) labour b) money c)materials for construction
 d) skills and knowledge e)none_____

18. Why do you think you should contribute to school?

- a) Because the government compels us
 b) Because my child learn there
 c) Because it serves our children and it is our responsibility to do so.
 d)Because others also do to their children
 e)Any other_____

19. Who do you think should be responsible for the following activities?

No	Activities	Responsible body			
		Government	Parents of school children	Schools	Community In general
1	Construction of new schools				
2	Rehabilitation of the old schools				
3	Maintenance of school furniture				
4	Maintenance of school fence				
5	Protection of small and female students form nay assault				
6	Campaigning against dropout				
7	Encouraging and assisting students at home and school				

Thank You

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

QUESTIONNAIRE TO BE FILLED BY PRINCIPALS AND TEACHERS.

PURPOSE

The purpose of this questionnaire is to collect first hand information on the community participation in schools. Your cooperating in providing relevant and candid information will be of great help to the study.

Therefore, please respond to all questions provided in this instrument completely and honestly.

Direction

1. No need to write your name
2. Please put to your answers for questions which require your opinion.

General Information

1. Place: Zone _____ Wereda _____
School _____
 2. Sex: Male _____ Female _____
 3. Status: Principal _____ vice principal _____ teacher _____
 4. Years of service: total _____ in the present school _____
1. Is there any committee in your school?
- a) Yes b) No

- b) Better support from home and school
- c) Improved school furniture
- d) Any other _____

11. Do parents and non - parent community members equally participate in working with schools or is there any difference?

- a) Parents are more willing and motivated than others
- b) All community members equally collaborate
- c) All do not participate unless forced by authorities.
- d) Any other _____

12. How do not - parent community members feel about involving in schools?

- a) compelled
- b) imposed
- c) indifferent
- d) pleased
- e) Any other _____

13. How do you and your staff feel about mobilizing community?

- a) Waste of time and energy
- b) adding cost on school
- c) Sources of school inputs
- d) any other _____

14. What do community members contribute to schools?

- a) Labor
- b) Materials
- c) Money
- d) Any other _____

15. In which aspects of community participation do you observe unsatisfactory contribution?

- a) Labor
- b) Material
- c) Money
- d) Other _____

16. What is the reason for the unsatisfactory contribution?

- a) The community members do not bring quality materials
- b) The community members do not have money to contribute
- c) The community members do not want to spend any money or labor on school.

d) The community members lack awareness about their roles in school

e) Any other _____

17. With maximum community participation, it is possible to solve school problems.

a) Strongly agree b) Agree c) indifferent d) Disagree

e) Strongly disagree

18. Is there any cultural organization which encourages community participation and that makes any effort towards it?

a) Yes b) No

19. If "yes" list their names. _____

20. Do your school staff and students work with the community in identifying and solving community problems?

a) Yes b) No

21. If "yes" what types of activities do you perform?

a) health problems b) road, bridge and other related works

c) harvesting crops in the time of unexpected rain d) Any other _____

22. Indicate with " " how often you use each of the following methods to communicate with the community.

<i>No</i>	<i>Needs and means of communication</i>	<i>Level of communication</i>			
		<i>Very often</i>	<i>Often</i>	<i>Rarely</i>	<i>Not at all</i>
1	Letter to parent in case of student problem				
2	Student achievement Report card				
3	Oval message to parents about student achievement				
4	Semester meetings on school days				
5	Conducting meetings with community organizations				
6	Home visitations when irregular student attendance is observed				
7	Staff campaign when enrollment rate is lower than expected				
8	Taking initiatives to identify and solve community problems				
9	Discussing school problems with the community and working together to solve them				
10	Message of congratulations and thanks to the community on success of their collaboration				
11	Communicating policy issues and school regulations with community				

PART II

To be filled by project cooperated schools

1. What project is cooperating with your school? _____
2. Do you know what the purpose of the project is in your school?
a/ I know very well b/ I know well
c/ I know little d/ I do not know
3. If you know, what is the purpose of the project in your school?
a/ Granting money b/ Providing educational materials
c/ Motivating community to work with schools
d/ Building schools e/ Renovating buildings
f/ Any other _____
4. Do you agree with the idea that the project is performing its tasks well.
a/ Strongly agree b/ Agree c/ Disagree
d/ Strongly disagree
5. Do you see improvements in your schools as a result of project's cooperation?
a/ Yes b/ Only some how c/ Not at all
6. What changes (improvements) are made concerning school buildings?
a/ New buildings built b/ The old buildings renovated
c/ Classroom expanded d/ Any other _____
7. What improvements are made concerning school furniture?
a/ The old ones are repaired b/ New ones are added
c/ No improvement is made d/ Any other _____
8. Concerning students, what changes (improvements) do you see in project assisted schools?
a/ Enrolment rate increased b/ Achievement improved
c/ Dropout rate reduced d/ No change is observed
e/ Any other _____
9. If there is any improvement concerning students, what is the extent of the improvement?
a/ Very high b/ High c/ Low d/ Very low
e/ No improvement at all
10. Did the projects make any change in the attitude of the community towards working with schools?
a/ Yes b/ No c/ I don't know
11. If there is change in the attitude of the community, how is it manifested?
a/ They fell that schools are their own properties
b/ They take initiatives in solving school problems.

c/ they attend school meetings whenever they are invited
 d/ Any other _____

12. Is community involvement in project assisted schools better than in other schools?
 a/ Yes b/ No

13. If your answer is "yes" what extent is the community's involvement in project assisted schools better than the non - assisted schools?
 a/ Far better b/ Better c/ Similar (not better)
 d/ Any other _____

14. If community participation in the project assisted schools better than in other schools, is the method applicable in all schools?
 a/ Very much b/ To some extent c/ Not at all

15. If it is applicable to what extent is it affordable?
 a/ Very highly b/ Highly c/ To some extent
 d/ Not at all e/ Any other _____

16. If not affordable, why?
 a/ Because they are expansive
 b/ What the projects use are beyond our level (capacity)
 c/ Because the government does not encourage it
 d/ Any other _____

17. How is the project performing its duties and meeting its objectives?
 a/ Very satisfactorily b/ Satisfactorily
 c/ Not Satisfactorily d/ Any other _____

18. Please, show how you and your staff are satisfied with the project's activities.

<i>No</i>	<i>Activities</i>	<i>Level of satisfaction</i>				
		<i>Very high</i>	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>Very low</i>
1	School maintenance (renovation)					
2	Provision of supplies					
3	Quality of materials provided					
4	Training given					
5	Efforts made to motivate community					
6	Contributions of money					

19. If you are not satisfied in any of the above activities, please explain why.

a/ _____

b/ _____

c/ _____

20. Your general comment on how to better utilize the project _____

Thank you

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL'
ADMINISTRATION

Questionnaire to be filled by project Officials.

Purpose

The purpose of this questionnaire is to collect first hand information on the community participation in primary schools in SNNPR. Your cooperation in providing relevant and candid information will be of great help to the study.

Therefore, please respond to all questions provided in this instrument completely and honestly.

Direction

1. No need to write your name
2. Encircle your answers for questions with multiple choices
3. Give concise responses for open - ended questions.

General Information

1. Project you work for _____
2. Your position in the project _____
3. Years of service in the project _____
4. Name of zones and special wereda your project is working _____

5. How many schools are there under your project? _____

1. What are the major objectives of your project in schools? _____

2. Who is your major counterpart you work with to obtain your objectives?

a) Government officials in every echelon

b) Community representatives

c) Schools staff

d) Any other _____

3. Among your counterparts, with which one do you decide upon assigning responsibility to each.

a) Kebele council

b) Wereda and Kebele council

c) Representatives of community, Kebele council and school administration

d) School administration. e) Any other _____

4. How often do you face any sort of resistance from the governmental or community parts to your collaboration?

a) always b) sometimes c) rarely d) not at all

5. Which party manifests resistance?

a) Wereda council b) Wereda education officials

b) Zone council d) Zone education officials

c) Kebele council f) The local community g) schools

h) Any other _____

6. Among the general community, do you observe any difference in motivation of parents and non- parents community members?

a) Always b) Sometimes c) Rarely d) Not at all

7. What is the responsibility of each party in your project cooperating schools?

a) The project _____

b) The local community _____

c) Kebele administration _____

d) Schools _____

e) Wereda council and education authority _____

8. What measures are taken when one of the parties fails to accomplish its duties?

a) Further effort is made to convince the party which fails

b) The committee fines the individuals who fail

c) No measure is taken

d) Any other _____

9. Is there any new committee other than the formal school committee that your project formed?

a) Yes

b) No

10. If "yes", which part of the community does the committee represent?
a) Parents b) religious group c) kebele administration
e) Community elders f) any other _____

11. Among the committee members which group do you find more effective in cooperating?
a) parent group b) general community c) religious groups
d) administrative groups e) any other _____

12. Is there any group in your committee which is more resistant or less cooperating?
a) Yes b) No

13. If "yes", which one is it among the ones listed under question No 10? _____

14. In your project cooperating schools do you think there are improvements made since your cooperation?
a) Yes b) To some extent c) Not at all

15. If "yes", what aspects of the schools are improved?

a) School buildings b) Furniture and equipment
c) Staff and students toilet d) Others _____

16. Do you think that this has resulted in improved students achievement learning?

a) Yes b) No

17. If yes how is this measured?

a) Increased transition rate b) Low repetition rate
c) Increased enrollment rate d) Any other _____

18. Who do you think contributed much to the improvements achieved?

a) The school b) Parents c) The project

d) The community and the schools d) any other _____

19. Are these parties informed of the changes (improvements) made due to their participation?

a) Yes b) No

20. If "yes" who informs them?

a) The school staff b) The students c) The committee
d) The committee and the project e) Any other _____

21. Does your project have smooth relations with the community in all schools?

a) Yes, in all schools b) Yes, in most schools c) In some schools d) Not *at all*

22. Who do you acknowledge for the smooth relation you have?

a) Authorities in the zones
b) Wereda administrative council
c) Kebele council
d) The school
e) Community members
f) Any other _____

23. What contributions does your project expect from the community?

a) Money b) Labor c) Material d) Skill/knowledge
f) Any other _____

24. What do community members feel about their involvement? a) As an imposition

b) As their own responsibility to contribute to their school

c) As an obstacle to their personal business

d) Any other _____

25. Do the communities in all zones and weredas respond to calls for participation in school affairs in the same way?

- a) Yes, always b) Sometimes c) Rarely d) Not at all

26. If "sometimes ,rarely or not at all", what do you think the reasons are?

- a) In some zones the administrative bodies do not mobilize people
b) In some zones the communities do not want to contribute to schools.
c) Communities in some zones think that the policy says that education is free and it is the government who must afford it.
d) Any other _____

27. Are the teachers and principals willing to work with the community members?

- a) Yes, always b) Sometimes c) Rarely d)Not at all

28. If "no" why?

- a) Due to lack of interest b) Lack of awareness
c) Lack of time d) Any other _____

29. Is there any innovative mechanism that the project introduced to promote community participation?

- a) Yes b) No

30. If "yes" specify _____

31. What strategies are designed to ensure the sustainability of community participation when your project terminates? _____

Thank you

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Interview to be conducted with the Zonal and Wereda education officials.

Part I

1. Zone _____ Wereda _____
2. Sex: Male _____ Female _____
3. Responsibility _____
4. Do you regularly observe primary schools in your Zone (Wereda) ?
5. How often do you observe (visit) them?
6. In this region, students at primary level do not pay registration fee and tuition fee. So how do schools cover their expenses ?
7. With regards to question 5, what problems prevail in your Zone (Wereda) that demand community involvement in school ?
8. In your Zone (Wereda), concerning school rehabilitation, i.e, building, furniture, equipment, fence, and other physical aspects of the schools, is there any responsible body other than the government?
9. Do community members participate in solving school problems such as the ones mentioned above?
10. What problems most of the time demand community involvement in finding solutions in your Zone(Wereda) ?
11. What do community members do to solve the problems?
12. Who decides what each member should do?
13. What do community members feel about what they contribute?
14. What is the role of Zone (Woreda) education officials concerning school- community relation

Part II

Concerning project assisted schools.

1. What project (NGO) is functioning in this Zone (Wereda) to promote community participation in schools?
2. What is the major task of the project in schools?
3. What is the task of
 - a) Zone
 - b) Wereda
 - c) School
 - d) Kebele
 - e) Community members in working with the project?
4. Is there any new approach introduced by the projects concerning school-community relation?
5. In schools is there any improvement brought about by the projects?
6. Do you think it is possible to implement this approach in schools which are not assisted by the projects?
7. What changes are made as the result of the project's effort on
 - a) Student (participation)
 - b) School (physical plant and internal organization)?

- c) Teachers ((efficiency and training)
 - d) Any other improvement in general school activities.
 - e) Community awareness towards participating in school affairs?
8. Do you have any suggestion or idea that there are some points which have to be changed, amended or improved some how to improve the project's efficiency?
9. Do you have any suggestion about how to better implement the projects' plans into action in schools?
10. Any general comment on school- community relation.

Thank you.

DECLARATION

The thesis is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

Name : Getachew Mamo

Signature : 

Date: May 29, 2007

This thesis has been submitted for examination with my approval as university advisor

Name : Nebiyu Taddese (Dr.)

Signature : Nebiyu Taddese

Date of submission May 29, 2007